

**STATUS OF EARLY IDENTIFICATION OF LEARNERS WITH SPECIAL  
EDUCATIONAL NEEDS IN SELECTED REGULAR PRIMARY SCHOOLS  
IN NJORO, NAKURU COUNTY KENYA**

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## DECLARATION

I confirm that this research project is my original work and has not been presented in any other university for certification. This study has been complemented by referenced works duly acknowledged. Where texts, data, graphics, pictures or tables have been borrowed from other work including internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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## **DEDICATION**

I dedicate this work to my family for the sacrifice they made which enabled me to complete this project. Their love, care, concern, support, encouragement and enthusiasm inspired me to achieve this goal.

## **ACKNOWLEDGEMENT**

I take this opportunity to thank God for good health and for bringing me this far. I also want to extend special gratitude to my supervisor, Dr. Jessina Muthee and Dr. George Wairungu for the guidance and patience in reading, correcting, re-reading and refining this work.

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iv</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>ix</b>
<b>LIST OF FIGURES</b> .....	<b>x</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS</b> .....	<b>xi</b>
<b>ABSTRACT</b> .....	<b>xii</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.0 Introduction .....	1
1.1 Background to the Study .....	1
1.2 Statement of the Problem .....	4
1.3 Purpose of the Study .....	6
1.3.1 Objectives of the Study .....	6
1.4 Research Questions .....	6
1.5 Study Significance .....	7
1.6 Limitations and Delimitations .....	7
1.6.1. Limitations .....	7
1.6.2 Delimitations .....	8
1.7. Theoretical and Conceptual Framework .....	8
1.7.1. Theoretical Framework of the Study .....	8
1.7.2 Conceptual Framework .....	9
1.8 Operational Definition of Key Terms .....	11
1.9 Chapter Summary .....	12
<b>CHAPTER TWO</b> .....	<b>13</b>
<b>LITERATURE REVIEW</b> .....	<b>13</b>
2.0 Introduction .....	13
2.1. Methods of Identifying Special Needs Learners. ....	13
2.1.1 The Process of Identification for Special Needs Learners .....	14
2.1.2 Observation of Special Needs .....	15

2.2 Home factors influencing the identification of learners with special educational needs .....	16
2.2.1 Stigma .....	16
2.2.2 Cultural Barriers to Identification of Special Needs .....	18
2.2.3 Special Needs Attending Regular Primary Schools .....	18
2.2.4 Misidentification .....	19
2.3 Placement Options .....	19
2.2 Teacher factors influencing the identification of learners with special educational needs .....	22
2.5 Empirical Review on Learners with Special Educational Needs .....	24
2.6 Summary of the Literature Review .....	26
2.7 Chapter Summary .....	27
<b>CHAPTER THREE.....</b>	<b>28</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>28</b>
3.0 Introduction .....	28
3.1 Research Design .....	28
3.1.1 Study Variables.....	28
3.1.2 Independent Variables.....	28
3.1.3 Dependent Variable .....	29
3.2 Study Location.....	29
3.3 Target Population .....	29
3.4 Sample Size and Sampling Techniques .....	29
3.4.1 Sampling Techniques .....	29
3.4.2 Sample Size .....	30
3.5.1 Questionnaires .....	31
3.5.2 Interview Guide .....	32
3.6 Pilot Study .....	32
3.6.1 Validity.....	33
3.6.2 Reliability of Instruments.....	33
3.7 Data Collection Procedures .....	34
3.9 Logistical and Ethical Considerations .....	35
3.9.1 Chapter Summary .....	35
<b>CHAPTER FOUR .....</b>	<b>37</b>
<b>RESEARCH FINDINGS AND DISCUSSION .....</b>	<b>37</b>

4.1 Introduction .....	37
4.1.1 Response Rate.....	37
4.2 Bio Data .....	38
4.2.1 Gender Distribution .....	38
4.2.2 Teaching Experience among Teachers .....	38
4.2.3 Highest Professional Qualification .....	40
4.2.4 Training Level in the Special Education Field among Teachers .....	41
4.3 Methods Teachers Use in Identifying Special Educational Needs Learners .....	42
4.3.1 Admission of Special Educational Needs Learners in Class One .....	42
4.3.2 Ways of Identifying Learners who have Special Educational Needs.....	43
4.3.3 Number of Children Identified with Special Educational Needs (SEN) .....	43
4.3.4 Number of Pupils with Special Needs Education Enrolled every Year.....	45
4.3.5 Challenges Teachers Face while Identifying Special Educational Needs Learners .....	46
4.4 Home Environment Factors Influencing Identification of Special Educational Needs Learners.....	46
4.4.1 Challenges in Home Environment Affecting Identification of SEN Learners... 46	
4.4.2 Willingness of Parents to Disclose Information about Special Educational Needs Children .....	47
4.4.3 Knowledge of Disabled Children who Remain at Home.....	47
4.4.4 Reasons Why Parents don't Allow Children with Disabilities to Come out .....	48
4.5 Placement Options for Pupils Identified with Special Needs. ....	48
4.5.1 What Happens to Learners who have been Identified with Special Educational Needs .....	48
4.5.2 Role of the EARCs in Assisting Teachers to Identify Special Educational Needs Learners .....	49
4.5.3 Services Provided by the Ministry of Education through EARCs .....	49
4.5.4 Availability of Itinerant Officers from the EARCs .....	50
4.5.5 How Learners Treat their Peers when they Learn that they Have Special Educational Needs .....	51
4.6 Teachers Factor Influencing Identification of Special Educational Needs Children.....	51
4.6.1 Awareness of Policy Guidelines on Special Educational Needs.....	51
4.6.2 Implementation of Policy Guidelines on Special Needs Education .....	52

4.6.3 Received Training on Special Needs Education.....	53
4.6.4 Level of Training on Special Needs Education .....	54
4.6.5 Adequacy of Teachers to Handle all the Special Need Cases in the School.....	55
4.6.6 Number of Teacher Trained in SNE .....	55
4.6.7 Ways in Which the Trained Teachers Help Special Needs Learners .....	56
4.6.8 Complaints Regarding Special Needs Children .....	57
Chapter summary .....	58
<b>CHAPTER FIVE .....</b>	<b>59</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>59</b>
5.1 Introduction .....	59
5.2 Summary of Major Findings. ....	59
5.2.1 Methods Teachers Use when Identifying Special Educational Needs Learners	59
5.2.2 Home Factors.....	60
5.2.3 Placement Option.....	60
5.2.4 Teacher Factors Influencing the Identification of Special Educational Needs Learners .....	60
5.3 Conclusions .....	61
5.3.1. Methods Teachers Use When Identifying Special Needs Learners.....	61
5.3.2 Teacher Factors that influence the Identification of Special Educational Needs Learners .....	61
5.3.3. Home Environment Factors that influence the Identification of Special Educational Needs Learners.....	62
5.3.4. Placement Options Available For Special Educational Needs Learners .....	62
5.4 Recommendations.....	62
5.5 Suggestions for Further Studies.....	63
<b>REFERENCES .....</b>	<b>64</b>
<b>APPENDIX I: QUESTIONNAIRE FOR TEACHERS .....</b>	<b>70</b>
<b>APPENDIX II: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS ....</b>	<b>73</b>



## LIST OF TABLES

<b>Table 3.1:</b> Sample size .....	31
<b>Table 4.1:</b> Response Rate .....	37
<b>Table 4.2:</b> Gender Distribution.....	38
<b>Table 4.3:</b> Number of children identified with special educational needs in your class. .....	44

## LIST OF FIGURES

<b>Figure 2.1:</b> Conceptual Framework.....	10
<b>Figure 2.2:</b> Components of Attitudes .....	24
<b>Figure 2.3:</b> Placement Options.....	21
<b>Figure 4.1:</b> Teaching Experience among Teachers .....	39
<b>Figure 4.2:</b> A Highest Professional Qualification .....	40
<b>Figure 4.3:</b> Level of Training in the Field of Special Education among Teachers ....	41
<b>Figure 4.4:</b> Admission of Learners with Special Needs in Class One .....	42
<b>Figure 4.5:</b> Number of Pupils with Special Needs Education Enrolled every Year ..	45
<b>Figure 4.6:</b> Knowledge of Disabled Children who Remain at Home .....	47
<b>Figure 4.7:</b> Service Provided by the Ministry of Education through ERC to Help in Assessment of Learners with Special Needs.....	49
<b>Figure 4.8:</b> Availability of Itinerant Officers from the EARCs .....	50
<b>Figure 4.9:</b> Awareness of Policy Guidelines on Special Needs Education .....	52
<b>Figure 4.10:</b> Received Training on Special Needs Education .....	53
<b>Figure 4.11:</b> Received Training on Special Needs Education .....	54
<b>Figure 4.12:</b> Adequacy of Teachers to Handle all the Needy Cases in the School....	55
<b>Figure 4.13:</b> Number of Teacher Trained in Special Needs Education.....	56

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>DEO:</b>	District Education Officer
<b>EARCs:</b>	Education Assessment Resource Centre
<b>EFA:</b>	Education for All
<b>FPE:</b>	Free Primary Education
<b>IDEA:</b>	Individuals with Disabilities Education Act
<b>KENPRO:</b>	Kenya Education Network Project
<b>LRE:</b>	Least Restrictive Environment
<b>MOE:</b>	Ministry of Education
<b>NISE:</b>	National Institute of Special Education
<b>SEN:</b>	Special Education Needs
<b>SNE:</b>	Special Needs Education
<b>UNESCO:</b>	United Nations Education Scientific and Cultural Organization
<b>UPE:</b>	Universal Primary Education

## ABSTRACT

Identification of special needs among regular learners is the most complex issue in the field of education. Despite the Kenyan government efforts to provide free education to all children, they have not borne much fruits. In fact, children with special needs continue to be discriminated by their families, schools and the community. Ideally, these children should be identified earlier in order to curb the increasing level of ignorance. The focus of the study was to investigate the status of early identification of learners with special educational needs in selected Kenyan regular primary schools. Specifically the study sought to establish methods teachers use, teacher factors, home environment factors and the placement options available for learners with special needs education in Nakuru County. The study was carried out in Njoro Sub-county. The study used descriptive survey research design. Questionnaires were used to collect data from the class teachers and interviews conducted with head teachers. Purposive sampling was used to sample head teachers. The sample size used in the study comprised of 4 head teachers of the respective sampled schools, 2 standard one teachers and any other special needs teacher in the school. Validity of the instrument was established through the professional counsel by the university supervisors, the course lecturers and the fellow students. Reliability of the instruments was assessed through the split-half method of assessing reliability. Data was analysed using descriptive statistics with the help of statistical package for social science (SPSS Version 24.) and presented in form of tables, graphs, frequency distributions and percentages. Qualitative data from interviews was analysed using correlation analysis and presented in pros form. Based on the findings, some of the characteristics exhibited by pupils with special needs include lack of concentration and inability to follow simple instructions. On factors influencing the identification of learners with disabilities, the study found that income level posed a great challenge. The researcher further noted that when teachers identified that a particular child was having a learning or behavioural difficulty, he/she requested for a formal evaluation. The researcher recommends that, teacher should train in SNE so as to provide skills and attitudes aimed at habitation and adjustment to environment. Also, EARCs should offer special needs service clinics: to study children with special education needs, give advice to parents and teachers on appropriate methods of education and give advice to county education boards regarding assessment of the needs of special children. Moreover, special education must provide an administrative organization to facilitate achievement for children with exceptionalities of the same educational goals as those pursued by other children. In order to better predict academic achievement among pupils with special needs, it would be interesting to incorporate some of the variables that are likely to influence academic performance among pupils with special needs. The researcher suggested that a study should be conducted to determine the influence of parenting style on the academic performance of learners with special needs education.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

The section presents the study background, research objectives, and research questions, assumptions of the study, limitations and delimitations of the study. Also discussed is the rationale of the study, theoretical and conceptual framework.

### **1.1 Background to the Study**

Identification of special needs involves singling out “exceptional” learners from a population of students. A student is considered exceptional if he/she has behavioural, communication, intellectual, physical or multiple exceptionalities and sensory impairment. Exceptionality may also include children talented and gifted. All these categories of learners require individualized service programs of special education to fully benefit from education. Heward (2014) observes that these students should attend inclusive schools and be integrated with others at work places. From elementary schools, learners join primary schools which are either integrated or are fully inclusive.

Full inclusion in education is potentially an explosive issue, with vocal supporters and detractors alike. In fact, according to Sailor (2002), there is a belief that all children with disabilities should be taught inclusively. This includes the general classroom in the neighbourhood they would attend if they were not disabled. Kennedy and Hasn (2004) contend that the diagnostic and instructional models, practices and tools for inclusion are fundamentally flawed particularly for children considered to have mild to moderate disabilities.

The UN standard rules on the opportunity equalization for people with disabilities advocate for total participation and equality for all. For instance, adopted a world declaration for all persons with disability was adopted by The Dakar Framework for Action (2000). Moreover, the Education for All (EFA) established a goal of providing all children with free primary Education by 2015. In June 1994, endorsement of the Salamanca (Spain) framework and statement for action done by 25 international organizations and 92 governments at a Special needs education world conference. The framework states that every child has unique learning needs, abilities, interests and characteristics. The framework further explains that special needs children should have access to regular school accommodating them with pupil-centred pedagogy able to meet their needs.

The legal debate about inclusion in United States of America began with the education passage for all handicapped children policy in 1975. The law, which is currently known as “The Individuals with Disabilities Education Act” (IDEA, 2017), ensures Free Appropriate Public Education (FAPE) that suits their individual needs is provided to students with disabilities. In Japan, basic law concerning the education of people with the disabilities has been revised. This is an effort towards ensuring an inclusive education system (Kawano, 2018).

According to the Pakistan statement and a framework for action the most crucial principle of the inclusive education is: all learners must learn together, anywhere despite their differences (UNESCO, 2016). Recognition and response to different needs for learners should be done by schools that are inclusive, this will accommodated both different learning rates and learning styles to ensure education that is quality to all. All these can be achieved through partnering with the communities, use of resources, change of attitude, teaching strategies and appropriate

curricula. Adoption of inclusive education principle was to be done by all government entities as a matter of policy or law, unless there were valid reasons for doing the contrary, all learners were to be enrolled in regular schools (UNESCO, 2016).

Special Schools should only be attended by those who have severe disabilities and cannot be accommodated in regular schools. Subsequently in Africa, relevant laws and regulations combined with cabinet decisions have been reached. In 1961, African ministers for education met in Addis Ababa and attaining universal primary Education (UPE) was identified as their long-term objective. Most of the states thereafter introduced Financial and human resources towards UPE (Ferguson, 2008; UNESCO, 1974).

In Zimbabwe, curriculum and classroom proactive for inclusion in schools have been considered since 1994 and the ambiance towards the implementation of inclusion is in the right track (UNESCO, 2004). In the Zimbabwean context, education that is inclusive entails identifying and maximizing or eliminating barriers to participation of students in traditional settings i.e. work places, communities, homes and schools. Zimbabwe does not have any specific legislation for inclusive education. Children with special needs attend regular schools and a few special schools are available (Mpofu, 2004).

