CONSTRAINTS FACING INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN PUBLIC PRIMARY SCHOOLS IN EMBU EAST DISTRICT, EMBU COUNTY, KENYA

BY

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MAY, 2012
DECLARATION

This project is my original work and has not been presented to any other University for an award of any other degree or programme.

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I dedicate this work to Jehovah the Almighty and ever living God who takes care of all of us, reveals and inspires into us the works of our hands and my family members whom I love very much.
ACKNOWLEDGEMENTS

Whereas it may not be possible to mention all the key players individually, it is worth noting that some minimal appreciation is however inevitable.

To start with, this work is a product of the experiences, efforts and collaborative efforts of my supervisors: Dr. Florence Itegi and Dr. Felicita W. Njuguna, who guided me on how to get to the final results.

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While giving credit to the above, any errors of commission, interpretation and omission I am solely responsible.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>iv</td>
</tr>
<tr>
<td>Table of contents</td>
<td>v</td>
</tr>
<tr>
<td>List of tables</td>
<td>ix</td>
</tr>
<tr>
<td>List of figures</td>
<td>x</td>
</tr>
<tr>
<td>Abbreviations and Acronyms</td>
<td>xi</td>
</tr>
<tr>
<td>Abstract</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## CHAPTER ONE: INTRODUCTION

1.1 Background to the Problem .......................................................... 1
1.2 Statement of the Problem ............................................................. 5
1.3 Purpose of the Study ................................................................. 6
1.4 Objectives of the Study .............................................................. 6
1.5 Research Questions ................................................................. 7
1.6 Significance of the Study ........................................................... 8
1.7 Limitations of the Study ............................................................ 8
1.8 Delimitation of the study ........................................................... 9
1.9 Assumption of the Study ............................................................. 9
1.10 Theoretical Framework ............................................................. 9
1.11 Conceptual Framework .............................................................. 12
1.12 Operational Definition of terms .................................................. 14
### CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction........................................................................................................ 16
2.1 Inclusion Education for Children with Special Needs........................................ 16

2.2 Physical & Teaching/Learning Resources Provided for Inclusive Education..... 19

2.3 Factors Enhancing Teaching/Learning Skills in Inclusive Education............... 22
2.4 Financial Resources in Support of Inclusive Education.................................... 27

2.5 Difficulties Faced by Children and Teachers in Inclusive Education......... 31
2.6 Summary of Reviewed Literature..................................................................... 35

### CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction........................................................................................................ 36

3.1 Research Design.................................................................................................. 36

3.2 Location of Study............................................................................................... 37

3.3 Target Population ............................................................................................. 37

3.4 Sampling Procedures and Sample Size............................................................. 38

3.5 Research Instruments........................................................................................ 39

3.6 Pilot Study.......................................................................................................... 40

3.7 Validity of Instruments...................................................................................... 40

3.8 Reliability of Instruments.................................................................................. 40

3.9 Data Collection Procedure................................................................................ 41

3.10 Data Analysis.................................................................................................... 42
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1: Introduction ................................................................. 43
4.2: Physical and Teaching/Learning Resources .................................. 44
4.2.1: Physical Facilities ....................................................... 44
4.2.2: Teaching/Learning Resources ........................................... 46
4.3: Factors Enhancing Teaching and Learning Skills .......................... 48
4.3.1: Teachers’ Characteristics ............................................... 48
4.3.2: Teaching Experience ..................................................... 51
4.3.3: Training in Special Needs Education ................................... 53
4.3.4: Support Services ......................................................... 59
4.4: Financial Resources of ...................................................... 62
4.5: Difficulties Faced by Children and Teachers in Inclusive Education .... 65
4.5.1: Difficulties Faced by Children with Special Needs ................... 65
4.5.2: Difficulties Faced by Teachers in Inclusive Education ............... 67

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5: Introduction ....................................................................... 69
5.1: Summary of the Findings .................................................... 69
5.2.1 Physical and Teaching/Learning Resources .............................. 70
5.2.2 Factors Enhancing Teaching and Learning Skills ..................... 70
5.2.3 Financial Resources………………………………………………………… 72
5.2.4 Difficulties Faced by Children and Teachers in Inclusive Education…… 73
5.3 Conclusions…………………………………………………………………….. 73
5.4: Recommendations of the Study………………………………………….. 75
5.5: Suggestions for Further Research………………………………………. 76
REFERENCES ……………………………………………………………………… 77

APPENDICES

Appendix I: Questionnaire for Teachers ................................................. 86
Appendix II: Questionnaire for Headteachers ........................................... 91
Appendix III: Observation Checklist....................................................... 96
Appendix IV: Research Permit ................................................................. 97
Appendix V: Research Authorization...................................................... 98
Appendix VI: Introduction for Research Authorization............................ 99
LIST OF TABLES

Table 4.1 Physical Facilities........................................................................................................44
Table 4.2 Available Teaching/Learning Material Resources .................................................47
Table 4.3 Gender of Participants.................................................................................................49
Table 4.4 Professional Qualifications.......................................................................................49
Table 4.5 Teaching Experience.................................................................................................51
Table 4.6 Whether Pre-service Training Prepared Teachers Adequately for CWSN............55
Table 4.7 Planning and Organizing Seminars/Workshops for SNE Teachers....................56
Table 4.8 Headteachers and Teachers In-service Training in SNE.......................................58
Table 4.9 If Inclusive Education Teacher is Appreciated by the School Community..........61
Table 4.10 Sources of Funds to Support Inclusive Education..................................................62
Table 4.11 Trained in Financial Management........................................................................64
Table 4.12 Interaction of CWSN with Their Unchallenged Peers.........................................65
Table 4.13 How CWSN Access School.....................................................................................66
LIST OF FIGURES

Figure 1.1 Conceptual Framework..............................................................12
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APDK</td>
<td>Association for the Physically Disabled of Kenya</td>
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<td>CWSN</td>
<td>Children with Special Needs</td>
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<tr>
<td>EARC</td>
<td>Educational Assessment and Resource Centre</td>
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<td>EARS</td>
<td>Educational Assessment and Resource Services</td>
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<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
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<td>KISE</td>
<td>Kenya Institute of Special Education</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<tr>
<td>MoEST</td>
<td>Ministry of Education, Science and Technology</td>
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<td>MoHEST</td>
<td>Ministry of Higher Education, Science and Technology</td>
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<td>NCST</td>
<td>National Council for Science and Technology</td>
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<tr>
<td>OERs</td>
<td>Open Educational Resources</td>
</tr>
<tr>
<td>SEN</td>
<td>Special Education Needs</td>
</tr>
<tr>
<td>SNE</td>
<td>Special Needs Education</td>
</tr>
<tr>
<td>TESSA</td>
<td>Teacher Education in Sub-Saharan Africa</td>
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<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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ABSTRACT

Education is perceived as a basic human right for all regardless of individual differences and a key ingredient for socio-economic development. Access, retention and participation are achieved through emphasis on inclusive education in regular schools for learners with special needs and disabilities. The purpose of this study was to establish constraints facing inclusive education for children with special needs in public primary schools in Embu East District, Embu County, Kenya. The objectives of the study were to analyze physical and teaching/learning resources provided for inclusive education for children with special needs; to establish factors enhancing teaching and learning skills used by teachers in implementation of inclusive education; to establish financial resources for supporting inclusive education and to find out difficulties faced by children with special needs and teachers in implementation of inclusive education for children with special needs in public primary schools. The study adopted descriptive survey research design and targeted all the headteachers and teachers in the 70 public primary schools in the district. Interval sampling technique was adopted to select the 12 participating schools and purposive sampling to select the participants. The sample size was 12 (17%) headteachers and 108 (15%) teachers. Data were collected using questionnaires and observation checklist, validated through piloting and their reliability assessed, analyzed using descriptive statistics using StataSE 11 and presented using percentages and frequency distribution tables. From the findings, schools were not well equipped with physical and teaching/learning resources to support inclusive education; female SNE teachers were fewer than their counterparts; teaching personnel who had undergone SNE training were few with the headteachers lagging denoting a shortage of manpower with requisite knowledge, skills and attitudes making it difficult to mainstream special education in regular primary schools; numerous support services that schools obtained from various stakeholders were noted; in spite of the Government of the Republic of Kenya being the main financier of inclusive education, its financial support was inadequate with delayed remittance; despite the headteachers being financial managers in their schools, majority had not undertaken school management courses. Moreover, few severe cases of learners with special needs enrolled requiring support from their parents, siblings and peers were reported. Other constraints faced by teachers in inclusive education were lack of motivation, irregular attendance of SNE learners, large class enrollment and lack of enough support from colleagues which compromised the quality of inclusive education. Based on these findings, timely remittance of adequate funds; capacity building for headteachers and teachers to keep them abreast with current trends in education and to enhance their efficiency; inclusion of special needs education at all levels of teacher education so as to embrace inclusive education; provision of adequate physical and material resources in support of inclusive education; and sensitization of the community on inclusive education were recommended to the Ministry of Education. The TSC was advised to adequately staff public primary schools so as to cater for increased enrolment of learners. Finally, teachers were recommended to create rapport with learners so as to encourage regular attendance to school.
CHAPTER ONE

INTRODUCTION

1.1: Background of the Study

According to UNESCO (1994), since the adoption of the Universal Declaration of Human Rights of 1948, education is recognized as a fundamental right for every child and an opportunity to achieve and maintain acceptable level of learning. It was advocated that educational systems should be designed and programmes implemented to take into account the unique characteristics, interests, abilities and learning needs of every child. Subsequently, the Salamanca Statement and Framework for Action on Special Needs Education of 1994, re-affirmed the right to education of every individual, as enshrined in the 1948 declaration, and renewed pledge made by World Community at the 1990 World Conference on Education for All (EFA) to ensure that right for all regardless of individual differences. The statement acknowledges the 1993 UN Standard on the Equalization of Opportunities which states that education of disabled children should be an integral part of the education system.

Ainscow and Memmenesha (1998) pointed out that throughout the world, children who have mental disabilities and many others who experience difficulties in learning have been traditionally marginalized within or excluded from schools. They further stated that provision of education for children with special needs has not been easy in Sub-Saharan Africa. According to UNESCO (2003) the hardest hit were those with severe disabilities,
who were excluded from public education system altogether. In situations where the
children obtained educational opportunities, they were enrolled when they were at least
10 years old thus becoming adults before they completed primary education. The
situation was bleak in rural areas where regular schools lacked facilities to cater for the
handicapped. According to Republic of Kenya (2005) education is recognized as basic
right of children and EFA goals can be achieved by embracing inclusive education
considers inclusive education as an approach in which learners with disabilities and
special needs, regardless of age and disability, are provided with appropriate education
within regular schools.

Literature has indicated the need for establishing inclusive classrooms and societies so as
to achieve EFA goals (Hanu, Marja and Heikki, 2006). It has also shown that there are
accrued benefits to inclusive education (Ministry of Education, 2005; and Stainback and
Stainback, 1996). In spite of its novelty, research has revealed that inclusive education
has not been without challenges. Lewis (2000: 202) questioned what rationale was behind
getting same aged groups of students to learn where the real achievements of the less able
would never be recognized as they would always be below the average of their peers and
where their final efforts were bound to be degraded in the common exam system. Further,
he feared the possibility of including the vulnerable being hostile to them. The Council
for Exceptional Children (CEC) (1996) noted how challenging it becomes if time and
resource allocation were poorly done. Also, the Audit Report (2002) was concerned about
the possibility of having poor time allocation as a result of schools not having a sustained investment in staff and school facilities to make inclusion work for those with special educational needs (SEN). UNESCO (1994) contended that for children with SEN to fully participate in the regular curriculum and achieve academic and social success, educational systems had to make provision for appropriate aids and support services, with appropriately differentiated curriculum and assessment practices.

Lakhani (2006) asserted that the philosophy of inclusive education was a worldwide advocacy of provision of education to children with special needs in the mainstream schools, regardless of their abilities. Both developed and developing countries have been trying to implement the objectives of inclusive education. However, success and failures have been noted in all of these countries. This suggested that the way to full inclusion was tough and challenging especially for most of the developing countries, which were constrained by poor economy. From the foregoing, the major constraint was serious shortage of resources: lack of enough schools, facilities, qualified personnel, learning materials and lack of support from various stakeholders. UNESCO (2000) pointed out that the inadequacy of resources available to meet the basic needs in education was a pervasive theme. She contended that achieving education for all would require additional financial support (by countries and donors) of about US$ 8 billion per year. Rousso (2007, cited in Chavuta, Itimu-Phiri, Chiwaya, Sikero and Alindiamano, 2008) established that, in Malawi, the barriers to inclusive education include: cultural biases which lead to preferential treatment and allocation of resources and opportunities to male
children and those without special needs; lack of access to SNE services and support; distance to school; inaccessible physical environment; physical and verbal abuse of children with special needs; and the nature of the education setting which mostly encourage negative attitudes towards learners with SEN.

