CHALLENGES FACING THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN NYERI TOWN, NYERI COUNTY, KENYA

BY;

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2011
DECLARATION

This research project is my original work and has not been presented for any degree award in any other University.

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DEDICATION

First and foremost this research project is dedicated to the Almighty God who has given me the physical, financial and mental strength and capability in coming up and accomplishing this research project in the prescribed time period. Secondly to my dear mother [Ann Thiira], my late father who truly valued education( Peter Mwangi), my loving son [David] and my siblings for their encouragement and undying support [both material and moral] they gave me throughout my project writing period and for their great patience as I undertook my research work.
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While it may not be possible to acknowledge each of the participants individually, I am deeply indebted to all who participated in making the research a great success by giving me invaluable assistance and information towards producing this piece of work.
ABSTRACT

Since the early years, children with learning disabilities were enrolled in special schools and this led to their segregation from regular schools. They were basically looked down upon in the society. Today the government and key educational stakeholders have put great efforts in trying to include these learners into mainstream schools where they learn with the regular pupils. This has not been successful since not all children with special learning needs and who have attained the school age are enrolled in schools. This formed a basis for the researchers’ topic in trying to unearth challenges faced in the implementation of Special Needs Education (SNE) in public primary schools in Nyeri town and the barriers to total success of the programme. The purpose of the study was to establish the challenges faced in the implementation of SNE in Nyeri town. It sought to provide valuable information on the challenges to educational planners and other stakeholders and suggest curative measures and recommendations to curb the problem. This study was based on the classical theory of equal opportunities advanced by Sherman and Wood (1982). The objectives of the study were:-To find out the status of implementation of SNE in Nyeri town, to determine the availability of teaching-learning resources in schools offering the SNE programme, to assess teacher preparedness to undertake the SNE curriculum implementation and to analyze barriers and give responses to these challenges. The study adopted the descriptive survey design in collecting data in order to answer the outlined objectives and the research questions it set out to achieve. The proposed study was carried out among teachers, head teachers and education ministry officials. The target population was the 42 public primary schools, 42 head teachers, 538 primary school teachers and 40 ministry officials. The study sample included all the 5 public primary schools offering special education and those with special units, 7 regular schools randomly sampled making a total of 12 schools. From the 12 schools, the 12 head teachers were all chosen, 60 teachers five from each sampled school, 8 area educational officers giving a total of 80 respondents. The research instruments used were:-observation checklists, questionnaires, interview schedules and document analysis. The analysis done was both qualitative and quantitative. Qualitative analysis considered the conclusions from the respondents’ opinions. Quantitative analysis involved use of frequency counts and distribution, tabulation, totals and calculation of percentages aimed at condensing the data collected into meaningful groups and tables for further analysis. Data collected was analyzed using statistical package for social sciences (SPSS) and was presented in form of graphs, percentages, tables and charts. The study found out that SNE implementation in public primary schools in Nyeri town, Nyeri County was faced by numerous challenges and the most prominent challenges are socio-cultural, geographical, parental and school-based factors. Socio-economic factors played minimal role as an SNE barrier. This calls for concerted efforts between key educational stakeholders to conduct aggressive campaigns to sensitize the public on importance of the SNE programme. The government should increase funding to SNE. More teachers be trained and schools provided with adequate resources. Educational policies should be aligned to SNE. Curriculum for the special pupils should be provided and parents-teachers collaboration encouraged. In conclusion, further research needs to be carried out in the following areas; similar studies in public secondary schools, more research in the same county but in a different locale as well as other counties in Kenya and further research on possible hidden factors not revealed by this study.
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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Different scholars and writers have put it clearly that investment in education is fundamental to improving a country’s economic growth, reduce poverty and boost a country’s general welfare. Schultz, (1960) argued that the growth in output could only be adequately explained by the investment in human capital which is a distinctive feature of a modern economic system. According to World Bank report (1994), persistent self sustaining growth in real per capita income is attributed to human capital. Human capital is the critical engine of economic growth and its accumulation is enhanced by parental and public investment in children’s education. Education is considered a human right for all children and has been enshrined in several international documents since the universal declaration of human rights in 1948. The Education for All (EFA) movement and the subsequent international conventions have pointed out that particular groups of children are especially prone to exclusion or have been denied a chance to optimally participate in the learning activities which take place in formal, informal or non-formal settings. These children are educationally disadvantaged by the social, cultural, regional and economic environments in which they live. The right to be educated within the regular school setting and not to be discriminated against is highlighted in instruments such as; the world declaration on EFA (1990), UN standard rules on the equalization of opportunity for persons with disabilities (1993), UN conventions on the rights of the child (1991) and
the Dakar framework for action (2000). Evidence from studies around the world has demonstrated that investment in human capital through formal education is a vital engine to economic growth. Education can reduce social and economic inequality since it is a great equalizer if all children have equal opportunities to take advantage of it. Children with learning disabilities, whose parents do not take them to school and as a result they end up as outcasts in the society and afterwards live in abject poverty. Universal Primary Education (UPE) is intended to ensure that all children eligible for primary schooling have an opportunity to enroll and remain in school to learn and acquire quality basic education. Inclusion involves a process of reform and restructuring of the school as a whole to ensure that all pupils have access to a whole range of educational and social opportunities offered by the school. This includes the curriculum being offered, the assessment recording and reporting pupils’ achievements. The agenda of inclusive education has to be concerned with overcoming barriers to participation in education that may be experienced by any pupils. According to Booth (1999), inclusion therefore implies attending a school that a pupil would have attended in the absence of a significant special need. Inclusive practices must therefore address the social needs of the individuals with learning disorders if inclusion is to be successful (Burack et al, 1997). Children with learning disabilities are at a higher risk of school failure and account for approximately 40% of the adolescents who drop-out of school. The prevalence of specific learning disabilities is estimated to be between 2% and 10% of the general population. According to a report by American Psychiatric Association (2000), of children enrolled in public schools it is believed that 5% have specific learning disabilities. Suzanne (2007) notes that including children with special needs in regular classrooms has widened the
range of ability represented in groups of young children. These trends have increased the complexity of inclusive early childhood classrooms. The right to education for all children is enshrined in the universal declaration of human rights and more recently in the millennium development goals (MDGs). However, in developing countries, the proportion of disabled children attending school is estimated between less than 1% and 5%. The UN convention on the rights of people with disabilities which came into force in May, 2008 requires the development of an Inclusive education system for all. Inclusion in education is a process of enabling all children to learn and participate effectively within mainstream school systems without segregation. It’s about shifting the focus from altering disabled people to fit into society to transforming society and the world by changing attitudes, removing barriers and providing the right support. The government of Kenya has laid great emphasis on the educational rights of children and has set precedence in favour of inclusive education by establishing special units in regular public primary schools in Kenya. The Salamanca statement and framework for action on special needs education of 1994 emphasized the schools need to change and adapt the diverse needs of all learners. The UN convention established inclusive education as a legal and human right. One of the major concerns of educationists and human rights activists has been the issue of EFA. The inclusive education philosophy ensures that schools learning environments and educational systems meet the diverse needs of all learners irrespective of their learning difficulties and disabilities. As a result the government of Kenya has made efforts to promote education of children with learning disabilities in Kenya through the implementation of educational programmes which take into account the wide diversity of learners with special educational needs.
Efforts have been made to integrate these learners into regular mainstream schools and up to this day the government has tirelessly continued to make great efforts to include these pupils rather than integrate them. This formed the basis for the researchers’ topic of study in trying to unearth the challenges in the implementation of inclusive education in public primary schools in Nyeri town, Nyeri County.

1.2 Statement of the problem

Despite the governments’ undying efforts over the years to curb the problem of exclusion among children with special educational needs, this problem has persistently been on the increase. Children with learning difficulties have not been adequately provided with the basic resources, physical facilities and equipment to cater for their special needs like their counterparts in regular schools. They continue to suffer disproportionately from whatever acute/chronic problems affecting Kenya’s education system. They are socially excluded from the mainstream settings by the nature of their learning disability. Most are taught in special schools for children with moderate and severe learning difficulties (Mittler, 2000). According to the ministry of education (MOE), the government attaches great significance to education for all children including those with learning disabilities. Thus, the researcher embarked on this educational research to find out the challenges facing the process of SNE implementation in public primary schools in Nyeri town, Nyeri county bearing in mind that the government in 2003 declared education in all public primary schools free (FPE) for all children. Therefore, problem addressed by this study was the challenges facing the process of implementation of the SNE programme in Nyeri town, Nyeri County.

1.3 Purpose of the study
The purpose of this study was to investigate the challenges facing the implementation of inclusive education programme in public primary schools in Nyeri town, Nyeri County.

1.4 Objectives of the study

This study set out to achieve the following objectives;

1. To find out the status of implementation of inclusive education in Nyeri town, Nyeri county.

2. To determine the availability of the teaching–learning resources in the schools practicing inclusive education in the study locale.

3. To assess teacher preparedness in terms of training to undertake the process of implementation.

4. To analyze the factors hindering the implementation of the inclusion process for all the school-going-age children which include geographical factors, parental factors, school-based factors, socio-cultural and socio-economic factors.

5. To establish the possible responses and solutions to the challenges facing SNE implementation.

1.5 Research Questions

The study attempted to answer the following research questions;

i. To what extent has the implementation of inclusive education been a success in the study locale?

ii. Which support teaching-learning resources are available within the mainstream schools in the study locale where the SNE programme has been implemented?
iii. What support can be given to the teachers handling learners with special needs to become more effective in inclusive settings?

iv. Which factors have hindered successful implementation of the inclusive process for the school-age-going children?

v. What are the possible recommendations that can be given in response to the challenges facing SNE implementation?

1.6 Significance of the study

The findings of this study are hoped to help all education stakeholders to understand the challenges affecting the SNE implementation in public primary schools in the area studied and it will help in generalizing the results to other areas in the country. This might reveal certain important issues that are specific to the children with learning disabilities and need to be addressed by the policy makers, sponsors and the wider society in their effort to assist every child to acquire basic education as one of the Millennium Development Goals (MDGs).