In Kenya, a national policy dubbed “National Special Needs Policy” was formed to enhance Education provision to all special needs children in regular schools as opposed to use of special units and special schools (MOE, 2009). This policy states that inclusive education shall be recognized and reinforced by MOE as a way to enable education access by special needs children. According to the WHO statistics,

30% of the school going children are disabled. MOE provides for the children with mental and physical disabilities in mainstream schools.

Ilo (2006) adds that even with this policy, many SNE children do not access education. There were only 22,000 special needs learners who were enrolled in educational institutions as compared to 26,855 in 2003 Koech report (1999).

Consequently, the dream of inclusion in Kenya is still far from being achieved because strategies of identification, assessment and subsequent placement considerations are not well established. There is need for a change of attitudes for the personnel working with special needs learners including teachers and care givers and provision of financial and material resources. These key issues among others have not been investigated so as to provide concrete data that can be relied on to formulate policies. The study sought to fill this gap. In addition, for special needs children to be integrated in regular schools, it starts with proper policies and processes of early identification. These are the basis upon which the background to this study is resting on.

## **1.2 Statement of the Problem**

Apart from improving ability of a child in reaching their academic potential, early diagnosis prevents behaviour problems and low self-esteem development which may be an interference to their learning ability. The potential of developing the needed skills for a successful and normal life, as an adult, may be reduced greatly without early diagnosis. Identification of special needs among regular learners is the most complex issue in the field of education. Appropriate steps can be taken to help the victims in acquiring the needed life skills for a life that is successful throughout adulthood when a learning disability is recognized at an early stage. It is always best



to make the diagnosis as soon as possible even though detection of learning disabilities is done at all ages, from pre to high school.

The government through the national policy on disability agrees the impact of disability later in life can be minimized using interventions that are appropriate after identification. Nakuru County is among the counties with a large special needs persons number (KNSNE, 2013). However, the number of teachers who have skills in identifying students with special needs are very few compared to the high number of pupils with special needs

According to a report by Kenya National Special Needs Education Survey Nakuru County has 3 Special Schools representing 5.3% of the total schools (2013). The report also indicates that there are only 9 teachers who are specialized in handling hearing impairment cases, 5 teachers who are specialized in handling visual impairments cases, 1 teacher who is specialized in handling intellectual & cognitive cases, 1 teacher who is specialized in handling emotional & behavioural cases and 20 teachers who are specialized in handling inclusive education cases. These numbers are too low compared to the high number of special cases learners in the County. Overall, the ratio of special education teachers to special students is 1:105. This ratio translates to an average of 1%. Early identification of these children would curb the increasing level of ignorance. Whether it is done appropriately or not done at all is what motivated the researcher to carry out the research on factors that affect identification of special educational needs learners in regular primary schools within Nakuru County.

### **1.3 Purpose of the Study**

To investigate the status of early identification of special educational needs learners in selected regular primary schools in Nakuru County, Kenya.

#### **1.3.1 Objectives of the Study**

- i. To establish methods used by teachers when identifying special educational needs learners in selected regular public schools in Nakuru county
- ii. To determine teacher factors that influence the identification of special educational needs learners in selected regular public schools in Nakuru County.
- iii. To explore home environment factors that influence the identification of learners with special educational needs in selected regular public schools in Nakuru County.
- iv. To assess the placement options available for special educational needs learners' education in selected regular public schools in Nakuru County.

#### **1.4 Research Questions**

- i. How do teachers identify special educational needs learners in selected regular primary schools in Nakuru County?
- ii. What are the teacher factors that influence the identification of special educational needs learners in selected regular primary schools in Nakuru County?
- iii. What are the home factors that influence the identification of special educational needs learners in selected regular primary schools in Nakuru County?
- iv. What are the placement options available for learners with special educational needs in selected regular primary schools in Nakuru County?

## **1.5 Study Significance**

The findings of the study are significant to the government since it will enable formation and implementation of effective policies of identifying regular primary schools learners with special needs. It is also vital to the education system since it can help in preparing and starting early intervention programs for learners identified with special education needs. Moreover, universities and teacher training institutions can benefit from the study findings since it builds the literature on factors influencing identification of special educational needs learners. Students might also be made aware of the identification outcomes so that those at risk can start the intervention measures. Identification is the beginning of the intervention process without which all other programs will be fruitless.

## **1.6 Limitations and Delimitations**

### **1.6.1. Limitations.**

This research had a number of limitations. First, it was not possible to explore all the factors affecting the identification of learners with special needs in Nakuru County since it was multifaceted. Though the community, parents and other stakeholders' opinions was to be very beneficial to the research, including them was a challenge as it required more resources, time and other logistics to trace them. Some of the information sought by the study was sensitive hence, some of the respondents may have been reluctant or may have lied while giving information. To overcome the first limitation on selected factors affecting the identification of learners with special needs, the researcher selected the key socio-economic factors that affected the identification of special needs learners in Nakuru County. Regarding the target population, enough views from other participant who worked and interacted with this

category was gathered. To overcome the challenge on the sensitivity of the information requested, the researcher acquired the permission from the relevant bodies. The researcher also assured them that data obtained was to be kept as confidential and anonymous as possible.

### **1.6.2 Delimitations**

The study was confined to Nakuru County and the findings may not apply to other counties. The study was also confined on identification of special needs children in selected regular primary schools and on matters to do with assessment. The study also involved EARC Headmasters only.

## **1.7. Theoretical and Conceptual Framework**

The study used Jean Piaget's theory and adopted a practical conceptual framework that guided the study. Both are discussed in the subsequent sections.

### **1.7.1. Theoretical Framework of the Study**

According to Jean Piaget's theory, cognitive development of a child is influenced by the environment as well as the cognitive structure the child has accumulated from past experiences, which influence the way the child perceives reality. Piaget asserts that cognitive development of a child entails a child developing or constructing a mode of development. The theory indicates that children's growth should be proportional to their chronological age. This theory enabled the researcher to distinguish the typical patterns of development from the unique ones which in turn assisted in providing additional instructional assistance to young children. This was very important as teachers take the chronological age of the learner and relate it to the performance, which then helps them to identify learners with special needs. The theory was, therefore, very relevant to the study. Furthermore, Piaget theory was important

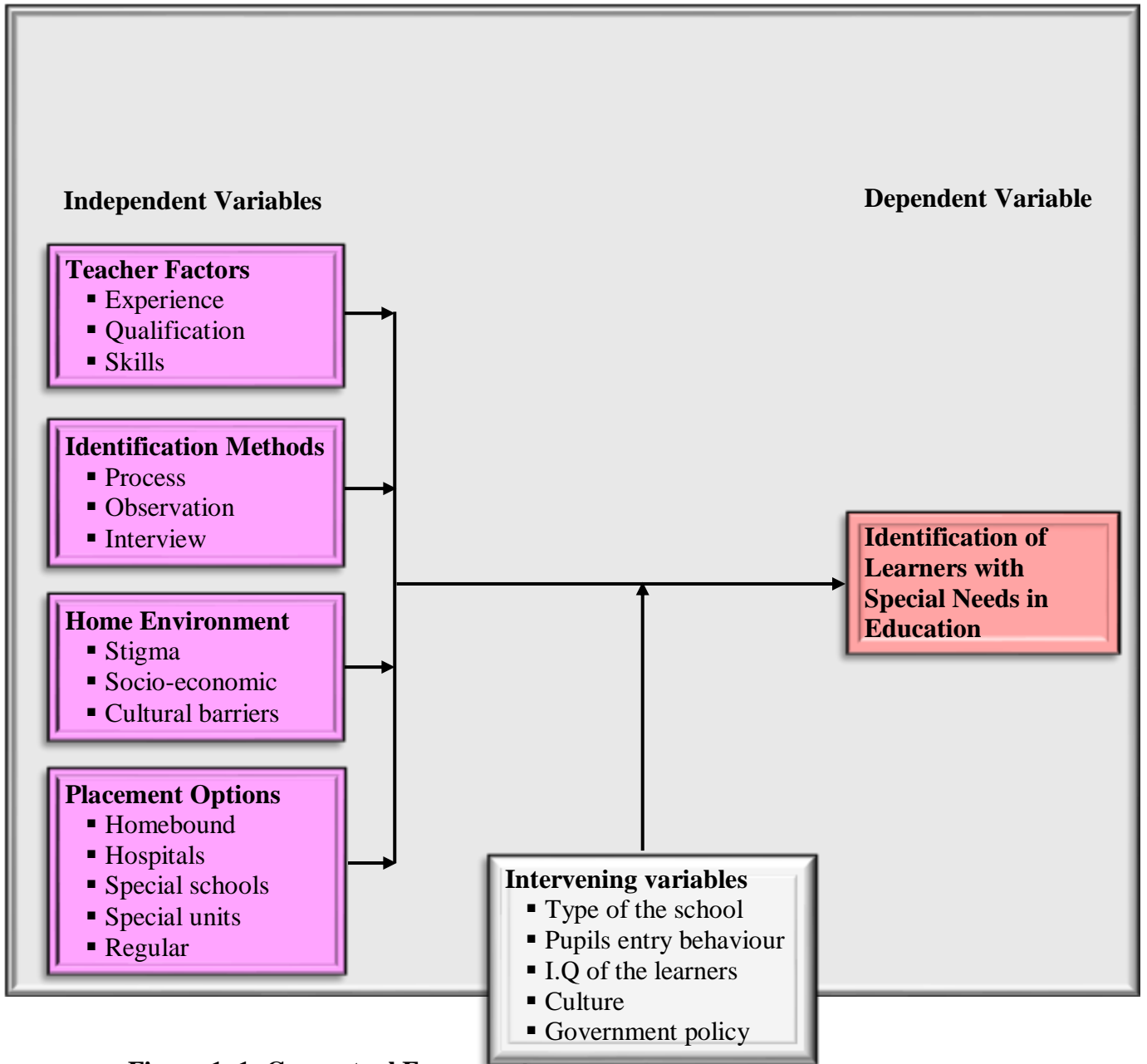
because it focuses on development of a child rather than learning per se. That is, it is concerned with a particular child rather than all learners. Therefore, teachers should assess children individually.

Moreover, there was need for a study that could systematically document the techniques teachers were using when handling special needs learners. The core objective was to determine the change and modification on the mode of instruction during the learning process. Piaget's theory offered guidelines on the expected entry behaviour. The difference between what Piaget's theory calls an average functioning child and what the teacher observed formed the basis for this study. Therefore, the difference was the special needs.

### **1.7.2 Conceptual Framework**

Many psychological theories of understanding learning propose that problems are within the learners themselves. This study looked at the methods of identification used by teachers, their deficiency, home environment factors that hindered identification, teacher quality and placement options that were within the reach of children identified with special needs. However, an inclusive method would be rethinking our attitudes towards disability and not the 'wait to fail' approach. The aim of the study was to give learners with special needs a platform through which they can access equal opportunities as their counterparts who do not have disabilities.

The first step would be granting equal rights to children with disability. Secondly, barriers in the learning systems need to be identified and interventions made. In other words, one needs to examine existing impediments in a system, which prevent disabled people from accessing learning. Thus, curbing barriers that affect learners is the effectiveness of identification of different needs among learners with disability.



**Figure 1. 1: Conceptual Framework**

**Source: Researcher**

## 1.8 Operational Definition of Key Terms

**Entry Behaviour:** This is the prerequisite skills, attitudes or knowledge possessed by a student that are relevant to the subject matter or learning task (Russell, 2017). In this study, the entry behaviour refers to the learning experiences a learner has before joining primary school.

**Exceptional learner:** These are students differently leaning and developing from others or those with exceptional behaviours, exceptional talents or have exceptional learning styles (Norbert & Bohner, 2001). In the current study, exceptional learner refers to a pupil whose behaviour, communication, intellectual, sensory or physical might interfere with his/her learning and will require individualized programs to benefit from education.

**Identification:** Refers to the psychological orientation of the self in regard to something (such as a person or group) with a resulting feeling of close emotional association (Bower & Bicker, 2000). In the current study, identification refers to the expertise ability of the teacher to note the characteristics in a learner with special needs in education.

**Placement option:** Is the amount of time spent by a learner in a general education classroom or the resources in each school day (Hammon & Ingalis, 2003). In the context of special needs placement option, it refers to the available learning areas where learners with special needs can be accommodated.

**Regular primary school:** Refers to a learning institution for children aged five to fourteen years old, designed to give elementary or primary education. It can be both the organization and the physical structures (buildings) (Hoffman, 2016). In the current study, the regular primary school was viewed as government run public schools that admits all children and

is free of any charges.

- Special need learner:** These are various challenges (like an impairment, learning disability, behavioural, emotional or physical) causing an individual to need specialized or additional accommodations or services (e.g. in recreation or education) (Wolf, 2011). In this study, special needs learners are pupils whose impairments interfere with their learning abilities.
- Stigma:** Webster (2015) defines it as a disgrace mark linked to a particular person, quality or circumstance. In the current study, the learner discriminates himself due to internal feelings of intimidation as a result of special needs.
- Teachers quality:** Boyd (2014) defines teacher's quality as the most crucial factor that influence student outcomes. In the current study, teachers' quality refers to the teachers' experiences, skills, and the expertise to handle learners with characteristics that can lead to special needs in education.

## **1.9 Chapter Summary**

The general study introduction has been presented by this chapter. In particular, the chapter has discussed the status of early identification of special educational needs learners in selected Kenyan regular primary schools. It has also elaborated the concept of identification of special needs. Further, the chapter has outlined the research objectives and corresponding research questions. Moreover, the chapter has illustrated the research's significance to policy makers, researchers and the ministry of education. Lastly, the interrelationship between independent and dependent variables has been established through a conceptual framework.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section reviews the literature on identification of learners with special educational needs. Specifically, it discusses the methods teachers use to identify special needs learners. It also reviews home environment and teacher-related factors influencing the identification process. Moreover, the chapter reviews placement options available for special educational needs learners and misidentification in special education programs.

#### **2.1. Methods of Identifying Special Needs Learners.**

Identification of special needs learners entails exploring available techniques primary school teachers employ to identify special educational needs learners. According to the Kenyan Education Act (M.O.E, 2002), education is a right to every child. In fact, it places the responsibility on the Kenyan government and the parents on the education of each child who has reached the school age. The act spells out all children rights and gives recognition that education is a human right which each child should enjoy and the Kenyan law should protect it.