Ministry of Education (2009), Republic of Kenya (2005) and Republic of Kenya (2003) noted that, in Kenya, for a long time, special needs education had been provided in special schools and special units attached to regular schools. Special schools and units catered only for children with special needs in the areas of hearing, visual, mental and physical challenges. This left out other areas of special needs such as the gifted and talented, psychologically different, multiple handicapped, those with specific learning difficulties and communication disorders. According to Ministry of Education (2009:23) and Republic of Kenya (2005), the main constraints relating to access, equity, and quality in the provision of education and training for learners with special needs included; lack of guidelines to support inclusive education implementation, lack of reliable data on children with special needs, inadequate tools and skills in identification and assessment and curriculum was not tailored to meet special needs. This implied that special education had not been mainstreamed in all educational sub-sectors and programmes. The situation was compounded by inappropriate infrastructure, inadequate facilities and lack of equipment, which make it difficult to integrate special education in regular programmes. In addition, inadequate capacity among many teachers to handle children with special needs and inadequate teaching and learning materials worsen the situation. It was
noteworthy that many of those constraints were not uniform throughout the country. Although the idea of regular class delivery for learners with special education needs was seen as a recent movement, it had been suggested in Kenya, since independence. Nevertheless little had been realized as far as inclusive education was concerned. This triggered the researcher to carry out a study on constraints facing inclusive education for children with special needs in public primary schools in Embu East District, Embu County, Kenya.

1.2: Statement of the Problem
The Government of the Republic of Kenya has expressed her commitment to the provision of quality education for all based on the understanding that education is a basic human right and an ingredient for socio-economic development. To increase access and participation, she has placed emphasis on inclusive education through regular schools for learners with special needs and disabilities as opposed to the practice of using special schools and special units attached to regular schools through the introduction of Free Primary Education (FPE) in January 2003 and formulation of policy on inclusive education. This goal could remain theoretical regarding its implementation for children with special needs unless effective equalization of opportunities for the exercise for their right to education was effected. Indeed, according to Republic of Kenya (2007), it was not enough to say that everyone have the right to education without putting in place mechanisms to ensure and facilitate access since according to Ministry of Education (2003) more than 75 per cent of children with disabilities in Kenya were out of school.
However, a report from Embu East District Education Office (2010) showed that all the 70 regular public primary schools in the district had been implementing inclusive education policy so as to reach majority of children with special needs even though they record cases of drop outs. It was with this in mind that the researcher found it important to carry out a study to establish constraints facing inclusive education for children with special needs in public primary schools in Embu East District, Embu County, Kenya.

1.3 The Purpose of the Study

Based on the stated problem, the purpose of this study was to establish constraints facing inclusive education for children with special needs in public primary schools in Embu East District, Embu County, Kenya with a view to make recommendations.

1.4 The objectives of the Study

The objectives of the study were to:

i. To analyze physical and teaching/learning materials provided for implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County.

ii. To establish factors enhancing teaching and learning skills used by teachers in implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County.
iii. To establish financial resources supporting implementation of inclusive education for children with special needs education in public primary schools in Embu East District, Embu County.

iv. To find out difficulties faced by children with special needs and teachers in implementation of inclusive education in public primary schools in Embu East District, Embu County.

1.5: Research Questions

The study sought to answer the following questions:

i. What physical and teaching/learning materials are provided for implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County?

ii. Which factors enhance teaching and learning in implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County?

iii. How are financial resources sourced for supporting implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County?
iv. What difficulties are faced by children with special needs and teachers in implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County?

1.6 Significance of the Study

The study intended to provide useful information to the Ministry of Education policy makers and educational planners on ways and means of improving accessibility, retention and participation of learners with special needs in education in public primary schools. This would help develop an education system that is sensitive and responsive to their needs. The study would also provide an objective assessment of the adequacy of school inputs vital to the planners while setting realistic targets, making accurate estimates and allocations for the various requirements in the implementation of inclusive education. Moreover, the findings of this study would serve as a resource for future studies adding to the world of knowledge. Nevertheless, the society’s standard of living would be uplifted and the school administrators would be better informed about inclusive education.

1.7 Limitation of the Study

The participants of this study were headteachers and teachers of public primary schools in Embu East District, Embu County. Thus views of other stakeholders were overlooked due to financial constraints and other logistics such as time. It was not possible to cover the opinions of children with special needs because this would have required considerable time and resources.
1.8 Delimitations of the study

Nyaga in Mwiria and Wamahi (1995) contended that delimiting a study involves a purposive and conscious action in order to make the research manageable. Therefore, the study focused only on public primary schools in Embu East District, Embu County and left out private primary schools in the region. Although inclusive education involves participation of various parties such as children, parents, teachers, education officers, NGOs among others, the study confined itself to only the teaching staff: headteachers, deputies and teachers.

1.9 Assumption of the Study

This study was based on the assumption that the participants were aware of the National Special Needs Education Policy Framework and take part in its implementation. Secondly, they were to cooperate and give honest responses. Finally, the researcher assumed that the participants would be objective in responding to the questions in the instruments.

1.10 Theoretical Framework

Wiersma (1985:13) said that theories helped to provide a framework by serving as the springboard for the pursuit of a research problem and they helped to identify the crucial factors and provide a guide for systemizing and inter-relating various facets of the research. Therefore, the study adopted Education Production Theory. Hanushek (1979) asserts that the production function is used to determine the maximum product which could be derived from a given combination of inputs. The output of educational process,
that was, the achievement of individual student was directly related to a series of inputs. According to Psacharopaulos & Woodhall (1985), the term production referred to the process by which inputs were converted to outputs. A simple production function for education would be \( A = f(T, B, E...) \). Where \( A \) = achievement, \( T \) = teacher- pupil ratio, \( B \) = books and other materials, \( E \) = equipments and so on.

The education production function was far more complex than this and included many more variables such as family background and socio-economic factors which were other determinants of pupil achievement. Applied to this: \( A = f(M, P, T, S...) \)

Where

\( A = \) Achievement
\( M = \) Monetary funds
\( P = \) Physical facilities and resource materials
\( T = \) Teachers trained in special needs education
\( f = \) which is constant is an estimated coefficient which denotes the level to be optimized for each of the inputs (Psacharopaulos & Woodhall, 1985).

This theory recognized elements of production function in education. These elements were; input, process and output. Collaboration of physical and teaching/learning resources, factors enhancing teaching/learning skills, financial resources and overcoming the difficulties faced by children with special needs and teachers would lead to successful implementation of inclusive education with increasing enrolment, retention and completion rate of learners in regular public primary schools. This study aimed at addressing three elements in education production i.e. input, process and output.
1.11 Conceptual Framework

Figure 1: Conceptual Framework

**INPUT**

**Difficulties faced by CWSN and Teachers**
- Accessibility
- Socialization
- Attitude
- Participation
- Socio-economic background

**Physical and T/Learning Resources**
- Books
- Teaching Aids
- Classrooms
- Hearing aids, Braille

**Financial resources**
- Government (MOE)
- Donor agencies
- Other stakeholders

**OUT PUT**

**Implementation of inclusive education for children with special needs in public primary schools**

**Factors enhancing teaching/learning skills**
- In-service Training
- Motivation
- Seminars workshops
- Support services from EARCs, APDK, Ministry of Health, KIE and KISE

**OUT PUT**

Increased enrolment, retention and completion rate of learners with special needs in regular public primary schools

**Source:** Researcher’s own (2010)
To implement inclusive education in regular public primary schools, various inputs had to be put in place. The government, donors and other stakeholders had a significant role to play in financing schools through provision of funds, physical facilities and other services. Teaching/learning resources in public primary schools played a very crucial role in providing inclusive education for pupils with special needs. These included books, classrooms, hearing aids, Braille and teaching/learning aids. Teaching and learning process was facilitated by support services from EARCs, APDK, the Ministry of Health, KIE and KISE. These enabled the teacher to accommodate children with special needs in inclusive education. Learners’ participation in the inclusive education was determined by accessibility, socialization process, attitude and socio-economic background. The overall effect was increased enrolment, retention and completion of learners with special needs in public primary schools.
1.12 Operational Definition of Significant Terms

**Achievement:** Denotes successful implementation of inclusive education for children with special needs in public primary schools marked by increased enrolment retention and completion rate of learners with special needs in public primary schools.

**Children with Special Needs:** Refers to those that experience conditions, barriers or factors that hinder normal learning and development of individuals. Such conditions include physical disability, mental challenge, visual impairment, hearing impairment, speech and language problems and multiple handicaps, social, emotional and health difficulties.

**Disability:** Refers to any restriction or lack of ability to perform an activity in the manner within the range considered normal for human beings.

**Inclusion:** This is a philosophy which focuses on the process of adjusting the home, the school, and the society so that all the individuals, regardless of their differences, can have the opportunity to interact, play, learn, work and experience the feeling of belonging and experiment to develop in accordance with their potentials and difficulties.
**Inclusive Education:** Education that addresses the learner’s needs within the mainstream school and advocates for all children regardless of their physical disability, intellectual, social, emotional, linguistic disorders among other needs.

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

**Special Needs Education:** Refers to learning needs which may not ordinarily be met by the regular services of mainstream educational institutions.

**Regular schools:** These are institutions referred to as mainstream schools and normally admit learners who are not disabled.

**Time-out box:** A small resource room for keeping items used to teach activities for daily living (ADL) and also for restricting wrong doers.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented literature review under the following sub-headings; inclusion education for children with special needs in public primary schools, physical and teaching/learning resources provided for inclusive education for children with special needs, factors enhancing teaching/learning skills used by teachers in inclusive education, difficulties faced by children with special needs and teachers in inclusive education in public primary schools and summary of related literature.

2.1 Inclusive Education for Children with Special Needs

According to UNESCO (1994) education is recognized as a fundamental right for every child and an opportunity to achieve and maintain acceptable level of learning. It is advocated that, educational systems should be designed and programmes implemented to take into account the unique characteristics, interests, abilities and learning needs of every child. The Salamanca Statement and Framework for Action on Special Needs Education of 1994, re-affirmed the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewed pledge made by World Community at the 1990 World Conference on Education for All (EFA) to ensure that right for all, regardless of individual differences. According to Republic of Kenya (2005)
education is recognized as basic right of children and EFA goals can be achieved by embracing inclusive education philosophy.

Ministry of Education (2009:5) considers inclusive education as an approach in which learners with disabilities and special needs, regardless of age and disability, are provided with appropriate education within regular schools. UNESCO (2001) asserts that, full participation and equality should be encouraged for the special child since children’s learning does not only take place in schools, but also from their families through contact with peers, friends and participation in all diverse activities that occur in communities. The latter contends that through EFA, it is possible to enable all human beings, including the disabled, to develop their full potential, to contribute to society and above all, to be enriched by their differences and not devalued. UNESCO (1999) adds that inclusion calls for respect for differences and not identifying and referring to the disabilities of learners or to provide particular kinds of support where and when needed.

Studies have revealed that provision of inclusive education is possible in inclusive schools. Stainback and Stainback, (1996) posited that an inclusive school was a place where everyone belonged, was accepted, and supported by his or her peers and other members of the school community in the course of having his or her educational needs met. Hannu, Marja and Heikki (2006) contend that by removing physical and social barriers to learning we could create true inclusive classrooms and societies, and speak of Education for All in a holistic sense. They argue that inclusion supports child’s right to participate in education and it is the school’s duty to accept and ensure it. They further
hold that all learning needs could be met by opposing and rejecting exclusion of learners, and restructuring school policies and practices.

A survey on the status of inclusive education in Kenya, conducted by Karugu (2001, cited in Ogolloh, 2008) revealed that 90% of the educators agreed that Kenya should practice the philosophy of inclusion in delivering educational services to children with special educational needs. To achieve these, some of the recommendations made included; massive public awareness campaigns on education for children with special needs, policy on inclusion to be enacted, national curriculum to be revisited and all teachers to be trained in the practices of inclusive education. Ministry of Education (2009) and Republic of Kenya (2005) confirm that the Kenya Government is committed to the provision of quality education for all based on the understanding that education is a basic human right and an ingredient for socio-economic development. To increase access and participation, she has placed emphasis on inclusive education for learners with special needs through regular schools as opposed to the practice of using special schools and special units attached to regular schools through the introduction of Free Primary Education (FPE) in January 2003 and formulation of policy on inclusive education.

