CHALLENGES FACING IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN YATTA DIVISION-YATTA DISTRICT MACHAKOS COUNTY- KENYA

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E55/CE/11541/08

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION, DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILMENT FOR THE AWARD OF MASTER OF EDUCATION DEGREE OF KENYATTA UNIVERSITY.

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challenges facing implementation of

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DECLARATION

This research project is my original work and to the best of my knowledge has never been presented to any other university for academic credits. All information from other sources has been duly acknowledged.

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DEDICATION

This work is dedicated to my husband Peter, children, Charity and Mumo. Their moral support, prayers concern and understanding have encouraged me to carry on with the work.
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First, my sincere thanks go to almighty God for his mercy, Love and grace. He gave me good health, strength and has provided the finances. My sincere appreciation goes to my supervisors Dr. Itolondo and Professor Okech both of the department of Educational Management, Policy and Curriculum Studies in Kenyatta University. They have spared their precious time to advice, guide and direct me in this study. Special appreciation to all the lecturers in the Faculty of Education. Special thanks to my parents who gave me the foundation of educational. To all, God bless.
ABSTRACT

Despite the fact that the Kenya Government has recently introduced inclusive education in primary schools, there is no clear practical policy on its implementation. As a result, the implementation process has been slow. This study investigated the challenges facing effective implementation process of inclusive education. The study addressed the challenges facing learners with disabilities in inclusive schools. The reason for studying the challenges facing implementation of inclusive education is because most of the other studies undertaken have dealt with special schools which accommodate particular challenges like visual impairment.

The concern of the study is to identify psychological challenges, reasons for teachers' negative attitude towards inclusive education, curriculum challenges, economic challenges in inclusive schools, the support given by MoE for implementation of inclusive education, teacher training in special education and social challenges. Examination of these challenges to inclusive education will act as guiding principles in the attempt to speed up the implementation process.

The reviewed research and reports have highlighted the challenges facing inclusive education worldwide. Investigation of challenges facing inclusive education in other countries has helped the researcher to compare challenges of inclusive education in Kenya and other countries. The study through literature review identified several gaps for instance focusing on a single challenge like hearing impairment.

The study was carried out in 6 public primary schools in Yatta division. The sample of study was taken from 34 public primary schools in the division. The study targeted pupils in class five, six and seven who could easily provide reliable information for the study. Purposive sampling was used. The study used a descriptive Survey design to collect data. The research instruments included pupils' questionnaire, class teacher's questionnaire and interview guide for head teachers. Those who presented the raw data for researchers' analysis comprised of 6 head teachers, 210 pupils and 64 teachers and the total sample size was 280 subjects.

The data collected was coded and analyzed using frequencies and percentages and it was presented using tables and descriptions.

From the findings, it was established that implementation of inclusive education faced a couple of challenges ranging from psychological challenges, reasons for teachers' attitude, curriculum barrier, economic hardships, ministry of education support, teachers' training and social factors.

The researcher gave the following recommendations: i.e. Learners should go through guidance and counseling in order to accept their condition, the government should try to change the negative attitude of teachers through motivation, the ministry of education should formulate a curriculum that is learner friendly, all the education stakeholders should cooperate to provide resources for inclusive education and the society should be sensitized on inclusive education, the government should try as much as possible to restore the security of the challenged in the division. The researcher recommended areas of further study such as; similar study should be conducted in other areas of Kenya; study can also be carried on factors promoting implementation of inclusive education.
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<td>African Inland Church</td>
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<td>ATS</td>
<td>Approved Teacher Status</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>ECE</td>
<td>Early Childhood Education</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>IDEA</td>
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<td>KISE</td>
<td>Kenya Institute OF Special Education</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>UNICEF</td>
<td>United Nations International Children’s Fund</td>
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<td>UN</td>
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CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter deals with the background to the study, statement of the problem, objectives of the study, Research questions, basic assumptions, scope, limitations of the study, theoretical and conceptual framework, significance of the study and definitions of Operational terms.

1.2 Background to the Study

According to the report Education For All, (2005), inclusion as we know it today has its origin in special Education. In some cases special Education has been provided as a supplement to general Education provision. In other cases it has been entirely separate. Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reduction of exclusion within and from education. It involves changes and modification in content, approaches, structures and strategies with a common vision which covers all children of appropriate age, range and conviction that is the responsibility of the regular systems to educate all children.

Inclusion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings rather than being a marginal issue on how some learners can be integrated in main stream education. Inclusive education is an approach that looks into how to transform education system and other learning environment in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment rather than a problem (KISE, 2002). Inclusion emphasizes providing opportunities for equal participation of
persons with disabilities whenever possible into general education, but leaves open the possibility of personal choice and option for special assistance and facilities for those who need it.

Inclusion involves particular emphasis on those groups who may be at risk of marginalization, exclusion or underachievement. This indicates the need for moral responsibility to ensure that those groups that are statistically most “at risk” are carefully monitored and where necessary steps are taken to ensure their presence, participation and achievement in education system, (KISE, 2002).

According to Beauchamp, (1943), inclusive education means that people should have a place where every person should be included within the political, social-economic fabric of society. Some scholars have explained inclusive education as an issue of social justice. They suggest that separate education or special education is not only unequal but is also detrimental to the development of all students. An inclusion approach seems to discourage teaching which is based on criterion of average meaning that some pupils will not be able to keep up while others will find it “too easy” and consider teaching boring (KISE, 2007).