Identifying special educational needs (SEN) children early and developing specific strategies to support these children is recognized as a crucial facilitator that enables children with special needs to adjust to the school environment. This move also helps such children to reach their full potential in education. Bender (2002) notes that early identification leads to proper intervention, which can drastically increase the chances for succeeding in all school activities. The formative stages in child development make a significant difference in the child's growth and development. Mclean, Wolery and Bailey (2004) observe that when parents identify special needs in their children at

the early stage, failing in school is significantly reduced or prevented. Research illustrates that comprehensive early intervention benefits children with disabilities, the society and their families (Wolery & Bailer, 2003). Lerner (2009) adds that children who receive early intervention services end up becoming tax- payers instead of tax – receivers. Wolery and Bailer (2013) summarize the importance of early intervention: enhancing intelligence in all the areas of development, which includes physical, cognitive language, psychological and self-help aspects and promotes substantial gains Wolery and Bailer (2013) also argue that early intervention lowers chances of secondary disabilities, thus reducing family stress and dependence and institutionalization. Early intervention, in addition, saves the society and the nation huge educational and health care costs, and at the school age, it reduces the need for special education services (Wolery & Bailer, 2013).

In Kenya, the EARCs are the institutions mandated to identify, assess and recommend placement for exceptional children. This study sought to examine whether the EARCs services are available to learners in primary schools. The research also examined whether the skills taught to teachers in the colleges enable them to identify special needs children. That is, investigating how primary school curriculum caters for identification of SNE.

### **2.1.1 The Process of Identification for Special Needs Learners**

Determining whether a child has a disability, according to Johnson (2005), is simple and straight forward. Nevertheless, in some instances this is not the case, especially the post-identification emotional turmoil that parents have to undergo. After learning that a child is disabled, a parent begins a long journey of making difficult emotional choices, frequent specialists and professional interactions and the ongoing need and search for information and services. At first, a parent may feel alone, isolated and not

knowing where to start their search for support, understanding, assistance and information Logson (2003) establishes that the process of identification is complex and requires careful considerations of several crucial issues. As the first issue, there has to be a clear understanding of the identification meaning and all attributes considered by the professional who work with the young children and their family during the entire identification process (Johnson, 2005). In the typical child development, there is need to understand that the development path of each child should be valued and understood on its own terms.

Tafae (2005) argues that while development of a child is following a sequence that is reasonably predicted, every child however, differently develop and learn at their speed. Croll and Shields (2005), therefore, note that it is the role of professionals and/or parents to determine whether development of a child is due of their individual differences such that if the current situation is something a child can catch up without interventions, or the situation warrants additional and specific interventions. Buck (2003) note that the identification process is pre-emptive design that calls for collaboration between general educators and other professionals for the purpose of developing a creative alternative instruction and management strategies designed for the particular needs of a learner.

### **2.1.2 Observation of Special Needs**

According to Croll and Shields (2005), recognition of children with clear medical problems is easily done by their parents or physician during pre-school years or soon after birth. Conversely, many of the learners with disabilities are at first evaluated by classroom teachers because of their behavioural problems or chronic achievement. Croll and Shields (2005) add that observation of children with disabilities is vital in determining whether the child's development is outside the normal range and

warrants informing the family. Observations should be more than a “one off thing”. It should be carried out over a substantial duration, during various time of the day and in different contexts including, interacting with the environment, materials, adults and peers.

The purpose of observations should be recording sufficient information possible, including the child’s tasks, how carries them out and in which condition and situation and the motivating factors (Croll & shield, 2005).

## **2.2 Home factors influencing the identification of learners with special educational needs**

Identification is a complex process. It transverses individuals, parents, teachers and the society. In this context, it was paramount to look at the challenges and barriers that schools face as they endeavour to include special needs students. There are numerous barriers to identification, including, among others, stigma, cultural and environmental barriers.

### **2.2.1 Stigma**

It is an adverse response to the perception of negatively evaluated difference (Susman, 1994). For this reason, it is not an attribute of the individual who bears the difference but rather resides in the interactions between the person with a difference and others who evaluate that difference negatively (Goffman, 1963).

Murphy (1995) argues that the greatest barrier to one’s full participation is not their physical faults, but their myths, misconceptions and misunderstanding that the society has towards such a person. What makes people with disabilities particularly threatening is, thus, the psychological identification and projection mechanism by others imputing their motives, plans and feelings to others and in return, taking the feelings as their own.

Five stigma components are described by Link and Phelan (2001): discrimination, status loss, separation, stereo-typing and labelling. To label is to recognize differences and assign social salience to the differences. In the context of disability, is to recognize a specific biological trait is different from the normal in a way that has social significance. Stereotyping is assigning negative attributes to different social salient. Others consider them as undesirable differences. Separation happens when others' reactions result to pronounced sense of "otherness". Discrimination and status loss happen if there is interference of stigma to one's capability of fully participating in his community's socio-economic life

Goffman (1963) adds that apart from stigma affecting the experience of those with stigmatizing characteristics, it spreads to close family members and others associated with the negative differences bearer. Family members who learn that their children suffer from specific disability avoid stigma by covering the disability of their child. Maria (1990) agree that increased social isolation and emotional distress is experienced by members of family who feel stigmatized like the persons with disabilities themselves. Reports from families are: to them, persons with disabilities are not a burden, it is a burden to deal with persons with stigmatizing and judgemental behaviours and attitudes in the society

In fact, they reject the disabled individuals and their family (Knoll, 1992; Turnbull et al., 2003). The reviewed literature justifies how stigma affects special needs. Pupils joining primary public primary schools in Njoro are of mixed abilities and disabilities. Some of the disabilities are concealed either deliberately or otherwise. This study used descriptive survey method to evaluate how stigma hindered proper identification of learners with special education needs.

### **2.2.2 Cultural Barriers to Identification of Special Needs**

Le Vine (1984) views culture as a shared idea organization including community actions meaning, community's prevalent aesthetic standards, moral and intellectual. Geertz (1973) posits that culture signifies a historically transmitted a system pattern of inherited conceptions, meaning embodied in symbols, expressed in forms that are symbolic by ways humans develop, perpetuate and communicate knowledge on attitude towards life. Unfortunately impaired persons either accept fully into a given society's daily activity or feel stigmatized (Murphy, 1995).

In the United States, for instance, regardless of what the impaired people may think, they are given a negative identity by the society and much of their life is a struggle against an imposed image. In Uganda, physical disabilities are believed to have an aura of contamination which surrounds the disabled and becomes attached to their family members. This is the reason that made the former self- imposed dictator, President Idi Amin Dada to order the dumping all those who had physical disabilities in Lake Victoria. From the reviewed, the researcher found that besides considering the life experiences of the child, special considerations is needed in their cultural background. Cultures are different on emphasising on attaining certain "milestones" or developmental skills. No study has, however, been done on the association between culture and identification.

### **2.2.3 Special Needs Attending Regular Primary Schools**

Due to free primary education introduction between the year 2003 and 2004, the population of students in school rose by almost 40% (UNESCO, 2005). During this period, the Kenyan government increased the number of teachers by 6%, which was grossly inadequate compared to students' number in the classes (World Bank, 2004). The reality of teachers trying to handle over 100 pupils per class has become a

characteristic of regular schools, which raises the issues of academic performance and questions the effectiveness of learning in those institutions. If in reality a teacher cannot reach all the non-disabled children in class, it becomes evident that the disabled are never considered at any given point, let alone the identification of their special needs. Lack of statistical data of the disabled children in regular schools makes it hard to develop a proper measurement tool (UNESCO. 2005). Equally professional services are scarce and this makes it hard to effectively and accurately label disabled children. In the face of advantages and difficulties of FPE in Kenya, there was a need to conduct a research focusing on identification to reveal barriers hindering the process.

#### **2.2.4 Misidentification**

According to Metzger (2010), learners with disabilities misidentification is a widely recognized aspect as a short coming of special education programs. Misidentification can be as a result of delay in the identification of children with disabilities, identifying children with disabilities they don't possess and failing to identify children with disabilities. The result of this is poor placement of a learner who has or doesn't have disabilities. In this study, one of the areas of focus involved exploring misidentification by teachers through lack of commitment, ignorance and its impact on special needs education.

#### **2.3 Placement Options**

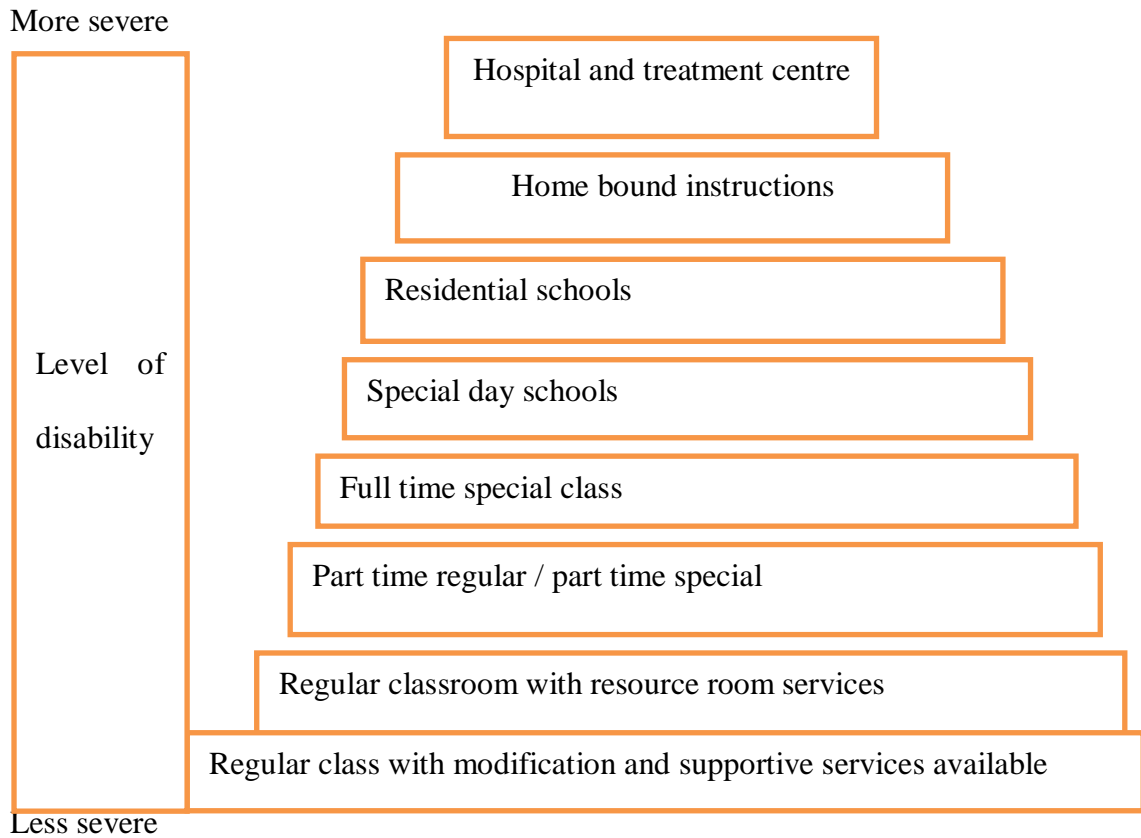
Researchers have found different placement options for learners with disability. The first option is total inclusion, which is the belief that all special need learners must be taught exclusively and be supported appropriately in general education classes at their neighbourhood schools (Stainback & Stainback, 1992). Mainstreaming, as an element of total inclusion, is defined as integration of learners with disabilities instructionally

and socially into education programs with the key aim of serving typically developing individuals. (Gargiulo 1996). Mainstreaming first appeared in the education scene more than thirty years ago. It evolved from an argument put forth by Dunn (1968) who questioned the pedagogical wisdom of serving children with mild mental retardation in self-contained rooms. Mainstreaming must provide the students with the appropriate educational depending on the child's unique needs. Another option is partial inclusion where learners with disabilities spend part of the day in the regular classroom and the other part in special education classroom. Support services are provided in both areas.

Previous studies indicate that most educators do not support full inclusion, but would rather make placement decisions on case-by-case basis (Bower, Bicker, 2000; Hammon & Ingalis, 2003). Parents, teachers and schools are still searching for the right formulae to use to properly educate their special needs children (Horcutt, 1996). It is difficult to determine which children need the special education services, which services to provide and how to provide them. Studies have further indicated that, there is no compelling evidence that placement rather than instruction is a critical factor in the students' social or academic success. Bower (2002), in his research, finds that some students with disabilities in full inclusion models are able to meet their academic, social, and physical needs through various accommodation supports. He also adds that more severe students with disabilities may also have other needs which are best met on 'one on one' basis or a small group setting.

The following is an extract showing the traditional view of service delivery to the special needs options.





**Figure 2. 2: Placement Options**

**Adapted from, Graves, Galgiulo, & Slider (Year). Young Children, an Introduction to Early**

The model indicates the regular class as the most normalized and typical setting (Gargiulo et al., 1996). The greatest number of special needs students are served in this environment. Regular classroom with resource room services is quite popular but there is need for a qualified teacher to deal with individual learners who will need attention in the resource room. In homebound instructions, the disabled remain at home and caregivers get instructions from professionals. Likewise, hospitals and treatment centres are meant for the severe and profound disabilities. While the list of placement options is endless, the researcher wished to find out their availability in the local setting of Nakuru County and how teachers utilized them after the identification of special needs learners. The research sought to establish the extent to which a least

restrictive environment (LRE) was utilized by public schools handling learners with special needs.

## **2.2 Teacher factors influencing the identification of learners with special educational needs**

According to Norbert and Bohner (2001), teachers are key in implementing educational services to special needs learners. Positive attitudes arguably play a considerable role in implementing special needs education. Norbert and Bohner (2001) define attitudes as a neural or mental readiness state organized through related situations and experience. The relationship between attitudes and performance is reciprocal (Aiken, 2006). In other words, both attitudes and achievements affect each other.

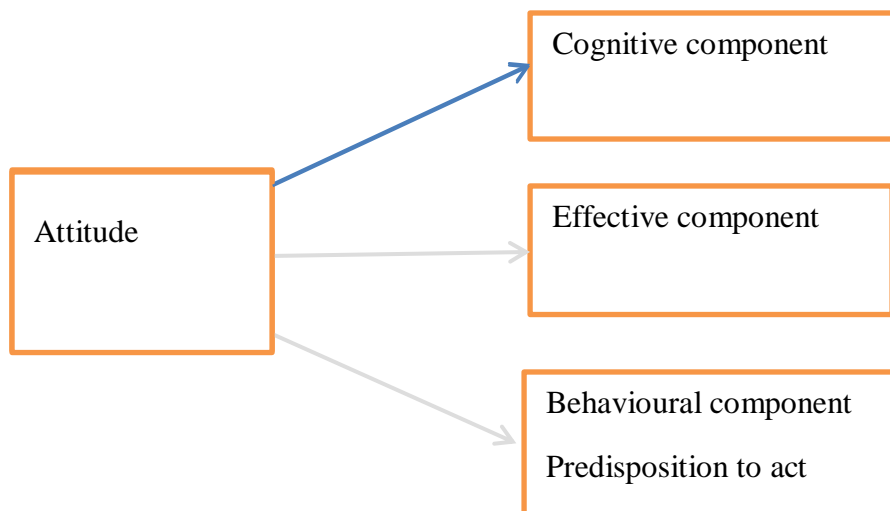
Historically, teachers have not been embracing the policies of special educational needs within their regular classrooms (Center & Ward, 1987). According to Tait & Purdie (2000), their concerns are: individualized time amount required by the special needs children compared to others and apprehension towards the produced work quality the children. Others include; skill preparation needed in supporting inclusive educational practice, deficiencies in their own training and lack of adequate support services.

