BARRIERS TO SUCCESSFUL INCLUSION OF LEARNERS WITH VISUAL IMPAIRMENTS IN PRIMARY SCHOOLS IN IGOJI DIVISION, IMENTI SOUTH DISTRICT, MERU, KENYA

BY

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DECLARATION

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

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I dedicate this work to Caroline Kaari for her patience. Daughters, Mukami, Makena, Kendi and son Mwirigi, who missed me while away for studies.
ACKNOWLEDGEMENT

I acknowledge the contribution made by my supervisors Dr. F. Wamocho and Dr. N. Gitau for assisting me to come up with a well written work. I thank all those who assisted me when I was collecting the data, typing and compiling. My fellow colleagues who assisted me in one way or the other. I can’t forget Dr. Mugo J. who encouraged me while I was carrying out the research and Prof. Karugu G.K. who has been my mentor to my studies.
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<td>AIDS</td>
<td>Acquired Immuno Deficiency Syndrome</td>
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<td>EFA</td>
<td>Education For All</td>
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<td>GoK</td>
<td>Government of Kenya</td>
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<td>HIV</td>
<td>Human Immuno deficiency Virus</td>
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<td>KIE</td>
<td>Kenya Institute of Education</td>
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<td>KIEP</td>
<td>Kenya Integrated Education Program</td>
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<td>KISE</td>
<td>Kenya Institute of Special Education</td>
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<td>KNEC</td>
<td>Kenya National Examinations Council</td>
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<td>LD</td>
<td>Learning Disability</td>
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<td>LRE</td>
<td>Least Restrictive Environment</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>MR</td>
<td>Mentally Retarded</td>
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<td>PWDs</td>
<td>Persons with Disabilities</td>
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<td>REI</td>
<td>Regular Education Initiative</td>
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<td>SEN</td>
<td>Special Education Needs</td>
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<td>SNE</td>
<td>Special Needs Education</td>
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<td>TAC</td>
<td>Teachers Advisory Centre</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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<td>VI</td>
<td>Visually Impaired</td>
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ABSTRACT

This study investigated the barriers to successful inclusion of learners with visual impairments in education program at primary school level. The research was carried out in Egoji Division of Imenti South District, Kenya. The attitude of learners, their preparedness and the availability of physical facilities and equipment among others shed light on the possible problems learners with visual impairments face in the advent of the implementation of inclusive education in Kenya. It is on this premise that the study was designed to identify barriers to successful inclusion of visually impaired persons in primary schools. Focus was placed on factors affecting the provision of special needs education with visual impairment and teachers' attitudes towards SNE, resources, equipment, support systems and program content. The study used a descriptive survey design. Data were collected from eighteen schools out of the total of thirty-five schools in the division. The data from the division education officer, a Teachers Advisory Centre tutor, nineteen headteachers, thirty-nine teachers and seventy-six learners were collected through questionnaire and interview schedules. Data were analyzed by use of the Statistical Package for Social Sciences (SPSS) to obtain descriptive statistics such as frequency tables, pie charts and bar graphs. The results of the study indicate that inclusion of learners with visual impairments in Egoji Division of Imenti South District faces a myriad of challenges. The lack of competent special needs education teachers (particularly those trained in visual impairment), inadequate learning materials and infrastructure that facilitate mobility/learning/play/ablution and unfavourable attitude are some of the challenges. Inclusive education program for learners with visual impairment is also negatively affected by lack of adequate funds to implement institutional modifications. Arising from the study findings the following recommendations were made: the urgent need for the inclusion of special needs education in the curriculum of all teacher training colleges in the country; schools should be financially supported in their efforts to make education accessible to all learners (i.e. sighted and visually impaired persons); the Government, church organizations, the local community and other donors should help equip schools with necessary teaching personnel, learning materials, infrastructure that facilitate mobility/learning/play/ablution for all learners including those with visual impairments; and outreach programs should be carried out to instill favourable attitudes among learners, teachers, school administrations and other stakeholders on the benefits of inclusive education.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Special education is for various types of exceptional persons whose educational needs deviate from the norm due to being impaired, handicapped or specially gifted and talented (Kirk, Gallagher and Anastasiow, 2003). The education of visually impaired persons, which is the main focus of this study, caters for learners with loss of vision. The study focuses on the inclusion of these learners.

The education of visually impaired persons began many years ago. It has since undergone many changes with each change improving the educational service in support of visually impaired persons. The education started with special schools. The first school was established at Paris in France way back in 1784 (Paul and Diana, 2000). The early special schools aimed at teaching the visually impaired appropriate academic subjects like their sighted peers as well as training them to be independent and self-reliant. In developing countries unlike the case with the western countries, the governments did not establish and support special schools (Mugo, 2007). In Kenya for example, churches and charitable organizations pioneered special schools. Before Kenya became independent in 1963, a handful of special schools existed. An example is Thika primary school for the blind that was established by the Salvation Army Church before independence. In 1964, the government of Kenya became concerned and enthusiastic about the education of children with handicaps (Tororei and Kimokoti, 1984).
Since then, the Kenya government has shown concern in the provision of services to improve the welfare of the visually impaired in the country. This commitment is evident in that soon after independence, the government appointed a committee in 1964 headed by Ominde. One mission of the committee was to advise the government on the exceptional persons. This would help the government to formulate broad programs of training and the placement of the exceptional persons. The result of the Ominde Commission helped the government produce the sessional paper No. 5 of 1968 on special education that formed the basis upon which government policy on exceptional persons was formulated. At the same time, the Ministry of Education established a special education inspectorate section and administrative unit for the purpose of effective management and supervision of special education programs (ROK, 1999).

Although the Kenya government has made effort to assist learners with visual impairments to acquire education, very little has been done on the overall inclusion of visually impaired persons (Groenewegen, 2005).

Special needs education began in Kenya at the end of the Second World War 1939-1945. Soldiers who were returning from the world war had been disabled and they needed rehabilitation services such as vocational training, guidance and counselling among others. Their efforts were complemented by those of charitable and non-governmental organizations such as Red Cross and Rotary Clubs.
Special schools for persons with visual impairments in Kenya were developed from 1940s. The first school was Thika School for the blind which was established in 1946, Egoji school for the blind (now St. Lucy’s) in 1958, St. Oda Aluor school for the blind 1961 and Likoni school for the blind. Since then, Kenya has continued to offer both segregated and integrated special needs education (Tororei and Kimokoti, 1984).

It is important to note that in the contemporary life, communities are now undergoing fundamental changes. They are being transformed from industrial to informational and national to international communities. Communities are also becoming multicultural and inclusive schooling is one of the fundamental principles on which to base the transformation of a community (Stainback & Stainback, 1996). It is very necessary for every country to put in place inclusive program catering for special needs education based on inclusive settings. This in essence will benefit the learners and consequently, the country will be able to achieve its development endeavours. Segregated education isolates potential learners with disabilities to the extent that they could access necessary skills for any useful development. Inclusive education allows them to acquire knowledge and skills equally and thus enables them to contribute to the development of the country.

Evidently various world educational declarations, statements and frameworks like the Universal Declaration of Human Rights (1948), Jomtein Declaration on Education For All (UNESCO 1990) and the Salamanca statement on inclusive education (UNESCO 1994), among others, to which Kenya is a signatory, have enlightened Kenyan government to plan for inclusive education program. Commissions already
formed on education have continuously recommended education for special needs learners in a least restrictive environment (LRE). Guidelines laid down as a result of the recommendations have made it possible for institutions like Kenya Institute of Special Education (KISE), Kenyatta and Maseno universities to start training teachers in preparation for inclusive education (RoK, 2001).

It is in this light therefore, this study investigated barriers to inclusion of learners with visual impairments in the advent of its implementation of inclusive education in Kenya.

1.2 Statement of the Problem

According to the task force on Special Needs Education (SNE) (RoK, 2003), in Kenya, the number of children with disabilities aged between 0-19 years is about 1.8 million. Out of this 26,885 are in special institutions and between 800,000-1.9 million in regular schools without necessarily having SNE services. When the Free Primary Education was declared in 2003, many children with SNE joined both special and regular schools, but quickly dropped out due to lack of support in terms of assistive functional devices, learning resources, environmental adaptations, mandatory medication and suitable curriculum (RoK, 2003).

In remedy of this, the inclusion of learners with impairments need to be readdressed with a well set program, visual impairments are easily manageable within the inclusive settings. It is worth noting that even under the segregation and integration programs, learners with visual impairments are known to have excelled better than
other impairments (Stainback and Stainback, 1996). With effective inclusion services, these learners can afford to do even better. It is, therefore, within this context that this study investigated possible barriers to inclusion of the learners with visual impairments.

Special needs education program just like regular education programs, have to be keenly thought of and planned before implementation. However, special education has to be undertaken cautiously due to its special and unique responsibilities attached. It calls for the partners participating in these endeavours to practice total commitment towards the implementation of such programs. Inclusive education is an arrangement that has been thought a worthwhile program for learners with special needs. It is, therefore, important that the government and other stakeholders involved in the provision of such education to join hands in the effort towards the success of the program. The success of such arrangements depends solely on how plans are relatively put in place (Mwamba, 2000).

Learning institutions have to be ready to accept, accommodate and provide all the necessary services for varied categories of learners with special needs in education and in this case learners with visual impairments (Paul and Diana, 2000). They may make many fail to meet their demands if not well-planned. As a result of this, a learner with special needs in education may inefficiently be provided with the basic requirements and consequently fail in his/her aspirations in life. Therefore, it calls for a well-equipped and prepared teacher to render relevant and up-to-date services to the learner with special needs. It is therefore, within this context this study investigated
possible barriers to in conclusion of learners with visual impairments in Igoji Division, Meru, Kenya.