Main challenges relating to access and equity in the provision of education and training to children with special needs included lack of guidelines and support for the implementation process of an inclusive education policies, lack of data on children with special needs and inadequate tools and skills identification and assessment. This means special needs education where children with physical disabilities are included has not been mainstreamed in all education more so in the foundation stage of primary school. (KISE, 2007).
Lack of adequate resources for inclusive learning poses a great challenge to learners with varied disabilities who require a variety of resources to meet their needs. Lack of sufficient training for teachers is a challenge to inclusion. In Kenya the government policy of education for all means all types of disabilities should be accommodated in primary schools. This means learners with varied abilities should be taught together. The type of disability and the perceived impact on the teacher also affected these concerns (Scruggs and Mastropieri 1996). The teachers' fears seem to arise not so much from doubts about their own teaching abilities but as they relate to specific students.

Mixed perceptions of teachers challenge the implementation process of inclusive education. The movement toward inclusion has minimal problems at philosophical level. That is most people feel that there is no major harm of students with disabilities if they are included in general education classrooms to learn with their peers. However at implementation level, regular classroom teachers are found to be unwilling to teach students with disabilities in their own classes. Teachers focus on the needs of learners with disabilities. The different attitude of both parents has to be dealt with in order to receive full support, (KISE, 2002).

Although the Kenya Government is encouraging inclusive education, but certain physical disabilities cannot allow learners to participate equally to some co-curricular activities. The education curriculum is not flexible to accommodate learners of all kinds of disabilities. Teachers need to explore ways of getting to grips with the dilemma of recognizing differences in learning styles, pace and motivations which should result in changes to teacher's perceptions and methodology. This means that
many teachers have to respond to very diverse needs within their classrooms (KISE 2007).

The teachers need to understand each individual student in the classrooms. He needs to recognize and respond to each learner’s needs, be sensitive to cultural community and family values that impact on the learner’s educational experience. Diversity is enriching and all learners can benefit in an atmosphere in which diversity is recognized and opportunities exist for learners to understand and appreciate each other. This calls for a flexible approach allowing differentiation to provide success and challenges for all children (KISE, 2007)

The broad aim of education applies to all children. We have a diverse population of children and young people in our schools, who differ in gender, ethnicity, cultural background, aspirations, abilities and perspectives. Inclusiveness requires that this diversity to be celebrated and developed. It means being flexible and creating a range of opportunities. Teachers in primary schools are faced with a challenge of setting suitable learning experiences. (KISE, 2007)

In addition the physical challenges are not yet fully catered for in terms of infrastructure. Inadequate facilities and lack of equipment which makes it difficult for them to be integrated in the regular programs. Inadequate capacity among teachers to handle children with physical disabilities, inadequate supervision and monitoring of children with physical disabilities further complicates the problem. Although the government is currently providing additional grants under FPE research has proved that additional capitation and grants provided to physically challenged children enrolled in regular school and special education institutions attached to regular primary schools is not sufficient as reported in Education For All, 2005.
1.3 Statement of the Problem

The reason for identification and studying the challenges facing effective implementation of inclusive education is because inclusion is one of the latest Educational policies of the Kenya Government to overcome discrimination in the society. For several decades the challenged children have been isolated in separate institutions away from other ordinary learners. On the other hand most of the other studies undertaken have dealt with special schools which concentrate on specific disabilities such as the school for the blind, school for the deaf and school for the mentally challenged. There is also strong evidence that there are children with disabilities in the division who have not been enrolled in school. The idea of inclusion is a new phenomena promoting equality for all as reported in Education For All, 2005, and the success of its implementation depends on clear knowledge of the possible barriers. The slow pace in implementing inclusive education in the Division has raised concern to identify the possible challenges to inclusive education which will act as guiding principles in the attempt to promote inclusive education. The knowledge gained in this study can assist facilitating inclusive education.

The new trend of inclusive education and how to make it work may be seen to focus mostly on learners with disabilities. The learners include the gifted and talented, the learning disabled, and children at risk due to poverty or bereaved, for example HIV/AIDS orphans and those with mild emotional and behavior disorders. The focus of inclusion is to enable all these children access education with minimal obstacles taking into account their wide diversity of characteristics and meeting these needs in children centered comprehensive curriculum. (KISE, 2007)
The real challenge in inclusive education is how to create schools to be more accommodating to all dimensions of human diversity in terms of learning. No one teacher can have dramatic effect on the lives of students who are different and who have learning challenges. Professionals who support teaching all children in an inclusive setting are faced with a heavy task because accurate information about inclusion in general and those learners who have disabilities need to be distributed to teachers, parents and the general public. This study seeks to solve the problem of isolating those challenged learners and strengthen inclusive education.

1.4 Purpose of the Study

The purpose of this study was to identify various challenges that have slowed down the effective implementation of Inclusive Education in Yatta Division.

1.5 Objectives of the Study

The Specific objectives of this Study were to:-

(i) Identify psychological challenges experienced by learners with special needs.

(ii) Assess reasons for teachers’ attitude towards inclusive education.

(iii) Examine curriculum challenges in the implementation of inclusive education.

(iv) Examine the economic challenges faced by schools in implementing inclusive education.

(v) Assess how the ministry of Education has supported implementation of Inclusive Education.

(vi) Establish the level of teacher training on Inclusive Education.

(vii) Identify social challenges affecting implementation of inclusive education.
1.6 Research Questions

The following questions were derived from statement of the problem:

(i) What are the psychological challenges facing the learners with special needs in inclusive primary schools?

(ii) Why do teachers have negative attitude towards inclusive education?

(iii) What is the curriculum challenges facing implementation of inclusive education?

(iv) What are the economic hardships facing inclusive schools?

(v) What support has the MoE given to assist in implementing inclusive education?

(vi) Have teachers been well trained to handle learners with various challenges?