The disability levels the trainers are supposed to have within their classroom also influence the teachers' attitude. While with the inclusion policy, generalized agreement is expressed by majority of the teachers, when specifically asked how willing they are in including learners with disabilities in the class, they were willing to accept learners with mild physical disabilities to be included. They were not reluctant in including students with intellectual disabilities and those with severe physical disabilities (Center and Ward (1997)

KENPRO (2010) asserts that concern and fear was expressed by teachers that they did not possess the needed expertise, skills and knowledge in teaching students with disabilities and that the presence of students with disability is contributing factor to reduced academic performance in regular schools. Buell et al. (1999) argue that the teachers' belief of influencing special needs children educational outcome and their attitude towards SNE related positively. Teachers who had a positive inclusion views were confident in their capability in supporting learners with special needs by helping them to adapt to the classroom, providing suitable procedures and materials in accommodating their needs. Bender (1995) equally found that reports by teachers who have a positive attitudes towards inclusion were that they frequently used instructional strategies facilitating children with disabilities' effective learning.

This study emphasized the necessity of intervening in changing teachers' attitudes towards special education and how they were willing to use relevant instructional strategies that were effective. The fact that they may treat individuals differently based on the diagnosis leaves some questions hanging. In this case the researcher felt that their attitudes and skills towards special needs education needed to be further explored.

The three components of attitudes as explained by Eagly and Chaiken (1973) are as illustrated in Figure 2.2



**Figure 2. 3: Components of Attitudes**

Cognitive component entails one's knowledge or beliefs about attitudes object. Knowledge and/or Beliefs of teacher on educating special needs learners represent this component. Effective component are feelings about the attitudes object, such as 'am afraid'. Behavioural component reflects someone's predisposition of acting towards an attitude object in a certain manner: how to act with a special needs child in a class. In this study, the researcher investigated how the three components affected teachers as they struggled to identify learners with special needs in their classrooms

### **2.5 Empirical Review on Learners with Special Educational Needs**

Sim and Vaz (2015) used a cross-sectional survey design to investigate factors associated with primary school teachers' attitudes towards inclusion of students with disabilities. 74 primary school teachers participated in this study, which was done in Western Australia.

Teachers' attitudes and efficacy towards integration of students with disabilities were measured using the opinions relative to integration of students with disabilities scale and Bandura's Teacher Efficacy scale respectively.

The findings indicated that four attributes of teacher, which were training, teaching self-efficacy, gender and age in a collective manner explain the variability in the

attitude of teachers towards including disabled students. However, this study was confined to attitudes of teachers towards including special needs students as opposed to the current study which was exclusively on the methods teachers used when identifying special needs learners, teacher factors influencing the identification and home environment influencing the identification of learners with special needs. In addition, the research was done in a developed country and the findings of the study may not be applicable in a developing country like Kenya.

Mutisya (2010) investigated the factors that influence special needs learners inclusion in Rachuonyo District regular primary schools in. A survey research design was employed. The independent variables were: attitude, support services, resources, teaching strategies, professional qualification and teaching experience and among others. Inclusion was the dependent variable. The study's target population: class six pupils, teachers and all head teachers in Awach Zone regular primary schools. The findings of the study revealed that available appropriate resources and environment are adopted by trained teachers thus attracting enrolment of the children with disabilities in the schools. However, it was noted that the schools need funding to sustain their resources. All teachers were willing to include children with disabilities in their institutions. The study focused on teaching experience, teaching strategies and availability of resources unlike the current study which focused on identification of learners with special needs.

A study by Njoroge (2015) on institutional related factors that affect special needs learners' performance in Kamukunji public primary schools special needs learners' performance was significantly influenced by that a supportive learning environment. Using a descriptive research design and 221 learners with disabilities 420 teachers and 18 head teachers in the district as the participants, it was evident that special needs

pupils are comfortable as they gain a lot from others are accepted and pupils without any disability are willing to help them. Nonetheless, the study only focused on institutional related and left out other factors like home environment and teachers' factors which were covered in the current study.

Kipkosgei (2013) reviewed the factors influence SNE learner's enrolment in an education that is inclusive in Nandi South District primary schools. Using a descriptive research design, the study sample consisted of 306 class teachers and 44 head teachers and used descriptive statistics to report its findings. The study findings revealed that enrolment of learners has been hindered by inadequate physical structured facilities. The study, further, concluded that enrolment of pupils has barred implementation in terms of: increase in teacher workload, physical facilitates straining ultimately contributing to education standards decline. However, the study only concentrated on structure of physical facilities in accommodating the special needs learners. The current study sought to fill the gaps by exclusively focusing on the methods teachers used when identifying special needs learners, teacher factors influencing the identification of special needs learners, home environment influencing the identification of special needs learners and lastly placement options available for learners with special needs education in Nakuru County.

## **2.6 Summary of the Literature Review**

As the world moves towards inclusivity of every individual's needs, special needs children should not be an exception; therefore, the concerned people should make efforts to meet their special needs. This begins with the identification. The influence of Piaget's cognitive theory development in identification of special needs is enormous. This theory offers a practical approach in understanding and communicating with special needs children. This chapter has reviewed literature that

showed why identification as a process is important, and the challenges faced during the identification process. The literature sought to establish teachers' attitudes towards special needs children. Further, the reviewed literature has addressed the cultural barriers and stigma as the major impediments to identification. Moreover, the literature has established how the education system in Kenya as a whole takes care of learners identified with the special needs by determining their placement options.

## **2.7 Chapter Summary**

This section has presented the literature review on key study areas. Various key previous studies that delved on special needs learners have also been explored. In particular, the chapter has presented the existing knowledge regarding the specific objectives of this study. That is, the chapter has illustrated methods and the process of identifying learners with special needs. Areas of diversions from previous studies have also been highlighted. Specific gaps that this study fills have, thus, been stated in this chapter.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents methods that were employed to achieve the study objectives.

#### **3.1 Research Design**

A descriptive survey research design was used in this study since it allowed collection of data that answers questions concerning the current status of a given set of study subjects. That is, this research design was adopted since it determines and reports the current state of affairs of a given phenomenon under study. In this study, descriptive survey research design was appropriate since it enabled the scholar to collect data on the possible behaviour, attitudes, and values of the identification process of special needs learners. In other words, the research design was preferred since it enabled the scholar obtain evidence relating to the technique's teachers used in identifying special need learners as they instruct them in their respective primary schools. Since the research design is distinctive and systematic in data collection, it allows description of variables, both dependent and independent under study without manipulation (Best & Khan, 1992).

##### **3.1.1 Study Variables**

##### **3.1.2 Independent Variables**

These are the variables influencing the dependent variables, (Hellerstein, 2015). They were: identification methods, teacher factors, home environment barriers to identification and the placement options available for learners with special needs.



### **3.1.3 Dependent Variable**

Is the variable that is of interest to the researcher. Also known as the study variable or response, is the variable in which the researcher makes observation and makes relevant inferences after testing for the significance of the observations (Leland, 2016). The study dependent variable was effective identification of learners with special needs in regular schools.

### **3.2 Study Location**

The research was done in Njoro Sub-county. It is a new Sub-county with no assessment centre (EARC). It is located 20 kilometres from Nakuru Town. The Sub-county has two zones, namely; Kihingo and Njoro central. The study targeted 40 schools. All the schools are mixed day, a factor perceived to have reduced the gender bias and segregation. The schools host a wide range of pupils from diverse backgrounds both ethnically and culturally.

### **3.3 Target Population**

A population is the whole group of events or individuals with common observable characteristics (Mugenda and Mugenda, 1999). A target population is the large population from which a small proportion is selected for observation and analysis (Beil, 1996). The targeted population was 120 teachers and 40 head teachers in the targeted 40 public primary schools within Nakuru County.

### **3.4 Sample Size and Sampling Techniques**

#### **3.4.1 Sampling Techniques**

Purposive sampling was employed in sampling head teachers. Head teachers were sampled since they plan for enrolment of all learners' in their respective schools. They

also lead the coordination of all the activities taking place in the schools they are heading. Teachers were sampled since they offer instructions to learners with disabilities once they are in class, in other words, they implement the curriculum given to them by MOE. The pupils are the consumers of educational services provided by the educational system.

In selecting other teachers from upper levels, random sampling was utilized. The researcher selected the respondents who were balanced in gender ratio. The participants' names were picked from the staff register.

### **3.4.2 Sample Size**

4 head teachers and 12 teachers obtained using the formula suggested by Mugenda and Mugenda (2012) formed the sample size. In social science research, Mugenda and Mugenda(2012) explains that the optimal sample size can be obtained using

$$n = \frac{z^2 p(1-p)}{d^2}$$

Where;

n = sample size

z = z-score at confidence level  $\alpha = 0.05$  (which implies  $z = 1.96$ )

p = inclusion proportion or probability

d = permissible marginal error (the statistical significance level, set at  $\alpha = 0.05$ ).

In this study, the inclusion criterion was the ability to not only identify, but also handle special educational needs learners. As mentioned in Chapter One (Section 1.2), the proportion of teachers who could take care of special educational needs learners

only represented 1%, which translates to 0.01. This was taken to be the value of p in the sample size formula so that

$$n = \frac{1.96^2 \times 0.01 \times (1 - 0.99)}{0.05^2} = 15.2, \quad \text{approx} = 16$$

Using proportional allocation technique, the number of schools and teachers were computed as follows

Schools (Head teachers):  $\frac{16}{160} \times 40 = 4$

Other Teachers:  $\frac{16}{160} \times 120 = 12$

The gender distribution was as indicated below:

**Table 3. 1: Sample size**

	Teachers		Head teachers		Total
	Male	Female	Male	Female	
<b>Target</b>	70	50	24	16	160
<b>Sample</b>	7	5	2	2	16

Source (Researcher, 2017)

### 3.5 Research Instruments

Interview schedules and questionnaires were utilized in data collection.

#### 3.5.1 Questionnaires

This instrument was used to collect data from class teachers. Questionnaires were used in this study because they are much more efficient when collecting data from a much larger sample. The instrument contained both open-ended and closed –ended questions. The open- ended questions gave the respondents the freedom to express their own ideas and also give suggestions where necessary. The close-ended questions enabled the researcher to obtain specific information from the respondents. The

design of the questionnaire was based on a multiple-item measurement scale. A five-point Likert data was employed, using a list of response categories ranging from strongly agree to strongly disagree where 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree and 1=Strongly Agree. The questionnaire was divided into four sections. Part A comprised of the background information while parts B, C D had information on the research variables, which were identification strategies, teachers' attitudes, barriers to identification and placement options available for SNE children in study schools. The researcher guaranteed anonymity to subjects and thus encouraged honest responses.

### **3.5.2 Interview Guide**

An interview schedule was used to obtain information from head-teachers. It intended to reflect the process of identification as carried out in schools. Yin (2003) states that interview is one of the most important sources of data since the two-way conversation gives the interviewee a chance to participate actively in the interview. The interview schedule had three parts. Items in the first part sought for the statistical numbers of SNE in the school, types of SNE and the recording of SNE cases in the school. The second part sought for the strategies put in place by the respective school to identify learners with SNE. The third part interviewed the head teachers on the challenges faced while enrolling learners with special needs.

### **3.6 Pilot Study**

Pilot study aims at examining the practicality and usability of the research instruments in answering the research questions. That is, pilot study ensures that the questionnaire does not have ambiguous questions, the length of the questionnaire is average, the set questions are relevant and that all the questions are clear and readable (Mugenda &

Mugenda, 2012). The researcher conducted a pilot study in a selected Primary School, which is in Njoro Sub-County. The school was chosen because it had similar characteristics as those of the study schools. It is a public school that admits all pupils from the locality just like other schools. The pilot study was meant to validate the research instruments. The researcher randomly selected standard one teachers and gave them the questionnaires. In addition, an interview was conducted with the head teacher in a face-to-face mode. The items were then checked for accuracy of the responses and any inconsistencies. Time taken by the respondents was also taken into account. This led to modification of the actual research instrument reducing the overall time a respondent takes to answer the questionnaire. Questions that appeared to be ambiguous were re-framed. The pilot study served to validate the survey items by cross-checking their reliability as well as other proposed statistical procedures for analysing data.

### **3.6.1 Validity**

According to Orodho, 2005; Bryman (2012), it is the extent to which a test measures what it is supposed to. Validity was established through the professional counsel by the university supervisors and course lecturers. Also, validity was ensured through the pilot study done in one of the schools where instruments were administered and their suitability for the study observed.

### **3.6.2 Reliability of Instruments**

It is the degree of consistency which the instrument measures the attributes it is designed to measure (Maughan & Burdett, 2013). The split-half method of assessing reliability of instruments was employed. This approach requires only one testing and therefore the instruments are designed so that there are two equal subject scores from the first part, which correlated with scores for the second part. The advantage with

this approach is that it eliminates chances of errors which normally occur due to tests differing conditions as the case of test-retest method (Maughan & Burdett, 2013). During piloting, the respondents, head teacher, teachers and pupils responded as per the instruments. Data collected was analysed and reliability calculated using spearman brown prophesy to correlate the two sets of data. The results yielded a coefficient 0.80 considered sufficient in judging the instrument as reliable.

### **3.7 Data Collection Procedures**

The researcher first introduced himself to the sampled schools using data collection letter, the researcher informed the head teachers of the selected schools the motive of the study and sought for data collection appointment. The administration of instruments in the selected schools was done by the researcher both in pilot and main study. The information solicited from the head teacher's interview was recorded by taking brief notes.

The researcher formally contacted the head teachers through the Nakuru County Director of Education and explained to him the purpose of the study in order to seek respondents' cooperation. The researcher explained to the respondents on how to answer the interview schedule so that he could get the in-depth information concerning status of early identification of learners with special educational needs in selected regular primary schools in Njoro, Nakuru County Kenya.

Through the Deputy-Principals, the researcher identified the various class teachers . The questionnaires were administered to the class teachers by the researcher with the aid of research assistants and the class teacher. The researcher verbally explained the objectives of the study, and gave directions on how to fill the questionnaires.

### **3.9 Logistical and Ethical Considerations**

The researcher first sought permission and an introduction letter from Kenyatta University to proceed with data collection. After being granted the permission, the researcher then applied for authorization from National Commission for Science, Technology and Innovations (NACOSTI) to collect data from the regular primary schools regarding factors influencing identification of children with special need.