Literature has indicated that inclusive education results in improved social development and academic outcomes for all learners. It leads to the development of social skills and better social interactions because learners are exposed to real environment in which they have to interact with other learners each one having unique characteristics, interests and abilities. According to Ministry of Education (2003) inclusive education promotes social
interaction between learners with special needs and their ordinary peers. Such interaction in turn enable the rest of the learners to develop such virtues as being accommodating, accepting, cooperative, considerate, patient, humble and supportive. The rest peers also learn to share knowledge, experience and resources with special need education learners. It indeed lays a foundation to an inclusive society accepting, respecting and celebrating diversity.

2.2 Physical and Teaching/Learning Resources for Inclusive Education

Literature has indicated that physical and teaching/learning resources play a vital role in achieving EFA goal. According to Republic of Kenya (1999), the quality and adequacy of resources such as physical facilities, equipment, teaching and learning resources have a direct bearing on quality of education, as they determine how effectively the curriculum is implemented. Kochang Report (2003, cited in Ministry of Education, 2009:24) noted that learners with special needs and disabilities require a learner free environment to maximize their functional potentials. Klausmeir and Goodwin (1976) observed that marked progress has been made in getting new buildings, classrooms and teachers for a rapidly increasing child population which is significant accomplishment. However, in the planning of new buildings and in the security of school facilities and equipment, the tendency has been to make only minor changes from the arrangements of the past, on the assumption that the same equipment and instructional materials could serve equally well for the nurturance of all forms of abilities in all children.
Republic of Kenya (2005) points out that to achieve Universal Primary Education (UPE) by 2005 and EFA goal by 2013, the Government of the Republic of Kenya introduced FPE in January 2003, which resulted in an increased enrolment of children in formal public primary schools. She adds that the result was overstretched facilities and overcrowding in schools which are barriers for learners with special needs. She further points out that over time; there had been a major backlog of infrastructure provision and a shortage of permanent classrooms, particularly in poor communities.

According to Republic of Kenya (1999) children with special needs often need specialized aids to move about, to read and write or to hear. For example, children with severe paralysis of the lower limbs required wheelchairs; those who were visually impaired require Braille machine, spectacles, and white canes, while those with hearing impairments require hearing aids where necessary. It however noted that the physically handicapped and the hearing impaired had no specific resources put in place for them. In particular, the physically handicapped had been left to cope with the undesirable structures and barriers that inhibit their movements. Classrooms were not put in place to suit their needs thus, denying them accessibility and equalization of opportunities. Allen and Schwartz (2001) assert that it is the responsibility of teachers to ensure that materials and equipments are free of cracks and splinters, and in good working order. It is frustrating for any child to try to steer a wheel toy that has a bent axle; for a child with limited motor skills, it might lead to serious accident. This could frighten the child from
further efforts to join outdoor play. Teachers have to ensure that the resources are properly used and stored when not in use.

Charema and Peresuh (1996) assert that inadequate facilities and lack of relevant materials are some of the major obstacles to the implementation of inclusive education in developing countries. A study conducted by Kristensen and Kristensen (1997) in Uganda indicated that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate. This concurred with the findings of a study by Kisanji (1995) done in Tanzania. In his study in Zimbabwe, Charema (1990) observed that in some of the mainstream schools where children with hearing impairments were integrated, hearing aids had no batteries or cords, some of the ear moulds were chipped, some speech trainers were not working and there were no spare parts to have them repaired. Also, it was noted that some of the wheel chairs were old fashioned and cumbersome to push. One could not wheel oneself and therefore needed someone all the time, which deprived him/her of independence and privacy. The developing countries were therefore advised to make use of indigenous products to manufacture equipment that could be used and serviced within the country rather than relying on developing partners for support. Due to financial crisis, shortage of foreign currency to import the much-needed equipment, some people with disabilities in Zimbabwe were making wheel chairs, and calipers for people with disabilities, using improvised materials.
A study carried out by Kalabula and Mandyata (2003) on inclusive practices in schools in Northern Province of Zambia showed that the required educational materials were not provided or were not enough in ordinary schools where children with special needs were being included. Mmbanga (2002, cited in Miles, Ainscow, Kangwa, Kisanji, Lewis, and Mmbanga, 2003) conducted a study in Tanzania and found out that schools were experiencing shortage of classrooms, overcrowding, shortage of text books and other reading materials adversely affecting inclusive education.

Republic of Kenya (1999:97) asserts that the quality of the services for children with special needs in Kenya is adversely affected by acute shortage of specialized aids and equipment and laxity on the side of the government to fund special education materials and construction of buildings depending highly on donor funding. According to East African Standard (31st July 2003, cited in Ogolloh, 2008) the Taskforce to determine the status of special education needs in Kenya established that public schools were never provided with materials or finances to enable them to meet the needs of children with special needs. This corresponds with Republic of Kenya (2005) and Ministry of Education (2009) assertion that implementation of inclusive education in Kenya was compounded by inadequate facilities, lack of equipment and inadequate teaching and learning materials.

2.3: Factors Enhancing Teaching/Learning Skills in Inclusive Education

According to Government of Kenya (2005) teachers are an important human resource in the teaching and learning process and constitute one of the main inputs of primary education costs.
Republic of Kenya (2005) considers teacher as an important resource in the teaching/learning process whose training and utilization require critical consideration. The Kenya Education Commission of 1964 advocated for training of all teachers to take care of the special needs child into the mainstream. Teferra & Skauge (2007:3) point out that teacher education lie at the heart of all development schemes as it is recognized as one of the major areas of focus for poverty reduction, economic progress, social and cultural development. Agbenyega (2007) holds the view that qualified teachers know that classroom needs must be approached “from a curricular stand point”, in which difficulties are defined on each specific task, activity and classroom conditions. According to Republic of Kenya (1988), the Government of the Republic of Kenya programmes for teacher education aims at providing qualified teachers and is therefore, central to ensuring the provision, of quality education. She stipulates that objectives of teacher education to include development of communication skills, professional attitudes, values and equipment with the knowledge and ability to identify and develop the educational needs of the child.

UNICEF (2003) advocates that the training of general teachers at pre-service and in-service levels should address the issue of education of children with special needs, so that teachers are better equipped to work in an inclusive environment. She points out that some of the issues that need to be addressed include the methodology to be adopted for identifying children with special needs; classroom management; use of appropriate methodologies; skills for adopting curriculum; development of teaching-learning materials that are multi-sensory in nature; and evaluation of learning among others. Along the same line, Idol and West (1987, cited in Alper, 1995) states that teachers
should be supported in inclusive schools by providing in-service training that addresses teacher–identified needs; employing competent personnel to deliver the training; offering incentives to educators to participate using a variety of methods and coordinating the training with other institutions.

Literature has revealed inadequate personnel training programs and shortage of teachers as some of the enormous global challenges facing the education sector in developing countries. UNESCO (2007) points out that, to meet the challenges of the Education for All (EFA) goals, somewhere between 15 and 35 million new teachers are required globally by 2015. According to UNESCO (2008), in Africa, south of the Sahara alone, it was estimated that approximately 4 million additional teachers would be needed to fill both new posts and vacancies (to deliver a complete course of primary schooling for all children). This need was due to attrition caused in particular by the effects of HIV/AIDS and the migration of trained teachers into other sectors of the economy and other countries outside of the region.

Eleweke & Rodda (2000) advocate that successful inclusive education programs require the services of different professionals who assist in identification, referral, diagnosis, treatment and training. World Bank (2004) reports that adequately trained professionals are required in the provision of meaningful educational services to children with special needs in regular schools. While research indicates that most developing countries in south of the Sahara have training programs for teachers of special needs, Kisanji (1995), Peresuh, Adenigba & Ogonda (1997) and Enon (1997) lament that developing countries
lack training programs for other specialist professionals needed to support inclusion. Engelbrecht & Chris (1998) enforce that inclusive education demands relevant training and support for all teachers. There are very few training programs for specialists personnel such as educational audiologists, physiotherapists, occupational therapists, speech and language pathologists and communication support workers such as interpreters. Lack of relevant literature in terms of cultural values and beliefs and financial constraints in developing countries, is a cause for concern when one considers the adequacy of the teacher training programs that mainly use Western ideologies and literature that refer to materials that are non-existent in developing countries.

Barbara, Michael and William (1998), conducted a study on implementing instructional adaptations for students with disabilities in inclusive classrooms in California. Examined were classroom teachers and headteachers on use of instructional adaptations in general education classes. The study revealed that there was lack of teacher training and limited school support as barriers to teachers being able to accommodate the individual needs of students in inclusive settings. UNICEF (2003) observes that a study conducted in a privately owned primary school in a suburb of Karachi, Pakistan found out that some of the challenges faced by teachers dealings with special needs in the school were related to limited knowledge on how to deal with the said pupils.

Kalabula and Mandyata (2003) and Katwishi (1988) conducted a study on inclusive practices in Zambia and found out that there were no specialist teachers in most
institutions to provide important advisory services that would assist the ordinary teachers with managing the learners with special needs who were being included in ordinary schools.

In a study, Kuyini (2006, 2007, and 2008, cited in Kuyini, 2010) found out that although teachers in Ghana had relatively positive attitudes towards including learners with special needs in regular classrooms, they had limited knowledge of inclusive practices. Further, they were not providing the individual support to learners with special needs in the generally overcrowded classrooms to allow them to achieve meaningful educational outcomes. In addition, headteachers’ expectations of teachers to implement inclusion activities were quite low and organizational approaches adopted by schools did not promote inclusion. Also, Eshiwani (1987) noted that one reason for poor performance in educational systems in Kenya as well as other developing countries is weak managerial capabilities in those systems. The growth in the quality of education services should also entail continuous skills upgrading for teachers. However, this has not been the case and the limited opportunities for in-service training have denied most of them the chance to enhance their skills beyond those acquired during their basic training.

In the East African Standard (30th August 2003, cited in Ogolloh, 2008) an Assistant Minister for Education Honorable Kirimi Mwiria called for training of many teachers to equip them with skills in handling special needs learners in both primary and secondary schools as many teachers found in these schools lack the required skills for special learners. In concurrence with the claim, Republic of Kenya (2005) and Ministry of
Education (2009:26) point out inadequate capacity among many teachers to handle learners with special needs and inappropriate placement of children with disabilities, inadequate supervision and monitoring of special education programmes which worsen the situation of implementing inclusive education for children with special needs in public primary schools.

2.4: Financial Resources in Support of Inclusive Education

UNESCO (1993) asserts that inclusive programmes are desirable in developing countries in that, it is estimated that 80% of the world’s population of people with disabilities live in developing countries of Asia; Africa; the Caribbean; Latin America; and the Middle East, with 150 million of them being children and only 2% are receiving special needs services. She opined that a well-structured funding arrangement is desirable for meeting the cost of providing adequate educational services for children with disabilities in inclusive schools. However, according to Carrington & Robinson (2004) in many developing countries, special education services are not being adequately funded due to their prevailing economic and political turbulence. UNESCO (2000) attributes serious shortages of resources: lack of schools or inadequate facilities, lack of teachers and/or shortage of qualified staff, lack of learning materials and absence of support to poor economy. The inadequacy of resources available to meet the basic needs in education is a pervasive theme. It was estimated that achieving education for all will require additional financial support by countries and donors of about US$ 8 billion per year (ibid). Additionally, funding is adversely affected by lack of relevant research: data available on funding educational services in inclusive schools was at best scanty (UNESCO, 1993).
According to UNESCO (1994), the Salamanca Declaration in 1994 in Italy at the World Congress on special needs education, reaffirmed the commitment of the world community (including developing countries), to give the highest policy and budgetary priority towards inclusive education, in order to include all children regardless of individual differences and disabilities. However, World Bank (1996) report shows that educational services are deteriorating as a result of severe decrease in funding in many African countries. Brohier (1995), Kisanji (1995) and McConkey & O’Toole (1995) report that in many developing countries it remains the case that special needs provision has not been a priority of government policy and expenditure. According to Mba (1995), this is due to the needs of the “normal” who were in the majority had to be met first prior to meeting those of individuals with special needs who were in the minority; lack of awareness of the potentials of people with disabilities, expenditure for services for people with disabilities was considered “a waste of scarce funds”; and meeting the needs of citizens with disabilities was considered “too costly”, without return.