The study came up with curative measures to curb the problem of exclusion. This will translate into improvement of the internal efficiency in all public primary schools in Kenya in regard to the inclusion process. The Ministry Of Higher Education Science and Technology (MOHEST) will also benefit from the study as the findings of this study will suggest curative measures on how to deal with the problem of exclusion which the ministry can take up and effectively implement. To the head teachers and teachers, the study will help them in that they will be well informed about inclusive education, factors hindering its full implementation and measures to take so as to make it a hundred percent success. Policy makers, planners, donors like UNESCO, UNICEF and World Bank in
Kenya will be more enlightened to give the policy of inclusion more attention so that it can be made more practical in many more public schools countrywide. The study aimed at raising awareness and concerns among all stakeholders so that the phenomena of exclusion becomes a matter of inquiry and to contribute to the existing body of knowledge on special needs education (SNE) as well as prompt further studies and research on the same topic since the researcher observed during literature review that very little has been researched on regarding SNE in Kenya.

1.7 Assumptions of the study

The study was based on the following assumptions;

i. That all the selected sample of respondents will be co-operative and provide reliable responses in regard to the topic of study.

ii. That all the respondents selected will be aware of the status of the inclusion process and the challenges facing its implementation

iii. That all the respondents will be aware of the unique challenges that affect SNE implementation in the study locale.

1.8 Limitations of the study

Due to financial and time constraints, data was collected from only 12 sampled public primary schools in Nyeri town, Nyeri County. Private primary schools were not considered since they do not suffer the same fate like the public primary schools in terms of the facilities available and other resources such as finances. The study limited itself to only one county. Literature from Kenya on SNE was very limited and the researcher basically read materials from the few Kenyan author’s research as well as studies in other countries.
1.9 Delimitations of the study

Since the study was carried out in only 12 sampled public primary schools, 5 which offer the SNE programme and the other 7 from among the schools without the SNE programme. The number of respondents was also limited since it included the 12 head teachers all from the sampled schools were taken, 60 teachers five from each sampled school and 8 area educational officers. The study findings will not be generalized to the whole country because the area sampled was small and therefore not a strong representative. Furthermore, the numbers of public primary schools offering SNE are only five (5) in Nyeri town, Nyeri County.

1.10 Theoretical framework

This study was based on the classical liberal theory of equal opportunities advanced by Sherman and Wood, (1982) who expressed the view that there should be equal opportunities in education for all. This theory asserts that each individual is born with a given amount of capacity. According to this theory, educational systems should be designed with a view to removing barriers of any nature for example, barriers based on socio-economic factors, socio-cultural factors, geographical factors, school-based factors which prevent learners who have a learning disability to take advantage of their inborn talents since disability is not inability. The education offered to such groups of learners will accelerate them to social promotion since education is a great equalizer which enhances life chances of the children with special needs (Sherman and wood, 1982). The theory demands that opportunities be made available for individuals to go through all
levels of education (primary, secondary and tertiary) to which access will not be determined by the disability of the learners but on the basis of individuals capability.

In this way, education would at least provide equality of economic opportunities where all classes, races and gender could benefit economically from excellent academic performance (Sherman and Wood, 1982). The theory further states that social mobility will be promoted by equal opportunity for all citizens to education. Many economists have supported the policy on free primary education (FPE) started by the government in 2003 which advocates for a radical reform of the schools in terms of curriculum, assessment, pedagogy and groupings of pupils. This policy makes education free and compulsory for all in trying to meet them millennium development goals (MDGs) by 2015. Through acquiring quality education by all children of school-going age on an equitable basis and the children’s right to education. The leadership provided by the United Nations (UN) initiatives and the commitment of nearly all governments to EFA and the Salamanca declaration and framework for action have undoubtedly helped to strengthen these programmes. The local communities, parent groups, associations of disabled persons, churches and community leaders have tirelessly worked for the inclusion of disabled children into local schools in partnership with the government and professionals. By enhancing the implementation of inclusive education in all public primary schools in Nyeri town, it’s hoped that the factors that hinder the access to education for such children will be reasonably reduced or completely eradicated.

1.10 Conceptual framework
A conceptual framework as synthesized from the literature review is summarized in figure 1.1. According to the conceptual framework, access and participation in education is affected by several barriers and challenges as shown in the model.

The conceptual framework was based on the independent and the dependent variables as illustrated. The independent variables are the factors which hinder the implementation of inclusive education while the dependent variables is the access and participation of children with special needs in education i.e. SNE efficiency. What the structural model indicates is that the independent variables directly influence the provision of inclusive education in regular public primary schools. According to the conceptual framework, the efficiency in the implementation of inclusive education depends on the following factors; teacher preparedness, availability of teaching/learning resources and other barriers such as family background/socio-cultural factors, geographical factors, socio-economic status and accessibility of the learning facilities and proximity of the school.

**Fig 1: A Conceptual framework**
1.11 Operational definitions of central terms

Curriculum- These are all the organized experiences that schools provide to help children learn and develop.

Exclusion- Refers to denying opportunities to children with learning difficulties to learn under the same roof with regular children.

Functional curriculum- A curriculum that emphasizes preparation for life and includes skills that will be used by an individual in all environments in their lifetime.

Inclusion- Refers to placement of children with disabilities in the regular classrooms with the support the child needs provided.
<table>
<thead>
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<th><strong>Inclusive education</strong>-</th>
<th>Refers to schools and centers of learning and educational systems that are open to all children including those with special needs in education.</th>
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<tr>
<td><strong>Independent variable</strong>-</td>
<td>Is a factor that cannot be varied or manipulated in an experiment.</td>
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<tr>
<td><strong>Dependent variable</strong>-</td>
<td>Is a variable that is being measured in an experiment or a study. It’s usually changed by the effect of the independent variable.</td>
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<td><strong>Integration</strong>-</td>
<td>This is the system used to facilitate children with disabilities to attend ordinary schools that provide minimal modifications to accommodate the learners with special needs in education.</td>
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<tr>
<td><strong>Life-skills</strong>-</td>
<td>Refers to the range of skills necessary to live in the society as an independent individual.</td>
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<td><strong>Mainstreaming</strong>-</td>
<td>Inclusion of children with disabilities into normal schools and classes where regular pupils are learning.</td>
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<tr>
<td><strong>Ordinary schools</strong>-</td>
<td>These are schools admitting children who are not disabled.</td>
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Special schools- These are schools set aside to offer education to children with special needs in education.

Special units- These are classes set aside either in ordinary or special schools to cater for the needs of learners with special needs.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature related to the study topic and it will be organized in the following sections:-introduction, status of inclusive education in the world, in Africa and in Kenya and the challenges /barriers to the implementation of SNE in the studied regions. The study provides a general summary on inclusive education in the world, Africa and Kenya in relation to the literature reviewed.

2.1 Status of Inclusive Education world wide

The World Health Organization (WHO) estimates that 10% of any populations are disabled and in addition approximately 85% of the world’s children with disability below 15 years live in the developing countries. In 1994, UNESCO world conference on special needs held in Salamanca, Spain the idea of inclusive education was given further impetus. Every child has unique characteristics, interests, abilities and learning needs and
those with special needs must have access to regular schools which should accommodate them with a child-centered pedagogy capable of meeting those needs. According to Ainscow (1999) and Ballark (1996), some countries in the world such as Canada, Spain, Italy and the United States of America have shown considerable progress in the implementation of the SNE programme. The field of special education has developed relatively recently and unevenly in different parts of the world observes Ainscow (1994). Some of the world’s case studies reviewed are as follows:

**In the U.S.A,** SNE has received more attention in the USA in the last few years. Educating children with learning disabilities is a modern day challenge for the people of America. Only a small proportion (between 1%-10%) of the children with special needs have ready access to schooling and those who do typically must attend a segregated school. The US president education plan aims to close the achievement gap in the US for minority groups and prepare all pupils for success in the global economy of the 21st century.

**In India,** according to UNICEF’s report of the year 2000, there are around 30 million children in India suffering some form of disability, among India’s 200 million school-aged children (6-14 years), 20 million require special needs education. While the national average gross enrolment in school is over 90%, less than 5% of children with disabilities are in school. Therefore the Indian government and NGOs are initiating measures to review and plan appropriate strategies for special needs and inclusive education. In the past few years, focus on children with special education needs resulted in greater awareness and increased sensitivity towards these children.
In British Columbia, students with special educational needs typically learn in the same classrooms as other students. This policy of inclusion sometimes arouses concern that other learners could see their education negatively affected. According to a research conducted by the centre for education research and policy (CERPs), the results show that increasing the number of students with special needs has only extremely small and statistically insignificant effects on regular students’ achievements.

In Canada, the Canadian association of statutory human rights agencies (CASHRA) convened a national forum on human rights and inclusive education in Toronto. This focused on the well being and social inclusion of people with an intellectual disability. However, inclusive education is not seen as important in all quarters and therefore there has not been consistent demand for it. Children with learning disabilities lack confidentiality since everyone knows about their problem.

2.2 Status of Inclusive Education in Africa

The readiness for acceptance of inclusion varies across countries and continents of the world. According to Mittler (2000), and Hegarty (1984), many children do not receive any form of conventional schooling and this includes a large number of those with special learning needs. The development of SNE has involved a series of stages during which education systems have explored different ways of responding to children with learning disabilities. Originally, SNE implementation was missionaries concern. Most African governments’ commitments to SNE began in the 1970s. While countries within the advanced economies have gone beyond categorical provisions to full inclusion, most countries in Africa are still grappling with the problem of making provisions for children with special needs even on mainstreaming basis. SNE in Africa is still a new concept to
many of its nations. Many African countries have shown theoretical interest in SNE by formulating policies such as mainstreaming, family, community or social rehabilitation and showing the desire to give concrete meaning to the idea of equalizing education opportunities for all children irrespective of their physical or mental conditions. Dissatisfaction with the progress towards SNE has caused demands for more radical changes in many African countries according to Ainscow (1991) and Ballard (1996).