1.2.1 Purpose of the Study

The purpose of this study was to investigate the barriers to successful inclusion of learners with visual impairments at primary school level in an inclusive setting in primary schools in Igoji Division, Meru, Kenya. The attitude and preparedness of the teacher and the availability of physical facilities and equipment among others, helped to shed light on the possible problems that inclusion of the learners with visual impairments face in the advent of the implementation of inclusive education program. It helped stakeholders in the provision of SNE to plan better with the government by providing relevant policies.

1.3 Objectives of the Study

The study focused on the following objectives:

(i) To examine the provision of education for learners with visual impairments in an inclusive setting in primary schools in Igoji Division, Meru, Kenya.

(ii) To investigate factors that may affect the provision of education to learners with visual impairments in an inclusive setting in primary schools in Igoji Division, Meru, Kenya.

(iii) To find out the opinions of the teachers and head teachers towards inclusion of learners with visual impairments in primary schools in Igoji Division, Meru, Kenya.
1.4 Research Questions

The study was guided by the following questions:

i) What are the educational provisions for learners with visual impairments in an inclusive setting in primary schools in Igoji Division, Meru, Kenya?

ii) What factors may affect the provision of special needs education to learners with visual impairments in an inclusive setting in primary schools in Igoji Division, Meru, Kenya?

iii) What are the opinions of teachers towards the provision of special needs of learners with visual impairment in an inclusive setting in primary schools in Igoji Division, Meru, Kenya?

1.5 Significance of the Study

This study's findings may contribute immensely to the development of special education. Foremost, it may contribute to the advancement of the status of special Needs Education in Kenya. Inclusion is one such advancement. Higher education levels. It may also highlight the major concerns on special education needs that require laying emphasis on. The findings may assist the stakeholders of special education, to source for ways and means of developing strategies for improving the status of special needs education for the visually impaired. The knowledge so gained may help persons with visual impairments to develop potential and talents to join hands in the national development. The findings may help to improve the development and implementation of policies for other related impairments.
Curriculum developers may diversify objectives, geared towards the persons with visual impairments in terms of content and teaching strategies. As a result of the findings, learners with visual impairments may be offered the best opportunities for learning together with their sighted peers. Due to their social interactions, they may be better adjusted to live together not in school alone but also in life after school.

1.6 Delimitation and Limitation of the Study

The following were the main study delimitations and limitations:

1.6.1. Limitations

i. The sample respondents were drawn from one division of Imenti South District. The effects found may mainly reflect the situation in the district. Hence, the findings may not be representative in all special schools in Kenya. The study was limited to one special school.

ii. Only identified persons sampled for the study were interviewed and questionnaires were administered to randomly selected respondents.

iii. Available means of transport was expensive to hire.

1.6.2. Delimitations

i. Only some schools were sampled to represent the schools in the division.

ii. Most of the roads are not all-weather roads and raveling to the schools sometime difficult during the wet seasons.

iii. Means of transport was quite convenient but expensive.
1.7 Assumptions of the Study

The following assumptions were made to guide the study.

(i) Schools had the capacity to provide the relevant facilities and services to educational program for individuals with visual impairments because they had the professionals on the ground.

(ii) It was assumed that the respondents would avail themselves and co-operate in providing reliable responses.

(iii) The respondents would answer the questionnaire freely and openly without bias.

(iv) All learners were assumed to be literate enough to respond to the data collection instruments independently.

1.8 Theoretical and Conceptual Framework

1.8.1 Theoretical Framework

The study was based on ‘cultural theory’ developed by Oguburn (1964). The analysis of the theory states that within a society change takes place in the material culture and that the adaptive non-material culture changes extremely slowly. Different rates of change in material and non-material part of culture accounts for cultural lag (Orodho, 2004). Based on this theory, development in any country is centred on how much efforts are geared towards emphasis on education. Education is the backbone of development in all aspects including economic, social and political sectors. A country without well-laid down and defined policies in education is bound to lag behind in development. All sectors of education should be taken into account in order to
harmonize the various educational activities involved therein. Special needs education is one such program in education. Just like any other sector in education, special need education requires full government support in order to develop equally at the same rate as other sectors. Oguburn (1964) conceptualizes cultural lags as the failure of ideas, attitudes, aspects of institution and practice to keep pace in the material culture.

Cultural beliefs as perceived by many people, originally made special needs education almost non-existent. A person who is disabled was not seen as a potential and a capable person but a liability. However, other foreign beliefs made contributions that enlightened indigenous people to come out of their conservative ideas and enabled the establishment of special needs education. Nevertheless, special education sector in Kenya still lags in this area compared to other sectors (RoK, 2003).

Development of programs already in place for persons with visual impairments has enabled many of them to come out triumphantly as successful personalities. Due to the segregation education system the special education students are not comfortably socialized and teachers’ attitudes towards them are wanting. If this area of special education was catered for adequately, there should be more positive concern from education stakeholders especially parents, teachers, and the community towards education for learners with visual impairments. One such consideration to alleviate the situation is the provision of special needs education in less restrictive environments in regular school settings. Without taking into account the most current events to build upon then, there is bound to be a lag in the development of special needs education. The most current program is referred to as inclusive education,
where the institutions are expected to avail relevant special facilities, equipment and services in readiness to accommodate a learner with special needs in education (RoK, 2003).

The quality of the teaching personnel in special needs education for the learners with visual impairments has been thought inadequate due to lag in their provision of special needs education training. This has segregated the adequate provision of the education to learners with visual impairments for years. This is due to lack of knowledge by teachers on how to deal with the learners with special needs education. The teacher in particular, who is supposed to be the key person in mobilizing development in such programs must be knowledgeable and well-equipped in special needs education (RoK, 2003). The following is an adaptation of a conceptual framework developed by Oguburn, (1964). It details the quality of personnel required to teach persons with visual impairments (Figure 1.1).

1.8.2 Conceptual framework

A country's development is indicated by the stability on its economy, politics, education and social cultural status. Education is one such indicator which has its programs at various levels of ECE Primary, secondary, universities, special education. Each level has to contribute towards the country's development. Special education is such one program that has to be established to participate in steering the development. These programs cannot prosper without the government providing the necessary services. These provisions are like salaries, teachers, equipments and facilities, program establishment, institutional management and educational policies. Adequate
provision and good management at any of the levels of availability will lead to good performance, whereas lack of provision leads to poor performance and lag in country’s development.

It is therefore necessary that special needs education need to provided in basis of inclusion in order the country’s good performance is realized hence the country’s development.
Fig. 1.1 Conceptual Framework

Independent Variables

DEVELOPMENT ASPECTS - INDICATORS
• Economic
• Political
• Education
• Social cultural

EDUCATION STATUS
• ECE
• Primary
• Secondary
• Tertiary
• University
• Special needs education

GOVERNMENT INVOLVEMENT SERVICES AND PRACTICES
• Teachers
• Salaries
• Facilities and equipments
• Program establishments
• Institutional management
• Educational policies

Dependent Variables

OUTCOME
• Adequate provision/availability
• Country’s development
• Inadequate provision/availability
• Lag in country’s development
1.9 Definition of Operational Terms

**Curriculum** – All the selected, organized, integrative, evaluative and innovative educational experiences provided to pupils consciously or unconsciously under the school authority in order to achieve designated learning outcomes.

**Disability** - An inability caused by loss of sensory organs or limbs or mental ability.

**Division** – An administrative area within districts comprising all schools and institutions in the geographical area.

**Dual System of Education** - System of education which exists in two separate entities of instruction as regular and special schools.

**Educational Division** – An educational division headed by an Area Educational Office (AEO)

**Educational zone** – Consists of a certain number of schools located in the same geographical area under the Zonal Education Officer.

**Implementation** – The stage when syllabus and teaching-learning materials are being used by target groups usually by teachers and the pupils.

**Inclusive Education**- Refers to the philosophy of ensuring that schools, centre of learning and educational systems are open to all children. It means identifying, reducing or removing barriers within and around the school that may hinder learning.

**Inclusive Setting**- The term describes a situation where all learners including those with special needs participate in all activities that recognizes and addresses the need of each learners as much as possible.
Integration – An attempt made to modify the child with disabilities to fit in an ordinary school. It involves the participation of learners with special needs in regular school system without necessarily demanding change the curriculum teaching methods or evaluation strategies.

Kenya National Examinations council- Is an examination body concerned with examination at all levels of education in Kenya except university education.

Mainstreaming- Refers to the placement of students with disabilities often part-time into general class settings.

Pullout Approach - The philosophy of inclusive settings where learners are taken out of class for a certain period of time for the purposes of further instructions.

Regular School - Refers to the mainstream school, which follows curriculum that is prepared for the average ability learners.

Special Needs Education (SNE)- This is education, which provides appropriate modifications in curricula, teaching methods, educational resources, medium of communication or the learning environment. These modifications are meant to meet the special educational needs of individuals with a handicap.

Visual Impairments – Impairments caused by loss of sight. It is the ultimate limitation in use of sight to carry out visual tasks that other sighted can do comfortably.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction
The chapter presents a review of the related literature under the following headings; perspectives of inclusive education, inclusive education, objective of inclusive education, principles of inclusive education, characteristics of effective inclusive education, merits and demerits of inclusive education, challenges and constraints facing inclusive education.