Participants were assured of their wellbeing and privacy before the data gathering process. In addition, the drive of the research was communicated to them. The aim of the study was purely academics and that the information they disseminated was not to be used against them. An informed consent was obtained from the respondents who were also informed that they have a choice to withdraw from the study at will before the end of the exercise. Approval to conduct the research was given by the University and authority to gather data sought from the National Commission for Science, Technology and Innovation (NACOSTI). This included issuance of a research clearance permit. Letters of authorization were taken to the County Commissioner (Nakuru), County Educational Officers and head teachers of the intended sampled schools. The researcher explained the purpose of the intended research. All the respondents were briefed on the questionnaires and interviews before the research was conducted. The researcher assured them of confidentiality for all the information gathered during the study.

#### **3.9.1 Chapter Summary**

The section outlines the research methods adopted. In particular, the research design employed to identify participants of the study is presented. The chapter has also presented the target population and sample size, sampling procedure, data collection

procedure and analysis. Moreover, the chapter has highlighted the logistical and ethical considerations for the study.



**CHAPTER FOUR**  
**RESEARCH FINDINGS AND DISCUSSION**

**4.1 Introduction**

Study findings are presented in this section. Data analysis, presentation of results and findings discussion is focused on. The study's general objective was to determine the status of early identification of special educational needs learners in selected Kenyan regular primary schools. In particular, the study's aim was to establish methods teachers use to identifying learners with special educational needs in selected regular public schools in Nakuru County. Charts, graphs and tables are used in presenting the findings.

**4.1.1 Response Rate**

16 respondents formed the sample size, who included 12 teachers and 4 head teachers. Questionnaires were distributed to all the anticipated respondents of the study, 15 responses were acquired representing a 94% response rate. From the 15 respondents, 12 were teachers while 3 were head teachers. Babbie (2002) posits that, for analysis, 50% and above response rate is adequate.

**Table 4.1: Response Rate**

<b>Targeted Respondents</b>	<b>Actual Respondents</b>	<b>Response Rate (%)</b>
16	15	94

## 4.2 Bio Data

This included gender, highest professional qualification and training experience.

### 4.2.1 Gender Distribution

Participants were required to indicate their gender. Table 4.2. Shows the results

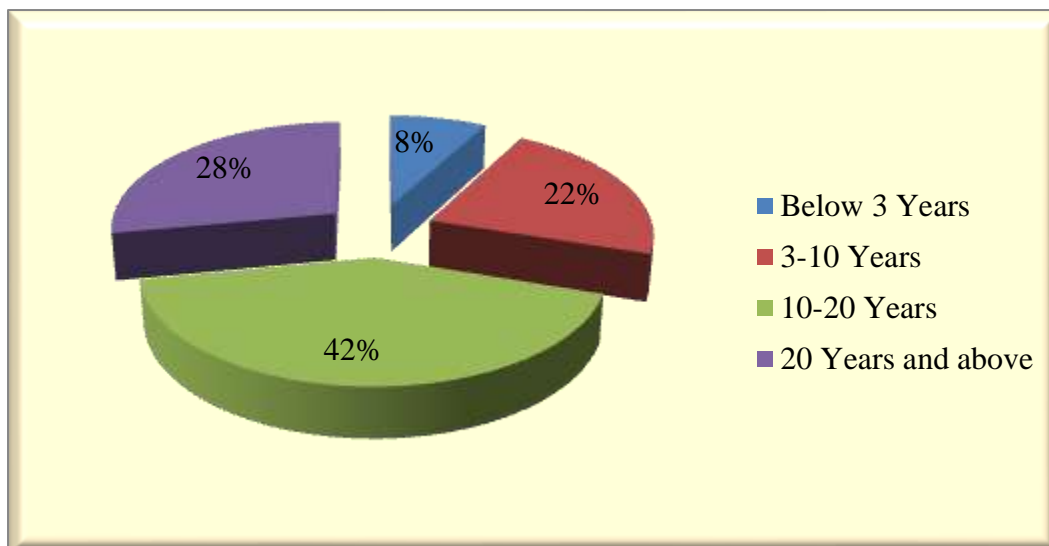
**Table 4. 2: Gender Distribution**

	Male	Female	Frequency	Percentage
<b>Teachers</b>	5 (42)	7 (58)	12	69
<b>Head teachers</b>	2 (67)	1 (33)	3	31
<b>Total</b>	7 (47%)	8 (53%)	15	100

From the findings, almost half of the teachers were male (47%) while the rest of the teachers were female. Among the head teachers, more than half of the respondents were male and the remaining were female. The observation could be for the fact that women are viewed to be more caring and nurturing than men, which leads to the belief that they are more effective when working with children with special needs (Forry, 2009).

### 4.2.2 Teaching Experience among Teachers

The duration of teaching service among teachers was sought. The results are as in Figure 4.1



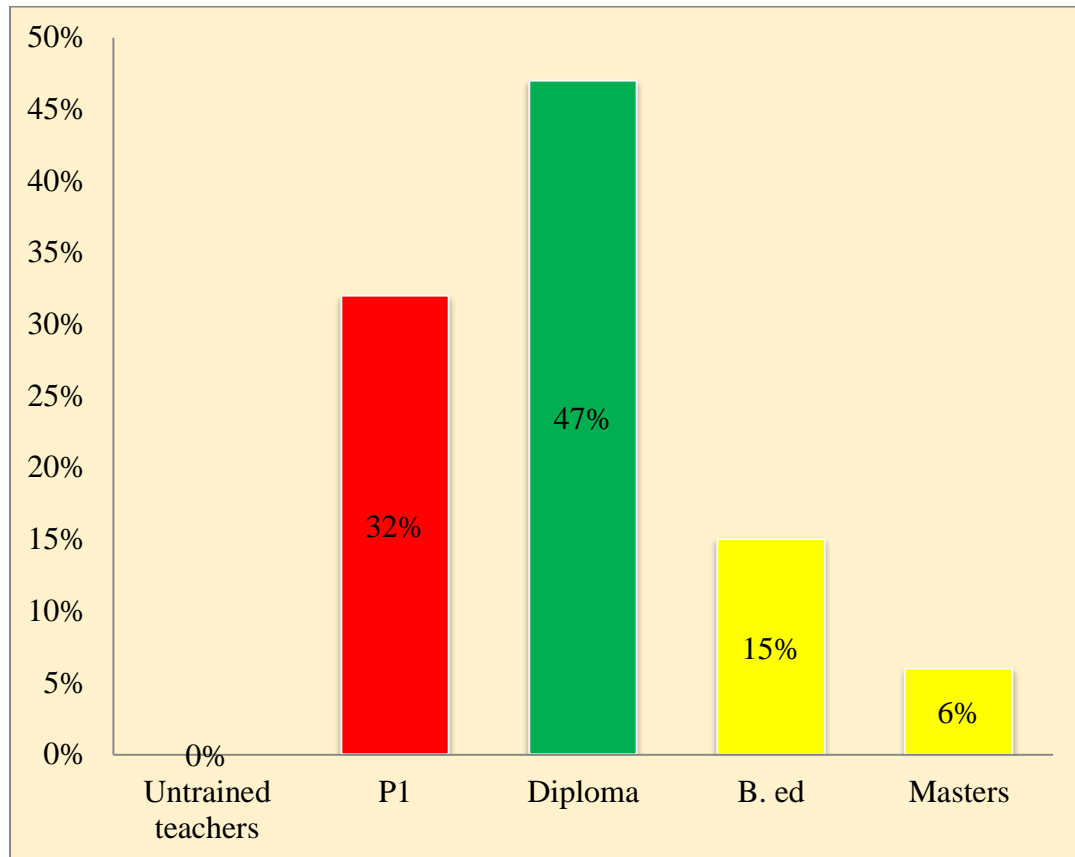
**Figure 4. 1: Teaching Experience among Teachers**

From the results in Figure 4.1, 42% of the respondents had 10-20 years teaching experience, slightly above a quarter (28%) of the respondents had more than 20 years experience, almost a quarter of the participants (22%) had 3-10 years teaching experience, while very few respondents (8%) had a less than 3 years experience. These findings clearly showed that most of the teachers had a teaching experience of between 10-20 years. This is due to the fact that more experienced teachers have effective skills required to handle the children with special needs.

### 4.2.3 Highest Professional Qualification

Participants were to indicate their highest professional qualification among teachers.

The results were as shown in Figure 4.2

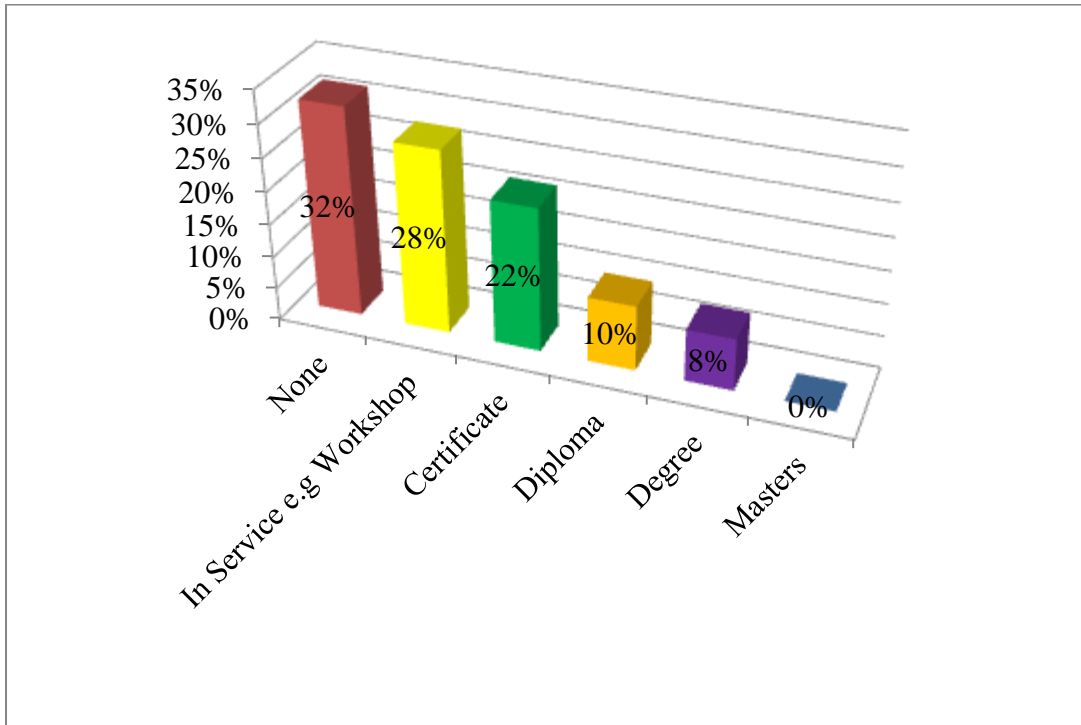


**Figure 4.2: Highest Professional Qualification**

From Figure 4.2, 31% of the teachers had a P1 qualification, almost half of the teachers (47%) had a diploma qualification, less than a quarter of the teachers (15%) had a bachelor of education while the rest of the teachers (6%) had master's degree. This implied that the highest education qualification for majority of the teachers was diploma. This is because the government of Kenya employs teachers with diploma certificates for regular primary education.

#### 4.2.4 Training Level in the Special Education Field among Teachers

The participants were required to indicate their level of training in the field of special education among teachers. The results are shown in Figure 4.3



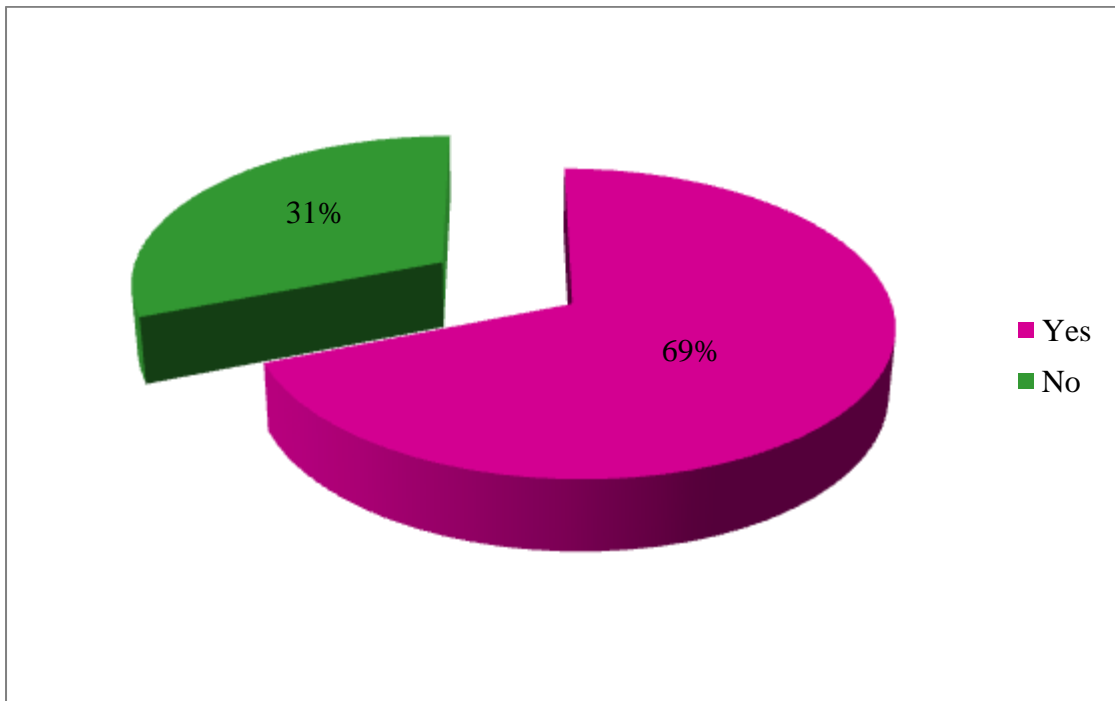
**Figure 4. 3: Training Level in the Special Education Field among Teachers**

From the findings, more than half of the respondents (32%) had not received any special education training, while less than a half of the respondents stated they had been trained up to certificate level on special education. However, very few teachers had a degree in special needs education. This implied that in public primary schools, majority of teachers had very little training on special education. This is in agreement with Aiken (2006) that many teacher education programs offer just one course on students with disabilities to their general education teachers.

### 4.3 Methods Teachers Use in Identifying Special Educational Needs Learners

#### 4.3.1 Admission of Special Educational Needs Learners in Class One

In establishing whether teachers admitted learners with special educational needs when enrolling them for class one, the result were as shown in Figure 4.4



**Figure 4. 4: Admission of Special Educational Needs Learners in Class One**

From the findings, 69% of the respondents stated that they admitted learners with special needs in class one while the rest of the respondents stated they did not admit learners with special needs when enrolling them for class one. This indicated that majority of schools admitted learners with special needs in class one. However, chances of being sustained in these schools are less for children with multiple disabilities. The findings agree with the findings of Logson (2003), who notes that poor infrastructure, lack of special education teachers and supportive teaching aids make children with special needs to face greater challenges to be sustained in normal schools.