Literature has identified various sources of financing education. Assie-Lumumba (2005, cited in Onsomu, Muthaka, Ngware and Kosimbei, 2006) identifies five sources of financing education: the state, local communities, families, business and external sources. According to Ministry of Education (2009), the Government of the Republic of Kenya under the FPE programme facilitates provision of additional capitation grants to facilitate implementation of inclusive education. This is in line with her policy measures and investments in education are designed to provide sufficient funding to primary education.
in order to alleviate household costs burden, to increase access, to ensure adequate teaching learning inputs and ensure internal efficiency (Republic of Kenya, 2003). Ministry of Education (1987, cited in Eshiwani, 1993) asserted that the government’s contribution alone was not enough for schools. She indeed warns that without parents’/guardians’ contributions, the development of many schools would be affected as the available government resources are inadequate in meeting the demands of education. Republic of Kenya (1999) echoes that providing quality education to increasing numbers of students meant first expanding the resource base beyond government sources to fill up costing gaps, utilizing the available resources more efficiently, establishing autonomous funding system, strategizing the allocation of funds and providing incentives for quality improvement in all components of education.

Fisher & Kennedy (2001) contend that in several developing countries financial provision for the education and other needs of individuals with disabilities was undertaken largely by non-governmental organizations (NGOs). According to UNESCO (1995) a review of the situation of special education in developing countries indicated that, in twenty-six of them NGOs were considered the major source of funding, while in several other, NGOs provide up to 40% of the costs of special needs provision. However, Manda, Mwambu and Kimenyi (2002, cited in Onsomu, Muthaka, Ngware and Kosimbei, 2006) maintain that state should always be the principal investor in education. They point out that such role should not be left entirely to the private sector because of the long-term objectives of human resource development.
Republic of Kenya, 2005) points out that in Kenya, financing of special education still remains a major challenge for the Government. On average, the Government spent 0.2 percent of the total education budget on special education, which was grossly inadequate. Consequently, most of the financing comes from civil society, particularly local and international NGOs. Ministry of Education (2003) observed that most programmes in special needs education were mainly donor funded with some support from the government. She further noted that the government was already supporting the education of learners with special needs by providing an additional sum of Ksh.2, 000 per child. However, it observed that the amount was not enough due to the unique needs of SNE learners. In that light, the task force on special needs education appraisal exercise of 2003 recommended that the government take its rightful and leading role in the provision of education for children with special needs. It also recommended that the unit cost of educating a child with special needs be Ksh.17, 000 for a child in a day school and Ksh.32, 000 for one in a boarding school. Ogolloh (2008) quotes the Assistant Minister for Education Hon. Kirimi Mwiria who observed that FPE initiative does not adequately address the needs of disabled children country wide because such children need a lot of finances to educate. Ministry of Education (2009:25) maintains that apart from the funds allocated to every learner in primary schools/units, those with special needs and disabilities get a top up for specialized teaching/learning materials and other assistive devices. She laments that this capitation has not been formalized and it is usually done on ad hoc basis and therefore inadequate for purchase of teaching/learning materials in the institutions.
2.5 Difficulties Faced by Children and Teachers in Inclusive Education

According to UNESCO (2011) there are notable difficulties faced by children with special needs and teachers in inclusive education such as physical accessibility, attitudes, curriculum, teachers’ ability, language and communication, poverty, funding, organization of education system and policies. The vast majority of centres of learning are physically inaccessible to many learners, especially those who have physical disabilities. She points out that in poorer communities, particularly in rural areas, the centres of learning are often inaccessible largely because buildings are run down or poorly maintained and therefore unhealthy and unsafe for all learners. Many schools are not equipped to respond to special needs, and the communities do not provide local backing. Environmental barriers included: doors, passageways, stairs and ramps and recreational areas. A major problem identified by many students was physically getting into school.

UNESCO (2011) observes that the greatest barriers to inclusion are caused by society, not by particular medical impairments. Negative attitudes towards differences result in discrimination and could lead to a serious barrier to learning. Negative attitudes could take the form of social discrimination, lack of awareness and traditional prejudices. Regarding children with special needs, some regions still maintain established beliefs that educating the disabled is pointless. Often the problem is identified as being caused by the child's differences rather than the education systems shortcomings. Mass media stereotypes of disabled people serve to encourage and reinforce negative attitudes. The
marginalization of parents by professionals and the desire of some disabled adults for a more luxurious specialist system further complicate the issues. Promoting positive attitudes and respect for difference is a pre-requisite for policy development and the implementation of inclusive education at school level.

Ministry of Education (2009), Republic of Kenya (2005) and Government of Kenya (2005) observe that currently, the learning environment, including the location of institutions; buildings; amenities; and furniture pose accessibility challenge to learners with special needs and disabilities in Kenya. They further advice that the physical environment where children with special needs operate should allow them to access education with minimal hindrance. On the other hand, they identify schools’ and other related institutions’ environments that are not barrier free to children with special needs. These include class learning environment, social amenities (e.g. churches and mosques), public transport (such as buses and ‘matatus’) and public utilities (e.g. libraries, toilets, telephones and lifts).

In his study on Challenges Facing Inclusive Education in Regular Primary Schools in Kenya, Agbenyega (2007) established that teachers’ abilities and attitudes are major limitations for inclusive education. The study found that training of staff at all levels was often not adequate. Where there was training, it often tended to be fragmented, uncoordinated and inadequate. He argued that where teachers did not have positive attitudes towards learners with special needs, it was unlikely that these children would receive satisfactory education. Along the same line, Tiegerman-Farber (1998) and Gary

31
(1997, cited in KENPRO, 2010) contended that many regular education teachers who feel unprepared and fearful to work with learners with disabilities in regular classes display frustration, anger and negative attitude toward inclusive education because they believe it could lead to lower academic standards. Additionally, Bennett, DeLuca and Bruns (1997) argued that access to resources and specialist support affects teacher confidence and attitudes toward inclusive education. The teachers’ beliefs about inclusion suggest that they do not regard students with disabilities, particularly those with sensory impairments as belonging in regular classes and would rather prefer them being educated in existing special schools. The latter further contends that teachers also believed that including students with disabilities would limit the amount of teaching work they could do thereby resulting in incompletion of the syllabuses, affecting the academic performance and reducing the academic success of their schools.

Attitudes are important determinants of one’s behaviour. Muchiri and Robertson (2000) argued that many barriers to inclusion of learners with disabilities exist within the local communities as evidenced by general negative attitudes towards people with disabilities. Block and Yuken (1979) maintained that to achieve inclusive education for children with special needs, teachers’ positive attitude could play a major role towards the success of an inclusive programme. In a study on attitudes of regular primary school educators towards inclusive education in Kisumu District, Kenya, Ogolloh (2008) found out that in the schools where slight practices of inclusive education were going on or where some teachers were undergoing special needs training, there was positive response towards
implementation of inclusive education. In these schools, teachers’ attitudes were found to be influenced by large classes as a result of FPE over-stretching existing facilities.

Government of Kenya (2005), Republic of Kenya (2005) and Ministry of Education (2009) observed that learners with special needs and disabilities in schools and institutions are sometimes marginalized and are not represented in areas like management and decision making processes. They lamented that learners with special needs and disabilities have not been actively involved in sporting, cultural and recreational activities, thus denying them solidarity and team building. They noted that the learners’ participation is limited due to inaccessibility and/or unsuitability of the facilities as issues related to special needs and disabilities are often not adequately addressed within the education system and other fora.

2.6 Summary of the Reviewed Literature

The philosophy of inclusive education was the worldwide advocacy of provision of education to children with special needs in the mainstream schools, regardless of their abilities. Both developed and developing countries were trying to implement the objectives of inclusive education. However, success and failures had been noted in all of these countries. Major constraints had been noted which include insufficient sustainable funding, inappropriate infrastructure, inadequate facilities, inadequate equipment which
made it difficult to integrate special needs education in regular programmes, inadequate
capacity of teachers to handle learners with special needs, inappropriate placement of
children with special needs, inadequate and expensive teaching and learning materials
and inadequate supervision and monitoring of special needs education programmes. This
triggered the need for a study on constraints facing inclusive education for children with
special needs in public primary schools in Embu East District, Embu County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This chapter presented the methodology used in carrying out the research. It focused on
the research design, target population, location of the study, sampling procedure and
sample size, research instruments, pilot study, validity of instruments, reliability of instruments, data collection procedure and data analysis.

3.1 Research Design

The study adopted a descriptive survey design utilizing quantitative approach. The design was ideal for this study because a descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study and report the way things are (Gay, 1996:249). The design was also found appropriate for this study because the researcher was interested in establishing constraints facing implementation of inclusive education for children with special needs in Embu East District, Embu County, Kenya. The rationale for adopting survey design was that it allows collection of data using a questionnaire at a particular point in time from a sample of participants from a target population in order to determine the current status of that population with respect to one or more variables (Orodho, 2009). Independent variables in the study were physical and teaching/learning resources, factors enhancing teaching/learning skills, financial resources and difficulties faced by children with special needs and teachers in inclusive education while dependent variable was enhanced education outcomes such as increased enrolment, high retention and completion rate of children with special needs in regular public primary schools.

3.2 Location of Study
The locale of the study was Embu East District in Embu County which is approximately 180 kilometers from Nairobi city and 100 kilometers from Meru Town. The district borders Embu North to the west, Mbeere District to the South, and Meru South to the East. It has favourable climatic conditions for agriculture: both commercial and subsistence farming as it receives relief rainfall being on the wind-ward side of Mount Kenya. In addition, the region was a rural area. The locale was chosen because the regular public primary schools had been implementing inclusive education for learners with special needs and disabilities and the researcher wished to establish constraints facing its implementation in it. To the best knowledge of the researcher, there had been no evidence of a similar study in Embu East District.

3.3 Target Population

The target population for this research comprised of the 70 regular public primary schools in Embu East District which were run by 70 headteachers. There were 701 assistant teachers inclusive of the deputy headteachers. The target population was ideal for this study because it was hoped that they would give desirable and reliable information regarding inclusive education of their regular schools.

3.4 Sampling Procedures and Sample size

Orodho (2009) refers a sample as a small representative portion of a target population. There were 70 regular public primary schools in the district with a total number of 771 teachers as at January 2011. The researcher chose 12 (17%) regular public primary
schools out of the total number (70) of schools as his desired sample size which was slightly higher than the 10 per cent sample size of the population recommended for descriptive research in Mugenda and Mugenda (1999). Through interval sampling, a sampling constant K (6) was determined and then a random start from it in the list of the total population to determine the participating 12 schools.

The researcher adopted purposive sampling technique to select 12 headteachers from the sampled 12 regular public primary schools. This was because the heads being the chief executive officers of their schools had rich information pertaining them and according to Mugenda and Mugenda (1999), purposive sampling technique allows a researcher to use cases that had required information with respect to the objectives of the study. The researcher also used purposive sampling to select 9 teachers from every sampled school giving a total of 108 respondents. The aim of adopting purposive sampling was to ensure that every level was represented. In cases where the schools had more than one stream the researcher utilised simple random sampling using lottery technique to select a participant from that very level. The entire sampling matrix yielded a total sample size of 120 respondents for the study.

3.5 Research Instruments
In education and social science research, the most commonly used instruments were questionnaires, interview schedules, observation forms and standardized tests (Orodho, 2009).

For this study, questionnaires were used because they are much more efficient in that they permit collection of data from a much larger sample (Gay, 1992). Still, questionnaires allowed respondents to give frank answers to sensitive questions especially if they were not required to disclose their identity (Mulusa, 1990). Two categories of questionnaires were used: Questionnaire for head teachers - this questionnaire helped to elicit information from head teachers on what they perceived as constraints faced in inclusive education for children with special needs in public primary schools. Second, questionnaires for teachers which helped to elicit information from teachers on what they perceived as constraints faced in inclusive education for children with special needs in public primary schools. However, these questionnaires were divided into two sections: one and two. Section one sought demographic information of the headteachers and teachers while Section two dealt with physical and teaching/learning resources, factors enhancing teaching/learning skills, financial resources and difficulties faced by children and teachers in inclusive education. Further, observation schedule was used in collecting data on availability, adequacy and appropriateness of physical facilities and teaching/learning resources.
3.6 Pilot Study

A pilot study was conducted prior to the actual research in one school which was not involved in the actual study. Wiersma (1985) observed that piloting was important for it helped to identify misunderstanding, ambiguities and useless or inadequate items. Through piloting, the researcher was able to determine whether there were ambiguities in the items and ensured that the instruments elicited the type of data anticipated to answer the research questions. Those that failed to measure the variables intended were either modified or discarded.