Some of the African countries case studies are as follows:

**In Zambia**, UNESCO and others in the international community have acclaimed Zambia’s efforts to reach out to the handicapped and impaired children. The MOE has 31 special education institutions. Apart from the number of the small number of special institutions, units and programmes, education and training opportunities remain very limited. Scarcity of resources and inadequate funding to the MOE to meet national education and training needs. From 1975 to 1985, the proportion of the GDP devoted to education was 5.5% but thereafter fell sharply to 2.0% in 1993. Zambia has had an articulated policy on SNE since 1977. In the current policy (Education our future, 1996) the MOE states among other things that it will ensure equality of educational opportunities for children with special educational needs. The MOE plans to integrate pupils with special educational needs into the mainstream schools and provide them with the necessary facilities and materials.

**In Nigeria**, the Nigerian constitution makes a provision for suitable education for all children. Inclusion has not been since the number of children with special needs stands at 0.42% while that of their regular counterparts is around 67.05%. Inclusion of all pupils in
the mainstream schools is part of an international agenda which calls for the full inclusion of all pupils with learning disabilities into all aspects of life.

In South Africa, there are 12 million children in school and approximately 366,000 teachers in approximately 28,000 schools including 390 schools for children with special needs. Teachers in South Africa deal with a remnant of an inherited education system based on segregation and exclusion of particular group of students. The introduction of SNE in South Africa was a direct response to Act 108 of 1996 and a national commitment to the EFA movement as stated in the UNESCO Salamanca statement of 199. The education white paper 6 is the guiding document for the for the implementation of inclusive education in S.A. the apartheid government has established about 380 special schools SNE today includes the provision of education to children with special needs within the mainstream schools. The values of inclusive education are embraced in the light of a progressive constitution of the republic of S.A. However; support in inclusive education is a complex multi-layered phenomenon.

In Uganda, the government is constantly adopting its education structure and content to promote quality learning for all learners independent of special learning needs. The overall structure of education to cater for learners with special needs in education introduced in early 1990s is still the backbone in the education for all learners. To ensure that all learners with special needs were given relevant and quality education in inclusive schools, all schools in Uganda were grouped in clusters of 15-20 schools and each cluster had a special needs education coordinator. In 1992, the MOE in Uganda established an SNE programme with two branches namely EARS and the institute of special education.
to train teachers. In 1997, Uganda started UPE with clearly stated aims and objectives for the shift from SNE to inclusion.

In Tanzania, the government is trying to implement the inclusive education programme according to the Salamanca statement of 1994. The MOE is sensitizing parents to send their disabled children to inclusive school. The government is becoming more positive toward the rights of people with disabilities. Today, there are several primary schools in Tanzania that are involved in inclusive education programmes.

2.3 Status of Inclusive Education in Kenya

Special education in Kenya stated after the end of the 2\textsuperscript{nd} world war and has since been mainly offered to all categories of children with learning disabilities. Education to these children was only offered in special schools until the 1970’s when units and integrated programmes were initiated. SNE has continued to expand although these learners have been a major challenge to the education sector. To this end, majority of learners with special needs in education in Kenya do not access educational services. For instance, in 1999, there were only 22,000 learners with special needs enrolled in special schools, special units and integrated programmes. This number rose to 26,885 in 2003 (Koech report, 1999). This compares poorly with the proportion in general education. By the late 1990s, there were 107 special schools in Kenya (Gichira, 1999). The predominant categories of disabilities are mental, visual, autism and physical disabilities notes Ngaruiya (2002).

Over the last ten years, the concept of inclusive education has evolved. This concept has been conceived as a way of democratizing opportunities for life-long-learning and ensuring that the system of education is flexible enough to allow accessing education and
developing life-long-learning. The Kenya government has put measures in place through organizations such as Leonard Chesire International (2001). But despite these efforts, the problem of exclusion still persists in public primary schools. Three quarters of pupils with special educational needs are in special schools with only a quarter in special units within mainstream schools. Children with special needs in education are enrolled in special schools or in special education units provided. The policy of integration and inclusion is also being implemented so as to reach the majority of children with special education needs estimated at 750,000 within the primary school-going age population with only 26,000 enrolled. The population of people with disabilities is estimated at 10% of the total population, 25% of these are children of school-going age. Out of a total of 750,000 an estimated 90,000 have been identified and assessed. However, only 14,614 are enrolled in educational programmes for children with special needs while an equivalent number are either at home or in regular schools with little or no specialized assistance. The government of Kenya recognizes the importance of SNE as an important sector for attaining the EFA and the MDGs.

The Sessional Paper No: 1 of 2005 outlines the vision of the education sector and it will only be achieved though the provision of an inclusive quality education accessible and relevant to all children including those with special needs in education. This is aimed at ensuring inclusive education becomes a reality and consequently improve the participation and involvement of people with special needs in national development. In the past three decades, the government of Kenya has exerted tremendous efforts to address the challenges facing learners with individual learning needs. Research from the university of reading, UK, assesses the challenges facing the SNE programme in two
Kenyan provinces. Through authors such as Ogot, (2004), the government is faced with the challenge of developing inclusive environments in Kenya.

2.4 Challenges to effective implementation of SNE the areas studied

2.4.1 Socio-Cultural factors

Every society is moulded by a culture and attitudes. It’s the culture that determines the way of life of a people. Social cultural practices play a big role in influencing education. Some cultural values are obsolete and education is therefore the only agent that can bring about drastic change that is most needed.

Cultural differences are one of the many factors to consider when planning instruction and in helping learners to reach their full potential. Culture and attitude mould a society and determines the way of life and as such, cultural and linguistic diversity is on the rise and this presents new challenges to teachers when deciding the how to manage an inclusive classroom. This diversity has led to a number of challenges to teachers in ensuring that they will use culturally accepted and sensitive management techniques.

Consequently, Weinstein et al (2004) notes that empirical study is limited in certain topics such as organizing the physical environment, defining standards for effective participation and communicating their expectations to children and their families from a culturally sensitive perspective. According to Obegi and Ritblatt (2005), the lack of definition for identifying culturally responsive classroom management and a research base for management pedagogy are problems for teacher-educators charged with preparing teachers to effectively manage their inclusive classrooms. Some cultural beliefs and ways of life are so much obsolete in many sub-saharan countries. Some cultures blame the causes of disability to ancestral sins and other misdeeds. Such beliefs call for
drastic change and the only agent for such change is education for all (EFA) irrespective of their learning differences. Panda and Bartel (1992) added that positive open attitudes and realistic perceptions lead to greater interaction and enhanced social and emotional developments. Contact between these pupils their peers leads to the correction of stereotypes and the emergence of more accepting attitudes. Studies carried show that the attitudes reported were generally unfavorable to mainstreaming and many teachers were found to perceive pupils with special educational needs in a negative light. Also, 50% of ordinary teachers were opposed to placing retarded pupils in ordinary regular classes. In conclusion, special efforts should be made to ensure that every child is given equal rights to a meaningful education to fully involve them in total participation and achievement.

2.4.2 School-Based factors

Njeru and Orodho (2003), in their research found out that in most schools many instructional materials are in a sorry state. This has led to the schools administration to turn to parents for alternative financing. The low income households are faced with constrains in financing and supplying learning resources. One of the best ways of teachers to address the needs of students with learning disabilities to adapt instruction and materials used although the way a textbook or worksheet looks may seem relatively inconsequential, these students face many unnecessary obstacles because of the way materials are presented in terms of both the content and format.

Most of the instructional materials used in regular class instruction are developed without considering these learners with special educational needs and therefore the instructional materials should adapted to meet their needs.
Researchers have found that by organizing curriculum around the concept of ‘sameness’ students are able to learn more effectively (Woodward and Noell, 1991). Most of the curriculum to be used for such learners should stress instruction in life skills and be designed to maximize independent functioning (a functional curriculum) if the purpose of educating pupils with special needs in ordinary schools are to be achieved they must have the same curricular access as their peers.

Child-centered inclusive curricular and teaching methods have been widely advocated. Recently, the developments of a “child-friendly” ethos and practices have been promoted (WHO, 1999). In England there has been a fierce debate about the relevance of traditional curriculum subjects and it has been suggested that academic subjects should emerge from areas of learning so as to make a real difference to special needs children’s lives. Inadequate inclusive teaching strategies also hinder inclusion. There is abundant evidence indicating that, “how” children are is just as critical as “what” they are taught.

Bailey et al (1983) noted that teachers tend to spend more time planning the curricular activities and less time in planning the teaching strategies to use to facilitate the learning of children yet the selection and use teaching strategies are crucial in inclusive classroom. It’s important to note that teachers who use effective teaching strategies that are deliberately planned and thoughtfully selected to differentiate instruction can enhance the learning of all children to ensure each child has the best possible chance for success, it is critical to identify and become proficient in using strategies that have a proven record of effectiveness.

Teachers who masterfully use a set of effective teaching strategies can influence children’s success in school and affect each child’s lifelong pursuit of learning (LLL).
Teaching young children today requires teachers to acquire a variety of skills and competencies to meet the changing needs of diverse groups of children.

According to Hergarty (1984), majority of the teachers in these inclusive schools have relatively little knowledge about special needs. Nisbel et al (1977) carried out a survey among newly qualified teachers in Scotland and reported that 58% of the teachers felt inadequately prepared to teach the pupils with learning difficulties. General education teachers have limited opportunities to receive training from the specialists for example in colleges and tertiary institutions that would allow them to implement specialized strategies or curricular more effectively. UNESCO has developed a resource pack designed to prepare mainstream teachers to restructure their schools and classrooms along inclusive lines with the aim of reaching out to all learners (Ainscow, 1994). The UNESCO resource pack aims at building on the existing strengths to enable teachers to reach out more successfully to all pupils. The launch of the government’s strategy for professional development provides an opportunity to meet their individual needs of the schools and above all the needs of the children they teach. Research by many authors shows that staff development and training would help teachers and other professionals to the skills and knowledge necessary for successful inclusion. This can be done through; on the job training, curriculum development, in-service programmes, team teaching and continuing education courses at the tertiary institutions.