(vii) What are the social challenges that have affected implementation of inclusive education?

1.7 Significance of the Study

The outcome of this research would help inform various educational stakeholders on the way to promote Successful implementation of inclusive education.

The study will also benefit stakeholder in Education as follows;

Ordinary learners would understand on how to assist those with special needs to adjust to school environment.

Learners with various limitations will find it easy to fit in an inclusive school environment.

The administration will have a better knowledge on how to modify the environment for inclusion of learners with special needs.
Teachers will be provided with relevant training in order to handle learners with various special needs.

The research also would give a useful lead that other researchers would want to use to research in the area of inclusive education

1.8 **Limitations**

The researcher faced several barriers in the study. The respondents lacked openness when giving out information to the researcher especially the pupils since they were suspicious of the motive of the researcher. In the area of study the Social-cultural beliefs were so intimidating forcing some parents to withdraw their children from school. The culture had branded them as the cause of all the natural calamities in the area. Most of the respondents were not bold enough to talk of their limitations.

1.9 **Delimitation**

The study focused on learners with special needs only without involving the ordinary learners whose contribution to the study was also important. The study focused on children with disabilities who were in standard five, six and seven. The study looked only at the challenges of the learners who are already in school.

1.10 **Assumptions**

This study assumed that, the social and cultural perceptions of parents and teachers influence inclusive education. The study also assumed that parents and teachers are engaged in a critical rationalization process about inclusive education, and that they are actors right in the middle of the debate.

The role of teachers and parents is vital in the implementation process of inclusive education, Perceptions and experience influence inclusive education; Friendly environment would prevail in promoting inclusive education.
1.11 Theoretical Framework

The study used Piaget’s (1974) Theory of Cognitive Development. Piaget’s theory gradually ascended to a leading position in the field of human development. Piaget’s theory covers many types of development. What follows is a concise overview of the major points relevant to cognitive development and learning. The theory deals with cognitive development which includes:

Stages of Cognitive Development

Implications for instructions

Piaget’s Stages of Cognitive Development

According to (Daleh, H. 2004), cognitive development depends on four factors, Biological maturation, experience with the physical environment, experience with the social environment and equilibration. Equilibration refers to a biological drive to produce an optimal state of equilibrium (or adaptation) between cognitive structures and the environment.

Equilibration is the central factor and the monitoring force behind cognitive development. Daleh,H.(2004). Piaget noted from his research that children’s cognitive development passed through a fixed sequence. The pattern of operations that children can perform may be thought of as a level or stage. Each level or stage is defined by how children view the world. Piaget’s and other stage theories make certain assumptions; Stages are discrete, qualitatively different and separate. Progression from one stage to another is not a matter of gradual blending or continuous merging.

The development of cognitive structures depends on preceding development. Although the order of structure development is invariant, the age at which one may be
in a particular stage will vary from person to person. Stages should not be equated with ages. This is why it’s important to deal with individual learners depending on their level of development. In the sensor motor stage, children’s actions are spontaneous and represent an attempt to understand the world; understanding is rooted in the present action. (Sunk, 2004)

Pre-operational children are able to imagine the future and reflect on the past, although they remain heavily perceptually oriented in the present. The concrete operational stage is characterized by remarkable cognitive growth and is a formative one in schooling because it is when children’s language and basic skills accelerate dramatically. The formal operational stage extends concrete operational thought. No longer is thought focused exclusively on tangibles, children are able to think about hypothetical situations. As a general framework, however, the stages describe the thought patterns that tend to co-occur, which is useful knowledge for educators, parents and others who work with children (Daleh, H.2004)

An event may occur that produces a disturbance in the Child’s internal structures (Schemata) so that the child’s beliefs do not match the observed reality. Equilibration seeks to resolve the conflict through assimilation and accommodation. Piaget felt that development would proceed naturally through regular interactions with the physical and social environments. The impetus for developmental change is internal. Environmental factors are extrinsic; they can influence development but not direct it. Teachers can arrange the environment to cause conflict, but how any particular child resolves the conflict is not predictable.

Learning occurs when children experience cognitive conflict and engage in assimilation or accommodation to construct or alter internal structures. Learning will
be optimal when the conflict is small and especially when children are in transition between stages. Information must be partially understood (assimilated) before it can promote structural changes (accommodation). Thus learning is limited by developmental constraints. Information from the environment (including peoples) is not automatically received but rather is processed according to the child’s prevailing mental structures. Children make sense of their environments and construct reality based on their capabilities at the present time. In turn these basic concepts develop into more sophisticated views with increasing experience. The stage progression portion of Piaget’s theory has important implications to learning. First, learning is developmental, and no child skips a stage. Second, individual children may take different lengths of time and need different experiences to complete their development. Third, mental development does not merely click into place with a passing birthday. Fourth, learners differ in capability, probably due to variations in their physical and mental experiences. In Early Child Education (ECE), children should be seen and treated as unique individuals and should be allowed to develop at their own rates. (Daleh, H.2004).

Understanding Cognitive Development

Teachers will benefit when they understand at what levels their students are functioning. Not all students in a class should be expected to be operating at the same level. Many Piaget’s tasks are easy to administer (Wadsworth, 1996). Teachers should try to ascertain levels and gear their teaching accordingly, and students who seem to be in stage transition may benefit from teaching at the next higher level because the conflict will not be too great for them.
Piaget criticized teachers actively teaching while learners remained passive. Children need rich environments that allow for active exploration and hands-on activities. This arrangement facilitates active construction of knowledge (Daleh, H.2004). Development occurs only when environmental inputs do not match student’s schemata. Ideally materials should be really assimilated but not too difficult to preclude accommodation. Incongruity also can be created by allowing students to solve problems and theory says, that children always have to succeed, teacher feedback indicating incorrect answers can promote disequilibrium. (Shunk, .2004)

At all grades, teachers should evaluate the development levels of their students prior to planning lessons. Teachers need to know how their students are thinking so they can introduce cognitive conflict at a reasonable level, where students can resolve it through assimilation and accommodation.