### **4.3.2 Ways of Identifying Learners who have Special Educational Needs**

The researcher further tried to determine how teachers identified special educational needs learners. From the findings, respondents stated that conducting interviews, physical assessment and simple academic tests are key methods they use to identify learners with special educational needs. Some of key observable characteristics of pupils with special needs are lack of concentration and inability to follow simple instructions. The respondents also stated that depending on the type of disability, pupils may behave differently. For example, those with a hearing problem have a tendency of saying 'pardon' while those who do not see well move closer to the black board. Teachers indicated that the process of identification is complex and it requires careful considerations of several important issues. Croll and Shields (2005) noted apart from being aware the problem's frequency, duration and severity, behavioural, emotional and learning problems are exhibited by children.

### **4.3.3 Number of Children Identified with Special Educational Needs (SEN)**

The number of children identified with SEN was assessed. The findings were summarized as shown in Table 4.3

**Table 4. 3: Number of children identified with SEN in your class.**

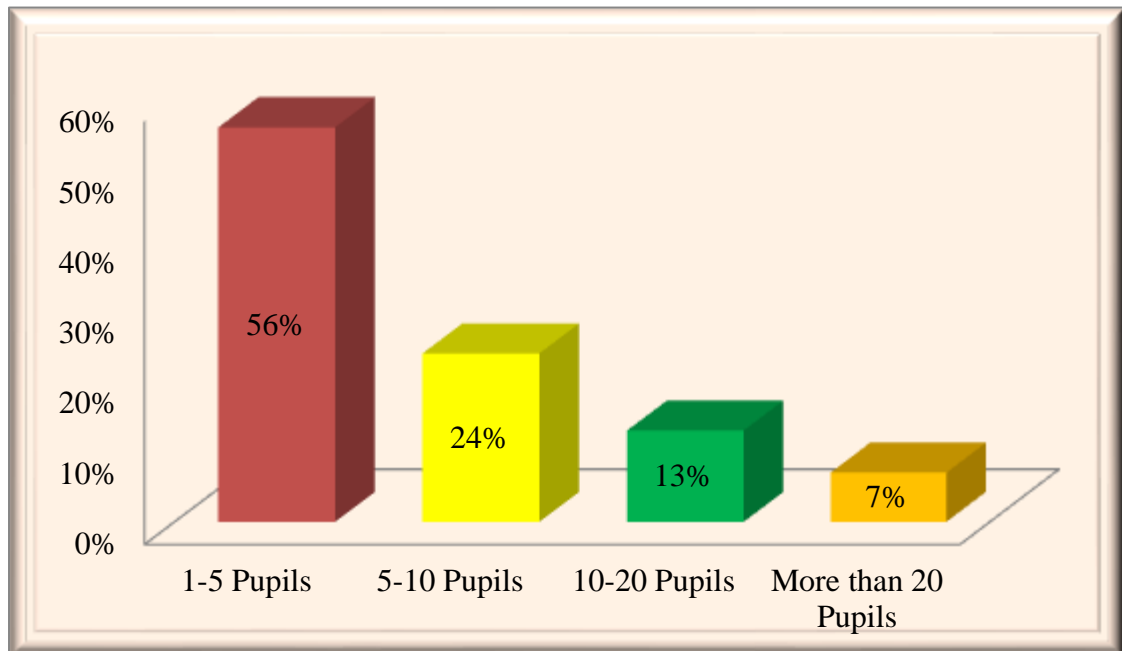
Category of SN	No. of boys		No. of girls		Total	
	F	%	F	%	F	%
Total no. of pupils in class	26	72	10	28	36	100
Physically handicapped	5	63	3	37	8	100
Hearing impaired	2	67	1	33	3	100
Visually impaired	1	50	1	50	2	100
Mentally handicapped	0	0	1	100	1	100
Cerebral palsy	0	0	0	0	0	0
Learning disabled	2	40	3	60	5	100
Others	4	57	3	43	7	100

From the in Table 4.3, more than half of the pupils who were physically challenged were boys while the rest were girls. The findings also revealed that majority of pupils who had hearing impairment were boys while a few were girls. In addition, half of pupils who were visually impaired were boys while the rest were girls. The study further indicated that all the pupils who were mentally handicapped were girls. Among the students who had disability in learning, less than half were boys while majority were girls. Further, among pupils with other forms of disability, majority of them were boys while very few were girls. This showed that majority of pupils who were physically challenged were boys, those who were hearing impaired were boys and those who were learning inabilities were girls. The type of impairments affecting boys and girls is different, injury-related events were likely to be experienced by boys while degenerative conditions were likely to be experienced by girls. According to Gerschick (2000), disability experience by different gender indicates different sustained patterns between women and men. Less males than females are classified as abled differently, especially among the ageing populations, which implies that the elderly's larger proportions are females with disabilities.



#### 4.3.4 Number of Pupils with Special Needs Education Enrolled every Year

The researcher sought to establish the average number of special needs pupils admitted every year. The results were as shown in Figure 4.5



**Figure 4. 5: Number of Pupils with Special Needs Education Enrolled every Year**

From Figure 4.5, half of the participants (56%) admitted an average of 1-5 pupils with special needs education every year, 24% of the respondents stated that they admit an average of 5-10 pupils, 13% stated that they admit an average of 10-20 pupils while very few (7%) number of the respondents stated that they admitted an average of more than 20 pupils with special needs education every year. This implied that majority of schools admitted an average of 1-5 pupils with special needs education every year. Integrating special needs children in regular schools face huge challenges such as lacking facilities necessary to accommodate particular disabilities (Koech Report, 1999). That is, schools might not have special learning equipment required by learners as they do not consider needs of differently bled students. The report puts an

emphasis need for early means and interventions to improve quality, relevance, equity, accessibility and special attention to university and vocational education, special and primary education and early childhood (ROK, 2003).

#### **4.3.5 Challenges Teachers Face while Identifying Special Educational Needs Learners**

Further the study sought to establish challenges teachers faced while identify special needs learners. It was found out that lack of skills and resources was one of the greatest challenges teachers faced while trying to identify special needs learners. According to Battal (2007), teachers should have some basic skills and resources to successfully identify learners with special educational needs.

#### **4.4 Home Environment Factors Influencing Identification of Special Educational Needs Learners.**

##### **4.4.1 Challenges in Home Environment Affecting Identification of SEN Learners.**

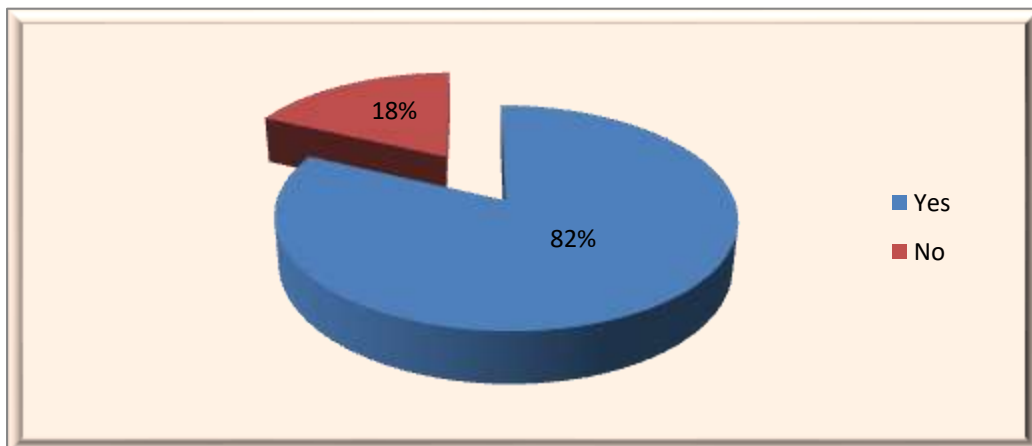
The study sought to establish challenges in home environment that affected the identification of special needs learners. From the findings, the respondents majority indicated that income level of a guardian posed a great challenge in the identification of children living with disabilities. Low-income families may not have consistent doctors or day care services to help them identify disabilities or developmental delays. Some of these parents may not initiate the process because they struggle to identify the signs or do not understand what their rights are. Insufficient knowledge among guardians of children with special needs also poses a great challenge in identification of children with disabilities

#### 4.4.2 Willingness of Parents to Disclose Information about Special Educational Needs Children

The researcher sought to determine whether parents were willing to disclose the information about their children with special needs. From the findings, most parents indicated they were not willing to disclose that their children had special needs. Reasons behind this unwillingness was that parents may not want to see their child treated differently or teased by other children. Also, some parents may deny the idea that their child has a disability or possibly life-changing diagnosis.

#### 4.4.3 Knowledge of Disabled Children who Remain at Home

The researcher sought to establish whether there were children with disabilities who remained at home when others went to school. The result of the findings is shown in Figure 4.6



**Figure 4. 6: Knowledge of Disabled Children who Remain at Home**

Majority of the respondents (82%) stated that there were aware of disabled children who remained at home when others went to school while only 18% respondents indicated the contrary. This implied that majority of disabled children remained at home when others went to school. According to Okech (1993), access to meaningful

education by special needs children are is not granted since society is designed to meet regular people's needs as indicated by the negative attitude destroying their efforts to leading normal life.

#### **4.4.4 Reasons Why Parents don't Allow Children with Disabilities to Come out**

The researcher further sought to determine the reasons why parents do not allow their children living with disabilities to go to school. The findings indicated that majority of parents felt embarrassed to have children with special needs and therefore they kept them at home to avoid being humiliated. The findings conform with the observation by Danseco (1997), who argued that culturally and traditionally, the beliefs and attitude to disability is negative in the African society. Often physical incapacities are linked to promiscuity and witchcraft during punishment and pregnancy by ancestral spirits. Education access may be affected by intra-house relations by CWSN since parents may not be ready to invest inn their children's education because of their low interest in education caused by their low educational levels (Ferguson, 2011).

#### **4.5 Placement Options for Pupils Identified with Special Needs.**

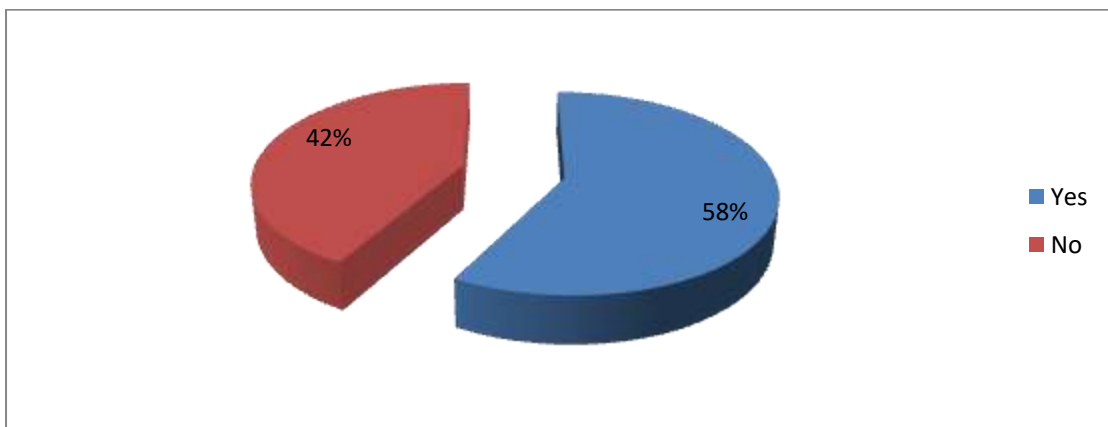
##### **4.5.1 What Happens to Learners who have been Identified with Special Educational Needs**

The study further sought to determine what the school does to identified special educational needs learners. From the findings, the respondents' majority indicated that when a teacher recognized that a child has a learning or behavioural difficulty, he/she request for a formal evaluation. The parents are notified by the school asking their consent to allow commencement of the evaluation process. Immediately a possible problem is recognized, parents are notified and invited to give information and take part in interventions planning and asking them to give support at home. According to Fuchs (2003), placement process is normally evaluated after being tried for a certain

duration. This may entail different areas modification e.g. change in classroom environment, classroom management and the instructional procedures.

#### **4.5.2 Role of the EARCs in Assisting Teachers to Identify Special Educational Needs Learners**

The researcher sought to establish whether there were services provided by the ministry of education through EARCs to help in assessment and subsequent placement of special needs learners. The results are shown in Figure 4.7



**Figure 4. 7: Service Provided by the Ministry of Education through ERC to Help in Assessment of Learners with Special Needs**

Based on the results, majority of the respondents (58%) stated that there were no services provided by the ministry of education through ERC to help in assessment of learners with special needs while a few of the respondents (42%) indicated there were services provided. This indicated that services provided by the ministry of education through ERC helped in assessment of special needs learners.

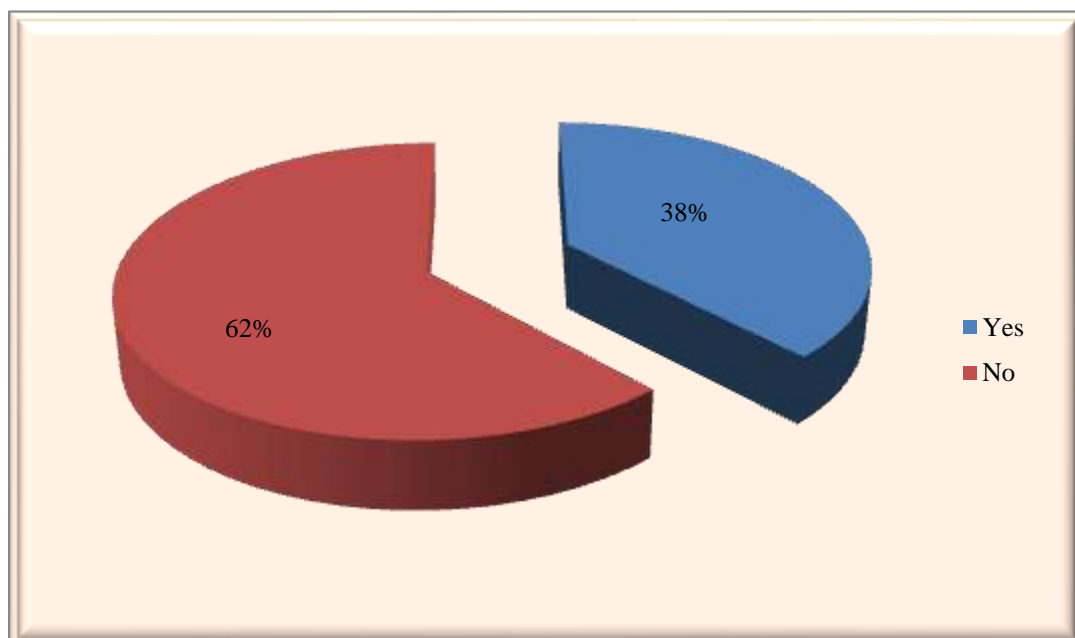
#### **4.5.3 Services Provided by the Ministry of Education through EARCs**

The researcher also sought to determine services provided by the MOE through EARCs. From the findings, the participants indicated that as part of the commitment to better support the needs of students with disability, the Ministry of Education

through EARCs collected data to ensure a stronger evidence base from which policy and programs could be developed. The ministry of education through EARCs should make sure each educational institution or special school with special needs learners is given appropriate equipment, learning materials, infrastructure, non-teaching staff and trained teachers that suit students with disability. According to the Draft Education Policy (2012), the overall goal in special needs education is enhancing education that is quality, relevant, equal and accessible to special needs learners.