2.4.3 Geographical factors

There is an intimate relationship that exists between the physical environment and educational possibilities. Education aims and the environment within which they are to be
realized must be considered together as aspects of total purpose of education Hegarty, (1984) notes. Many special schools have the benefit of purpose-built accommodation, the absence of which in the ordinary schools is seen as presenting difficulties to inclusion. The challenge for the ordinary school that would educate pupils with special needs is to do so in buildings that must cater for all the pupils. One of the more common objections to educating pupils with special needs in ordinary schools is that the buildings are unsuitable or even dangerous. Booth, (1999) notes that it’s not necessarily that the neighborhood school is the most accessible school in terms of facilities for special needs. The difficulties are usually couched in terms of the physically handicapped wheel chairs blocking up narrow corridors, multi-storey buildings that are out of reach and extra hazards in the event of fire. Hegarty (1984) noted that there are problems too with pupils who have other challenges although they are less frequently articulated. Some schools are overcrowded even without the addition of another group. A case study of Kenya gives proof to this because since the introduction of free primary education (FPE) in 2003, majority of the classrooms in the public primary schools became overcrowded and the facilities available became greatly overstretched and this compromised to a large extent the quality of education offered in these schools. Other premises lack the flexibility to facilitate the range of teaching approaches that may be required for these pupils. Some large comprehensive schools are considered to be so impersonal that certain pupils have difficulties in coping with them. Those concerned with improving access to educational buildings should design new buildings or adaptations be made to the already existing ones to meet the needs of learners with disabilities. The goal of inclusive early childhood classrooms is to create a physical environment that supports the growth, development and
learning of a heterogeneous and culturally diverse group of children who vary widely in ability observes Wang et al, (1994). Promoting full participation of and equity of opportunities for all regardless of their ability, gender or culture, is a core challenge for inclusive classrooms. Inclusion cannot be achieved by simply placing all children in the same physical environment, its crucial for the physical; environment to support a tolerant, accepting, learning community to which all children have membership and full access to learning experiences. Lucas and Thomas, (1990) carried out a research and observed that the environment for an inclusive classroom should be different from traditional settings for special education which typically were segregated from mainstream classrooms. Planning the physical environment of the inclusive classrooms to support a full range of learning opportunities sets the stage for individual children to meet challenges and as a result achieve success in school.

2.4.4 Socio-economic factors

It’s clear that financial constrains govern the nature and the extent of educational provision in many ways. Despite the introduction of FPE in 2003 in Kenya, some parents have been facing a financial crisis because of the hidden costs of education such as provision of school uniforms, health care among other basic needs. This has led to many parents holding back their children and especially those with learning disabilities. Children from a poor economic background are in most cases left out in national development and this has continued to widen the gap between the rich and the poor and it has further widened the gap between the developed and the developing countries in quality education attainment. Costs are important determinants of educational provision.
Hegarty (1984), observed that Educational resources are scarce and those required in special educations are in some instances exceedingly rare. This scarcity at any given time is in part a function society’s commitment to providing resources to meet special educational needs. The fact remains that economic constrains persist and loom larger. According to Knight (1990), even within education, there no agreed format for school costing and therefore comparisons between one school and another are difficult to make. Special education has considerably grown in Kenya since 1980s and consequently, this led to an increase in the recurrent expenditure by the government in this sector. Change of attitude of both parents and society towards disabled children resulted in demand for more education for them hence the increase in governments recurrent expenditure observes Eshiwani (1993). As Local Education Authorities (LEA) move towards funding schools in partnership with other agencies rather than by individual pupils in pursuit of inclusion, so schools will need to place less reliance in identifying individual pupils needs and concentrate more on addressing the whole school issues that arise out of planning for diversity. Further, LEA will need to find alternative methods of funding for these schools, Moore (2000) recorded. Considerations need to be given to the initial costs and the need for ongoing stable and long term funding.

2.4.5 Parental factors

Parental involvement in education is largely seen as very good by the teaching profession, education policy makers and parents themselves (Blair and Waddington, 1997). Mugenda and Mugenda (2003) in their research observed that the role of home and parental encouragement is of major importance in influencing the level of pupils’ academic motivation. Some parents find difficulties in getting their children involved in
the special schools or in special units in regular schools. Parents have lots of information about their children more than the teachers and thus the parents are the dominant partners. Involving parents with their children’s learning particularly in the early years is well established and widely accepted across many different countries (OECD, 1997). The involvement and support of parents in curricular initiatives both at home and in school has been advocated for by WHO, (1999). The closer a parent is to the education of the child, the greater the impact on child development and educational achievement notes Fullan (1991). The nature of pupil’s needs and the extra legislative framework within which special education provision is made requires both parents and teachers to work more closely together than is the case in mainstream settings. Lack of parental involvement is often perceived to be a problem in schools in areas of socio-economic disadvantage where parents are seen as uncooperative and uninterested.

Developing inclusive education practices requires schools to encourage appropriate Home-school links. According to Wolfendae (1997) and Beveridge (1997), parents have great roles to play in the education of their children with special needs and that support is necessary to enable them carry out these roles in form of information, advice and practical help. Inclusion is in a sense a new situation for parents and teachers alike and it entails new roles as well. Until these roles are learnt and put into practice by all stakeholders and parents persuaded and equipped to take an active part, the needs of many children with special learning needs will not be met adequately, Hegarty (1984) concludes. Hunt and Marshall, (1998) notes that most families do not realize that their child has a learning disability until he or she reaches school age and begins to fail at school-related tasks. For such families, the major challenge may be finding the
appropriate special education services for their child and helping the child to deal with placement in special education services. Parents on learning that their child has a learning disability can have a number of different effects on a family including increased family stress and conflicts observes Ehrlich, (1983).

2.5 Summary of the Literature Review

Whereas educational opportunities have continued to expand in Kenya, internal efficiency problem in form of exclusion of children with special needs in education has continued to be pervasive. According to Eleweke and Rodda (2003), it’s estimated that the majority of the world’s population of people with disabilities live in developing countries of Africa, Asia, Latin America, Caribbean and the Middle East. Some 150 million of them being children but less than 2% are receiving any form of rehabilitation service. Thus, successful implementation of inclusive education could increase the number of those with disabilities receiving educational and other services in the affected countries. These countries should make special education an all inclusive education of children with disabilities into regular schools.

Evidence however indicates that inclusive education is not being satisfactorily implemented in most developing countries. Hindrances such as the absence of support services like the physical infrastructure, relevant instructional materials and curriculum, inadequate personnel training programmes, lack of funding structure and socio-cultural beliefs are the major problems of effective implementation of inclusive education in developing countries. Blunkett (2000) notes that success for a few was an option in the past but success for all is the challenge today and therefore the government of the
affected countries must put measures in place to ensure successful implementation of inclusive education towards achieving the MDGs and in the case of Kenya, vision 2030. The reviewed literature clearly shows that despite the governments’ commitment to providing education for all (EFA) children, the country is far from achieving the UPE goals. This is mainly because of the many barriers that act as hindrances towards this achievement. The researcher noted that very few authors in Kenya have had an interest in the area of SNE in Kenyan schools. Limited research has been done on the researchers study topic in Kenya regarding the challenges facing the implementation of inclusive education and thus the researcher relied mainly on authors from other countries.

This research therefore focused on the learners with special education needs with a view to identify their unique problems faced by these pupils and try to come up with recommendations on how to address these challenges for successful implementation of inclusive education in public primary schools in Nyeri town, other counties in central province as well as the country at large.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology that was used in this study. It consist of the following; research design, locale, target population, sample size, sampling
procedures, research instruments, validity and reliability, data collection, data analysis procedures and data presentation techniques.

3.1 Research design

The study adopted a descriptive survey design to investigate the challenges faced in the implementation of inclusive education programme in public primary schools in Nyeri town, Nyeri County. Orodho (2008) notes that descriptive study designs are used in preliminary and exploratory studies so as to allow the researcher to gather information, summarize, present and interpret the study for the purpose of clarification. Borg and Gall (1989) states that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers, educators and other stakeholders. This study used the descriptive survey design because according to Mugenda and Mugenda (2003), it’s the best method available to social scientists interested in collecting, original data to be used in describing a population that is too large to observe directly. The design adopted enabled the researcher to gather information from a wide range of respondents (for example head teachers, teachers and the area ministry officials on the challenges facing the implementation of inclusive education programme for pupils with learning disabilities in public primary schools in Nyeri town, Nyeri county.

3.2 Research variables

The dependent variable in the study is SNE implementation while the independent variables are the barriers to inclusive education. This study therefore sought to establish how the independent variables (challenges) influence the dependent variable (efficiency in the implementation of SNE).
3.3 Study locale

The location of the study was in Nyeri town, Nyeri County in Central Province. The district borders Laikipia to the North, Murang’a to the south, Nyandarua to the west, Meru central to the north east and Kirinyaga to the east. This area was preferred by the researcher because the schools were easily accessible by the researcher, the terrain of the area chosen was also friendly, furthermore, the researcher was familiar with the area and therefore it was possible to develop a rapport with the respondents who supplied the much needed information for the study.

Singleton (1993), noted that the ideal setting for any study should be easily accessible and should be that which permits instant rapport with the informants. Sometimes being familiar with the research locale helps the researcher to gain acceptance. To the best of the researchers’ knowledge, no similar studies on the highlighted study topic have been conducted in the area chosen and this prompted the researcher to choose the area as the study locale.

3.4 Target population

Target population refers to all the items or people under consideration in any field of inquiry to which the researcher wishes to generalize (Orodho, 2008). The informants included; head teachers, teachers and ministry officials in the study locale. The target population of the is study will be all the 42 public primary schools in study locale, 42
head teachers, 538 primary school teachers and 40 ministry officials. The researcher established that there are only five (5) public primary schools offering SNE in the study locale and therefore all of them will be studied.