Cognitive development depends on four factors; Biological maturation, experience with physical environment, experience with social environment and equilibration. Then it passes through a fixed sequence that is children’s stages of operation. (Daleh,H 2004)
1.12 Conceptual Framework

A concept is an abstract or general idea inferred or derived from specific instances. It symbolizes several interrelated ideas. Conceptualization is inventing an idea and formulating it in the mind. A conceptual framework can be defined as a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation (Orodho, 2009) states that a conceptual framework is a type of model that employs the use of drawings or diagrams to explain related factors are put in boxes with arrows indicating the interconnection between them.

Diagram 1.1: Factors affecting Implementation of Inclusive Education

Source: Researcher's Own (2012)

Combinations of factors enhance a conducive environment for effective implementation, retention and transition of learners with special needs. These factors include suitable curriculum approaches for different students, active parental involvement, individual designed integration plan stressing learning and socializing
activities, Moe support, teachers training in relevant skills, teachers attitude, psychological and social condition of learners, Administrative input and Teachers’ understanding of learners need (Beauchamp, 1943). Implementation of inclusive education in regular primary schools is generally faced by several challenges. These challenges range from teachers attitude and training as they interact with learners leaving with various disabilities. The moral and material support of the parents directly affects the implementation of inclusive education. The support offered by the government counts a lot to the success or failure of the implementation. All these combined with environmental challenges and the attitude of the community pose a major challenge to the implementation.

Knowledge of the challenges and subsequent solutions can result to effective implementation hence successful teaching and learning. The inclusive classroom differs from homogeneous classroom in one special way- the differing needs of the students are more obvious. Teachers must respond to these needs since some students need special care. Teachers must encourage the growth of a classroom culture that provides caring while enforcing order.
1.14 Operational Definition of Key Terms

The following words were used as defined in the context of this study.

Challenges: Refers to barriers that interfere with effective achievement of set goals.

Disability: Refers to physically, mentally or socially challenged individual.

Disorder: Refers to condition resulting from an illness that causes a part of the body unable to function appropriately.

Effectiveness: Refers to the extent to which the set goals or objectives of an educational program are accomplished.

Impairment: Refers to any loss or damage to a part of the body

Implementation: Refers to putting all that is planned into use.

Inclusion: Refers to adjusting the home, the school and society so that all individuals regardless of their differences can have opportunity to interact, play, learn, and work.

Inclusive Education: Refers to full and active participation of learners with special needs in mainstream institutions.

Special Education: Refers to a special designed program of instruction designed to meet the unique needs of learners with special needs.
CHAPTER TWO
RELATED LITERATURE

2.1 Introduction

This chapter deals with different studies done by other scholars in different settings. The literature review has been organized and systematically presented according to the study objectives. These include;

2.2 Psychological Challenges Experienced by Learners with Special Needs

Most educators would agree that inclusive education promotes the practice of educating students with disabilities alongside their non-disabled learners; this means that students with disabilities attend the same school (Schwartz, 2005). This requires that the learners with disabilities should possess high positive attitude towards their condition so that they can be comfortable with others. All knowledge and experience about the development of children say that this can best take place in an environment where self-esteem and positive conception of oneself are strong. Gifted Education in Canada is being heavily influenced by movements like inclusive education and school restructuring, (Beauchamp, 1943). Ideally, in the inclusive school instructional provisions are individualized and student-centered. Student diversity is celebrated, and teachers and related professionals develop co-operative and collaborative relationships. The research on gifted students in Canada suggests that the greatest academic gains among gifted students are found in programs that group high ability children together and provide a differentiated curriculum matched to their abilities and skills. The beneficial effect of homogeneous grouping with differentiated instruction is also evident for students of medium ability and low ability.
In some ways these research findings are a puzzle for educators. A common view is that gifted students should not be separated from their peers in regular classroom. Inclusive education seeks to create a unified educational system, one that is able to accommodate the needs of all children. Inclusion is about, many things, social justice, respect for universality, professional collaboration. As a philosophy inclusion means making a commitment to do whatever it takes to enable every child to belong regardless of the child’s ability to achieve.

Adoyo, (2002); carried out a study in Western Kenya. The study analyzed the challenges of educating deaf children in mainstream schools. The study pin points that the deaf and the ordinary pupils experience difficulties in communicating with each other. The study identifies other challenges such as loneliness, rejection and social isolation which do not promote social and academic development. The researcher discusses perspectives on inclusive education in general and the deaf in particular. Challenges encountered in placing the deaf child in an inclusive classroom are highlighted and possible solutions to the administrators and teachers are suggested. However, this study is limited to the deaf learners only but does not look at other disabilities of the learners. The current study looked at learners with various disabilities in a mainstream schooling. In addition, the current study analyzed the diverse challenges of inclusive education.

2.3 How attitude of Teachers affect Implementation of Inclusive Education

For inclusion to succeed all teachers must believe that all children can learn to high standards of achievement, be willing to work collaboratively with other professionals and parents and must importantly respect and appreciate diversity. The concept of
inclusion is derived from special education law, first passed in 1975 as the Education for all handicapped children Act (EFA). Over the years EFA has been modified in response to increase recognition of and over the needs of people with disabilities. In 1990 the first version of individual with disabilities Education Act was enacted. It was amended in 1997 and again in 2004 resulting in IDEA (as the law is commonly known). IDEA requires school Districts to educate students with disabilities in the “Least restrictive environment” or LRE.