#### **4.5.4 Availability of Itinerant Officers from the EARCs**

The researcher sought to establish whether there were itinerant officers from the EARCs. The results are shown in Figure 4.8



**Figure 4. 8: Availability of Itinerant Officers from the EARCs**

From the results, a few of the respondents stated that there were itinerant officers from the EARCs while majority of the respondents indicated there were no itinerant officers from the EARCs. This implied that the number of itinerant officers was inadequate.

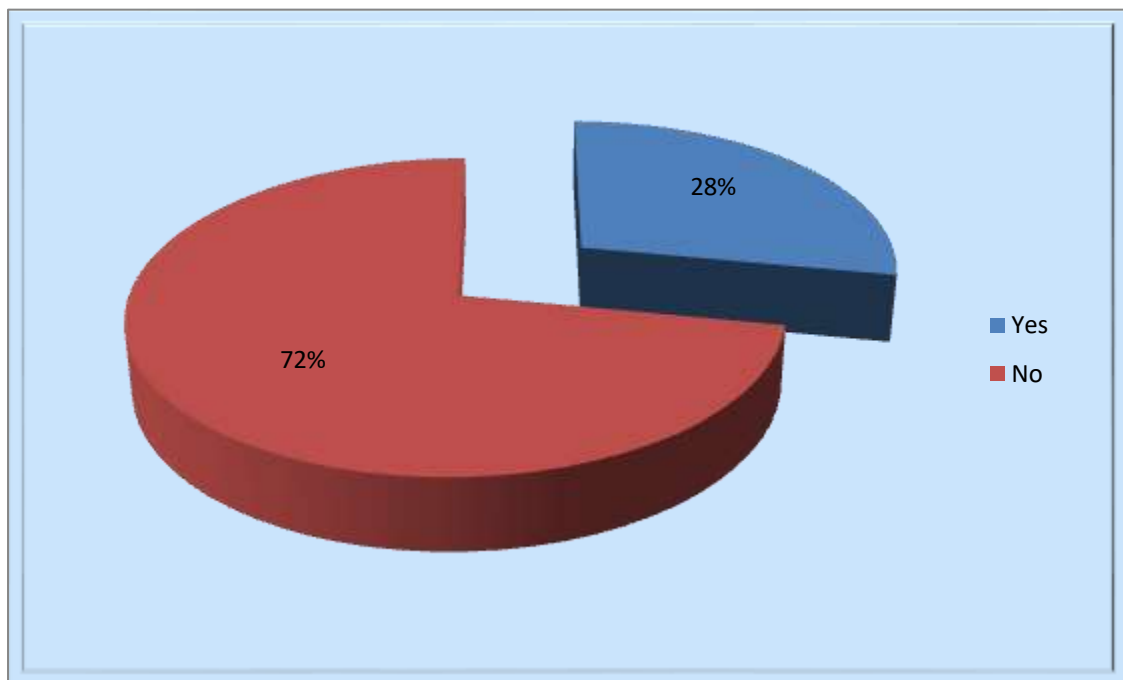
#### **4.5.5 How Learners Treat their Peers when they Learn that they Have Special Educational Needs**

The researcher further sought to establish how learners treated their peers when they learnt that they had special needs. From the findings it was observed that special needs learners are stigmatized by their school peers. The results agree with the observation by Gething (2004), who argue that teachers and learners have attitudes that are somewhat negative towards learners with disabilities. They consider persons with disability as not the same as them. The research agrees with the findings of Hastings and Oakford (2003), who note that learners possess more negative attitudes towards learners with behavioural and/or emotional problems than those with cognitive disabilities.

#### **4.6 Teachers Factor Influencing Identification of Special Educational Needs Children.**

##### **4.6.1 Awareness of Policy Guidelines on Special Educational Needs**

The researcher wanted to know whether teachers were aware of policy guidelines on special educational needs. Results are shown below



**Figure 4. 9: Awareness of Policy Guidelines on Special Educational Needs**

Based on the results, majority of the participants (72%) stated that they were not aware of policy guidelines on special needs education while a few of the respondents indicated they were aware of such policy guidelines. This implied that majority of teachers were not aware of the policy guidelines on special needs education. The results are in agreement with the observation by KENPRO (2010), who noted that concern and fear are expressed by teachers since they didn't possess the needed expertise, skills and knowledge in teaching learners with disabilities, which is a contributing factor to reduction of academic success in regular schools.

#### **4.6.2 Implementation of Policy Guidelines on Special Needs Education**

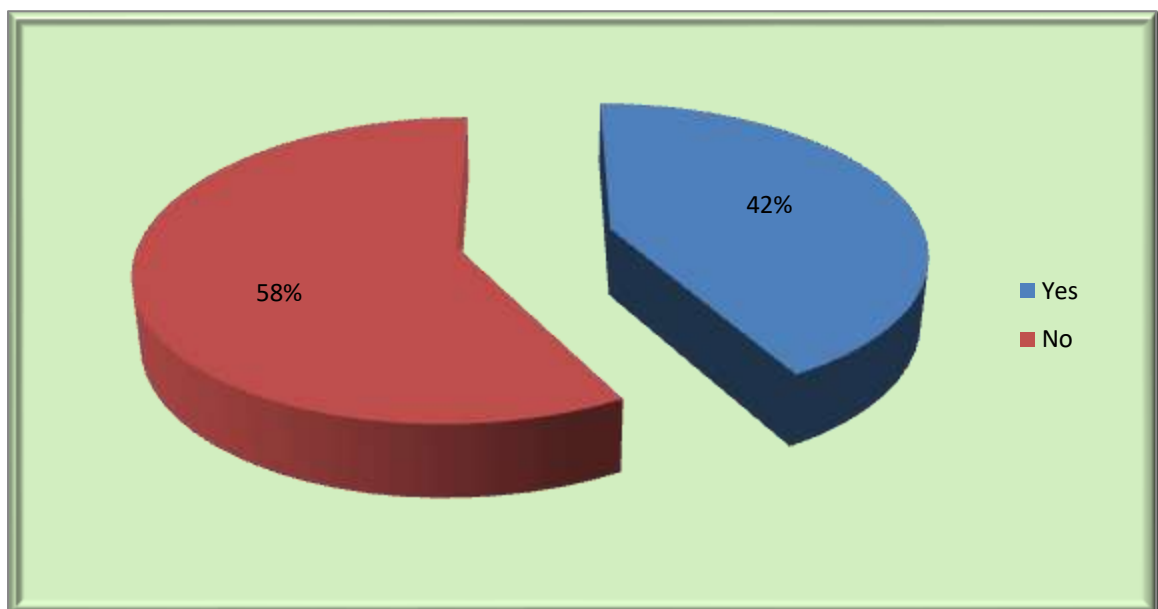
The researcher also sought to determine whether schools implement policy guidelines on special needs education. This information was gathered using questionnaires. From the findings majority of the respondents stated that schools did not implement policy guidelines on special needs education. As a result, the policy was ineffective.



The not effective policy environment resulted to unfavourable school-based factors such as insecurity as they commute from and to school, establishing day schools which subjects the CWSN to long distances, disability friendly facilities absence, poor distribution of schools, inappropriate curriculum and non-committed teachers. According to the research conducted by Montreal (2014), student expectations and the school environment where teachers are working relate.

#### 4.6.3 Received Training on Special Needs Education

Responses on whether teachers had received any form of training on special needs were inquired from the participants. The results are shown in Figure 4.10



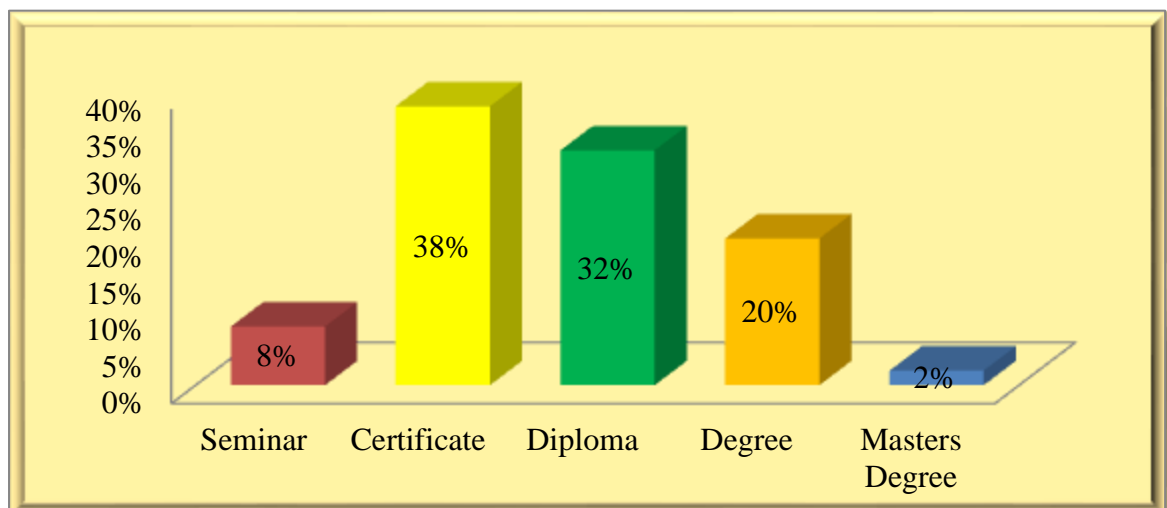
**Figure 4. 10: Received Training on Special Needs Education**

Based on the results, 42% of the participants stated that they had received training on special needs education while 58% indicated that they had not received any form of training on SNE. This indicated that majority of teachers did not have SNE training. In preparing teachers for SNE students, the introductory courses given through teacher preparation programs is not adequate (Beattie et al., 1997). The special educators' special competencies are greater than a skills and technique collection. They

entail philosophical tenet, methods and a body of knowledge that are the profession's hallmark. As professionals, SN teachers are dedicated to the special needs children's optimal education and reject the schooling misconception that is nothing but custodial care.

#### 4.6.4 Level of Training on Special Needs Education

The researcher inquired about the training level on special needs education. The results are shown in Figure 4.11



**Figure 4. 11: Received Training on Special Needs Education**

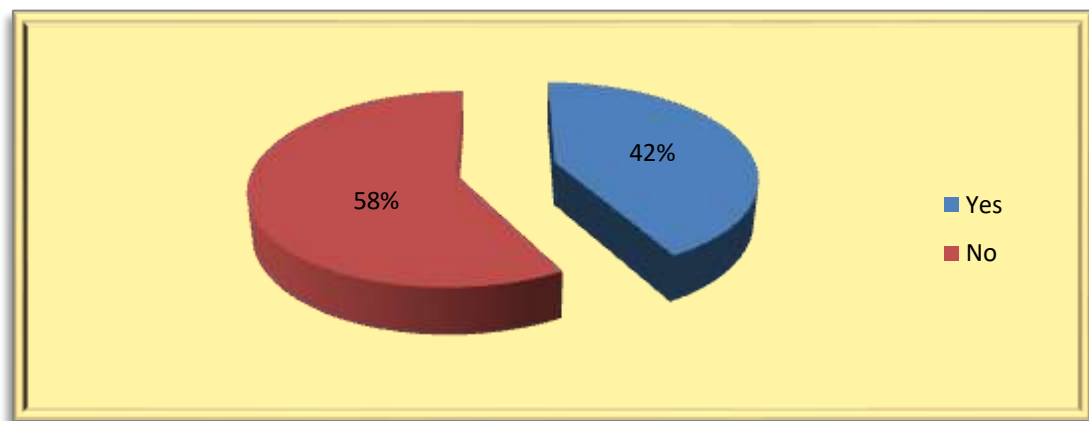
The results in Figure 4.11 revealed that few respondents (8%) had attended a seminar on training on children with special needs, 38% of the respondents stated that they had attained a certificate on SNE, 32% of the respondents stated that they had attained a diploma qualification on SNE, 20% of the respondents stated that they had attained a degree on special needs education while the rest had a master's degree on SNE. This indicated that majority of teachers had attained a certificate education on special needs education. According to Van Reusen (2001), teachers with increased training on students with disabilities inclusion had a positive attitude while those without exhibit negative attitudes. As for Kadima (2006), incorporation of special education

curriculum in TTCs and in-service the ones already in the field is necessary in equipping the rest with skills and knowledge enabling them to take care of special need children.

#### **4.6.5 Adequacy of Teachers to Handle all the Special Need Cases in the School**

The researcher sought to establish whether primary schools had adequate teachers to handle all the special needs cases in the school. The results of this quest are shown in

Figure 4.12

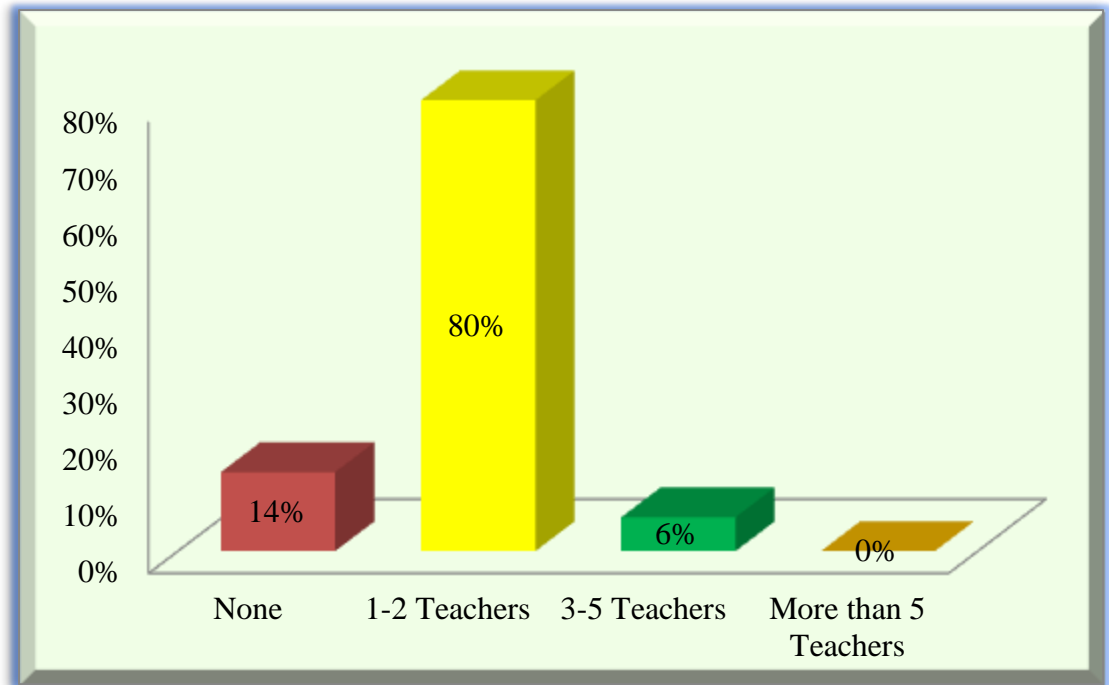


**Figure 4. 12: Adequacy of Teachers to Handle all the Needy Cases in the School**

From the findings, 58% of the participants stated that they had inadequate teachers to handle all the special need cases in the school while the remaining primary schools had adequate teachers to handle all the special need cases in their respective schools. Also, according to the findings, very few primary schools had teachers who specialized in special education. Sharma (2006) argues that many primary teachers are insufficiently trained to teach special need children

#### **4.6.6 Number of Teacher Trained in SNE**

The researcher inquired about the level of training on SNE. The results were as shown in Figure 4.13



**Figure 4. 13: Number of Teacher Trained in SNE**

From the findings, less than a quarter of the respondents (14%) stated that they had no teachers trained in SNE while majority of the respondents (80%) stated that they had 1-2 trained teacher in SNE. Few respondents (6%) stated that they had 3-5 trained teachers in special needs education while none of the schools had more than 5 teachers trained in SNE. This implied that majority of the schools had 1-2 teachers who were trained in special needs. In majority of schools, there was no single teacher trained in SNE. Training in special education enhances understanding thus improving attitudes regarding inclusion (Powers, 2002).