3.5 Sampling procedure and sample size

Since it was not possible to actually study the whole of the target population, a well chosen sample size provided more accurate and reliable information, therefore, the selection of the sample size was done using simple random sampling techniques. From the study area, out of the total target population of 42 schools, a manageable sample was selected. Out of the 42 public primary schools, 12 schools were selected as the study sample and this represented 28.6% of the target population which was according to Gay’s (1992) recommendation. Five (5) of the schools were all those offering SNE while the other 7 schools were randomly selected for the purpose of the study out of the total regular schools which do not offer SNE. This gave a total of 12 public primary schools which represented the study sample of 28.6% who took part in the study. Each regular school was assigned a number from 1-37 and these pieces of paper were folded and put in a container where the researcher picked at random 7 schools. After identifying the sample, non random techniques was used since the researcher was not sure how many respondents would be available to provide sufficient information on the research topic. From the 12 sampled schools, the 12 head teachers were all taken from the sampled schools ,60 teachers were randomly sampled (both male and female), 5 from each school giving a total of 60 teachers and 8 area educational officers. This gave a total of 80 respondents as the sample size. Non-random sampling method was used since the researcher was not sure how many respondents would be available to provide sufficient
information on the research topic. The key informants (area educational officers and guidance& counseling teachers) were purposively selected for the study since they are in constant contact with the community, parents and the pupils as well and hence the researcher believed they would give in-depth information on the study topic.

Table 3.1 Sample matrix

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population</th>
<th>Sample size</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>42</td>
<td>12</td>
<td>28.5%</td>
</tr>
<tr>
<td>Teachers</td>
<td>538</td>
<td>60</td>
<td>11.15%</td>
</tr>
<tr>
<td>Area education officers</td>
<td>40</td>
<td>8</td>
<td>20%</td>
</tr>
</tbody>
</table>

3.6 Research instruments

In trying to achieve the objectives of the study and to address the research questions, data was collected using the following research instruments; an observation checklist, a questionnaire, an interview schedule and content analysis. These are the most commonly used instruments in education and social studies research. Questionnaires were the main research instruments which were used to gather data from head teachers, teachers and area educational officers’. An observation checklist is one of the most extensively used methods in social sciences. It was used to establish the nature and state of physical facilities, equipment and other resources with regard to effective teaching and learning in SNE programmes in the study locale. An interview schedule was used to collect information from key informants. It was preferred for the reason that some respondents did not have adequate time to fill-in the questionnaires. Content analysis was studied by
the researcher to gather information that exists prior to this research on the actual statistical figures on the ground. It’s a social science research method and is an important research tool. The researcher read lots of written materials regarding the study topic from the government records and public records from the area education offices, the media especially newspaper coverage, private papers by other researchers on the study topic and other visual documents like the internet. Questionnaires were used to gather information from head teachers, teachers and ministry officials since these instruments gave the respondents freedom to express their views and opinions and gave them room to make suggestions as well (Gay, 1992).

3.7 Piloting

Piloting was done to determine the validity and reliability of the instruments. It ensured clarity and suitability of the chosen research instruments and to detect the need for any adjustments in the instruments to be used. The research instruments were pre-tested to a selected sample which was similar to the actual sample that was used in the study. The procedures used in piloting were identical to those used during the actual data collection. The number used in the piloting was two other schools which were not involved in the actual study. Piloting enabled the researcher to determine the validity and the reliability of the instruments as well as help the researcher to become familiar with the research instruments application. The piloting assisted the researcher in identifying any unclear or ambiguous items in the research instruments which would affect the responses of the respondents and changed them effectively.

3.7.1 Validity of the research instruments
Orodho, (2005) and Mugenda & Mugenda, (2003) states that validity is the degree to which several measures of a concept accurately measures the concept. It’s the degree to which results obtained from the data analyzed will actually represent the phenomena under study. According to Nachimas and Nachimas (1999), validity is concerned with the question, “am I measuring what i intended to measure?”. Help was sought from the university supervisors and other professionals in validating the research instruments and where necessary, modifications were made, any relevant information added and any ambiguous item was corrected.

3.7.2 Reliability of the research instruments

Reliability, according to Orodho (2005), refers to the degree to which a particular measuring procedure gives similar results over repeated trials. Mugenda and Mugenda (1999) argues that reliability is a measure of the degree to which a research instrument yields same results after repeated trials. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over time notes Nachimas and Nachimas, (1996). Piloting will be a good way of determining reliability of the research instruments. Items that will be left unanswered/blank may be a good indicator of the need to adjust the research instruments to avoid misinterpretation by the respondents. To assess reliability of the research instruments, test-retest method was used whereby the same questionnaires were administered at an interval of one week to the same group of respondents and there after compared the outcomes. The researcher expectations were that the scores obtained on the first and the second test be consistent (Orodho, 1998). This was aimed at finding out if the results were consistent, however, if they were not, then the instruments were to be regarded to be
of low reliability. According to Mugenda and Mugenda (2003), a high coefficient of reliability or stability from the test-retest techniques indicates reliability of the instruments. The formula used in determining reliability using the spearman rank order (rho) correlation coefficient is as given;

\[
r = 1 - \frac{6(\sum D^2)}{N(N^2-1)}
\]

Where;
- \( r \) is coefficient of reliability
- \( \sum D^2 \) summation of the deviation squared
- \( N \) sample size
- \( N^2 \) sample size squared

After computing the correlation coefficient to determine reliability of the research instruments using the formulae given, the level of reliability of 0.80 was considered by the researcher to be adequate in judging the instruments as highly reliable.

### 3.8 Data collection procedures

The researcher obtained an introductory letter from Kenyatta University, school of education, department of educational administration, policy and curriculum studies which was taken to the MOHEST where a permit to conduct the research was issued to the researcher. The researcher sought authority from the Nyeri county education officer to carry out the study research. A preliminary visit was made to the schools to inform the heads of the intended research. On this day, appointments were booked with the target
respondents to avoid an impromptu visit which would probably inconvenience the respondents. The researcher personally administered the research instruments directly to the respondents. All the data which was collected from the respondents was treated as first hand information and the responses given were treated with the highest level of confidentiality.

3.9 Data analysis and presentation techniques

Upon completion of data collection, data analysis was done using a computer programme; the statistical package analysis for social sciences (SPSS). Data analysis entailed the computation of certain indices or measures along which the search for patterns of relationships that exist among the data groups. SPSS analysis enabled the researcher to handle large masses of raw data efficiently. Such raw data was condensed into meaningful groups and tables for further analysis through the computation of frequencies, totals, percentages and tabulation. The researcher presented qualitative data using charts, bar graphs, drawing tables, frequency counts & tables and calculation of percentages.
CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter gives the outcome of the study carried out which were presented qualitatively and quantitatively. Analysis involved first sorting and editing the raw data before they are tabulated and transformed into tables, bar graphs and pie charts. Through descriptive statistics by use of the SPSS programme. The analysis was as a result of 80 respondents willingly gave their contributions to this research topic out of the 100 questionnaires administered. It’s important to note that some questionnaires were either not returned or returned but incomplete. The discussion was based on research objectives and questions.
4.1 Background information

4.1.1 Gender

The study intended to determine the gender distribution of respondents who were sampled for the research and the result indicated that there were more females than males in all the schools studied.

Table 4.1: Gender

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>percent</th>
<th>valid percent</th>
<th>cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>27.5</td>
<td>27.5</td>
<td>27.5</td>
</tr>
<tr>
<td>Female</td>
<td>58</td>
<td>72.5</td>
<td>72.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The outcome of (table 4.1), of the total 80 respondents analyzed 27.5% were males and 72.5% females. This shows that most of the teachers handling the SNE programme in the sampled schools were females who willingly gave valuable information for the study.

4.1.2 Professional qualifications and training

The researcher sought to find out the level of professional qualifications of the SNE teachers in the sampled schools.
The result of (figure 2) showed that more respondents at 56.5% as diploma holder at 33.8% and lastly degree holder at 10%. The outcome established that the largest number of respondents were diploma holders while degree holders were extremely few at 10%.

4.1.3 Teachers’ experience in handling the SNE programme

The study intended to determine the experience of teachers. The outcome established the largest population of teachers with 11-15 years of teaching experience.
Figure 3: Teachers’ experience in handling the SNE programme

According to result of (figure 3), the largest number of respondents at 40% had been in the teaching profession for a range of 11-15 years followed by a range of 6-10 years at 30%, 16-20 years at 15%, below 5 year at 10% and 21 years and above at 3%. This shows that teachers’ experience in handling special pupils was significant to the success of the SNE programme.

4.1.4 Nature of the sampled schools

The study sought to determine the nature of school in terms of existence of the SNE programme implemented in the school. The results established that most schools in the study locale did not have the SNE programme by the time of this research.
Figure 4: Nature of the sampled schools

According to the results of (figure 4), most respondents indicated that the percentage of schools without the SNE programme was 58.7 % while those with the SNE programme was 41.3%. This shows that the implementation of the SNE programme has been a major challenge in many public primary schools in the area studied.

4.1.5 Categories of disabilities

The researcher sought to find out the various types/ categories of disabilities in the sampled schools in the study locale among the pupils.

Table 4.2 categories of disability

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental disability</td>
<td>21</td>
<td>26.3</td>
<td>26.3</td>
<td>26.3</td>
</tr>
<tr>
<td>Physical disability</td>
<td>5</td>
<td>6.3</td>
<td>6.3</td>
<td>32.5</td>
</tr>
</tbody>
</table>
### Autism

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percentage</th>
<th>Subtotal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>17</td>
<td>21.3</td>
<td>21.3</td>
<td>53.8</td>
</tr>
<tr>
<td>Multiple disabilities</td>
<td>37</td>
<td>46.3</td>
<td>46.3</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>80</td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

The study established that the largest category of disability was multiple disabilities. The results of (table 4.2) established that most pupils at 46.3% had multiple disabilities whereas physical disability was the lowest in percentage at 6.3%. This would help the SNE teacher to understand the needs of the special pupils in the school and handle them accordingly.