Musikhe, (2006) in a study carried out in Busia District states that inclusion refers that all persons regardless of their racial, economic, and physical or any difference was not excluded from any of the social activities. KISE, (2002) from the definition we are directed to the net effect of inclusion. If it has to be successful then it will be to get students together in a learning environment. The place to begin is to get all the professional parental and political interests together at a level and in a way that inclusion of pupils can be planned and implemented to the best education interest of each one of them. Leadership in planning and implementing inclusion is extremely important. Since the focus is the attitude of teacher towards inclusive education is questionable. Teachers have not been able to develop ownership of learners with special needs. They still feel it’s an extra burden to handle learners with varying abilities without special reward for their services.

A study by Musikhe, (2006) establishes that teachers’ attitudinal resistance in developing countries is the dimension that they are overburdened. They have full working day, handling up to hundred pupils per class. This involves a lot of population, long hours of marking and hectic teaching – learning process. By the end
of the day they are so exhausted that they have no time to reflect on their practice let alone engage in a major curriculum issues. They are not even involved in curriculum planning.

In a regular school, the head teacher is the educational leader who has to provide necessary guidance and direction. Teachers have to be prepared attitudinally and provided with the relevant knowledge and skills to maintain handicapped children. As a system problem inclusion affects all participants in the educational system from the child to the ministry of Education Science and Technology and beyond. Effective inclusion succeeds or fails in a school building while there are many factors that impinge on the school including state law, educational policies, allocation of resources and public attitude, all of these are brought together and tested in the learning experiences of children in the school. However, the curriculum attitudes of staff, social structure, and physical arrangement, allocation of resources within the classrooms and skills of teachers are elements of the schools educational ecology. (KISE, 2007)

In the study the researcher investigated the challenges that affect implementation process of inclusive education in primary schools in Yatta Division. These include poor distribution of the few teachers who are trained to handle pupils with special needs in all schools. After training, it happens that teachers remain within their stations not considering the needs in different schools. Head teachers are concerned solely with the smooth flow of their time-tables. No provision is made for teachers to engage in curriculum design activities during school hours. Teachers have to create time for such activities outside school hours. Logistic problems such as distance between schools cost of producing curriculum materials in sufficient amounts for all
teachers to have access to them and the problems of coordinating information flow from the centre (ministry) to the periphery (school) and managing feedback. Finally the status of teaching itself is left wanting in structural organization. (KISE, 2007)

Inclusive schools and community support programs UNESCO, (1994) states that implementation process of more inclusive systems of Education is possible if schools themselves are committed. The development of enabling mechanism such as national policies on inclusion, local support systems and appropriate forms of curriculum and assessment are important in creating the right context for the development of inclusion.

2.4 Curriculum Challenges in the Implementation of Inclusive Education

However inclusive education in Kenyan school has faced many challenges such as rigid Kenyan curriculum which is subject centered and does not so much put into consideration the learners ability and needs. As Global monitoring Report Education For All, 2005. indicates characteristic of “a school for all “include exercising flexibility with regard to the individual pupils capabilities and placing his/her needs and interest at the core. The school for all is therefore a coherent, but differentiated learning environment. Special education practices were moved into main stream through an approach known as “integration.”The main challenge with integration is that mainstreaming had not been accompanied by changes in the organization of the ordinary school. Its curriculum and teaching and learning statistics. This lack of organizational change has proved to be one of the major barriers to the implementation process of inclusive education policies. This view implies that progress is more likely to be slow. (KISE, 2007)
A case study of promoting inclusive education in Kenya was carried out by Leonard Chesire. According to this study the needs of children with physical disabilities were not being met due to:

Teachers lacked the skills to support children with special needs.

Peers were not prepared to work with children who looked different.

A hostile physical environment not adapted to suit their mobility needs.

Lack of adaptive aids.

General inadequate learning material to enhance quality education for all children.

The entire community lacked awareness on disability issues compounded with negative cultural beliefs that blames causes of disabilities to ancestral sins and other misdeeds.

The study was an overview of the entire country. The current study was done in a smaller region which enabled details to be acquired.

Recognizing that difficulties experienced by pupils result from the ways in which schools are organized, then there is need to be reformed and pedagogy needs to be improved in ways that will lead them respond positively to pupil diversity of seeing individual differences not as problems to be fixed, but opportunities for enhancing learning. The issue of inclusion has to be framed within the context of the wider international discussions around the United Nations organizations, agenda of “Education for All” (EFA) stimulated by the 1990 Jomtien Declaration. (KISE, 2007)

The Salamanca statement on principles, policy and practice in Special needs education, (UNESCO 1994) provides a framework for thinking about how to make policy and practice forward. In this statement and the accompanying framework for Action, is arguable, the most significant international document that has ever
appeared in special education. In taking an inclusive approach, we must not lose sight of its own origin in special needs discourse as well as the fact that children with disabilities remain the largest group of children out of school. Education for all means ensuring that all children have access to basic education of good quality. This implies creating an environment in schools and in basic programs in which children are both able and enabled to learn. Such environment must be inclusive of children effective with children friendly and welcoming to children, treating and protective for children and gender sensitive. The development of such child-friendly learning environment is an essential part of the overall efforts by countries around the world to increase access to and improve the quality of their schools.