#### **4.6.7 Ways in Which the Trained Teachers Help Special Needs Learners**

Information on how the trained teachers helped to handle all the needy cases in the entire school was further sought. From the collected data, it was revealed that students with SN often have challenges understanding diverse directives at once. Teachers, therefore, us sentences that are simple and concrete. Teachers also break down

learning steps into few smaller steps ensuring that all SN learners comprehend what they were being told. Teachers also help learners with special needs to do general personal chores such as using the toilet, communicating, feeding themselves among other chores.

According Otiato (2016), children who have learning incapacities mostly feel like they are not successful in certain areas, teachers to structure lessons that help them to attain successful results thus motivating them. Immediate reinforcement for accomplishments is provided by teachers, errors are corrected and learners rewarded when they have made these corrections themselves.

#### **4.6.8 Complaints Regarding Special Needs Children**

The study sought to investigate complaints of teachers regarding special needs children. The findings revealed that teachers lacked skills and capacity to handle learners with special needs. While the government is supposed to be supporting children with learning disabilities and difficulties, funds allocated to such schools are inadequate. Another challenge that public primary schools faced was the inability of private schools to accommodate learners with special needs. This resulted to students with disability overpopulating government schools, especially the ones in areas that are disadvantaged where there are fewer options for parents. With time, this may lead to a big burden within some schools, increasing teacher stress and affecting their well-being negatively. According to Mariga (2015), only the government provide services and support to the special needs students within the public primary schools. This leads to overcrowding of the leaners within the few special needs schools available.

## **Chapter summary**

Data analysis results were presented in this chapter. The results have been arranged according to the study specific objectives and research questions. In each case, deeper interpretation of the observed values has been presented. Also, similar results from related studies have been highlighted. Tables, graphs and charts have been effectively used in this chapter.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the research findings' summary, conclusions and recommendations. It also discusses the implication of findings of this study on literature development and practice. The research's main objective was to investigate the status of early identification of special educational need learners in selected regular primary schools in Nakuru County, Kenya.

#### **5.2 Summary of Major Findings.**

##### **5.2.1 Methods Teachers Use when Identifying Special Educational Needs Learners**

The researcher found that schools admitted special needs learners. However, chances of being enrolled were significantly less for children with multiple disabilities. Some of the key observable characteristics of pupils with special needs included lack of concentration and inability to follow simple instructions. From the study some of the common forms of disability identified in schools included physical disability, hearing impairment, visual impairment and learning disability. Also, the type of impairments affecting boys and girls is different, injury-related events were likely to be experienced by boys while degenerative conditions were likely to be experienced by girls. Further, from the findings, the researcher found that common behaviours used by teachers to identify learners with special needs included difficulty of staying on task for extended time, poor or weak self-esteem, high frustration level and low tolerance level, poor memory, poor auditory, both long-term and short term. In addition, the researcher found that majority of schools admitted an average of 1-5 pupils with special needs education every year.

### **5.2.2 Home Factors**

The researcher found out that income level posed a big challenge in the identification of children with disabilities. Low income families did not have consistent doctors or day care services to help them identify disabilities or developmental delays. Majority of parents indicated they were unwilling to disclose that their children had special needs due to stigmatization. Also, majority of the children who are disabled differently remained at home when others went to school. According to the findings, the researcher established that in many rural areas, children walked for miles to go to school, which posed a great challenge to the physically challenged children. Parent also lacked information about the right to education or what support was available for disabled children.

### **5.2.3 Placement Option**

Regarding placement options for learners with disability, the researcher found that when a teacher observes that a child has learning or behavioural difficulties he/she requests for a formal evaluation. The parents are notified by the school asking their consent to allow commencement of the evaluation process. Immediately a possible problem is recognized, parents are notified and invited to give information and take part in interventions planning and asking them to give support at home. The researcher further found that as part of the commitment to support the needs of students with disability, the ministry of education through EARCs collected data to ensure a stronger evidence base from which policy and programs can be developed.

### **5.2.4 Teacher Factors Influencing the Identification of Special Educational Needs Learners**

Concerning teacher factors, the researcher established that very few teachers were aware of policy guidelines on SNE. The researcher further found that most schools



did not implement policies on special needs education. Ineffective learning environment results to school based factors that are unfavourable like disability friendly facilities absence, poor distribution of schools, inappropriate curriculum and non-committed teachers. The researcher also established that majority of teachers had not received any form of SNE training. Among those who had received training, majority of them had only attained a certificate on SNE. The findings also revealed that majority of teachers had inadequate training to handle learners with special needs education. In most schools, there was no single teacher trained in special needs education.

### **5.3 Conclusions**

#### **5.3.1. Methods Teachers Use When Identifying Special Needs Learners**

From the findings, the researcher established that majority of schools admitted special needs learners in class one. However, chances of being sustained in these schools are less for children with multiple disabilities. The researcher further concluded that most special needs children were not identified as in need of special education until they were in nursery school. Some of the common behaviours that teachers used to predict whether a learner needed special needs include difficulty of staying on task for extended time, poor or weak self-esteem, high frustration level and low tolerance level, poor memory, poor auditory, both long-term and short term.

#### **5.3.2 Teacher Factors that influence the Identification of Special Educational Needs Learners**

The researcher further concluded that once a teacher identified that the child was having learning or behavioural difficulties he/she requested for a formal evaluation. This formed one of the actions that schools undertook as they tried to accommodate students with special needs.

### **5.3.3. Home Environment Factors that influence the Identification of Special Educational Needs Learners**

The researcher concluded that parent or guardian's level of income posed a big challenge in the identification of children with disabilities. Low income families did not have consistent doctors or day care services to help them identify disabilities or developmental delays. The study also concluded that majority of the parents were unwilling to disclose that their children needed special needs. Moreover, majority of disabled children were left at home when others went to school because their parents felt embarrassed to have them; therefore, they keep them at home to avoid being humiliated.

### **5.3.4. Placement Options Available For Special Educational Needs Learners**

From the findings the researcher also concluded that majority of primary schools had inadequate teachers to handle learners with special needs. In fact, many pre-service teachers felt that in teaching diverse student range, they were insufficiently trained. Similarly, majority of teachers were not aware of policy guidelines on SNE. The researcher therefore concluded that majority of schools implemented the policy on special education ineffectively leading to unfavourable school based factors. Moreover, most teachers had attained a certificate education on special needs education which meant many primary schools did not have teachers specialized in special education.

## **5.4 Recommendations**

In the light of the research findings, the study recommends that;

- i. Special education needs children should be offered special needs service clinics by EARCs. In such clinics, parents and teachers to be advised to on appropriate methods of education.

- ii. Advice regarding assessment of the needs of any children with special needs should be given to county education board by EARCs.
- iii. Policy makers should formulate policies incorporating special education curriculum in TTCs. Further the curriculum should also be incorporated to those who are already in the field to equip them with skills and knowledge required for handling children with special needs.
- iv. Schools should develop a system of administration for special education which is linked with regular education to make more flexible responses towards changing conditions in society and schools and changes in the pupil's behaviour. Such adjustments should permit all the system elements to influence other schools' programs and policies.
- v. Administrative organization facilitating achievement for children with the same educational goals exceptionalities as those pursued by other children should be provided by Special education. Achieving this purpose can be done through by structures that are sufficiently flexible to adjust quickly to changing child growth needs and task demands as well as structures that are sufficiently compatible with those employed by regular education to ensure easy, unbroken children passage across regular-special education administrative lines for whatever periods of time may be necessary.

### **5.5 Suggestions for Further Studies**

The researcher suggested that a study should be conducted to determine the influence of parenting style on the academic performance of learners with special educational needs.

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## APPENDIX I: QUESTIONNAIRE FOR TEACHERS

### INSTRUCTIONS:

The information given will be for this study alone, and therefore will be treated with utmost confidentiality.

Kindly answer all questions in all the sections either by ticking or by filling in.

Your cooperation will be highly appreciated.

### SECTION ONE: GENERAL INFORMATION OF THE RESPONDENT

1. Gender  
Male  Female
2. Teaching experience.
  - a) Below 3 years
  - b) 3 – 10 years
  - c) 10-20 years
  - d) 20 years and above
3. Highest professional qualification.
  - a) Untrained teacher
  - b) PI.
  - c) Diploma
  - e) B. ed
  - f) Masters
4. Are you trained in the field of special education? To what level?
  - a) None
  - b) In service e.g. Workshop, seminar
  - c) Certificate
  - d) Diploma
  - e) Degree
  - f) Masters

### SECTION TWO: METHODS USED TO IDENTIFY SPECIAL NEED LEARNERS

5. Do you admit learners with special needs when enrolling them for class one?

Yes  No

If yes state how you identify that some learners have special needs.

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6. Fill in the table to indicate the number of children identified with special needs in your class.

Category of SN	No. of boys	No. of girls	Total
Total no. of pupils in class			
Physically handicapped			
Hearing impaired			
Visually impaired			
Mentally handicapped			
Cerebral palsy			
Learning disabled			
Others, Specify e.g. autistic, EBD, deaf blind			
Totals			

### SECTION THREE: CHALLENGES IN HOME ENVIRONMENT AFFECTING IDENTIFICATION

7. Are there challenges associated with identification of learners with special needs? If yes briefly

explain \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b) Are all parents willing to disclose information about their children with special needs? \_\_\_\_\_

c) Do you know of any disabled children who remain at home when others come to school?

Yes \_\_\_\_\_ No. \_\_\_\_\_

If yes, why do you think their parents don't allow them to come to school? \_\_\_\_\_

### SECTION FOUR: PLACEMENT OPTIONS

8) What happens to learners who have been identified with severe special educational needs in your school?

\_\_\_\_\_?

9. What is the role of the role of the EARCs in assisting teachers to identify learners with special needs?

\_\_\_\_\_.

If yes what services are provided?

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Is there an itinerant officer from the EARCs?

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10. In your own opinion, where should the learners with special needs be placed for education?

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#### TEACHER FACTORS

12. Are you aware of policy guidelines on special needs education?

Yes

No.

If yes are they implemented in your school?

**APPENDIX II: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS**  
**TEACHER FACTORS**

1. Have you received any training on special needs education. \_\_\_\_\_?
2. What level of training is it? \_\_\_\_\_
3. Among the teaching staff in the school, how many teachers are trained in special needs education? \_\_\_\_\_
4. Is that number adequate to handle special need cases in the school? \_\_\_\_\_  
HOME ENVIRONMENT
5. Are all special need children brought to school or some remain at home?  
\_\_\_\_\_
6. Why do you think in your own opinion parents with severely handicapped children do not bring them to school? \_\_\_\_\_

**PLACEMENT OPTION**

7. How do learners treat their peers when they learn that they have special needs?  
\_\_\_\_\_
8. What categories of special needs do teachers admit in the school?  
\_\_\_\_\_
9. Does the school have enough facilities to cater for SNE students?
10. Does the school accommodate all cases of special needs?  
If yes, how are they placed?  
\_\_\_\_\_
- If no, what placement options are available for such learners? \_\_\_\_\_
11. Does the school have a record to show how many children have been identified with special needs each year? \_\_\_\_\_

**IDENTIFICATION OF LEARNERS WITH SPECIAL NEEDS**

12. How do they identify that a specific student has special needs in education?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. On average how many pupils with SNE are enrolled every year?  
\_\_\_\_\_

**TEACHERS FACTORS**


14. What challenges do teachers face while trying to identify learners with special needs? \_\_\_\_\_  
If yes, state three common



complains. \_\_\_\_\_

What is their possible solutions?

\_\_\_\_\_

## APPENDIX III: NACOSTI PERMIT

<p><b>THIS IS TO CERTIFY THAT:</b>  <b>MR. MOSES WAMBAGE MUCHIRI</b>  <b>of KENYATTA UNIVERSITY, 536-20107</b>  <b>njoro, has been permitted to conduct</b>  <b>research in Nakuru County</b></p> <p><b>on the topic: ANALYSIS OF FACTORS</b>  <b>AFFECTING THE IDENTIFICATION OF</b>  <b>LEARNERS WITH SPECIAL EDUCATIONAL</b>  <b>NEEDS IN REGULAR SCHOOLS WITHIN</b>  <b>NAKURU COUNTY, KENYA</b></p> <p><b>for the period ending:</b>  <b>28th April, 2018</b></p> <p style="text-align: center;">  <b>Applicant's</b>  <b>Signature</b></p>	<p><b>Permit No : NACOSTI/P/17/14282/16737</b>  <b>Date Of Issue : 28th April, 2017</b>  <b>Fee Received :Ksh 1000</b></p> <div style="text-align: center;">     <b>Director General</b>  <b>National Commission for Science,</b>  <b>Technology &amp; Innovation</b> </div>
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<p style="text-align: center;"><b>CONDITIONS</b></p> <ol style="list-style-type: none"> <li>1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.</li> <li>2. Government Officer will not be interviewed without prior appointment.</li> <li>3. No questionnaire will be used unless it has been approved.</li> <li>4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.</li> <li>5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.</li> <li>6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.</li> </ol>	 <b>REPUBLIC OF KENYA</b> <hr style="width: 100px; margin: 0 auto;"/>  <b>National Commission for Science,</b> <b>Technology and Innovation</b> <b>RESEARCH CLEARANCE</b> <b>PERMIT</b>  <b>Serial No.A 13906</b> <b>CONDITIONS: see back page</b>
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