2.1 Background History of Inclusive Education
In 1975, a law was passed in the United States of America by U.S Congress that would change the face of public education in the United States. This law, the Education For All Handicapped Children Act (now known as the Individuals with Disabilities Education Act or IDEA) specified that all children- including those formerly from schools- were entitled to a free, appropriate public education. This law went far beyond any previous legislation in specifying the extent to which this special education was to be provided in the “Least restrictive environment”. In the other words students, with disabilities were to be educated to the greatest extent possible in the general education classrooms (Mestropieri, Margo, Thomas and Scrugs, 2000).

Mainstreaming/integration was the first movement devoted to placement of students with disabilities in the general education classroom. The term “Mainstreaming” refers to the placement of students with disabilities often part-time into general class
settings. The way this term is used today, suggests that students with disabilities really belong to special needs education and that they only visit the general classroom.

Many definitions have been used to describe inclusion but the term is generally taken to mean that students with disabilities are served primarily in the general education classroom, under the responsibility of the general classroom teachers. When necessary and justifiable, students with disabilities also receive some of their instructions in another setting, such as a resource room. Additional support can also be provided within the general educational classroom, by paraprofessionals or special education teachers. Although this is a similar concept to mainstream /integration, a critical difference of inclusion is the view of the general classroom as the primary with other special services regarded as ancillary (Mestropieri et al., 2000).

It is the right of all citizens to access education on an equal footing. Many a time, the disabled are considered a liability but not an asset in the development of a country. This has led to the provision of inferior education to the disabled compared to other ‘normal’ persons (Tororei & Kimokoti, 1984). But in essence, the saying goes that ‘disability is not inability’ thus therefore, suggesting that they are able to perform just like others if only they are given the opportunity. One such opportunity is the inclusive education program. It is, therefore, the responsibility of any government to provide education to all irrespective of gender and disability according to Jomtein declaration (UNESCO, 2001).
According to Lipsky and Gartner (1997), inclusion and responsible inclusion are terms used to identify the movement to provide services to students with disabilities in general education setting. Within the context of inclusion, some services to students may be necessary outside the general education classrooms (Lipsky & Gartner, 1997).

2.2 Perspectives on Inclusive Education

There have been various policies and trends formulated in the past geared towards inclusive education both internationally and nationally. They form the basis of practice for inclusive education.

Among the major policies and declaration that have been significantly outstanding in support of inclusive education according to UNESCO (2001) include the Universal Declaration of Human Rights of 1948, the Jomtein Declaration on Education For All of 1990, the World Conference on Special Needs Education of 1994 and the Dakar Framework for Action of 2000.

Article 26 of the Universal Declaration of Human Rights of 1948 states that: “everyone has the right to education, which shall be free and compulsory. All are entitled to all the rights without discrimination of any kind such as race, colour, sex, birth and any other status”.

This declaration formed an important basis for education for all children in the world regardless of disability. Another move for inclusion was once more made during the World Conference on Education For All in Jomtein Thailand. The Jomtein declaration
on ‘Education For All’ (1990), recommended among other things that all children have a right to education regardless of individual differences, all children should be taken to school and governments should each provide the most suitable education.

Yet another move towards inclusion was made in a world conference referred to as Salamanca statement. The statement was formulated by representatives of 92 world governments and 25 international organizations who were delegates at the world conference on special needs education in Salamanca, Spain. The statement addressed the following major recommendations among others (UNESCO 1994):

• That the child with special needs must have access to regular education in a welcoming school in his/her neighbourhood. This will create an enabling society thus improving efficiency and cost effectiveness in the education system.

• That all governments must give priority to policy, legal and budgetary provision to improving their education system to include all children in regular education as much as possible.

• Non-governmental organizations should be involved in the country’s programming and service delivery to strengthen their collaborations with the official national bodies and to intensify their growing involvement in planning, implementation and evaluation of inclusive provision for special needs in education.

• UNESCO, as the United Nations Agency for Education, to support teacher education program to include Special Needs Education. It should also develop skills, strengthen research, information and documentation on inclusive education practices and mobilize funds to develop inclusive schools on community program.
A World Conference on Education For All held in Dakar, Senegal to assess the progress since Jomtein 1990, concluded that there was little or slow progress in most countries especially in Africa towards achieving the goals set ten years earlier. The Dakar framework for action emphasized the need for action by national governments including Kenya to rededicate themselves towards attaining the EFA goals.

On national policies, Kenya Government has established many education commissions to look into suitability of the educational provision for all children since independence. Some of the major policies formulated played a great deal towards the development and establishment of special education needs in the country. The commissions which were set up by the government to evaluate and make recommendations on special needs education provision in Kenya include: The Kenya Education Commission of 1964 advocated for integration of children with special needs in regular schools. It also advocated for teacher training to include a component of special education for regular teachers to enable them to meet the needs of the learners with special needs in regular classroom (RoK, 1964).

The National Committee on Educational Objectives and Policies (RoK,1976) recommended the integration of children with special needs in the society by transferring learners with Special Needs Education in special schools to regular schools and other centres as much as possible (RoK, 1976). The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (RoK, 1988) report, also recommended that the media and national program be used more intensively to create public awareness of needs of people with
disabilities (PWDS). It also suggests intersectoral collaboration at the district level involving medical personnel and extension workers being trained to work with PWDS at the community level. The committee emphasizes the strengthening of the provision of education for learners with special needs in education in the regular classroom (RoK, 1988).

The Totally Integrated Quality Education and Training report (RoK, 1999), emphasizes on ways and means of improving accessibility, equity, relevance and quality with special attention to gender sensitivity, the disabled and the disadvantaged group. The content of education at various levels the report spells out the need to take special attention to early childhood special and primary education as well as tertiary, vocational and university education. It is important to note that policy statements have not been specific in Kenya about inclusive education philosophy as it is; but they all recognize the right of children including those with special education needs. The Koech Report of 1999 actually emphasizes on integration that gives direction towards inclusion (RoK, 1999).

2.3 Inclusive Education

Flosian and Rose (1998) observe that every child should be included in a regular classroom to the optimum extent appropriate to the needs of that child while preserving placements and services that special education can provide; the education of children with disabilities is viewed by all educators as a shared responsibility and privilege; that there is a commitment to include students with disabilities in every
facet of school; and that every child must have a place and be welcome in a regular classroom.

In Pijil, Meiger and Hegarty (1997), inclusion is described as the placement of a student, regardless of the level of disability, into an age appropriate general education classroom in the local community schools. All necessary supports are provided when inclusion is properly implemented including modification of curriculum, use of special education teachers, additional instruction and support staff integrated related services, adaptive technology, instructional methodology that supports diversity and team planning which includes families, school personnel, students with and without disability, friends and community members.

Kirk, Gallagher and Anastasiow (2003), defines inclusion as placing students with disabilities in general education classrooms and giving them the opportunity to participate as members in all school activities and affirming their right to such opportunity. The inclusion of students with special needs in general education classes has received more attention on philosophical level than on a practical level. On philosophical level, there are a few arguments against inclusion. Many teachers support the argument/concept of inclusion but a large percentage is uncomfortable about teaching students with special needs in their own classroom. It needs to be noted that the critical issue of successful inclusion is the acceptance of diversity and that effective inclusive settings have an impact on the students' immediate as well as long range needs. The mega question that bothers special and general educators is
how the philosophy of inclusion can be made operational in so many different schools in so many different communities.

Other questions include:

- Does inclusion mean that the exceptional child is always to be placed in the general education classroom?
- Does it mean that the essential responsibility for the education of the exceptional child is in the hands of the general classroom teacher?
- Does inclusion mean that such children should receive special instruction only within the boundaries of the general classroom, or can they leave for special instruction for a period of time?
- Are special education teachers not to be folded back into the general primary and secondary programs and operate as consultants rather than hands-on teachers?
- Where previously general educators left special instruction to the special educators, must general educators now learn a new set of instructional approaches and strategies?

Chen (1996), notes that inclusion can be partial or full. Full inclusion is an approach in which all instruction and support services come to a student with disability in regular classroom. Special education teacher and other support personnel collaborate with regular education teachers to meet the needs of the exceptional student in a class primarily of non-disabled students. Partial inclusion means that students with disabilities may receive most of their education in the regular classrooms but are ‘pulled out’ into special education program when the multidisciplinary team considers
it appropriate to their individual needs. Proponents of full inclusion argue that 'pull out' is not in the individual full interest. It results in a fragmented approach to instruction in which special and regular educators do not work together and individual students' needs go unmet. Opponents of full inclusion suggest that the regular education teacher does not have the training/expertise to meet the diverse needs of the students with disabilities. Teachers are overburdened with large class size and little support to meet the needs of non-disabled students. Further, specialized academic and social instruction can best be provided in a special (pull out) setting for which special educators have been specifically trained and have access to the specialized resources necessary to meet the needs of students with disabilities. Whether a full or partial inclusion, it is clear that success of any inclusive educational program will depend on the availability of supports for both the student and the regular teacher. These supports can be formal or natural. Formal supports include availability of qualified regular and special education teachers, access to paraprofessional and peer tutors and appropriate multilevel instructional materials and technological aids. Natural supports include student family, friends and classmates.