3.7 Validity of instruments

According to Orodho (2009), validity was the degree to which results obtained from the analysis of the data actually represented the phenomenon under investigation. Mugenda (1999) argued that validity was the accuracy and meaningfulness of inferences based on research results. Also it was the ability of instruments to measure what they were intended to measure. The content validity of the research instruments was ensured through expert judgment of the supervisors and other academic staff from the department.

3.8 Reliability of the Instruments

Orodho (2009) defines reliability as the extent to which the instrument is stable and consistent across repeated measures. In this study, the tools were pre-tested in one of the un-sampled regular public primary school in Embu East District, Embu County, Kenya. The researcher employed the split half technique and Spearman Brown Prophecy formula to ascertain their reliability. Each instrument was split into two halves and the extent of
correspondence between the halves in every instrument computed yielding high positive correlations of 0.92 and 0.95 for headteacher and teacher respectively indicating that the instruments were reliable as argued in Mugenda & Mugenda (1999) that the closer the value of correlation is to +1.00 the stronger the congruence measure is.

3.9 Data Collection Procedure

Before proceeding to the field for data collection, the researcher submitted a research proposal to the Graduate School, Kenyatta University for examination and approval through the Department of Educational Management, Policy and Curriculum Studies. Upon receiving an approval to proceed for data collection, the researcher organized to obtain authority to conduct research from the National Council for Science and Technology (NCST), Ministry of Higher Education Science and Technology (MoHEST). To obtain the research permit, the researcher presented to the Secretary NCST, two final copies of the approved proposal, two passport size photographs and an application form duly completed and endorsed by the Graduate School, Kenyatta University.

After obtaining the research permit and research authorization letter from the NCST, the researcher proceeded to the field. The researcher made a courtesy call to the District Commissioner, Embu East District to deliver a copy of the research authorization letter from the NCST. Thereafter, the researcher made a similar courtesy call to the District Education Officer, Embu East District to seek a letter of introduction to the headteachers of the sampled 12 schools.
The researcher proceeded to the selected schools, where he sought permission from the administration of the schools. This was followed by a formal introduction to the teachers by the headteacher. The researcher then explained the purpose of the visit, assured them of confidentiality and clarified the questionnaire. The sampled teachers were asked to respond to the items on the questionnaire. Later the completed questionnaires were then collected.

3.10 Data Analysis

The researcher assembled and organized all completed instruments. The researcher used the stataSE 11 for effective analysis of data. The study generated both qualitative and quantitative data which were analyzed using descriptive statistics. Qualitative analysis involved the inferences that were from opinions of the respondents. Percentages and frequency distributions were used to present data. Bell (1993) maintained that when making the results known to a variety of readers, percentages had a considerable advantage over more complex statistics. Also Borg and Gall (1989) held that the percentage was the most used and understood standard proportion. In addition, the researcher evaluated the usefulness of the information in answering the research questions.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1: Introduction

The purpose of this study was to establish constraints facing inclusive education for children with special needs in public primary schools in Embu East District, Embu County, Kenya. This chapter presents the study findings based on the data collected. The study was guided by the following research questions:

i. What physical and teaching/learning materials are provided for implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County?

ii. Which factors enhance teaching and learning in implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County?

iii. How are financial resources sourced for supporting implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County?

iv. What difficulties are faced by children with special needs and teachers in implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County?
The study adopted descriptive survey research design and targeted all headteachers and teachers in the 70 public primary schools in the district: seven hundred and seventy one (771). The sample size was 12 (17%) headteachers and 108 (15%) teachers. Data were collected using questionnaires and observation checklist, validated through piloting and their reliability assessed. Both headteachers and teachers responded to questionnaires totally.

4.2: Physical and Teaching/Learning Material Resources

This sub-section discussed physical facilities, teaching/learning resources and assistive devices.

4.2.1: Physical facilities

The physical facilities available in schools supporting inclusive education for special needs were found to be inadequate as indicated in table 4.1.

Table 4.1: Available Physical Facilities

<table>
<thead>
<tr>
<th>Physical facilities</th>
<th>Headteachers</th>
<th></th>
<th>SNE Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>Percent</td>
<td>Freq.</td>
<td>Percent</td>
</tr>
<tr>
<td>Well lit classrooms</td>
<td>9</td>
<td>83.3</td>
<td>72</td>
<td>66.7</td>
</tr>
<tr>
<td>Barrier free environment</td>
<td>7</td>
<td>58.3</td>
<td>72</td>
<td>66.7</td>
</tr>
<tr>
<td>Adapted chairs</td>
<td>2</td>
<td>16.7</td>
<td>18</td>
<td>16.7</td>
</tr>
<tr>
<td>Adapted toilets</td>
<td>2</td>
<td>16.7</td>
<td>18</td>
<td>16.7</td>
</tr>
</tbody>
</table>
As revealed in Table 4.1, 83.3% of headteachers reported that schools had well lit classrooms, 58.3% barrier free environment, 16.7% adapted chairs and 16.7% adapted toilets. On the other hand, 66.7% of SNE teachers reported that schools had well lit classrooms, 66.7% barrier free environment, 16.7% adapted chairs and 16.7% adapted toilets.

The inadequacy of adapted chairs and toilets was also confirmed by the observation checklist. The 16.7% of the headteachers and 16.7% of the teachers noted a need for adapted chairs in the schools so that learners could be comfortably seated during the teaching/learning process. Further, it was also found out that learners with special needs were denied some of the physical facilities and in particular those which catered for physiological needs such as adapted toilets prompting parents to prefer to retain them at home. This indicated inadequacy in school plant management concurred with Kisanji (1995), Charema and Peresuh (1996), Kristensen and Kristensen (1997), Mmbanga (2002), Republic of Kenya (2003), Government of Kenya (2005), Republic of Kenya (2005) and Ministry of Education (2009) that inadequate facilities and lack of relevant materials were some of the major obstacles to the implementation of inclusive education in developing countries.

When asked to suggest what physical facilities needed to be improved to support children with special needs in the schools, out of the total number of participants, 8.3% outlined activities for daily living items, sewing machines and farm tools and equipments. This indicated ignorance as far as the physical facilities needed by learners with special needs
in education was concerned because activities for daily living are not part of physical facilities. With lack of requisite knowledge, it was quite hard to put into practice inclusive education in regular public primary schools.

The study further found out that inclusive education for children with special needs in Embu East District was partially hindered by accessibility of the physical facilities as evidenced by the 75% participants who indicated that they were accessible and the 25% who indicated not accessible. These findings showed that there was need for school managers to improve on the accessibility of the physical facilities in the schools for utilization by both teachers and learners for education purposes as supported by Republic of Kenya (1989), Republic of Kenya (2005) and MoE (2009) who noted that implementation of inclusive education was compounded by inadequate facilities and lack of equipment.

4.2.2: Teaching/learning materials

The researcher sought responses on the availability of teaching and learning resources and the results were as indicated in table 4.2.
Table 4.2: Available Teaching and Learning Resources

<table>
<thead>
<tr>
<th>Teaching/Learning materials</th>
<th>Headteachers</th>
<th>SNE Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>freq.</td>
<td>Percent</td>
</tr>
<tr>
<td>Teaching aids</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Magnifying lenses</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Large print text books for low vision</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Braille writer</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hearing aids</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 revealed that (33.3%) of the headteachers and (16.7%) of the SNE teachers indicated presence of magnifying lenses in their schools. This was also confirmed from the observation checklist and also that none of the schools had large print text books for low vision, Braille writer and hearing aids. However, (66.7%) of the headteachers and (83.3%) of the SNE teachers indicated presence of teaching aids. This implied that the schools were not well equipped with teaching/learning resources for inclusive education for children with special needs. This was evidenced by the fact that Proper utilization of the claimed teaching aids was found to be demanding because of the presence of enrolled learners with visual or hearing impairment. The visually impaired could not benefit fully from the charts, flashcards and chalkboard unless they were seated close to them. Similarly, the hearing impaired could not benefit from the outlined aids due to lack of hearing aids and as a result, would portray a problem in articulation and intonation. This
implied that learners with low vision, and hearing impaired were not adequately catered for either due to ignorance or lack of funds. This finding supported Republic of Kenya (1999) that children with special needs often need specialized aids to move about, to read and write or hear and concurred with Kalabula and Mandyata (2003), Republic of Kenya (2005) and MoE (2009) who noted that the required educational materials were not provided or were inadequate in ordinary schools where children with special needs were being included.

Other available assistive aids highlighted by the participants included wheel chairs, timeout box and play materials such as jingles, ropes, balls, tyres and toys. Their availability and utilization showed SNE teachers’ commitment towards cognitive, psychomotor and affective growth of individual learners who were either physically impaired or mentally challenged.

4.3: Factors Enhancing Teaching and Learning Skills

In this sub-section, factors which enhance teaching and learning skills in inclusive education for children with special needs are discussed. They included teachers’ characteristics, training in SNE, motivation and support services from EARCs, APDK, MOH, KIE and KISE.

4.3.1: Teachers’ Characteristics

Teachers’ characteristics were measured in terms of gender, qualifications and experience as shown in table 4.3, 4.4 and 4.5.
Table 4.3: Gender of the Participants

<table>
<thead>
<tr>
<th>Gender</th>
<th>Headteacher</th>
<th></th>
<th></th>
<th>SNE Teacher</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>Percent</td>
<td>Freq.</td>
<td>Percent</td>
<td>Freq.</td>
<td>Percent</td>
</tr>
<tr>
<td>Males</td>
<td>7</td>
<td>58.3</td>
<td>9</td>
<td>8.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>41.7</td>
<td>99</td>
<td>91.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
<td>108</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.3 revealed that more males (58.3%) than females (41.7%) head primary schools in Embu East District. It further established that there were more female SNE teachers (91.7%) than males (8.3%). On the other hand teaching profession was more dominated by females than by males hence the great difference as far as the gender of the SNE teachers was concerned.

The researcher further established through the questionnaires the professional qualifications of the headteachers and teachers as shown in table 4.4

Table 4.4: Professional Qualifications

<table>
<thead>
<tr>
<th>Professional Qualification</th>
<th>Headteachers</th>
<th></th>
<th></th>
<th>SNE Teachers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>Percent</td>
<td>Freq.</td>
<td>Percent</td>
<td>Freq.</td>
<td>Percent</td>
</tr>
</tbody>
</table>

48
Table 4.4 revealed that (41.7%) of headteachers were P1 and Diploma teacher holders and (16.7%) were university graduates. Further, it implied that majority of headteachers had not acquired administrative and managerial skills other than which were acquired during the P1 teacher training concurring with Eshiwani (1987) that one reason for poor performance in educational systems in Kenya as well as other developing countries is weak managerial capabilities in those systems. However, the (16.7%) of the total headteachers who had attained a bachelor of education degree, indicated that the school administrators lagged behind as far as higher education was concerned hence they could not encourage teachers to pursue undergraduate studies at the university. The findings were also in agreement with Kalabula and Mandyata (2003) and Katwishi (1988) who pointed out that there were no specialist teachers in most institutions to provide important advisory services that would assist the ordinary teachers with managing the learners with special needs who were being included in ordinary schools.

From the forgoing, 91.7% of SNE teachers were Diploma teacher holders and 8.3% were university graduates. This was an indication that none of the SNE teachers was a P1 teacher showing that these teachers had undertaken professional development courses to sharpen their knowledge, skills and attitudes in spite of having few years of teaching
experience agreeing with Republic of Kenya (1988) that the Government of the Republic of Kenya programmes for teacher education aimed at providing qualified teachers and was therefore, central to ensuring the provision, of quality education. This further implied that the teachers had either an intrinsic or extrinsic drive which propelled them to undertake studies to aid the learners and the school community and by the time they attain the teaching experience attained by the headteachers would have had reached higher heights professionally.

4.3.2: Teaching Experience

The participants were asked to indicate the range of their teaching experience. The results are shown in table 4.5.