2.5 Economic Challenges in Inclusive Schools

At the international consultative Forum on Education for All, 2000, it was realized that exclusion from meaningful participation in the economic, social, political and cultural life of communities is one of the greatest problems facing individuals in our society today. Such societies are neither efficient nor desirable. Despite encouraging developments, there are still an estimated 115-130 million children not attending school. Ninety of them live in low and lower middle income countries and over 80 million of these children live in Africa. As alarming are the countless others within the school system being excluded from quality education? Among those who do enroll in primary school, large numbers drop out before completing their primary education. Current strategies and programs have not been sufficient to meet the needs of children and youth who are vulnerable to marginalization or exclusive. The move towards inclusion has involved a series of changes at the societal and classroom level that have been accompanied by the elaboration of numerous legal instruments of the international level. (KISE, 2002).
Inclusion has been implicitly advocated since the universal declaration in 1948 and it has been mentioned at all stages in a number of key UN declarations and conventions. According to the Global monitoring report, (EFA, 2005), Education should allow children to reach their fullest potential in terms of learning. However, this has not been possible due to inadequate funding to that effect. An inclusive school for all must put flexibility and variation at the centre in terms of structure as well as in terms of context, with the goal of offering every individual a relevant education and optimal opportunities for development. In some cases, privatized systems of education focus on provisions of good infrastructure technology and facilities aiming at assuring “comfort” to students. Education planners must bear these issues in mind when generating discussions among receivers and providers in order to remove disparities in “quality” of education in the public and private systems. From constructive and transactional theories, the quality of learning can be enhanced by the diversity of student involvement. Tender attitude and tolerance are the vehicles for the construction of an inclusive and participating society. Following on quality education for enhanced inclusion implies identifying strategies for overcoming or eliminating the barriers of full participation for individuals and groups, which experience discrimination, marginalization, and exclusion, or which are particularly vulnerable. (KISE, 2002)

2.6 Support Given by the Ministry of Education for the Implementation of Inclusive Education.

According to a recent World Bank study and a growing body of global research (KESI, 2002) one area where efficiency can be improved to yield results is in the realm of school health. UNESCO along with its partners, WHO, UNICEF and World
Bank joined forces in its development of the FRESH, initiative aimed at raising the education sectors, awareness of the value of implementing an effective school health, hygiene and nutrition programs as one of its major strategies to achieve Education for All. According to recent findings cited by the FRESH initiative, as a result of universal basis education strategies, some of the most disadvantaged children, girls, the rural poor children with disabilities are for the first time having access to school. However their ability to attend school and learn while they are affected by poor health. School health programs help to create learning friendly environments, which ensure greater equity and better educational outcomes. Gifted Education in Canada is being heavily influenced by movements like inclusive education and school restructuring (UNESCO, 1994). Ideally in an inclusive school instructional provisions are individualized and student centered. Student diversity is celebrated, and teachers and related professionals develop co-operative and collaborative relationships. The research on gifted students suggests that the greatest academic gains among gifted students are found in programs that group high ability children together and provide differentiated curriculum matched to their abilities and skills. The beneficial effect of homogeneous groupings with differentiated instruction is also evident for students of medium ability and low ability.

Furthermore, school health programs help link resources of health, education, and nutrition and sanitation centers in an infrastructure the school that is already in place is persuasive and sustained. The effectiveness of this is measurable not only in terms of educational outcomes, reduced wastage, less repetition, but generally enhanced returns of educational investment. Inclusive education is about improving learning environments but also about providing opportunities for all learners to become
The cost of education is a critical issue to all school systems, especially when creating education facilities for all learners. Often questions are raised about the cost of education from traditionally excluded groups. It is perceived as being costly when is often only about making minor adjustments to accommodate all learners. The researcher used a questionnaire only which was administered to the learners to collect data. The current study will employ the use of the questionnaire, interviews guides to gather information from respondents. The study targeted both the pupils, teachers and head teachers of various schools. A paper prepared for the inter American Development Bank Seminar on inclusion and Disability Santiago, Chile; (Gordon Porter, 2001). Educating children with disabilities is a modern day challenges for the people of the Americas only a small proportion (for example 1% to 10%) in practical terms, establishing more segregated school’s is not feasible for most countries in the region. Money is better spent strengthening the capacity of community schools to handle children with diverse needs.

Study was carried out in Kisumu District Kenya by Ogalloh Molly Merrab on attitudes of regular primary school educators towards inclusive education (Ogallo, M. 2011). According to the findings of the study it was established that the current curriculum is overloaded and not disability sensitive. The major problem is that attitude of teachers was not considered in the implementation yet it plays an important
role. The purpose of the study was to find out what factors influence attitudes of educators i.e. managers/administrators and teachers in regular primary schools towards inclusive education. On the contrary the current study will investigate the challenges that face the implementation of inclusive education. The study will extend to investigate challenges that learners, teachers and administrators face.

A research was done from the University of Reading, UK to assess the attitude of head teachers working in the field of special education in two Kenyan provinces (Tissot, C & Evans, 2006). The study notes that although Kenya’s schools system is working to counter traditional concepts of education and disability, there is an ongoing emphasis on control, containment and care. It suggests that progress at the policy development level should be matched by schools level focus on providing a broad and balanced education. There needs to be more emphasis on preparing disabled children for employment.

According to Muuya, J. (2002) the provision of inclusive education is a challenge for all countries establishing and maintaining a quality education system which requires not only well-trained and motivated teachers and administrators, but also a large infusion of money to keep the system up to date and relevant with rapidly changing societies and economies.

Study carried out in India showed that there are 25 million children out of school in India cited in (World bank, 2004). Many of them are marginalized by dimensions such as poverty, gender, disability, and caste. While many educational programs have attempted to reach out to those previously excluded children, those with disabilities are often forgotten, emphasizing their invisible status in a rigidly categorized society.
The study aimed to establish the current status of inclusive education in India with a focus on children with disabilities. After exploring some general conceptual questions concerning the relevance of disability and inclusive education in the context of EFA, the paper analyses the interpretation and implementation of inclusive education.