Stainback and Stainback (1996), suggest the following reasons to support inclusion:
(1) Special and regular students:- All students display a variety of characteristics along a continuum; there is simply no way to divide students into two groups. Each student is unique; (2) Individualized services; No single group of students can not benefit from individualized educational programming. The dual system of special and general education adopts the notion that students with disabilities require individualized education whereas others do not. Since individual students are unique,
they require individualized instruction; (3) Classification - Classification is often unreliable, results in stigma and does not lead to better educational programming; Competition and duplication; (4) Perpetuating the general and special systems has resulted in competition between professionals as well as duplication of effort. For education system to improve, all educators must work together sharing expertise, effective methods and educational goals; (5) Eligibility by category - The dual system results in extensive effort being spent on determining who is eligible for special services. The programs are based on which category one is placed rather than one’s specific needs. Placements and ever-curricular options are often restricted on the basis of clinical classification; (6) Deviant label - A major negative result of dual system is labelling students. For eligibility, a student must have a clinical label. Labels usually result in negative reactions. Labels such as ‘Learning Disability’ ‘Mentally Retarded’ etc. assume that the student is not capable of functioning as other students; and Instructional Methods - Contrary to many beliefs, there are special teaching methods that are effective with students who have disabilities. Good basic instructional programs can be effective for all students.

2.4 Objectives of Inclusive Education

Inclusive education is aimed at normalizing the Special Needs Education learners as much as possible. It attempts to make learning of environment look conducive and available at the most convenient reach of a Special Needs Education learner. It has the following objectives: (1) To provide a comprehensive educational plan that modifies the curriculum to give maximum opportunity to children with special needs in order for them, to become productive members of society; (2) To develop positive attitude
of parents, pupils, teachers, peers and the community at large towards children with special needs in education; (3) To provide equal opportunities to all children to share knowledge, resources and experiences; (4) To suggest approaches to accommodate all children in regular classes regardless of their disabilities; (5) To develop and implement a curriculum that is flexible and accessible to all children; (6) To reach the unreached children and youth within regular education; (7) To facilitate inclusion of the learners in all aspects of life; (8) To identify and minimize barriers to learning and development; and (9) To minimize the effects of disabilities on the child.

2.5 Merits of Inclusive Education

Several studies have concluded that inclusion results in specific benefits for both students with disabilities and those without disabilities (Haward & Oslanky, 1984). Further studies indicate that students with disabilities do as well or better academically in general classrooms as they do in special education classrooms (Waldron, 1997). Suran, (1983) states that, students with disabilities have more instructional time in general classrooms than in special education classrooms. In support of inclusive education he states that, teachers generally support serving students with disabilities in general education classes. The movement towards self-advocacy on the part of people with disabilities agrees in support of inclusive education that opportunity be availed for persons with disabilities to participate fully in all education, employment, recreation, community and domestic activities that typify everyday society (UNESCO, 2001).
2.6 Demerits of Inclusive Education

Professionals and parents who decry the movement of inclusion cite the following grounds according to Vlachon (1997). General educators as well as special educators do not have the collaboration skills necessary to make inclusion successful; there are limited empirical data to support the model. Therefore, full implementation should be put on hold until sound research supports the efforts; full inclusion of students with disabilities into general education classrooms may take time for students without disabilities and lower their quality of education; current funding, teacher training, and teacher certification are based on separate education systems and special needs education in inclusive settings may not have adequate funding; some students with disabilities do better when served in special classes by special education teachers; it is the failure of mainstream education to accommodate students with disabilities that led to the establishment of special education; special education is an exclusive field of study supporting a profession and a body of knowledge; the dissolution of special education as a separate system will result in a loss of resources and accountability.

The indication of these demerits clearly spells out the kind of barriers that inclusion of learners with special education needs in regular schools are bound to face. It is only by considering these factors in the prior planning of an inclusive education setting that any program on learners with visual impairments can succeed.

2.7 Challenges and Constraints Facing Inclusive Education

According to Suran (1983), Inclusive education is likely to meet quite a number of challenges just like any other program. Among the many challenges are the different
learners with SNE in regular school settings. Learners may lack long-term support and parents may be satisfied with what is already offered with undue knowledge on what entails inclusion in education. Some may also feel to lose facilities that are already being provided. Special educators and other stakeholders may resist to change, preparation of newly qualified teachers for work in inclusive settings may be lacking, lack of in-service training programs for teachers on curriculum changes may also be inadequate. Rigid curriculum due to its emphasis on examinations may lead to improper implementation of the curriculum because teachers ignore the aspects of affective domain and individual differences. In many countries, Kenya included, governments are slow in domesticating international trends and policies in education. For example, United Nations Declaration on Human Rights 1948 calls for non-discrimination of persons with disability on the basis of disability. Yet it is known of some schools where learners are not registered for Kenya National Examination Council (KNEC) examinations because they have disabilities (K.I.E 2001).

In view of the related literature, it is coming out clearly that inclusion is a viable program that needs adequate preparation for any success to be realized. The trend from segregation to integration indicates that there is yet a lot more to be provided to SNE learners to succeed and experience an almost ‘normal’ life.

Just like other countries, Kenya is also undergoing the same trends in SNE programs. it is on this background that inclusion set up provision can link the gap between the SNE learners and the program for better results. As a result the learner will eventually be a well adjusted person in the community.
Inclusion considers the standards level of the Least Restrictive Environment (LRE) of the learners. It is not just the integration of the learners in the school environment but also the provisional aspect in the environment in terms of the personnel, facilities, equipments and the welcoming mood of others learners and teachers.

2.8 Summary

Content of this chapter has reviewed how education for children with special needs is given emphasis worldwide. Policies have been developed to cater for the same and attempts have also been made to implement them. Programs have been established to provide the relevant SNE to the learners who are visually impaired. Reviewed studies on inclusion for learners with SNE depict the picture of the expectation of an inclusive education program. This study sought to establish the provisions of support and adaptation of existing educational/practices, curriculum and classroom structures to meet the needs of all learners with visual impairments.

Lane, (2008), in his research study demonstrated that high proportions of children with visual impairment are exposed to less adequate situations in early education and as such experience poor, quality inclusion. Given the long form of experiences that they go through, it is imperative that they should have positive early educational experiences. This study sought to determine the factors that affect inclusion of learners with visual impairments in an inclusive setting.

In his study Branka, (2008), states that a teacher is faced with serious task of organizing the learning process in complex conditions, to observe differences in
learning, styles, individual strengths and educational needs of the children. It is in this view that the next chapter will be able to establish whether the necessary services are available for an effective SNE program for learners with visual impairments.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

The chapter contains sub-sections on research design, variables, location of the study, target population, sampling techniques and sample size, construction of research instruments, pilot study, data collection techniques, and methods of data analysis, logistical and ethical considerations.

3.1 Research Design

The study used a descriptive survey design in order to investigate the very detail that entails inclusive education. Descriptive survey design offers a favourable ground to collect information, summarize, present and interpret data for the purpose of clarification in a research (Orodho, 2004). This design also involves a varied target population that is hoped to produce relevant statistical information required by educators and policy-makers.

3.1.1 Variables

The dependent variables for this study included barriers that influence inclusion of learners with visual impairments such as economic and socio-cultural factors. Economic factors often relate to lack of instructional technology in schools. They include: number of children per school, lack of personal and school items and those concerning gender. Socio-cultural factors are the non-economic aspects of the learners and school life, which are often rooted in the beliefs, values, norms, and behaviour of individuals and groups. They include: community and family values, learners’
educational and occupational aspirations, learners' and parents' perceptions of school and schooling, teacher attitudes and expectations, pedagogical practices and teacher-learner relationships. The independent variables include the factors that facilitates effective inclusion programs and services for learners with visual impairments when the independent variable factors (indicators) are controlled, the depend variables factors (economic and social cultural) are facilitated, development is realized. If not, lag in development of a country is inevitable.

3.2 Location of the Study

The research study was located in Egoji Division of Imenti South District. Egoji Division is an area that was identified as having quite a number of albinos alongside other visual impairments that are prevalent. This led to the establishment of St. Lucy's School for the Blind in 1958 by the Catholic missionaries in the same region. The researcher is also familiar with the locality since he hails from the same place. It is in this context that the researcher decided to carry out the research in this location, to find how well the learners with visual impairments can learn together with other sighted learners.

3.3 Target Population

This study targeted primary head teachers and learners, an education officer an inspector of schools and a Teacher Advisory Centre tutor.

The division has thirty-five primary schools, and one special school for the visually impaired. Four schools of the thirty-five schools are boarding and one special
boarding. Twenty-two are in the upper zone and thirteen are in the lower zone of the division. There are six hundred girls and seven hundred boys. There are three hundred and seventy teachers of whom one hundred and eighty are male and one hundred and ninety are female teachers. The study also benefited from information provided by seventy head teachers and deputy head teachers (41 male and 29 female).

The study also considered gender disparity. The entire sampling matrix yielded a total size of one thousand six hundred and seventy for the study.

3.4 Sampling Technique and Sample Size

3.4.1 Sampling Technique

The study used a probability stratified technique. The use of the stratified technique was useful because the population from which the sample was drawn did not constitute a homogenous group (Scott & Usher, 1999). This method was convenient for this study because the population was heterogeneous comprising two strata: the student population and teacher population. The population was first divided into two mutual exclusive segments (the strata) based on the categories of teachers and pupils populations random samples were drawn from each stratum males and females. Then these sub-samples were joined to form the complete stratified samples.