Table 4.5: Teaching Experience

<table>
<thead>
<tr>
<th>No of years</th>
<th>Headteachers</th>
<th>SNE Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>Percent</td>
</tr>
<tr>
<td>0-5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6-10</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>11-15</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>16-20</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>21 and above</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>
The study found that 75% of the headteachers had more than 20 years of teaching experience indicating that they had wide experience in the teaching profession. Only three (25%) had 20 years and below. This finding implied that most of the headteachers had an opportunity to interact with learners who had diversified needs in their schools, either in class during the instructional process or within the school compound. The (75%) also showed that the public primary schools in the region had relatively experienced school administrators who focused more on their future after attaining the retirement age thus attaching less importance to what was going on in the school affecting adversely the progress of the learners with special needs in inclusive education. Their long-service as reflected by teaching experience affected their professional development as (41.7%) were P1 teachers indicating lack of enthusiasm to career improvement and fear of financial loss in the form of school fees which might not be recovered before attaining retirement age. Because of attaining low levels of education, headteachers might have had lacked relevant knowledge and skills, which they could use to identify the needs of the school; teaching personnel; pupil personnel and especially those with special needs in education; and the school community and motivate the long serving teaching force to undergo professional development courses so as to keep abreast with the current trends in inclusive education. This concurred with Kuyini (2006, 2007 and 2008, cited in Kuyini, 2010) that although teachers had relatively positive attitudes towards including learners with special needs in regular classrooms, they had limited knowledge of inclusive practices, agreeing with Barbara, Michael and William (1998) that lack of teacher
training and limited school support were barriers to teachers being able to accommodate the individual needs of students in inclusive settings.

The finding of the study also showed that majority (41.7%), (25%) and (33.3%) of the teachers handling children with special needs had few years of experience. From the forgoing, it implied that the teachers have either an intrinsic or extrinsic drive which propelled them to undertake studies to aid the learners and the school community and by the time they attain the teaching experience attained by the headteachers would have reached higher heights professionally.

4.3.3: Training in Special Needs Education

To establish the number of teachers trained to handle inclusive education in the region the headteachers were asked to indicate how many teachers were trained in SNE in their schools. Out of the total number of headteachers who took part in the study, 33.3% indicated one teacher, 33.3% two teachers, 25% three and above while 8.3% indicated none. These findings showed that all except one school had teachers trained to handle children with special needs even though they were few denoting a serious shortage of human resource with requisite knowledge and skills. This finding concurred with Ministry of Education (2009), Ogolloh (2008), UNESCO (2008), UNESCO (2007), Republic of Kenya (2005), Government of Kenya (2005), UNICEF (2003), Republic of
Kenya (2003), Barbara, Michael and William (1998) and Katwish (1998) that some of the challenges faced by teachers dealing with special needs in the schools were related to limited knowledge on how to deal with the said pupils.

In one school where there were no SNE trained teacher could indicate acute shortage of the teaching/learning resources for inclusive education for children with special needs. This was because the personnel handling the learners might not recognize them thus limiting their acquisition either through development or purchasing. This concurred with Republic of Kenya (2005) that teachers were an important resource in the teaching/learning process and their training and utilization therefore require critical consideration.

Along the same line, the study established that headteachers viewed staffing of teachers trained to handle inclusive education in their schools as enough (16.7%) and not enough (83.3%). These findings implied that there were teachers in regular schools who are limited in implementing the inclusive education for children with special needs policy agreeing with UNESCO (2008), UNESCO, (2007) and Ministry of Education (2009) that there was severe shortage of teachers where they were most needed and also concurred with Agbenyega (2007) who established that teachers' abilities and attitudes were major limitations for inclusive education as training of staff at all levels was often not adequate. Due to this, the researcher concluded that learners continued to lag behind in growth and development implying that headteachers who were themselves human resource managers in their schools did not encourage their teachers to undertake professional development
training courses related to SNE. It was only one school which did not have teachers to handle inclusive education. The study found out that various approaches were employed as highlighted by one teacher in one school, who reported:

We use multimedia approach in teaching and learning to suit learners’ interest, needs and ability levels; giving the academically talented more challenging work and exposing them to a wide range of reading materials; enriching the learning environment; and asking oral questions to encourage the learners with speech problems and allowing them to finish expressing themselves.

In another school, where there were no SNE teachers, a teacher stated:

We accommodate those with low vision close to the chalkboard where they can see and read well than if they were at the back; encourage the low vision learners to use magnifying lenses while reading texts; ensure that the physically challenged sit at the places where they can easily walk in and out and use their assistive devices.

This finding agreed with Agbenyega (2007) who observed that qualified teachers know that classroom needs must be approached “from a curricular stand point”, in which difficulties are defined on each specific task, activity and classroom conditions.

To find out whether pre-service training adequately prepared teachers to handle pupils with special needs, the researcher asked the participants to state their opinion of students with special needs.

Table 4.6: Whether Pre-Service Training Prepared Teachers Adequately for CWSN

<table>
<thead>
<tr>
<th>Response</th>
<th>Headteachers</th>
<th>SNE Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>freq.</td>
<td>Percent</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>66.7</td>
</tr>
</tbody>
</table>
Table 4.6 revealed that, out of the total number of participants, 66.7% of headteachers and 8.3% of teachers indicated that the pre-service training they underwent did not prepare them adequately to handle children with special needs while 33.3% of headteachers and 91.7% of teachers indicated that they were adequately prepared.

From the foregoing, it was concluded that the P1 teacher training was not designed to produce teachers to cater adequately for learners with special needs. This was attributed to the policy that primary school teachers should be trained to teach all the subjects offered in the primary schools curriculum. Its content was too wide to cover while at the same time acquire the requisite pedagogical skills (Republic of Kenya, 2005). Teachers not trained in SNE therefore lacked adequate tools and skills for identifying and assessing learners with special needs making it difficult to mainstream special education in regular primary schools. The study finding concurred with UNICEF (2003) which stated that training of general teachers at pre-service and in-service levels should address the issue of education of children with special needs, so that teachers were better equipped to work in an inclusive environment. The issues that needed to be addressed include; the methodology to be adopted for identifying children with special needs, classroom management, use of appropriate methodologies, skills for adopting curriculum, development of teaching-learning materials that were multi-sensory in nature and evaluation of learning.
The study established that there were seminars/workshops planned, organized and facilitated by various stakeholders as shown in Table 4.7.

**Table 4.7: Planning and Organizing Seminars/Workshops for SNE Teachers**

<table>
<thead>
<tr>
<th>Planners/organizers/facilitators</th>
<th>Headteachers</th>
<th>SNE Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>Percent</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>Ministry of Health</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>School and its teachers</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Non-Governmental Organizations</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>

As depicted in table 4.7, the Ministry of Education shouldered the greatest responsibility in mounting seminars/workshops to equip teachers with relevant skills to be able to handle children with special needs and who also planned, organized and facilitated training sessions for colleague teachers in their respective schools. This showed collaboration between the Ministry of Education (District Education office and Kenya Institute of Education) and schools which concurred with Kenya Education Commission of 1964 which advocated for training of all teachers to take care of the special needs child into the mainstream. The findings also showed collaboration between the members of the teaching staff and school administration. It further indicated that at the school level there were established staff professional development committees for the purpose of identifying and providing needed training to the teaching personnel. In essence, allowing teachers to organize professional development course was motivating to them concurring
with Idol and West (1987, cited in Alper, 1995) that teachers should be supported in inclusive schools by providing in-service training that addresses teacher–identified needs; employing competent personnel to deliver the training and also agreeing with UNICEF (2003) that training of general teachers at pre-service and in-service levels should address the issue of education of children with special needs, so that teachers were better equipped to work in an inclusive environment addressing the methodology to be adopted for identifying children with special needs; classroom management; use of appropriate methodologies; skills for adopting curriculum; development of teaching-learning materials that are multi-sensory in nature; and evaluation of learning among others. In collaboration with Educational Assessment and Resource Services Centers’ (EARC) office, the Ministry of Health also mounted seminars/workshops for teachers in the areas of health matters. The study found out that although Non-Governmental Organizations (for example church based organizations from the Catholic and Anglican) were involved in mounting seminars/workshops for SNE teachers, they lagged behind in empowering teachers to handle children with special needs.

To establish the attendance of in-service courses in inclusive education for children with special needs, the researcher sought from the participants whether they had attended any course. The results are presented in table 4.8.

Table 4.8: Headteachers and Teachers In-Service Training in SNE

<table>
<thead>
<tr>
<th>Response</th>
<th>Headteachers’ attendance</th>
<th>Teachers’ attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td>Freq.</td>
<td>Percent</td>
</tr>
</tbody>
</table>

57
As presented in table 4.8, the study established that majority of teachers (66.7%) than headteachers (41.7%) had attended in-service training in SNE implying that most of the headteachers (58.3%) had not acquired the relevant knowledge, skills, attitudes and values necessary to promote inclusive education for children with special needs compared with teachers (33.3%). This hindered the school administrators from identifying institutional needs for improvement and emerging challenges facing SNE teachers and learners with special needs which required adequate allocation and proper utilization of funds.

In addition, the headteachers could not mobilize teachers in improvising some of the relevant teaching/learning aids since they themselves lacked knowhow, concurring with Katwish (1988) who contended that in most mainstream schools, regular teachers were not advised on how to manage learners with special needs integrated in them. Despite most of the teachers, (66.7%) being trained in SNE, the researcher found out that were challenged in the utilization of teaching/learning resources. This was attributed to lack of interest in development and usage of teaching/learning resources, lack of innovation and failure to acquire necessary knowledge and skills during training agreeing with Kuyini (2010) that teachers in regular classrooms had limited knowledge of inclusive practices.
4.3.4: Support services

The study found that there were numerous support services schools obtained from various stakeholders. The Educational Assessment and Resource Services Center (EARCs) at the District Education Office was reported to carry out assessment, screening and placement of children with special needs; mounting seminars/workshops for SNE teachers; and inspecting practicing SNE teachers concurring with Idol and West (1987, cited in Alper, 1995) that teachers should be supported in inclusive schools by providing in-service training that addresses teacher–identified needs; employing competent personnel to deliver the training; offering incentives to educators to participate using a variety of methods and coordinating the training with other institutions The Association for the Physically Disabled of Kenya (APDK) was reported to mount seminar/workshops; provide assistive devices such as wheel chairs, clutches and calibers; and create awareness campaigns on SNE supporting Republic of Kenya (1999) that children with special needs often need specialized aids to move about, to read and write or to hear. The Ministry of Health was reported to offer schools multiple support services. It was stated to collaborate with EARCs in assessment, screening and placement of SNE learners; offer specialized medical services such as operations on orthopedics, eye and cleft palate; physiotherapy; occupational therapy; and dissemination of information on health matters. The Kenya Institute of Special Education (KISE) on the other hand was credited for training SNE teachers, developing and providing (at a low fee) physical and material resources such as abacus, peg boards for fine motor, toilet chairs, block shapes and counters. The Kenya Institute of Education was reported to provide syllabus, develop and
provide teaching and learning materials and organizing seminars/workshops for SNE teachers. These support services were meant to empower teachers to utilize available resources in teaching/learning process as advocated by Psacharopaulos and Woodhall (1985).

The study established that the work of the inclusive education teacher was appreciated by the school community as shown in table 4.9.

Table 4.9: If Inclusive Education Teacher is Appreciated by School Community

<table>
<thead>
<tr>
<th>IE Tr’s. work appreciated</th>
<th>Headteacher</th>
<th>SNE Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>Percent</td>
</tr>
<tr>
<td>Yes</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

From the foregoing (table 4.9), the school community was found to be supportive to the SNE teachers as evidenced by 83.3% participants who registered appreciation and the 16.7% who registered none when they were asked to state whether their work as inclusive education teachers was appreciated by the school community. Those who registered appreciation indicated that it was by working harmoniously with the community, being consulted when need arose, recognized for good work done, support they received from the parents when need arose, encouraging parents’ attendance to school meetings and
parents enrolling children with diversified needs to school. The few (16.7%) who felt not appreciated blamed the parents for not showing any concern. They lamented that some parents retained their children with special needs at home yet there were schools in which they could benefit. They accused the parents for poor attendance of SNE seminars where they could be empowered on issues pertaining to their children. This observation was supported by UNESCO (2011) who noted that the greatest barriers to inclusion were caused by society: negative attitudes in form of social discrimination, lack of awareness and traditional prejudices that educating the disabled was pointless.

4.4: Financial Resources

The researcher established that there were various sources of funds to cater for inclusive education for children with special needs in regular public primary schools as shown in Table 4.10.