The emergence of global economy has made the need for quality and effectiveness even more essential. As a result Education policies and programs rank high on Government agendas. For the policies to be effective they need to be directed to the estimated 85,000,000 citizens in the region who have disabilities. The resulting poverty and status of dependence of persons with disabilities represent a significant squandering of human potential. It also unnecessarily causes persons with disabilities to live lives of neglect, isolation and despair (World Bank, 2004).

This paper focuses on critical element of the education challenge and effort to achieve equality for students with disabilities. These students have traditionally fared poorly in the established education system. While there is a record of achievement during the last few decades when it comes to teaching children with special education needs, it's tampered by the segregated settings in which it is carried out and small portion of those who qualify who participate. (World Bank, 2004).

Progress toward full coverage and quality of service has been slow. Educational policies at all levels should stipulate that children with disabilities should attend their neighborhood school that is the school that will be attended if the child did not have a disability (Article 18. Salamanca statements).This paper explores the question of disability and inclusive education in the Latin American and Caribbean Region. Physical attitudinal barriers often prevent families and communities from providing
these children with the same opportunities that Non-disabled children have. (CIDA, 2001).

It must also be noted that children with disabilities are over represented in low-income families, even in developed countries such as Canada. It must also be recognized that however one of the most serious obstacles to progress in the region is the absence of reliable and consisted data on educational efforts and educational outcomes. Mcmeekin (1998) acknowledges that progress is being made, with some countries making significant gains particularly larger and more sophisticated countries such as Brazil, Argentina, Chile and Mexico. At the same time however, many poor countries are “lagging behind.” Having poor Educational statistics means that it is difficult to get an accurate account of the facts. It makes a job of identifying problems and solutions almost impossible. What we do know is failure to ensure that children with special needs receive effective educational services results in their exclusion from the labor market and other forms of marginalization.

In this study a gap identified is that the researcher does not consider the condition of structures in the inclusive school that acts as a barrier to effective implementation process of inclusive Education. The researcher also does not look at availability of enough teachers as a barrier to inclusive education.

Kipruto, Misingo and Simiyu undertook a study in Western province in Kenya, (Kipruto, Misingo and Simiyu, 2004). The study looked at the attitudes of mainstream primary school pupils towards integration with the disabled ones. In this study, a questionnaire based on the pupil’s attitudes towards being integrated with those with disabilities was administered to standard seven classes. In this study, investigation was limited to the attitude of ordinary learners. Without considering the attitude of the
learners with disabilities. Information was collected from pupils of class five, six and seven who are easy to communicate with.

2.7 Level of Teacher Training in Inclusive Education.

An inclusive education project in Oriang, Western Kenya run by Leonard Cheshire disability and several project partners of background assessment revealed that teachers lacked the skills to support children with special needs, school buildings and grounds were inadequate. The study also found some hostility towards educating children with disabilities from some community.

A study done in South Africa show that, majority of learners in South Africa are bi- or multi-lingual and attend school in a language that is not their first language. South Africa has eleven official languages. This creates logistical difficulties. Some pupils underachieve academic because of learning in a language that is not their first language. Educators need to know the difference between learning difficulties and language based academic problems to avoid the mistaken diagnosis. Educators need to identify learners with language disorders needing direct intervention. This requires use of mixed skills in handling learners of this nature. In the above assessment, the challenges identified in implementing inclusive education are limited to language problem. The research did not highlight some crucial challenges that affect implementation of inclusive education.

Summary of Literature Reviewed.

The reviewed research and reports are crucial to the researcher’s current study. They have highlighted the challenges facing inclusive education worldwide. The researcher
reviewed research literature in Canada on gifted students. The literature emphasized on the importance of homogeneous grouping with differentiated instruction. Literature was also reviewed on a study carried out in India which showed that there were 25 million children out of school in India due to poverty, gender, disability and caste. Literature was also reviewed on a study done in South Africa which showed that majority of learners in South Africa Bi- or multi-lingual and attend school in a language that is not theirs.

Other literature reviewed by the researcher was a study carried out in western Kenya by Adoyo in 2002. The study was on educating deaf children in mainstream schools. The researcher also reviewed literature on a study done in Busia District done by Musikhe analyzed the reasons why teachers are resistant to inclusive education. They feel that they are overburdened. The researcher also looked at the study carried out in Kisumu District by Ogallo on the attitude of regular primary school educators towards inclusive education. Challenges experienced by the learners themselves, teachers and administrators have been discussed. Investigation of challenges facing inclusive education in other countries has helped the researcher to compare challenges of inclusive education in Kenya and other countries. Inclusive education does not always work. Many factors have led to the failure of inclusion. These include lack of collaboration, and poor funding mechanism for special education. Still current trends indicate that schools are moving toward more inclusive practices and are attempting to educate the majority of students with exceptional needs in the regular classroom. Restructuring schools so that they can implement full inclusion is a big job. This restructuring will demand that school leaders consider the factors that influence change.
Challenges arising from the ministry of education and the Government have been identified and suggestions of possible solutions have been made. In addition challenges arising from parents, teachers and even learners with disabilities have been discussed. The gaps identified in the literature review include the kind of disabilities addressed by researcher. That is at one instance the researcher dealt with one type of disability that is visual impairment. Another gap identified is gathering information from ordinary learners and failing to get information from those experiencing various disabilities. Researcher also intended to use one research instrument which may not be effective. It is due to the above shortcomings in the literature review that the current study was necessary.
CHAPTER THREE
DESIGN AND METHODOLOGY

3.1 Introduction

A research is a systematic investigation of reality intended to add to the total sum of verifiable knowledge. This chapter addresses the various strategies and procedures which the researcher used to give the study the current form. Specifically this section focuses on research design, target population, sample and sampling techniques, development of research instruments, administration of instruments and procedures for data collection and analysis.