3.4.2 Sample Size

Through simple random sampling, out of the thirty day primary schools in the division, fifteen were selected, five boarding primary schools, three were selected in each school population, the head teacher, two teachers and four pupils a girl and a boy
from class standard seven and standard eight were involved in the study. The selection of the day primary schools depended on whether the school is situated in the upper middle or lower regions/zones of the division.

In this sampling there were eighteen (18) head teachers of day and boarding primary schools, thirty-six (36) teachers and seventy-two pupils (72), one education officer, and one TAC tutor. The only special school chosen – St. Lucy’s School for the Blind involved the head teacher, the deputy head teacher, three teachers and four (4) pupils, a total of nine (9). In total, the sample size was hundred and thirty-seven (133).

Table 3.1: Sample Size

<table>
<thead>
<tr>
<th></th>
<th>Regular schools</th>
<th>Special schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>Headteachers</td>
<td>18</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Deputy headteachers</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>36</td>
<td>3</td>
<td>39</td>
</tr>
<tr>
<td>Pupils/learners</td>
<td>72</td>
<td>---</td>
<td>76</td>
</tr>
<tr>
<td>Educational Officers</td>
<td>1</td>
<td>---</td>
<td>1</td>
</tr>
<tr>
<td>TAC Tutor</td>
<td>1</td>
<td>---</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>9</td>
<td>138</td>
</tr>
</tbody>
</table>

3.5 Data Collection Instruments

The study used both, questionnaires and semi-structured interview schedules. The questionnaires were prepared for the head teachers, Deputy Headteachers and pupils selected for the study while semi-structured interviews schedule were developed for the education officers and teachers advisory centre officers.
3.5.1 Questionnaires

The questionnaire was relevant because the respondents were easily accessible and it was possible to reach a large number of subjects who were able to read and write independently. The instrument for teachers were developed by considering the experience the teachers have in handling the learners with special needs and what they think about the effectiveness of an inclusive education setting. The students’ questionnaires were developed by considering the experience of learners with visual impairments.

The questionnaires were constructed with objectives questions. Respondents selected the answer that best describes their situation. The questionnaires consisted of closed-ended and open-ended questions.

3.5.2 Interview Schedules

The semi-structured interviews were for officers who were not able to respond to the questionnaire in time considering their ever-busy schedules. Semi-structured interview schedules were set in form of questions that the interviewer used to interview respondents.

3.6 Pilot Study

A sample population was selected for piloting. Piloting involved a small representative study identical to but not including the group targeted for the survey. This was a regular school, Kinoro Primary School, which is within the location of the
target population. The pilot study sought information on twelve subjects from the school headteacher, deputy headteacher, two teachers and eight pupils.

The pilot study was necessary because it assisted in the reliability and validity. The study employed the split-half technique. This method requires only one testing session. It involved splitting the test into two halves and finding the extent of correspondence on the reliability between the halves.

3.6.1 Reliability

Reliability concerns the degree to which the same results would be obtained with a repeated measure. Orodho (2005) observes that if the scores obtained from each respondent in the two tests are identical or quite close, the measurement will be perceived to be reliable. In computing split-half reliability, the test items were divided into two halves, each half was scored independently of the other with the items of the two halves matched on content and difficulty. If the test was reliable, the scores on the two had a high positive association. An individual scoring of one half would tend to score high on the other half and vice-versa. The method was undertaken as follows (Orodho, 2004).

- A sample of items was made of the domain of the indicators that measure the variable.
- The total test was administered to an appropriate group of about five respondents.
- The scored items were divided at random into two groups.
- Each subject total score from the two groups of items was completed.
Correlation of the scores from the two groups for all the subjects was done using chi-square test. A correlation coefficient of about 0.75 was obtained which is high enough for the researcher to judge the instrument as reliable.

3.6.2 Validity

Validity is the degree to which a test measures what it purports to measure. In other words, it is the degree to which the result obtained from the analysis of the data actually represents the phenomenon under investigation (Orodho, 2004). The researcher sought the advice of university supervisors so as to establish the validity of the research instruments. They examined the questionnaire independently and provided feedback to the researcher. Their recommendations were incorporated in the final questionnaire.

3.7 Data Collection Technique

The researcher visited the schools and gave out the respective questionnaires to each of the selected respondents personally. The questionnaires were used to collect information on aspects of inclusion of learners with visual impairments including the effect of learning and the learners themselves. The questionnaire prepared for the learners in the lower primary school were guided by the researcher in order to assist them to respond effectively. The researcher presented the questionnaires prepared for the headteachers for them to fill. Then, the researcher personally collected them through the office of the Headteacher. The researcher interviewed the AEO and the TAC Tutor personally.
3.8 Data Analysis

The Statistical Package for Social Sciences (SPSS) was used to enter data and analyze data to obtain descriptive statistics. Peil (1995) observes that percentages are easier to understand than the complex inferential statistics. Data presentation is in the form of simple descriptive statistics, that is, frequency tables, pie charts and bar graphs.

3.9 Logistical and Ethical Considerations

An introduction letter from the Director of Board of Postgraduate Kenyatta University to the Ministry of Education to obtain a research permit was sought. Work time frame, the packaging of the research instruments and budgeting was put into consideration. Consent of the respondent, confidentiality, anonymity, deception, trustworthiness and human relations were observed.

The methods used in carrying out the research determine the success of the whole research report. The researcher followed all the necessary laid down procedures that led to the success of compiling the report.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter, the researcher present findings of the study from the data analyzed focusing on research questions. The purpose of this study was to investigate barriers to successful inclusion of learners with visual impairments in education program at primary school in Igoji Division of Imenti South District. The mode of data analysis was guided by the following research questions:

i) What educational provisions are there for learners with visual impairments in an inclusive setting in primary schools in Igoji Division, Meru, Kenya?

ii) What factors may affect the provision of special needs education to learners with visual impairments in an inclusive setting in primary schools in Igoji Division, Meru, Kenya?

iii) What are the opinions of teachers towards the provision of special needs of learners with visual impairment in an inclusive setting in primary schools in Igoji Division, Meru, Kenya?

4.1 Demographic information

Table 4.1: Gender of respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teachers</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency N-39</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>22</td>
<td>56.4</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>43.6</td>
</tr>
<tr>
<td>Total (N)</td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.1 shows that twenty two teachers who participated in this study were male representing 56.4% while seventeen were female representing 43.6%. More than half of the students twenty two (56.4.3%) were male and seventeen (43.6%) were female.

![Pie Chart: Class](image)

**Fig. 4.1: Class**

Majority of the learners fifty one representing 66.7% who participated in this study were in class eight and twenty-five (33.3%) were in class seven (Fig. 4.1).

The teachers were very experienced with only two teachers saying they have taught for eight years (or less). The rest of the teachers had been teaching for between sixteen and twenty two years. Very few teachers had been teaching in the current school for less than two years. Most teachers taught in the current school for more than two years. The subjects taught by teacher respondents was diverse including English, Mathematics, Kiswahili, Christian Religious Education (CRE), among others. Most classes had on average more than twenty four pupils with the highest having thirty six pupils.
4.2 Educational Provisions for Learners with Visual Impairments in an Inclusive Setting

Inclusive education in the education system is what learners learn in regular settings regardless of any difficulties or difference they may have. It recognizes that every individual has unique characteristics; interests, abilities and learning needs and takes into account the diversity of characteristics and needs. Those with education needs must have access to regular schools, which should accommodate them within a student-centered pedagogy capable of meeting their needs.

Table 4.2: Staff Population and Training

<table>
<thead>
<tr>
<th>Staff Trained in Special Needs Education for Visual Impairments</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>28.2</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>71.8</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The head teachers indicated that the number of teachers in their schools range from six to twelve. The qualification for teachers included P1, Diploma, Diploma in (Special Education) and BED (Special Education). It emerged that majority twenty-eight teachers (71.8%) of the staff had not trained in special needs education for visually impaired. Only eleven representing (28.2%) had trained in special needs education (Table 4.2).
According to Fig. 4.2 majority of the teachers twenty-two representing (56.4%) said they have at some point in their teaching career handled learners with disability while seventeen representing (43.5%) said they have never taught learners with disability.

### Table 4.3: Category of Disability Taught

<table>
<thead>
<tr>
<th>Category of disability</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically handicapped</td>
<td>12</td>
<td>30.8</td>
</tr>
<tr>
<td>Mentally retarded</td>
<td>14</td>
<td>35.9</td>
</tr>
<tr>
<td>No comment</td>
<td>13</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In terms of the category of disability, twelve (30.8%) of the teachers said they taught the physically handicapped, fourteen (35.9%) said mentally retarded and thirteen (33.3%) did not comment (Table 4.3).
Majority of the students forty-six representing (60%) said that they have attended school with persons with disabilities while thirty (40%) said no (Fig 4.3).

Table 4.4: Area of disability of learners schooled with

<table>
<thead>
<tr>
<th>Area of disability</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visually impaired</td>
<td>19</td>
<td>25.0</td>
</tr>
<tr>
<td>Hearing impaired</td>
<td>11</td>
<td>14.5</td>
</tr>
<tr>
<td>Physically handicapped</td>
<td>10</td>
<td>13.2</td>
</tr>
<tr>
<td>Mentally retarded</td>
<td>8</td>
<td>10.5</td>
</tr>
<tr>
<td>N/A</td>
<td>28</td>
<td>36.8</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In terms of area of disability, nineteen learners representing (25%) said they had attended school with the visually impaired, eleven (14.5%) said hearing impaired, ten (13.2%) said physically handicapped, eight (10.5%) said mentally retarded and twenty-eight (36.8%) did not comment (Table 4.4).
Most learners forty-two representing 55.3% of the pupils said that while attending school with learners with visual impairments they were undertaking similar subjects with them, sixteen (21.1%) said they were not undertaking similar subjects and eighteen (23.7%) did not comment (Fig. 4.4).