#### 4.2 Status of the SNE programme implementation

#### 4.2.1 Extent of implementation of the SNE programme

The study intended to investigate the status of the SNE programme implementation in the last five years in Nyeri town. The outcome established poor status of SNE enrollment in the last 5 years.
According to the result of Figure 5, most respondents at 38.8% were discontent with the current status of the SNE programme. They felt the need for improved support towards this programme in trying to increase the enrolment rates. This shows that a lot more resources are needed in supporting the SNE programme implementation.

4.2.2 Teaching learning materials (Equipment and facilities)

The researcher sought to explore whether schools in Nyeri town had the necessary equipment and facilities to cater for the special pupils needs in education.
The outcome of (figure 8) shows that most respondents strongly disagreed to the schools having necessary equipment & facilities needed by special pupils. Such facilities were unavailable. The study strongly disagreed at 64.9% that the schools in the area studied had the necessary equipment and facilities for special pupils.

4.2.3 Teacher – pupil ratio

The researcher intended to determine the existing teacher-pupil ratio in the sampled schools while in their respective classrooms for effective teaching and learning to take place.

Table 4.3: Teacher- Pupil ratio
<table>
<thead>
<tr>
<th>Frequency</th>
<th>percent</th>
<th>valid percent</th>
<th>cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>14</td>
<td>17.5</td>
<td>17.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>28</td>
<td>35.0</td>
<td>52.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>18</td>
<td>22.5</td>
<td>75.0</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>15.0</td>
<td>90.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>10.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The outcome of (Table 4.3) indicates that most respondents disagreed at 35% that the existing ratio between the teachers and pupils was adequate. The study established that the ratio was inadequate and therefore more teachers are needed to handle the SNE pupils at their individual levels of abilities and to be able to offer individualized attention to these pupils.

**4.2.4 Different abilities between regular and special pupils**

The study sought to compare the regular and special pupils’ abilities and performance in their day to day engagements and activities in school.
According to the result of (Figure 7), it shows that most respondents at 46.3% strongly felt that learners with special needs in education had different learning abilities compared to their regular counterparts. The results strongly agree that there exists a great difference in these pupils abilities and therefore the SNE teacher must fully understand these differences in an effort to group the learners according to their abilities.
4.3 Teaching- Learning resources for the SNE programme

4.3.1 Modification of Teaching Strategies

The study intended to examine whether teachers modified teaching strategy to accommodate special pupils. The study strongly agreed presence of modifications.

Table 4.4: Teaching strategies modification

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>percent</th>
<th>valid percent</th>
<th>cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>3.8</td>
<td>3.8</td>
<td>5.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>14</td>
<td>17.5</td>
<td>17.5</td>
<td>22.5</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>12.5</td>
<td>12.5</td>
<td>35.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>52</td>
<td>65.0</td>
<td>65.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The results of (table 4.4) indicated most respondents strongly agreed to teachers modifying their teaching strategies when teaching special pupils.

4.3.2 Quality of curriculum offered in SNE schools

The researcher sought to determine the quality of curriculum offered to pupils with special learning needs. The study disagreed that the quality of curriculum adequately meets their various unique needs.
According to the outcome of (figure 9), most respondents disagreed at 43.8% to the quality of curriculum offered to the special pupils in schools was adequate. They felt the need to modify the curriculum to meet their needs in line with the abilities of the learners with difficulties in following the general curriculum use by the regular pupils.

4.3.3 Appropriateness of equipment and facilities to the SNE pupils

The study intended to find out whether the equipment and facilities are appropriate to the learners special educational needs. The results disagreed to the appropriateness of the equipment and facilities to the special pupils. The results disagreed to the appropriateness of equipment and facilities to SNE pupils.
Figure 10: Appropriateness of equipment & facilities for SNE pupils

The result of (figure 10) showed that most respondents disagreed at 47.5% the appropriateness of the equipment and facilities to both special pupils followed by strongly disagree at 22.5%, neutral at 20%, agree at 8.8 % and strongly agree at 1.3%.

4.3.4 Quality of Education in SNE schools

The researcher intended to determine whether the quality of education is affected by regular and special pupils sharing same class. The outcome agreed that the quality of education is affected negatively.
Table 4.6 Quality of Education

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>percent</th>
<th>valid percent</th>
<th>cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>5.0</td>
<td>5.0</td>
<td>8.8</td>
</tr>
<tr>
<td>Neutral</td>
<td>20</td>
<td>25.0</td>
<td>25.0</td>
<td>33.8</td>
</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>52.5</td>
<td>52.5</td>
<td>86.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>13.8</td>
<td>13.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The outcome of (table 4.6) indicated most respondents at 52.5 % agreed that the quality and standard of education outcome was greatly affected negatively when both categories of pupils share same classes within the same lesson time and use the same curriculum and other instructional materials.

4.4 Teacher preparedness to handle the SNE pupils

4.4.1 Adequacy in the current training and experience levels of SNE teachers

The researcher intended to explore whether the teachers had adequate training and experience to deliver the SNE curriculum and the results of the study disagreed on adequacy in teacher training and experience.
Figure 11: Adequacy in Teacher training and experience

The result of (figure 11) showed that most respondents disagreed to teachers having adequate training in handling the SNE curriculum following to neutral at 27.5%, strongly disagree at 23.8%, agree at 6.3% and strongly agree at 3.8%.

4.4.2 Further training of SNE teachers

The study sought to inquire whether teachers handling the special pupils required further training. The results strongly agreed to further training for the teachers handling the SNE pupils in these schools.
According to the outcome (figure 12), most respondents at 62.5% strongly agreed that teachers handling special pupils require further training and the lowest percentage did not value going for further training at 1.3% both in arithmetic and literacy skills.

Figure 12: Further training of SNE teachers
4.4.3 Special pupils’ integration with the regular pupils

The study sought to establish whether the special pupils were disadvantaged by attending the same class with the regular counterparts. The outcome agreed that the such disadvantages occurred.

Table 4.5: Special pupils integration with regular pupils

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>percent</th>
<th>valid percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>cumulative Strongly disagree</td>
<td>2</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>9</td>
<td>11.3</td>
<td>11.3</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>28</td>
<td>35.0</td>
<td>35.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The outcome of (table 4.5) indicated that most respondents at 50% agreed that special pupils were disadvantaged when learning in the same class with regular pupils since the two categories of pupils have unique levels of grasping the content taught their levels of understanding and application of content is as well different.
4.5 Challenges facing the implementation of the SNE programme

4.5.1 Socio-cultural factors

The researcher sought to investigate whether socio-cultural factors contribute to the exclusion of pupils with learning difficulties. The results strongly agreed to their high contribution.

Figure 13: Socio-cultural factors

The result of (figure 13) indicated most respondents at 60% strongly agreed that socio-cultural factors contribute to exclusion of pupils with learning difficulties. This is so because most parents with special children are faced stigmatization and segregation from the society they live in and as a result they holdback their children at home. They are seen as a curse in the society.
4.5.2 School-Based Factors

The study intended to establish whether school based factor contribute the exclusion of special pupils. The results relatively disagreed the school-based factors largely contribute to the exclusion of pupils with learning disabilities.

![Figure 14: School-based factors](image)

The outcome of (figure14) showed most respondents as disagreed 50% that school-based factors contribute to exclusion of special pupils followed by neutral at 18.8 %, strongly disagree at 12.5 %, agree at 11.3% and strongly agree at 7.5%. This was attributed to the
fact that a large percentage of the sampled schools had classrooms and other facilities easily accessible by all learners.

4.5.3 Socio-economic Factors

The researcher sought to determine the contribution of economic factors. The results depict a disagreement to its contribution.

![Pie Chart](chart.png)

**Figure 15: Socio-economic factors**

The outcome of (figure15) indicated most respondents disagreeing at 51.3% that socio-economic factors contributed to the exclusion of special pupils followed by neutral at 33.8%, strongly disagree at 11.3%, agree at 2.5% and strongly agree at 1.3%. Despite the governments effort to provide free primary education since 2003 in public schools, most
parents are still faced with constraints at their homes in providing the basic human needs such as food and clothing. This lead to exclusion of such children from the existing education system.

4.5.4 Parental factors

The study intended to find out the contribution of parental factors to the inclusion of pupils with special educational needs. The results agree to the contribution of parental factors.

Table 4.7: Parental factors

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>percent</th>
<th>valid percent</th>
<th>cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>7.5</td>
<td>7.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>3.8</td>
<td>3.8</td>
<td>11.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>25</td>
<td>31.3</td>
<td>31.3</td>
<td>42.5</td>
</tr>
<tr>
<td>Agree</td>
<td>37</td>
<td>46.3</td>
<td>46.3</td>
<td>88.8</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>11.3</td>
<td>11.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The results of (table 4.7) showed most respondents agreeing at 46.3% that parental factors contributed to the exclusion of special students followed by neutral at 31.3%, strongly agree at 11.3%, strongly disagree at 7.5% and disagree at 3.8%. Most parents with children with learning difficulties make minimal efforts in ensuring that their
children acquire basic education in a formal education setup and as a result this makes the SNE programme to greatly fail.

4.5.5 Geographical Factors

The researcher intended to establish whether geographical factors contribute to the exclusion of special pupils. The outcome disagree on the contribution of geographical factor on exclusion of special pupils.

![Pie chart showing the percentage of respondents' agreement or disagreement with the statement that geographical factors contribute to the exclusion of pupils with learning difficulties.]

**Figure 6: Geographical factors**

According to the result of (figure 16), they indicated that most respondents disagreed at 40% geographical factor contribute to the exclusion of pupils with learning difficulties. This is because most schools which offer the special needs education are located far away
from homes and this makes it very cumbersome for both the parents and the learners to access educational facilities with ease which as a result ends up discouraging them in the long run.

4.6 Recommendations

4.6.1 Learning resources and equipment

The researcher sought to evaluate the provision of learning resources and equipment as a solution to the challenges facing implementation of the SNE programme. The results showed extreme satisfaction on the provision of resources and equipment to solve SNE problems.