<table>
<thead>
<tr>
<th>Financial sources</th>
<th>Headteachers</th>
<th>SNE Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>Percent</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>
The findings indicated that the Government of the Republic of Kenya through the Ministry of Education was committed to support inclusive education as it was the main financier of the programme. The study also established that there were other stakeholders who supported financing of inclusive education as shown in table 4.10. This sided with the Ministry of Education (1987, cited in Eshiwani, 1993), Republic of Kenya (2005) and Ministry of Education (2009) that the government’s contribution alone was not enough for schools. It was indeed very clear that without parents’/guardians’ contributions the development of many schools would be affected as they were indicated as the second financier of inclusive education. The contribution by the Non-Governmental Organizations, Parents Teachers Association, Business Community and individuals of goodwill denoted cordial school community relationship and appreciation of inclusive education programme. However, their individual contribution was a bit low in comparison with that of the government and parents indicating that not all supported inclusive education. This refuted Fisher and Kennedy (2001) finding that in several developing countries financial provision for the education and other needs of individuals with disabilities was undertaken largely by non-governmental organizations (NGOs) and

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>25</th>
<th>9</th>
<th>8.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Governmental Organizations</td>
<td>7</td>
<td>58.3</td>
<td>63</td>
<td>58.3</td>
</tr>
<tr>
<td>Parents Teachers Organization</td>
<td>2</td>
<td>16.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Business Community</td>
<td>3</td>
<td>25</td>
<td>18</td>
<td>16.7</td>
</tr>
</tbody>
</table>
also Republic of Kenya (2005) that most of the financing of inclusive education comes from civil society, particularly local and international NGOs.

The study further found out that although the government was the main financier of inclusive education, schools experienced delayed remittance of grants implying inefficiency culminating to financial constraints as reported by 83.3% of the participants in comparison with 16.7% who reported satisfactory remittance time concurring with Ministry of Education (2009) who lamented that capitation for inclusive education had not been formalized and it was usually done on ad hoc basis and therefore inadequate for purchase of teaching/learning materials in the institutions. To address the problem, school administration reportedly called upon other stakeholders to support the school programmes as shown in table 4.10. This refuted Republic of Kenya (2003) report that in Kenya, the government’s policy measures and investments in education were designed to provide sufficient funding to primary education in order to alleviate household costs burden, to increase access, to ensure adequate teaching learning inputs and ensure internal efficiency.

The researcher sought to establish if headteachers and SNE teachers had undergone any financial management course as presented in table 4.11.
Table 4.11: Trained in Financial Management

<table>
<thead>
<tr>
<th>Trained</th>
<th>Headteacher</th>
<th>SNE Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>Percent</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Despite the headteachers being financial managers in their schools, the study found that majority (75%) of headteachers and (91.7%) of SNE teachers had not undertaken financial management courses. This implied that they faced major problems in budgeting, procurement, financial accounting and auditing resulting to lack of enough physical and material resources required for SNE purposes and serious conflicts with school community over accountability as they might not use the funds received for intended purposes agreeing with Republic of Kenya (2005) and Ministry of Education (2009:26) who noted inadequate capacity among many teachers in supervision and monitoring of special education programmes which worsen the situation of implementing inclusive education and concurred with Eshiwani (1993) that one reason for poor performance in educational systems in Kenya as well as other developing countries was weak managerial capabilities in those systems.
4.5: Difficulties Faced by Children and Teachers in Inclusive Education

4.5.1: Difficulties Faced by Children with Special Needs

To find out the social needs between the children with special needs and their peers who were not challenged, the researcher asked the participants to indicate how the learners interacted. Table 4.12 presents the results.

Table 4.12: Interaction of CWSN with their Unchallenged Peers

<table>
<thead>
<tr>
<th>Learners’ interaction</th>
<th>Headteachers</th>
<th>SNE Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>Percentage</td>
</tr>
<tr>
<td>Very well</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Moderately</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Poor</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in table 4.12, (33.3%) of teachers indicated very well while (66.7%), moderately and none indicated poor. The findings implied that majority of the learners’ social need was pleasant. They also suggested that in most schools the domains of learning could be developed with ease as there were no major difficulties encountered in the course of interaction between children with special needs and disabilities, and their unchallenged peers. As far as the affective domain was concerned, this concurred with Ministry of Education (2003), UNESCO (2001) and Stainback and Stainback (1990) that
inclusive education promotes social interaction between learners with special needs and disabilities, and their ordinary peers. The researcher concluded that the interaction enabled the learners to develop such virtues as being accommodating, accepting, cooperative, considerate, patient, humble, and supportive. The unchallenged peers also learnt to share knowledge, experience and resources with the challenged.

To find out whether accessibility to school by the learners with special needs was a major problem, the researcher asked the participants to indicate how the learners accessed school.

**Table 4.13: How CWSN access school.**

<table>
<thead>
<tr>
<th>CWSN’s access to school</th>
<th>Headteachers</th>
<th>SNE Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>Percent</td>
</tr>
<tr>
<td>On their own</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>Assisted by parents</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Assisted by Peers</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Through special transport by the school</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Table 4.13 revealed that 83.3% of the headteachers reported that children accessed school on their own while 50% assisted by parents and 8.3% by peers. On the other hand, 83.3% of teachers reported that children accessed school on their own while 41.7% assisted by parents and 16.7% by peers. However, none of the participants indicated accessed to school through organized special transport. This finding implied that the distance from
home to school was not long. The findings also suggested that there were significant severe cases of learners with special needs enrolled requiring support from their parents, siblings and peers concurring with UNESCO (2011), Ministry of Education (2009), Republic of Kenya (2005) and Government of Kenya (2005) that location of institutions pose inaccessibility challenge to learners with special needs and disabilities.

4.5.2: Difficulties Faced by Teachers in Inclusive Education

The researcher sought to establish constraints faced by teachers in inclusive education in regular public primary schools in Embu East District. The participating headteachers outlined some constraints which hinder implementation of inclusive education. These were delayed remittance of funds (100%), lack of enough trained SNE teachers (83.3%) and inadequate facilities (66.7%). Teachers on the other hand, reported lack of motivation especially better remuneration (58.3%), irregular attendance of SNE learners (83.3%), inadequate physical and teaching/learning resources (58.3%), large class enrollment (33.3%) which resulted to teachers’ inability to attend to each learner’s needs and lack of enough support from all teachers (50%). This implied compromised quality of inclusive education supporting Ministry of Education (2009), Republic of Kenya (2005), Government of Kenya (2005) and Charrema and Peresuh (1996) who observed that the learning environment, including the location of institutions; buildings; amenities; and furniture pose accessibility challenge to learners with special needs and disabilities in Kenya. The findings also concurred with Republic of Kenya (1999) that quality and adequacy of resources such as physical facilities, equipment, teaching and learning
resources influence quality of education, as they determined how effectively the curriculum was implemented. To overcome the outlined constraints, the participants suggested training of all teachers in SNE, provision of adequate physical and material resources, carrying out more awareness campaigns, use of incentives to motivate the teaching force, creating rapport with SNE learners so as to encourage regular attendance to school, and remittance of adequate funds to schools and in good time.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction

This chapter presents the summary of the findings, conclusions, recommendations and ends with suggestions for further study.

5.2: Summary of the findings

This study sought to establish constraints facing inclusive education for children with special needs in public primary schools in Embu East District, Embu County, Kenya. It was guided by the following research questions:

i. What physical and teaching/learning materials are provided for implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County?

ii. Which factors enhance teaching and learning in implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County?

iii. How are financial resources sourced for supporting implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County?
iv. What difficulties are faced by children with special needs and teachers in implementation of inclusive education for children with special needs in public primary schools in Embu East District, Embu County?

The study adopted descriptive survey research design and targeted all headteachers and teachers in the 70 public primary schools in the district: - seven hundred and seventy one (771). The sample size was 12 (17%) headteachers and 108 (15%) teachers. Data were collected using questionnaires and observation checklist, validated through piloting and their reliability assessed. Both headteachers and teachers responded to questionnaires totally.

### 5.2.1 Physical and Material Resources

The schools were not well equipped with teaching/learning resources for inclusive education for children with special needs like magnifying lenses. None of the schools had large print text books for low vision, Braille writer and hearing aids. The condition of the school environment was unfriendly to the learners with low vision. Lack of requisite knowledge regarding physical and material resources supporting SNE was noted among the administrators.

### 5.2.2 Factors Enhancing Teaching and learning Skills

There were more female SNE teachers than male teachers in public primary schools in Embu East District. This indicated that female teachers embraced professional development courses in SNE which could aid in improving their knowledge, skills and
attitudes and also to remain competitive and relevant in the profession. The public primary schools in the region had relatively experienced school administrators which affected adversely their professional development. They lagged behind as far as level of education was concerned. Majority of the teachers handling children with special needs had few years of experience with the novice taking the lead and had attended professional development courses to sharpen their knowledge, skills and attitude. However, they were few in relation to teacher: student ration of 1:33 (the workable ratio range was supposed to be 1:15) denoting a serious shortage of teaching personnel with requisite knowledge, skills and attitudes making it difficult to mainstream special education in regular primary schools. In relation to in-service training (INSET) in SNE, more teachers than headteachers had attended. This implied that most of the headteachers than teachers had not acquired the relevant knowledge, skills, attitudes and values necessary to promote inclusive education for children with special needs.

The Ministry of Education conducted seminars/workshops to equip teachers with relevant skills to be able to handle children with special needs - who later planned, organized and facilitated training sessions for their colleagues in their respective schools. Therefore, collaboration between the Ministry of Education (District Education office and Kenya Institute of Education), schools, the members of the teaching staff and school management had promoted inclusive education. In collaboration with Educational Assessment and Resource Services Centers’ (EARC) office, the Ministry of Health also mounted seminars/workshops for teachers in the areas of health matters.
There were numerous support services schools obtained from various stakeholders who include: the Educational Assessment and Resource Services Center (EARCs) at the District Education Office, The Association for the Physically Disabled of Kenya (APDK) and Kenya Institute of Special Education (KISE). The services included assessment, screening and placement of children with special needs; mounting of seminars for SNE teachers; provision of assistive devices such as wheel chairs and clutches; development of syllabus and teaching and learning materials.

5.2.3 Financial Resources

The Government of the Republic of Kenya through the Ministry of Education was committed to support inclusive education as it was the main financier of the programme. However, its financial support was viewed as inadequate and delayed remittance was reported implying financial constraints. To meet the deficit, stakeholders such as Non Governmental Organizations, Parents Teachers Association, Business Community and individuals of good will were reported to give a hand. Despite the headteachers being financial managers in their schools, majority had not undertaken financial management courses which result to major problems in budgeting, procurement, financial accounting and auditing. This was blamed for lack of enough physical and material resources required for education purposes and serious conflicts with school community over accountability were reported.
5.2.4 Difficulties Faced By Children and Teachers in Inclusive Education

Interaction among the learners was found to be pleasant implying that in most schools all the domains of learning could be developed with ease. Regarding access to education, the distance from home to school was not a hindrance since majority would reach on their own. However, few severe cases of learners with special needs enrolled requiring support from their parents, siblings and peers were reported. The constraints faced by teachers in inclusive education in regular public primary schools in Embu East Districts were lack of motivation, irregular attendance of SNE learners, inadequate physical and material teaching/learning resources, large class enrollment resulting to teachers’ inability to attend to each learner’s needs and lack of enough support among themselves. The schools experienced delayed funds and lack of enough trained SNE teachers in their schools. This implied that quality of inclusive education was compromised.

To overcome the outlined constraints, the participants suggested training of all teachers in SNE, provision of adequate physical and material resources, carrying out more awareness campaigns, use of incentives to motivate the teaching force, creating rapport with SNE learners so as to encourage regular attendance to school and remittance of adequate funds to schools and in good time.

5.3: Conclusions

From the findings of the study a number of conclusions were made. The schools were not well equipped with physical and teaching/learning material resources for inclusive education for children with special needs. On staffing, there were more female SNE
teachers than males. However, they were few denoting a serious shortage of teaching personnel with requisite knowledge, skills and attitudes making it difficult to mainstream special education in regular primary schools. Most of the headteachers than teachers had not acquired the relevant knowledge, skills, attitudes and values necessary to promote inclusive education. There were numerous support services schools obtained from various stakeholders who include: the Educational Assessment and Resource Services Center (EARCs) at the District Education Office, The Association for the Physically Disabled of Kenya (APDK) and Kenya Institute of Special Education (KISE). The Government of the Republic of Kenya through the Ministry of Education was the main financier inclusive education. However, its financial support was found to be inadequate and sometimes delayed remittance was reported implying financial constraints. Despite the headteachers being financial managers in their schools, majority had not undertaken financial management courses. Moreover, few severe cases of learners with special needs was observed requiring support from their parents, siblings and peers for assistance. The constraints faced by teachers in inclusive education were lack of motivation, irregular attendance of SNE learners, inadequate physical and teaching/learning material resources, large class enrollment resulting to teachers’ inability to attend to each learner’s needs and lack of enough support among themselves. Therefore, inclusive education in public primary schools was constrained. This called for the Government and all stakeholders to effect the recommendations of this study.