**Table 4.5: Special attention given to learners with visual impairment by teachers**

<table>
<thead>
<tr>
<th>If learners with visual impairments receive special attention from teachers</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>65.8</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>13.2</td>
</tr>
<tr>
<td>No comment</td>
<td>16</td>
<td>21.0</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Sixty five point eight percent of learners with visual impairments said that, normally receive special attention from teachers, ten (13.2%) said they don’t, while sixteen (21%) did not comment (Table 4.5). The pupils observed that teachers often help the
visually impaired to improve their talents, read using Braille and front seats are
reserved for them so as to see well what is written on the blackboard.

Table 4.6: Free mixing of learners with visual impairments

<table>
<thead>
<tr>
<th>If learners mixed freely with those with visual impairments</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>60.5</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td>Not comment</td>
<td>24</td>
<td>31.6</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the pupils representing (60.5%) indicated that they were able to freely mix with learners with visual impairments, six (7.9%) said they did not mix freely while twenty-four (31.6%) did not comment (Table 4.6). It emerged that in some schools there were no learning materials for them.

Table 4.7: Opinion of learners with visual impairments in special schools by other learners

<table>
<thead>
<tr>
<th>If learners with visual impairments are better off in special schools</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>73</td>
<td>96.1</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Most learners seventy-three (96.1%) pupils said learners with visual impairments are better off in special schools while three (3.9%) did not comment (Table 4.7). Reasons why learners with visual impairments are better off in special institutions include the fact that they will comfort each other and share their needs freely. Teachers are also able to teach them using Braille making understanding easy and thereby they are able to pass examinations.
Table 4.8: Socialization of Learners with Visual Impairments with Regular Learners

<table>
<thead>
<tr>
<th>If learners with visual impairments are better off in special schools</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>68</td>
<td>89.4</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>10.6</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Sixty-eight learners representing (89.4%) of the pupils said they would wish to socialize together with a learners with visual impairments in case they attend the same school, eight representing (10.6%) said they would not (Table 4.8). Reasons for wishing to socialize together with a learner with visual impairments include the notion that God created all of us through his likeness. The other reasons included the need to show them that they were important people in the society and in order to assist them by showing them direction, among others.

4.3 Factors affecting the provision of education to learners with visual impairments in an inclusive setting

The study gathered information on the factors affecting the provision of education to learners with visual impairments in an inclusive setting.

Fig. 4.5: Types of Programs Required
Thirty-five teachers representing (90%) said additional changes programs are needed to cater for special needs, two representing (5%) said no additional programs changes were needed and two representing (5%) did not comment (Fig. 4.5). Some of the program changes needed in schools to accommodate learners with visual impairments included the provision of enough Braille, showing them love, not isolating them, teachers being trained how to teach using Braille, among others.

**Fig. 4.6: Ability of Teachers to Handle a Class of Both Learners with or without Sight**

Thirty-one teachers representing (80%) said they could not handle both learners with visual impairments and the sighted in the same classes, six (15%) said it is possible and two (5%) did not comment (Fig. 4.6). The teachers cited a number of problems that learners with visual impairments would face when handled together with their sighted colleagues such as being insulted and isolated by other pupils, a feeling of frustration because she cannot do easily what other children can do, lack of teaching material like Braille and lack of special attention.
4.4 Opinions of (the teachers and head teachers) towards provision of special needs education to learners with visual impairments in inclusive settings

4.4.1 Teachers’ Views

Table 4.9: Ability of Learners with Visual Impairments Compared to Other Learners

<table>
<thead>
<tr>
<th>If learners with visual impairments and the sighted have same ability</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>15.4</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>51.3</td>
</tr>
<tr>
<td>No comment</td>
<td>13</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Twenty teacher respondents representing (51.3%) said that learners with visual impairments do not have the same ability as other learners, six (15.4%) said they have the same ability while thirteen (33.3%) did not comment (Table 4.9).

Table 4.10: Teachers’ Opinion on the Training of Learners with Visual impairments with Other Learners

<table>
<thead>
<tr>
<th>If visually impaired and sighted learners can train together</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>25.6</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>41.1</td>
</tr>
<tr>
<td>Not applicable</td>
<td>13</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Only ten teachers representing (25.6%) who had taught students with special needs said visually impaired and sighted students can train together, sixteen (41.1%) said they cannot train together while thirteen (33.3%) did not comment (Table 4.10). Teachers who opined that they cannot cope argued that this is so because most schools lacked trained personnel, lacked facilities e.g. Braillers and as such could not provide a conducive environment for proper learning. Other teachers were a bit more positive suggesting that they could cope but need special attention, or where
environmental modifications are done such as the provision of special devices like white cane, Braillers and special glasses to compensate for the loss of vision.

Table 4.11: Coping of Learners with Visual Impairments with Sighted Learners

<table>
<thead>
<tr>
<th>If learners with visual impairments cope when taught with the sighted</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>46.2</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>20.5</td>
</tr>
<tr>
<td>No comment</td>
<td>13</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Eighteen representing (45%) teachers said learners with visual impairments can cope eight representing (20.5%) said they cannot cope and thirteen representing (33.3%) did not comment (Table 4.11).

Table 4.12: Quality of Education when Learners with Visual Impairments are taught together with Sighted Learners

<table>
<thead>
<tr>
<th>If the quality of education would decline when learners with visual impairments are taught with the sighted</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>71.8</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>28.2</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study sought teachers’ views on possible shortcomings that would occur if they handled both learners with visual impairments and sighted. Twenty-eight representing (71.8%) teachers said the quality of education would decline if visually impaired and sighted learners were taught together while eleven representing (28.2%) said there would be no decline (Table 4.12). It emerged that the time allocation for the visually impaired would be more because the syllabus coverage would not be at the same pace otherwise the visual impaired would be disadvantaged. It also emerged that lack of
facilities and equipments (i.e. large print material, Braille etc.), time constraint and environmental barriers would put the visually impaired at a disadvantage.

Thirty-seven teachers representing (95%) felt that learners with visual impairments would need special attention while two representing (5%) did not comment (Fig. 4.7). It emerged that learners with visual impairments would need special attention in the area of teaching aids preparation, mobility learning/ play, toilets, special teachers, pavements and frequent check up to ensure their physical health and to minimize cases of injuries and accidents.
Fig. 4.8: Problems Encountered when Teaching both Learners with Visual Impairments during a Lesson.

Thirty-five teachers representing (90%) said a visually impaired learner would be disadvantaged in their class during lessons while only four representing (10%) said they would not be disadvantaged (Fig. 4.8). The reasons advanced to explain why a visually impaired learner would be disadvantaged in class during lessons include lack of physical, facilities and equipments necessary to facilitate learning. It emerged that the visually impaired would not be able to use the chalkboard and other teaching aids. They also require specially trained teachers.

Table 4.13: Opinions on Admission of Learners with Visual Learners in Regular Schools

<table>
<thead>
<tr>
<th>If teachers are agreeable to inclusive education</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>35.9</td>
</tr>
<tr>
<td>No</td>
<td>24</td>
<td>61.5</td>
</tr>
<tr>
<td>No comment</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of teachers representing (61.5%) were uncomfortable with the idea of having learners with visual impairments being admitted in their institutions instead they
preferred to be taken to residential training centres for the blind. Nevertheless, seven representing (35.9%) were for inclusive learning and one representing (2.6%) did not comment (Table 4.13).

Table 4.14: Adaptations and Learning among Learners with Visual Impairments

<table>
<thead>
<tr>
<th>If adaptations would enhance learning for the visually impaired</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>41.1</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>12.8</td>
</tr>
<tr>
<td>No comment</td>
<td>16</td>
<td>41.1</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>

All thirty-nine teachers representing (100%) were unanimous that their institutions lack the necessary equipment and facilities that students with visual impairments need. This was after it emerged that the visually impaired learners cannot use the same facilities and equipment as the sighted. Sixteen teachers representing (41.1%) opined that the use of adaptations (i.e. braille, special toilets, teaching orientation and pavements/walking sticks for easing mobility) is likely to enhance learning among visually impaired students, five representing (12.8%) said adaptations would not enhance learning and sixteen representing (41.1%) did not comment.

Table 4.15: Availability of Funds for Programs with both types of Learners with or without visual impairments

<table>
<thead>
<tr>
<th>If school has funds for such a program</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>5.1</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>94.9</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The study's findings indicate that for the inclusion program to be implemented in most schools there is need for trained personnel, better infrastructure and funds to facilitate the program. Yet most schools have no funds to promote the inclusive programme necessitating the involvement of the government, the local community, church organizations and other donors. Thirty-seven teachers representing (94.9%) felt the school does not have enough funds for an adaptation program while two representing (5.1%) said the school has funds to implement adaptations.

4.4.2 Headteachers' Views

![Bar Chart: Awareness of Inclusive Education Program]

Fig. 4.9: Awareness of Inclusive Education Program.