Figure 17: Learning resources and equipment
The result of (figure 17) showed that most respondents at 65% were extremely satisfied that learning resources and equipment provision would solve the challenges facing SNE programme followed by satisfied at 20%, dissatisfied at 7.5%, neutral at 6.3% and extremely dissatisfied at 1.3%.

4.6.2 In-service training of teachers

The study sought to find out whether the enhancement of in-service training of teachers would solve the challenges facing the implementation of the SNE programme. The outcome showed satisfaction that the enhancement of in-service training would solve these challenges.

Table 4.8: In-service training of teachers

<table>
<thead>
<tr>
<th>percent</th>
<th>Frequency</th>
<th>percent</th>
<th>valid percent</th>
<th>cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely dissatisfied</td>
<td>4</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>7</td>
<td>8.8</td>
<td>8.8</td>
<td>13.8</td>
</tr>
<tr>
<td>Neutral</td>
<td>11</td>
<td>13.8</td>
<td>13.8</td>
<td>27.5</td>
</tr>
<tr>
<td>Satisfied</td>
<td>48</td>
<td>60.0</td>
<td>60.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Extremely Satisfied</td>
<td>10</td>
<td>12.5</td>
<td>12.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The outcome of (Table 4.8) indicated that most of the respondents at 60% were satisfied that enhancement of in-service training would solve the challenges facing SNE
programme. Other respondents followed as follows; neutral at 13.8%, extremely satisfied at 12.5%, dissatisfied at 8.8% and extremely satisfied at 5%.

4.6.3 Education policies

The study set out to establish whether an improvement of the existing education policies formulated by the government would help resolve the problem of exclusion of learners with special needs in education.

![Education policies](image)

**Figure 18: Education policies**
The result of (figure 18) indicates that most respondents were neutral at 40% on whether improvement of education policies by the government would solve the challenges facing SNE programs. The other results according to the responses followed in this order; satisfied at 21.3%, dissatisfied at 16.3%, extremely satisfied at 12.5% and extremely dissatisfied at 10% respectively.

4.6.4 Parents-teachers collaboration

The researcher sought to establish whether strong parents–teachers collaboration would solve challenges facing SNE programme implementation. The outcome was neutral therefore most respondents were neither satisfied nor dissatisfied to its contribution.

![Figure 19: Parents- Teachers collaboration](image)

lxxiii
The outcome of (figure 19) showed that most respondents were neutral at 48.8% whether parents-teachers collaboration would solve challenges facing SNE programme. Other results were as follows: satisfied was at 23.8%, extremely dissatisfied at 11.3%, dissatisfied at 10% and extremely dissatisfied at 6.3% respectively.

### 4.6.5 Government funding

The study intended to determine whether government funding would help in solving SNE challenges. The results were that most respondents at 48.8% were neutral on how the government funding contributed in solving the problems/challenges facing SNE implementation.

![Figure 20: Government funding](image)

The result of (figure 20) indicates that most respondents were neutral at 35% on whether government funding significantly contributed positively in solving SNE challenges. Other results were as follows; satisfied at 27.5%, dissatisfied at 22.5%, extremely satisfied.
From the study outcome, there appeared to be other factors other than government funding that affected SNE implementation since the results showed a neutral standing. Many respondents felt that since the government has been funding education since 2003, such finances needed to be utilized adequately to ensure transparency and accountability in financing education.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the summary of the findings, conclusion and recommendations of this study. The discussions of the findings are based on the major research objectives.

5.1 Discussion

The outcome of the study established that in the last five (5) years, the SNE programme has faced several challenges which have hindered complete success in the process of implementation of SNE in Nyeri town, Nyeri County. Only five (5) out of the total 42 public primary schools in the study locale have integrated special units in the mainstream schools which is a very small representative portion. According to the Area Educational Officer-SNE coordinator, the total number of pupils who have been assessed and given placement in the special units within the regular schools was only 116 pupils out of the total 16,782 pupils in the mainstream schools. This gives a negligible 0.69% a
representation far below MOHESTs recommendations. Majority of the respondents rated the status of SNE programme implementation as poor/ very poor at 38.8% and 23.8% respectively. The above status has been as a result of inadequate or total lack of the very important teaching and learning materials such as a revised curriculum, trained teaching force, proper physical facilities, other resources and equipment for the special learners in these schools. The quality of teaching/learning materials was evaluated using an observation checklist. The pupils with learning difficulties instead used the same facilities with their counter part regular pupils. This posed a major challenge to both the teachers and the learners. Some of the respondents felt that more schools should open up a special unit for the pupils or try and integrate them in the regular classrooms which would call for more time since the teacher will need to give specialized attention to the learners with learning difficulties.

The study also established that teacher preparedness in terms of training and experience posed a great challenge to SNE implementation. According to the study findings, most teachers agreed to the fact that their professional training was inadequate to take charge and impart knowledge and skills to pupils with special needs in education. They embraced the need to undertake specialized further training in special needs education so that they can be professionally prepared to handle such learners.

Other barriers/ challenges were also identified to have rendered the process of implementation a failure. Such barriers/challenges include the following;

Socio-cultural factors whereby according to the research results, most respondents felt that the society greatly contributed to the negative attitude towards learners with special needs in education and that the reason for such failure is the cultural believes and values
in the society. Some cultures blame the causes of disability to ancestral sins and other misdeeds and such believes lead to exclusion of such pupils in any school environment. The study showed that the attitude reported was generally unfavourable and many teachers, regular pupils and the society at large were seen to perceive such learners in a negative light.

Parental factors has as well contributed to the problem of exclusion in that the parents of pupils with learning difficulties suffered extreme stigmatization by the members of the society. Some parents were also found to be ignorant about their child’s incapability since they have not taken their children to the area assessment and placement centre in the county. It’s worth noting that majority of members of the community are very unsupportive and these parents are left to struggle with their problems bearing in mind that most of these parents are languishing in abject poverty.

School-based factors such as unavailability of instructional materials, lack of an SNE learner-centered inclusive curriculum and inadequate teaching strategies. Most of the physical facilities in the sampled schools were highly unsuitable for the SNE pupils. Toilets, Playgrounds, play materials, classrooms and building designs which were not adapted to suit the SNE pupils. The play fields were littered with objects, stones, grass and pieces of wood exposing the learners to great dangers and therefore they should be cleared of such dangerous things. The play items which were available in a few schools need to be repaired so they can be of use to these pupils.

Geographical distance between schools and homes forced the concerned parents to take their disabled children to school daily and to pick them up after school which proofed
cumbersome to the parents and as a result, most parents opted to keep their children with learning disabilities permanently at home to avoid such inconveniences.

Socio-economic factors were, according to the research findings, the least influential challenges to the process of SNE implementation since the Government in 2003 declared primary school education free for all pupils and therefore the parents’ financial burden was partly settled. It’s good to note that families with such special children were mainly from poor economic backgrounds and such parents do not even have the very basic education which would make them want their children to be better than selves in terms of academic attainment.

According to outcome results of the study, the largest percentage of the respondents was extremely dissatisfied about the process of implementation of the SNE programme and they suggested the following possible solutions as regards the study topic.

5.2 Research Findings

The findings of this research show that the major challenges encountered in the process of implementing the SNE programme in Nyeri town, Nyeri county were as follows:-

5.2.1 Inadequate teaching and learning materials such as a favourable curriculum, equipment and other facilities which had the greatest representation in percentage at 40%. This was closely followed by insufficient teacher training and experience at 32.5%.

5.2.2 The current level of training of the SNE teachers was reported to be inadequate in handling the SNE curriculum. There is therefore need for further training to the
SNE teachers. Other barriers such as socio-cultural, socio-economic, parental factors and geographical factors were represented by the remaining 27.5%.

5.2.3 The main problem encountered by the parents in educating their children with learning disabilities was stigmatization, negative attitudes from members of the society and parental ignorance.

5.2.4 The quality of teaching was affected where both the regular and the special pupils were taught in the same class since the teacher concerned had to divide their time and attention between both the two category of learners and this made the syllabus coverage a very slow process.

5.2.5 The majority of the respondents were female teachers and this showed that most female teachers had a motherly touch for the special children and they had therefore taken up the SNE course or had the interest of such pupils at heart.

5.2.6 Pupils with special learning needs have different learning ability and competencies as compared with their regular counterparts and therefore they should be treated according to these individual differences both in school and at home.

5.3 Summary and Conclusions

The study came up with the following summary and conclusions:-

5.3.1 Only five out of the total 42 regular public primary schools in Nyeri town have integrated special units in their institutions.

5.3.2 The major problem encountered by teachers in their effort to implement the SNE programme in schools is inadequate teaching-learning resources in the
schools practicing inclusive education in Nyeri town such as play facilities and instruments, assistive devices, space and an up-to-date curriculum to guide the concerned teachers.

5.3.3 The teachers who were sampled in the schools with special units were trained but had inadequate experience and confidence to handle the pupils with special needs effectively. They therefore were for the policy idea of frequent in-service training by the Government.

5.3.4 The key barriers to effective SNE implementation process in public primary schools are mainly; socio-cultural factors leading to stigmatization, parental factors such as highly unco-operative parents and delayed disbursement of funds to the area education office dealing with the SNE programme.

5.3.5 In all the studied schools, the main respondents were female teachers and this depicts that most of the special needs education trained teachers were mainly females. From some informal interviews conducted from the school-community within, most of these pupils were brought to and picked from school by their female parents or guardians.

5.3.6 Some of the strategies that need to be put in place for successful implementation of SNE are increased funding by government, faith-based organizations, donors, and other well-wishers. Others include parents – teachers co-operation, frequent door to door home-visits of SNE teachers to pupils with learning difficulties homes, proper planning in schools to cater for the special pupils needs adequately and provision of a well-defined curriculum.
5.4 Recommendations for policy

Based on the results of the study undertaken, the researcher recommends the following:-

5.4.1 The government should make all the possible efforts to improve and modify the existing physical facilities to make sure they are barrier-free and therefore easily accessible to all learners and especially to the special needs pupils. Provision of play facilities and other items to enhance the special pupils learning would as well be recommended. The existing general curriculum should be modified to suit the needs of learners with educational difficulties.