5.4: Recommendations of the Study
Based on the research findings, the following recommendations were made:

i. The Ministry of Education to remit adequate funds to public primary schools in time to cater for inclusive education programmes.

ii. Ministry of Education, through the Directorate of Quality Assurance and Standards (DQAS) to plan and organize seminars/workshops for SNE teachers to keep them abreast with current trends and emerging issues facing education.

iii. The Ministry of Education to include special needs education at all levels of teacher education so as to embrace inclusive education.

iv. The Ministry of Education through Kenya Education Staff Institute (KESI) to mount education management courses for headteachers to enhance efficiency and effectiveness in achieving desired educational goals.

v. The Government of the Republic of Kenya through the Ministry of Education and all education stakeholders to provide adequate physical and material resources in support of inclusive education to effect recommendations of studies on inclusive education.

vi. The Ministry of Education to use all the field agents in special needs education to carry out awareness campaigns on inclusive education in the community.

vii. The Teachers Service Commission to adequately staff public primary schools so as to cater for increased enrolment and effectiveness of inclusive education.
viii. Special needs education teachers to create rapport with learners so as to encourage regular attendance to school.

5.5: Suggestions for Further Research

Based on the findings, the researcher suggested the following studies:

i. A similar study to be carried out in the entire Embu County.

ii. A study on effective implementation of inclusive education in public secondary schools and tertiary institutions in Embu County.

iii. A study on teachers’ attitude towards implementation of inclusive education.

iv. A study on effective implementation of inclusive education in Kenya.
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APPENDIX I

QUESTIONNAIRE FOR TEACHERS

The main purpose of this questionnaire is to gather information about the constraints facing inclusive education for children with special needs in public primary schools. To ensure confidentiality, do not write your name anywhere on this questionnaire.

SECTION ONE

Please consider the following questions by either ticking (√) or filling the spaces provided where applicable.

1. Indicate your sex. Female ☐ Male ☐

2. What is your highest professional qualification?
   P1 ☐ SI (Diploma) ☐ Degree ☐
   Others (specify) ..............................................................

3. Have you ever been trained to teach pupils with special education needs?
   Yes ☐ No ☐

4. What is your teaching experience? 0 – 5 years ☐ 6 – 10 years ☐
   11 – 15 years ☐ 16 – 20 years ☐ Over 20 years ☐
5. What is your teaching experience as a special education teacher?

0 – 5 years □ 6 – 10 years □ 11 – 15 years □
16– 20 years □ Over 20 years □

SECTION TWO

1. a) Which of the following physical facilities are available in your school to accommodate inclusive education for children with special needs?

i) Barrier free pavements □ ii) Adapted toilets □

iii) Adapted chairs and toilets □ iv) Well lit classrooms □

ii) Any other specify) ………………………………………………………………………

b) If none (in question one above), what needs to be improved to accommodate learners with special Needs in your school? …………………………………………………

………………………………………………………………………………………………………………

2. If available are they accessible to all learners? ………………………………………

3. Which of the following teaching/learning resources for inclusive education for children with special needs are available in your school?

i) Teaching Aids □

ii) Large Print Text Books for Low Vision □
iii) Magnifying lenses

iv) Braille Writer

v) Hearing Aids

vi) Any other (specify) .................................................................

4. (a) How many teachers in your school are trained to handle inclusive education?

<table>
<thead>
<tr>
<th>None</th>
<th>One</th>
<th>Two</th>
<th>Three and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

b) In your view, is the number of teachers trained to handle inclusive education in your school enough?  Yes [ ] No [ ]

c) If your answer to 4 a) above is none, state how the school deals with learners with special needs ..............................................................
........................................................................................................................................................................
........................................................................................................................................................................

5. Who facilitates the seminars/workshops for SNE teachers?

i) MoH [ ] ii) The school & Teachers [ ]

iii) NGOs [ ] iv) MoE [ ]

6. (a) Do you think pre-service training prepared you adequately to handle pupils with special needs? Yes [ ] No [ ]

b) If No, state what can be done so that you can be adequately prepared to
handle learners with special needs………………………………………………………………………………

(c) If yes, state what makes you think you are adequately prepared to handle learners with special needs………………………………………………………………………………

7. Have you attended any in-service course in inclusive education for children with special needs? Yes ☐ No ☐

8. How often do you attend inclusive education seminars/workshops?

   i) Once a year ☐
   ii) Two – three times a year ☐
   iii) Above three times a year ☐
   v) Never ☐

9. State the kind of support services your school gets from

   i) EARC’s………………………………………………………………………………………………………
   ii) APDK………………………………………………………………………………………………………
   iii) Ministry of Health………………………………………………………………………………………
   iv) KISE………………………………………………………………………………………………………
   v) KIE………………………………………………………………………………………………………

10. a) Is your work as an inclusive education teacher is appreciated by the school community? Yes ☐ No ☐

   b) If yes, state the reason…………………………………………………………………………………………
c) If no, state the reason …………………………………………………………………………………

11. Of the following, indicate which ones are source/sources of funds to cater for inclusive education in your school?

- Government
- NGOs
- Church Based Organizations
- PTA
- Business Community
- Others (specify)………………………………………………………………………

12. Apart from training as a teacher, have you undergone any training related to financial management? Yes No

13. How do you find children with special needs interacting with their peers who are not challenged? Very poorly Moderately Very well

14. How do children with special needs access the school?

- On their own
- Assisted by peers
- Assisted by parents
- Through special transport programme by the school

15. (a) What difficulties do you face in inclusive education.

………………………………………………………………………………………………………

(b) What should be done to overcome these constraints?……………………………………

………………………………………………………………………………………………………

THANK YOU FOR YOUR PARTICIPATION
APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

The main purpose of this questionnaire is to gather information about the constraints facing inclusive education for children with special needs in public primary schools. To ensure confidentiality, do not write your name anywhere on this questionnaire.

SECTION ONE

Please consider the following questions by either ticking (√) or filling the spaces provided where applicable.

1. Indicate your sex. Female □ Male □

2. What is your highest professional qualification?
   P1 □ SI (Diploma) □ Degree □
   Others (specify) .......................................................... ..........................................................

3. Have you ever been trained to teach pupils with special education needs?
   Yes □ No □

4. What is your teaching experience? 0 – 5 years □ 6 – 10 years □
   11 – 15 years □ 16 – 20 years □ Over 20 years □

5. What is your teaching experience as a special education teacher?
   0 – 5 years □ 6 – 10 years □ 11 – 15 years □
   16– 20 years □ Over 20 years □
SECTION TWO

1. a) Which of the following physical facilities are available in your school to accommodate inclusive education for children with special needs?

   i) Barrier free pavements
   ii) Adapted toilets
   iii) Adapted chairs and toilets
   iv) Well lit classrooms
   v) Any other specify………………………………………………………………………………

   b) If none (in question one above), what needs to be improved to accommodate learners with special Needs in your school?.................................................................

2. If available are they accessible to all learners? ...........................................................

3. Which of the following teaching/learning resources for inclusive education for children with special needs are available in your school?

   i) Teaching Aids
   ii) Large Print Text Books for Low Vision
   iii) Magnifying lenses
   iv) Braille Writer
   v) Hearing Aids
   vi) Any other (specify)……………………………………………………………………………...
4. (a) How many teachers in your school are trained to handle inclusive education?

   None  □  One  □  Two  □  Three and above  □

b) In your view, is the number of teachers trained to handle inclusive education in your school enough?  Yes  □  No  □

c) If your answer to 6 a) above is none, state how the school deals with learners with special needs .................................................................

5. Who facilitates the seminars/workshops for SNE teachers?

   ii) The Teachers  □  ii) The school  □

   iii) NGOs  □  iv) The Government  □

6. (a) Do you think pre-service training prepared you adequately to handle pupils with special needs?  Yes □  No  □

   b) If No, state what can be done so that you can be adequately prepared to handle learners with special needs .................................................................

   (c) If yes, state what makes you think you are adequately prepared to handle learners with special needs .................................................................

7. Have you attended any in-service course in inclusive education for children with special needs?  Yes □  No  □
8. How often do you attend inclusive education seminars/workshops?

i) Once a year

ii) Two – three times a year

iii) Above three times a year

iv) Never

9. State the kind of support services your school gets from

i. EARCs……………………………………………………………………………………………..

ii. APDK ……………………………………………………………………………………...

iii. Ministry of Health………………………………………………………………………..

iv. KISE…………………………………………………………………………………..

v. KIE…………………………………………………………………………………………

10. a) Is your work as an inclusive education teacher is appreciated by the school community?

Yes □  No □

b) If yes, state the reason………………………………………………………………………..

c) If no, state the reason …………………………………………………………………………..

11. Of the following, indicate which ones are source/sources of funds to cater for inclusive education in your school?

Government □

NGOs □

Church Based Organizations □
PTA □

Business Community □

Others (specify)……………………………………………………………………………………………………

12. Apart from training as a teacher, have you undergone any training related to financial management? Yes □ No □

13. How do you find children with special needs interacting with their peers who are not challenged? Very poorly □ Moderately □ Very well □

14. How do children with special needs access the school?

On their own □ Assisted by peers □ Assisted by parents □

Through special transport programme by the school □

15. (a) What difficulties do you face in inclusive education? ......................................................

(b) What should be done to overcome these constraints? ......................................................

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

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

THANK YOU FOR YOUR PARTICIPATION.
### APPENDIX III

### OBSERVATION CHECKLIST

<table>
<thead>
<tr>
<th>Facility</th>
<th>Availability</th>
<th>Adequacy</th>
<th>Appropriateness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching aids, Instructional &amp; writing materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille machines, Large prints and enlarging lenses, hearing aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barrier free Environment &amp; wheel chairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modified classrooms with adapted furniture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted toilets, water place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specially Structured playgrounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support services form multidisciplinary team</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Motivation, workshops &amp; seminars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources of finance, donor agencies, school farm</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Language and communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility to learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX IV
RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss……………………………………….. OBADIAH NJIRU

of (Address) ……………………………………….. KENYATTA UNIVERSITY

BOX 43844-00100 NAIROBI

has been permitted to conduct research in ………….

Location……………………………………………….. EMBU EAST

District……………………………………… EASTERN Province

on the topic: CONSTRAINTS FACING INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS IN PUBLIC PRIMARY SCHOOLS IN EMBU EAST

for a period ending …………………………………………. 30TH JULY 2011

Research Permit No…………………………………….. NCST/KRT/1/SS-011/745

Date of issue…………………………………………. 9/6/2011

Fee received ………………………………………….. ESHS. 1000

Applicant’s Signature ……………………………………..

Secretary National Council for Science and Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2)/four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

GPK/0088/Entmt10/2011

(REPUBLIC OF KENYA)

RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)
APPENDIX V

RESEARCH AUTHORIZATION

NCST/RRI/12/1/SS011/745
Obadiah Njiru Nthia
Kenyatta University
P.O. Box 43844-00100
Nairobi

Dear Sir,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on Constraints facing inclusive Education for children with special needs in Public Primary Schools in Embu East District, Kenya, I am pleased to inform you that you have been authorized to undertake research in Embu East in Kenya for a period ending 30th July, 2011.

You are advised to report to the District Commissioner, the District Education Officer Embu East District before embarking on the research project.

On completion of the research, you are expected to submit one hard copy and one soft copy of the research report/thesis to our office.

P.N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:
The District Commissioner
The District Education Officer
APPENDIX VI

INTRODUCTION FOR RESEARCH AUTHORIZATION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 81001 Ext. 57830

DATE: 17th May, 2011

Our Ref: E55/12841/09
Your Ref:

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

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION MR. OBADIAH NJIRU NTHIA – REG.
NO. E55/12841/09

I write to introduce Mr. Obadiah Njiru Nthia who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Educational Management Policy & Curriculum Studies.

Mr. Nthia intends to conduct research for a proposal entitled, “Constraints Facing Inclusive Education for Children with Special Needs in Public Primary Schools in Embu East District, Kenya”

Any assistance given will be highly appreciated.

Yours faithfully,

JOHN M. ODONGI

FOR: DEAN, GRADUATE SCHOOL

Committed to Creativity, Excellence & Self-Reliance