Eighteen headteachers representing (94.7%) indicated that they had heard or were aware of inclusive education while one representing (5.3%) had not heard or was not aware (Fig. 4.9).
Three Headteachers representing (15.8%) said that they totally agreed to support the idea of blind learners admitted in regular schools, eleven representing (57.9%) agreed, two (10.5%) disagreed and three representing (15.8%) were undecided (Fig. 4.10). It emerged that most Headteachers supported the admission of learners with visual impairments in regular schools. However, they argued that for inclusive education to succeed personnel must be trained and appropriate facilities and equipments provided. Attitude change would also be necessary for them to fit in well with their sighted colleagues otherwise other pupils would laugh at them, thus making them feel rejected in the society.

Table 4.16: Opinion on Education for both types of Learners with or without visual impairments

<table>
<thead>
<tr>
<th>If it is right to educate visually impaired and sighted learners at the same time</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>57.9</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>42.1</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Eleven headteachers representing (57.9%) opined that it is not good to educate visually impaired and sighted learners together while eight representing (42.1%) said it is good (Table 4.16). It merged that educating visually impaired and sighted learners together boosts morale/feeling of acceptance among visually impaired learners and promotes a positive attitude towards disability. Nevertheless, proper preparation is necessary and also the degree of visual impairments must be factored in. For instance, it may not be possible to teach the totally blind with sighted learners. Unless with support materials.

**Fig. 4.11: Opinion in Support of Inclusive Education Program**

According to Fig. 4.11 above twelve headteachers representing (63.2%) said that an inclusive program may not work in their school while seven representing (36.8%) said it would. For the inclusive program to succeed there is need for appropriately trained personnel, facilities and equipments.
Seventeen Headteachers representing (89.5%) said visually impaired learners cannot use the same facilities such as books and pens as sighted learners while two representing (10.5%) said they could (Fig. 4.12). It emerged that visually impaired learners require special books, large print materials, Braillers, among other facilities and equipments.

Table 4.17: Opinion of Teachers on Quality of Teaching for both Learners with or without visual impairments

<table>
<thead>
<tr>
<th>If adaptations would enhance learning for the visually impaired</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will improve</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>Will remain the same</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Will decline</td>
<td>13</td>
<td>68.4</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Thirteen Headteachers representing (68.4%) said the quality of teaching would decline when a teacher is forced to divide attention between students with visual impairments and sighted, four representing (21.1%) said would improve and two representing (10.5%) said would remain the same (Table 4.17).
Seventeen Headteachers representing (89.5%) opined that teachers would face shortcomings in teaching learners with visual impairments while two representing (10.5%) said they would not face any shortcomings (Fig. 4.13). There may be shortcomings because the lack of appropriate facilities, equipments and skills thereby forcing the teacher to take longer or fail to cover the syllabus.

All the nineteen Headteachers representing (100%) were unanimous that there would be problems which may hinder the inclusion of students with visual impairments in their institutions. Reasons provided include lack of facilities, trained personnel and lack of funds to implement the inclusive program. In fact, all the nineteen representing (100%) the head teachers were unanimous that the state of buildings, paths, the location, distance, ground level and the state of structures in their schools could create a barrier to learners with visual impairments. It emerged that most facilities were designed to cater for the sighted learners only. Therefore, learners with visual impairments would find it difficult to trace their movements.

Fig. 4.13: Problems of teaching both learners in same class
Headteachers felt that special adjustments would be required to make programs in their schools more accessible to learners with visual impairments. For instance, pathways leading to physical facilitate for example classrooms/toilets would have to be constructed. Schools would also need special facilities such as toilets, Braille machines, among others. Specially trained teachers are a key component for successful inclusive education.

Data presented and analyzed in this chapter reveals that much has to be done in the provision of SNE. In order for learners with Visual impairment to benefit. Teachers are generally trained for regular programs and a few trained as SNE specialist. Out of the 39 teachers only eleven (28.2%) had SNE training. Many of whom have never had any experience with the SNE learners. Learners seemed to be comfortable in sharing with their SNE learners.

Special needs education program based on inclusion cannot take firm roots if it is not established with the necessary provision like the qualified personnel facilities and equipment (Suran, 1983).

Both teachers and learners felt that there are quite a number of factors that would be needed to make inclusion for Visual Impairment to succeed. They felt that the regular school environment has to relate with the physical and human environment.

Findings on factors concur with Stainback and Stainback (1996) reasons to support inclusion.
Many teachers had views that seemed to dislike the idea on education of SNE learners together with sighted learners in their classrooms. However they indicated that they can cope, but also felt that education performance would decline. Sighted learners indicated that it was exciting to learn together with visual impairment learners.

Though the Headteachers seemed informed about inclusion, they felt having such programs to their schools would require specific structural adjustments which may not be available.

The education officer and the TAC tutor was quite positive to the inclusive program, may be because they were more enlightened. The next chapter summarizes, concludes and recommends the findings in the clearer perspective.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the summary, conclusion and recommendations on the barriers to successful inclusion of learners with visual impairments in education program at primary school level in an inclusive setting in Egoji Division of Imenti South District.

5.1 Summary

This study examined the state of special needs education to learners with visual impairments in inclusive setting in Egoji Division of Imenti South District. The study’s findings indicate that majority of the schools do not have teachers trained in special needs education particularly in the area of visual impairments. It also emerged that some teachers have never taught learners with disabilities. Most learners indicated that they have attended school with persons with disabilities including those with visual impairments. It emerged that when sighted and visually impaired learners are taught together, they undertake similar subjects and mix freely though the visually impaired are given special attention. The study’s findings also indicated that sighted learners preferred that visually impaired learners were better off in special schools.

The study gathered information on diverse factors affecting the provision of education to learners with visual impairments in an inclusive setting. The study’s findings suggest that additional facilities, equipments and personnel are needed to cater for the needs of learners with visual impairments. Some of the program changes needed in
schools to accommodate learners with visual impairments include the provision of Braille machines, large print materials and reading/writing materials.

It also emerged that most teachers were uncomfortable handling learners with visual impairments and the sighted in the same classes. They observed that learners with visual impairments do not have the same ability as other learners, most schools lack trained personnel, facilities, time constraint affecting syllabus coverage and environmental barriers among others. Nevertheless, inclusive education is possible if modifications are effected in the environment such as provision of special devices like white cane, Braillers, special glasses extra to compensate for the loss of vision, having teachers who are trained in special education, among others.

The study's findings indicate that some of the possible shortcomings that would occur if learners with visual impairments and the sighted are taught together include a decline in the quality of education. It emerged that because visually impaired learners required special attention and more time most often it was not possible to cover the syllabus on time. The other reasons included lack of physical, environmental and facilities and equipments necessary to facilitate learning. It emerged that the visually impaired would not be able to use the chalkboard and other teaching aids. They also require specially trained teachers.

The study's findings indicate that the idea of admitting learners with visual impairments in institutions that participated in the study was resisted because most of the institutions lacked relevant teaching aids, infrastructure that would facilitate
mobility/learning/play/ablution and personnel. Inclusive education was thus only possible with institutional adaptations (i.e. Braillers, special toilets, teaching orientation and pavements/walking sticks for easing mobility).

5.2 Implication of the Findings

Research findings are important in targeting and planning in order to achieve realistic outcome. The findings in the research report reveal that the existing SNE programs are far below the inclusion standards in terms of the provision, available facilities, equipments and personnel.

There is therefore a dire need to sensitize the public on SNE inclusion and provide the necessary requirement with full financial support. When this is put in place, implementation of SNE inclusion will take place with ease, and consequently the outcome of the SNE learners will be that of a well adjusted graduate.

5.3 Conclusion

Inclusion of learners with visual impairments in Egoji Division of Imenti South District faces a myriad of challenges. The lack of competent special needs education teachers (particularly those trained in visual impairments), inadequate learning materials and infrastructure that facilitate mobility/learning/play/ablution and negative attitude from some learners, teachers, school administrators and other stakeholders are some of the challenges. Inclusive education program for learners with visual impairments is also negatively affected by lack of adequate funds to implement institutional modifications.
5.4 Recommendations

The following recommendations arose from the study’s findings:

Kenyan Teachers’ Training colleges curriculum has a component of exceptional children. The topic only enlightens the trainees on SNE. There is an urgent need for a topic on inclusion in the curriculum of all teacher training colleges.

The major problems affecting the establishment of inclusion programs finance. The Government should come out strongly to financially support these programs in the efforts to make education accessible to all learners i.e. sighted and visually impaired persons.

Any successful program requires an environment that is conducive to learning. Therefore the government, Non governmental organization, church organizations and local community and other donors should come up to help equip schools with necessary teaching personnel, learning material infrastructure that facilitate mobility learning play, ablution for all including those with visual impairments.

Many teachers, learners and the general public have low attitude towards and the inclusion. There is need to initiate outreach programs to instill an altitude change favourable to inclusive education among learners, teachers school administration and other stakeholders.

The pillar of a successful inclusion is personnel. Special need education specialists are still insufficient to cater for the group number of learners with special needs. Early identification of children with special needs is crucial in determining the numbers and
care services. Educational assessment resource centres (EARCS). EARCS need be financially supported to be able to access and assess children in order to get accurate data to enable the government plan better for the emerging issues on inclusion.

Research studies open up areas that need improvement. Researchers should be encouraged and motivated to further their research on maiden SNE inclusion circles. Special need education teachers are specially trained to work for children with special needs. They outreach their efforts in endeavour to give maximum support to the learners. Once in a while they lose morale. The government should look for modalities to give them better incentives as they work tirelessly to give service to these learners.