5.4.2 Teacher training should be enhanced especially through in-service training of the classroom teacher and more colleges established for those willing to undertake training in the SNE field and those already in existence upgraded to offer quality teacher training.

5.4.3 Creation of mass awareness among all the stake holders on the plight of learners with special needs and especially establish collaboration between the teachers and parents. This will go along way in changing the negative attitude towards implementation of the SNE programme.

5.4.4 The Government should come up with feasible education policies for both the regular pupils and for those with learning difficulties. For the policies that are already in existence, there is need to improve them bearing in mind the plight of SNE learners. Such policies should be put
into actual implementation at the grass root levels where most of the special needs cases are found. In the past some policies have only existed on paper due to various constrains.

5.4.5 The SNE programme should be given more budgetary allocation in every Government financial year budget. The SNE programme proofs to be very expensive to implement especially in terms of materials, facilities, resources and equipment for the special learners. For this reason, the government should seek for donor aid and funding from well-wishers and ensure accountability and transparency for such funds.

5.4.6 Currently, some of the teachers interviewed argued that the ongoing home-based programmes have not been very successful since they lack financial support to undertake this programme. There are set days when the SNE teachers visit the parents who have children with special learning needs in their homes but the challenge is the very high expectations of parents during such visits. More days should be allocated for such visits in a week through the Area Special Education Coordinator and increase funding to try and help these parents during such visits in their homes especially with the basic human needs.

5.5 Suggestions for further research

From the findings of this research, pupils with special education needs have over the years experienced poor quality education and exclusion. Their performance in education lags behind due to the challenges and constrains identified in chapter four. However, the
researcher identified some gaps which due to time, financial and geographical constrains were not covered by this study and such gaps need further research. The following are some of the suggested areas for further research:-

5.5.1 The study was only carried out in a small area in the expansive Nyeri County and therefore more research needs to be carried out in the same county but in a different locale as well as extending similar research to other counties in Kenya.

5.5.2 It's worth noting that this study was carried out in public primary schools only in Nyeri town and therefore similar research needs to be carried out in public secondary schools in the same locale as well as in other areas within the county.

5.5.3 Since equity, quality and efficiency in education is determined by the availability of physical facilities, instructional materials availability and teacher preparedness, there is therefore need to invest more in these facilities and resources.

5.5.4 This research mainly concentrated on limited factors which have hindered SNE implementation, other hidden factors that were not revealed by this study need to be researched on to come up with more conclusive results and suggest all the possible solutions for the SNE programme successful implementation.

5.5.5 There is need for further research to be carried out to determine the significance and effectiveness of special needs education to those who have
gone through the programme over the years to gauge the benefit they have leaped by going through such a programme.

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APPENDIX I

OBSERVATION CHECKLIST

This research instrument is meant to assess how well the public primary schools in Nyeri town respond to the diverse needs of the individual learners with educational difficulties who are learning in the same mainstream schools with the regular pupils in terms of physical facilities, equipment and other resources.
1. Name of the school……………………………………………………………………………………………

2. Nature of the school: - With the SNE programme ( ) without the SNE programme ( )

3. Physical facilities

i. Buildings a) crowded [ ] b). Spaced [ ]

ii. State of buildings a) Accessible [ ] b) Not accessible [ ]

iii. Stair cases a) Ramp [ ] b) stepped [ ]

iv. Pavements a) Distinct [ ] b) not distinct [ ]

v. Spacing in the classrooms a) Spacious [ ] b) congested [ ]

vi. Class size a) Large [ ] b) Average [ ]

4. Equipment and other resources

<table>
<thead>
<tr>
<th>Equipment/resources</th>
<th>available</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Favourable curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Wheel chairs/walking sticks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Trained/experienced teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Play facilities like swings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Library facilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. The curriculum content used in the sampled schools (a). Varied { } rigid { }

6. Nature of students interactions both the regular and those with special education needs in the school compound (a) freely mixing { } (b) isolated { }

7. Guidance and counseling department (a) active { } (b) inactive/not established { }

8. Field activities (a). Varied { } (b) few { }

lxxxviii
9. Classroom activities (a) varied ( ) (b) limited ( )

10. Which teaching–learning strategies are used in the schools studied by the teachers? a. Teacher-centered ( ) b. learner centered ( )

11. Other observations made by the researcher within the school compound as pertains to SNE implementation........................................................................................................
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12. Researchers recommendation(s) in regard to the conduciveness of the physical facilities and other resources to cater for the pupils with learning disabilities........................................................................................................
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APPENDIX II

QUESTIONNAIRE FOR TEACHERS

This questionnaire is seeking for information concerning the challenges facing the Implementation of Inclusive Education in Public Primary Schools in Nyeri town, Nyeri County, Kenya. Please be honest and frank in your responses. All responses will be treated with utmost confidence. Thank you.
SECTION A: GENERAL INFORMATION

1. What is your Gender
   a. Male ( )  b. Female ( )

2. Professional qualifications
   a. Certificate ( ) b. Diploma ( ) c. Degree ( )

3. Number of years in teaching profession
   a. Below 5 yrs ( ) b. 6-10 yrs ( ) c. 11-15 yrs ( ) d. 16-20 yrs ( ) e. 21 yrs & above ( )

4. Nature of the school
   a. With SNE programme ( ) b. with no SNE Programme ( )

5. Which is the most commonly found category of disability in your school? Rank the categories as indicated by 1,2,3,4 respectively from the most common to the least common
   a) Mental disability
   b) Physical disability
   c) Autism
   d) Multiple disabilities

   Status of the SNE Implementation Programme

6. How would you rate the status of implementation of the SNE programme in the last five years
   a) Very good
   b) Good
   c) Average
   d) Poor
   
   xc
7. What is the greatest challenge in the implementation of SNE programme?
   a) Teaching learning material {   }
   b) Teachers training & experience {   }
   c) Other barriers {   }

8. The size of class population, teacher-pupil ratio is adequate
   a) Strongly disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Strongly Agree

9. Pupils with special needs have different learning ability compared with regular pupils
   a) Strongly disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Strongly Agree

Teaching-Learning Materials
Please tick the box that best describes your opinion about challenges facing
implementation SNE programme; Strongly disagree, (SD=1), Disagree (D=2), Neutral
(N=3), Agree (A=4), Strongly Agree (SA=5)

<table>
<thead>
<tr>
<th>1=SD</th>
<th>2=D</th>
<th>3=N</th>
<th>4=A</th>
<th>5=SA</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>10. This school has the necessary equipment &amp;</td>
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</tbody>
</table>
facilities that the special pupils need.

11. When teaching pupil special needs the teacher has to modify his/her teaching strategies

12. The quality of the curriculum offered for pupils with special need is adequate

13. The pupils with special needs use the same facilities & equipment as their regular counterparts

**Teachers Training & Experience**

14. A child with special educational needs will be disadvantaged in class with regular pupils

15. The current level of training is adequate in handling the SNE curriculum

16. Teachers handling pupils with special needs require further training

17. The quality of teaching is affected where both regular & special needs pupils are taught in the same class.

**Other factors (Barriers)**

18. Do you agree that the following factors contribute to the exclusion of pupils with learning difficulties?

1=SD  2=D  3=N  4=A  5=SA
### Recommendations/ solutions

19. How satisfied are you with the following solutions to the challenges facing the implementation of the SNE programme in your school?

Tick the appropriate box whether; Extremely Dissatisfied (ED=1), Dissatisfied (D=2), Neutral (N=3), Satisfied (S=4), Extremely Satisfied (ES=5).

<table>
<thead>
<tr>
<th></th>
<th>1=ED</th>
<th>2=D</th>
<th>3=N</th>
<th>4=S</th>
<th>5=ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Improve of learning resources &amp; equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Enhance in service training</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>c) Improvement of government education policies</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>d) Promotion of parental teacher &amp; stakeholder</td>
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<tr>
<td>e) Increase funding in the programme.</td>
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</table>

### APPENDIX III

**INTERVIEW SCHEDULE FOR AREA EDUCATION OFFICIALS**
This interview schedule is seeking for information concerning the challenges facing the process of Implementation of Inclusive Education Programme in Public Primary Schools in Nyeri town, Nyeri County, Kenya. Please be honest and frank in your responses. All responses will be treated with utmost confidentiality. Thank You.

SECTION A: GENERAL INFORMATION
1. Gender?
   a. Male ( )   b. Female ( )
2. Professional qualifications
   a. Certificate ( ) b. Diploma ( ) c. Degree ( )
3. Number of years in service
   a. Below 5 yrs ( ) b. 6-10yrs ( ) c. 11-15 yrs ( ) d. 16-20yrs ( ) e. 21yrs & above ( )

SECTION B: MAIN BODY
4. In which year was this department of SNE started in Nyeri town............
5. How many pupils with special education needs are in your area of jurisdiction.......... 
6. What is your opinion regarding implementation of the SNE programme in your area of service?.....................................................................................................................
7. What challenges in your opinion do you think have hindered SNE implementation process in Nyeri town, Nyeri County?
   i ...............................................................................................................................
   ii .............................................................................................................................
   iii ...........................................................................................................................
8. What recommendations would you make towards solving the challenges facing implementation of inclusive education in this area?
   i ...............................................................................................................................
   ii .............................................................................................................................
   iii ...........................................................................................................................
   iv ............................................................................................................................
   v ..............................................................................................................................
<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population</th>
<th>Sample size</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>42</td>
<td>12</td>
<td>28.5%</td>
</tr>
<tr>
<td>Teachers</td>
<td>538</td>
<td>60</td>
<td>11.15%</td>
</tr>
<tr>
<td>Area education officers</td>
<td>40</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>620</strong></td>
<td><strong>80</strong></td>
<td><strong>59.65%</strong></td>
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</table>