5.5 Further Research

Inclusion is a recent phenomena in the area of SNE. It is crucial then that there is dire need to investigate best ways and means of implementing the program. Researchers can now further their studies on inclusion.

School graduate of persons who are visually impaired have very limited job opportunities. A research can be carried to find out various job opportunities that are available suitable for the persons with visual impairment.
REFERENCES


APPENDIX 1:

Questionnaire for Headteachers

Inclusive education in the education system is what learners learn in regular settings regardless of any difficulties or difference they may have. It recognizes that every individual has unique characteristics; interests, abilities and learning needs and takes into account the diversity of characteristics and needs. Those with education needs must have access to regular schools, which should accommodate them within a student-centered pedagogy capable of meeting those needs. This questionnaire is to help researchers gather information on barriers to successful inclusion of visually impaired learners in Egoji Division. All the information given will be treated with utmost confidentiality. Thank you very much for accepting to respond to those questions.

1. Give details of teachers in your school in terms of training and/or experience in handling visually impaired learners.
   How many teachers do you have in your staff? □
   How many are trained in special needs education for VI? □

2. Have you heard of or are you aware of inclusive Education
   Yes □  No □

3. What is your opinion regarding the introduction of inclusion program in schools?
4. Would you support the idea of blind learners being admitted in regular schools?
   (i) Totally agree □
   (ii) Agree □
   (iii) Undecided □
   (iv) Disagree □
   (v) Totally disagree □

5. (a) Is it a foul idea to educate visually impaired and sighted learners together?
   Yes □ No □

   (b) Please explain - your response

   __________________________________________________________
   __________________________________________________________

6. In your opinion can such an inclusive program work in your school?
   Yes □ No □

   Explain your answer:
   __________________________________________________________

7. Can visually impaired learners use the same equipments as sighted learners?
   Yes □ No □

   Explain __________________________________________________________

8. (a) Do you think special adjustments would be required to make programs in your school more applicable to learners with visual impairments?

(i) Yes [ ] (ii) No [ ]

(b) Explain your response

____________________________________________________________________________________

9. (a) Would additional support be required in your school for better services to learners with visual impairments?

Yes [ ] No [ ]

(b) If yes, give examples

____________________________________________________________________________________

10. (a) Will quality of training decline when a teacher is forced to divide attention between students with visual impairments and sighted?

Yes [ ] No [ ]

11. Do you think teacher will face any problem in teaching learners with visual impairments in your institution? Yes [ ] No [ ]

Explain your answer

____________________________________________________________________________________
12. Do you think there would be any problems, which will hinder the inclusion of students with visual impairments in your institution?

Yes [ ] No [ ]

Explain your answer


13. Do you feel that the state of buildings, paths and other structures would be a barrier to learners with visual impairments?

Yes [ ] No [ ]

Explain your answer


14. Please include any individual comment, which you feel would be beneficial.
APPENDIX 2:

Teachers’ Questionnaire

Inclusive education in the education system is what learners learn in regular settings regardless of any difficulties or differences they may have. It recognizes that every individual has unique characteristics, interests, abilities and learning needs and takes into account the diversity of characteristics and needs. Those education needs must have access to regular schools, which should accommodate them within a students-centered pedagogy capable of meeting those needs. This questionnaire is to help researchers gather information on possible barriers to successful inclusion of visually impaired persons in Egoji division. All information given will be treated with utmost confidentiality. Thank you very much for accepting to respond to those questions.

1. Sex: [ ] Male [ ] Female

2. State your professional qualification? Underline.

P 1, Diploma, Diploma (Sp.ed), B.ed (Sp.ed), others specify.

3. For how long have you been teaching?

4. For how many years have you been teaching in this particular school?

5. List the subjects you teach in the school?

6. How large are your classes on average?

7. (a) Have you ever taught students with disabilities?

   (i) Yes [ ] (ii) No [ ]
(b) If yes, what category of disability?

(i) Visually impaired

(ii) Hearing impaired

(iii) Physically handicapped

(iv) Mentally handicapped

8. Did they have the same ability as the non-disabled?

Yes [ ] No [ ]

9. Did they cope?

Yes [ ] No [ ]

10. (a) If you have ever taught students with special need in your opinion can visually impaired and sighted students train together?

Yes [ ] No [ ]

Please explain your response.

11. Would learners with visual impairments use the same facilities and equipments as the sighted?
12. (a) Do you feel your institution has the necessary equipments and facilities that learners with visual impairments needs?

Yes □  No □

If yes, give examples ________________________________

13. Would the use of adaptations be possible to enhance learning for students with visual impairments?

Yes □  No □

If yes, give examples ________________________________

14. (a) Would additional programs be needed?

Yes □  No □

(b) If yes, state some ________________________________

15. Would you be able to handle both learners with visual impairments and the sighted in same classes?

Yes □  No □

16. Do you think there would be any shortcomings if you were to handle both students with visual impairments and sighted?

Yes □  No □
17. Would the quality of education decline if visually impaired and sighted learners were taught together?

Yes [ ] No [ ]

18. (a) Would a learner with visual impairments be disadvantaged in your class during lessons?

Yes [ ] No [ ]

(b) Explain

__________________________________________________________________________

19. Make other observations regarding inclusion of learners with visual impairments in the regular school.

__________________________________________________________________________

__________________________________________________________________________
APPENDIX 3:
Pupils Questionnaire

Inclusive education means learning together of the disabled with those who are not disabled. It looks at every child having different behaviours and therefore can be taught in a different way. Although these disabled children who are not seeing are different from others, they have to be taught and understood. These questions well help the owner to get answers on those problems that will not help children who are not seeing learn together with those who are seeing in Egoji Division. What you write will be kept secret. Thank you very much for accepting respond to these questions.

1. Sex
   (i) Male  
   (ii) Female  

2. Class 

3. (a) Have you attended school with any person with a disability?
   Yes  
   No  

   (b) If yes, which area of disability?
   (i) Visually impaired  
   (ii) Hearing impaired  
   (iii) Physically Handicapped  
   (iv) Mentally retarded  

4. If you have attended school with learners with visually impaired learners, were you undertaking similar subjects.
   Yes  
   No  

5. (a) Were the learners with visual impairments receiving species attention from the teachers?
Yes [ ] No [ ]
(b) Explain your answer

6. Were you able to mix freely with learners with visual impairments
Yes [ ] No [ ]

7. What is your opinion regarding learners with visual impairments being admitted in regular school?

8. Do you think they are better in special schools?

9. (a) Do you think they can use the same facilities and equipment that you use?
Yes [ ] No [ ]
(b) If no, do you feel special equipment and facilities for learners with visual impairments are available to the school?
Yes [ ] No [ ]
10. (a) Do you think special change are needed in this school to accommodate learners with visual impairments?

Yes □ No □

(b) If yes, state some ____________________________

11. (a) What problems would the learners with visual impairments face in this school? ____________________________

__________________________

12. Would you wish to socialize together with a learner with visual impairments if you had a colleague in the school?

__________________________

__________________________

13. Make other observation/recommendations concerning implementing inclusive education in your school.

__________________________

__________________________
APPENDIX 4:

Interview Guide for the AEO and a TAC Tutor

A research questionnaire on barriers to successful inclusion of learners with visual impairments in school within Egoji Division of Imenti South District, Kenya.

1. Name: ____________________________________________

2. Sex: Male □ Female □

3. (a) Are there integrated programs for visually impaired in the Division?

____________________________________________________

(b) If any for which impairments? _______________________

4. (a) Are there special schools in your division? __________

(b) If any, for which impairments? _______________________

5. (a) Are there cases of learners with visual impairments in your schools?

____________________________________________________

(b) If yes, do you have an estimate of their numbers?

____________________________________________________

6. Do you have sufficient personnel who can teach learners with visual impairments in your division? _______________________

7. What is your opinion regarding introduction of inclusion?

____________________________________________________

8. What is your opinion regarding the introduction of inclusion education in the regular schools? _______________________

9. Are they better off in residential centers for the blind? _______________________

10. Can such a program work?

____________________________________________________
12. Would additional programs be required?

13. Would it be an expensive program?
Why?

14. Will the quality of education decline when a teacher is forced to divide attention between learners with visual impairments and the sighted?

15. What shortcoming do you think teachers would face in teaching learners with visual impairments in irregular classrooms?

16. What problems do you think would hinder successful inclusion of learners with visual impairments in schools?

17. Do you think learners with visual impairments would be disadvantaged in our school? Why?

18. What recommendations do you make concerning implementation of inclusive education in regular schools?
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Barriers to successful inclusion of learners with visual impairments in Egaji Division, Imenti South District, Kenya" I am pleased to inform you that you have been authorized to undertake research in Imenti South District for a period ending 30th April 2011.

You are advised to report to the District Commissioner and the District Education Officer, Imenti South 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.

Said Hussein
FOR: SECRETARY/CEO

Copy to:
The District Commissioner
Imenti South District

The District Education Officer
Imenti South District
Our Ref: KU/SPED/MED/09

24th June 2009

Director
Ministry of Education
JOGOO House
Nairobi

RE: RESEARCH PERMIT FOR ALFRED GITONGA J. RETHAA
REG. NO. E55/7195/02

The above named is a Master of Education candidate in the Department of Special Education. He is requesting for a research permit in order to conduct his study in Igoji Division, Imenti South District in Eastern Province with effect from July 2009.

Kindly issue him with a research permit to enable him start the research process immediately.

Thank you.

Dr. J. Mugo
Postgraduate Coordinator, Department of Special Education

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