Research can be defined as a set of systematic investigative activities designed to survey, observe and clearly portray the status of education and other social settings as well as the need and way of working towards continuous improvement of educational or social process (UNESCO, 1993)

3.2 Research Design

The study used survey design. According to Nsubuga (2000) a survey design is a detailed description of existing phenomena with the intention of employing the data to justify conditions and practices to make plans for improving them.

Survey research design involves collection of data from members of students, teachers or other persons associated with the educational process and analysis of the information to illuminate important educational issues. The survey design was used during the study because of its ability to determine and report things the way they are. According to (Orodho, 2003) Researchers in education may employ survey method to collect information about the popularity or success of a particular program this study survey was used to gather facts and figures. The data collected was based on the
objectives of the study. This included psychological challenges experienced by learners with special needs. These are the challenges that affect how learners perceive inclusive education. The psychological aspect makes learners like or dislike inclusive education.

Reasons why teachers have negative attitude towards inclusive education. Teachers attitude on inclusive education has been affected by the fact that their efforts have not been rewarded, they feel overworked and they see it as an extra burden.

Curriculum challenges facing implementation of inclusive education. The education curriculum is too rigid and does not provide allowance to learners with special needs. Time factor is also a challenge since time is fixed regardless of the different learners.

Economic challenges facing inclusive schools. This is a challenge since the stakeholders give very little financial support to a very demanding program for example parents give very minimal support.

The support given by Ministry of Education. The ministry of Education does not provide the adequate financial support required for effective implementation of inclusive education.

The level of teacher training on inclusive education to handle learners with various challenges. Not all teachers are trained in inclusive education although all teachers deal with learners with special needs.

Social challenges affecting implementation of inclusive education which include cultural beliefs and practices of the society in the area under study.

3.3 Location of the Study

The proposed study was conducted in six selected primary schools. The study included the following primary schools:

(i) Kwakoko Primary school,
(ii) Kithimani Primary school,
(iii) Matuu Primary school,
(iv) Nguumo Primary school,
(v) A.I.C (African Inland Church) Primary school.
(vi) Kondo primary school

The schools were selected due to the fact that the schools have a large population that can fairly be represented in a sample. The schools are a balanced representation of both rural and urban schools. The schools also represent the various zones that make up the division. Three urban schools were selected which include Kithimani primary, matuu primary and AIC Primary. Three rural schools were selected which include, Kwakoko primary, Nguumo primary and Kondo primary.

3.4 Target Population

In this study the target population was 34 public primary schools in Yatta division. The study targeted 366 teachers, 17,470 pupils. The division has four Zones: Katangi Zone which has 11 schools with 3,600 pupils and 120 teachers. Matuu, Zone which has 10 schools with 4,870 pupils and 90 teachers. Kithimani Zone has 7 schools with 4,200 pupils and 80 Teachers.

Table 3.1: Yatta Division Primary Schools population per zone

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of schools</td>
<td>9</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>34</td>
</tr>
<tr>
<td>No. of teachers</td>
<td>120</td>
<td>90</td>
<td>80</td>
<td>76</td>
<td>366</td>
</tr>
<tr>
<td>No. of pupils</td>
<td>3600</td>
<td>4870</td>
<td>4200</td>
<td>4800</td>
<td>17470</td>
</tr>
</tbody>
</table>

Source: Computed by researcher from MoE records Yatta Division.

Key
1--Katangi Zone
2—Matuu Zone
3—Kithimani Zone
4—Ndalani Zone
3.5 Sample and Sampling Procedure

Gay (1976) recommends that for descriptive study a sample size of 10% for a large population and 20% for a small population is considered minimum. The researcher based the study on 6(18%) of 34 schools in Yatta Division – Yatta District. To come up with this sample proportionate stratified sampling procedures was applied. Stratification was based on three classes in all primary schools selected. The target population included pupils in standard five, six and seven for the purpose of effective communication. The total number of pupils in standard five, six and seven in the six selected schools in the division were 986. The study used simple random method where 210 pupils were randomly selected which represented 21% of the pupils’ population. The selected pupils consisted of learners with special needs selected randomly. The sample also included 64(17.5%) class teachers who handle various subjects and six head teachers of primary schools in Yatta Division, Yatta- District. The overall sample size was 280 respondents.

The class teachers were selected to take part in the study because they have the first hand information on the student’s background and they can give information about the learners. In case of double streams the researchers used simple random method to select the class teachers in each level.

The teachers of the six primary schools were interviewed to give information about the challenges they face as they implement inclusive learning. The head teachers were selected because they could give information about the learners, the teachers, parents and even education officials and also the environmental challenges.
3.6 **Research Instruments**

The researcher developed the following Instruments;

a) Questionnaire on Inclusive Education for Pupils.

b) Questionnaire on Inclusive Education for Teachers.

c) Interview Schedule for Head teachers on Inclusive Education.

3.6.1 **Questionnaire on Inclusive Education for Pupils**

The researcher developed a questionnaire for pupils on Inclusive Education. This questionnaire was an inquiry form through which respondents' answered questions or responded to statements in writing. This questionnaire was administered to pupils in standard five, Six and seven.

This questionnaire comprised of three sections; Part one dealt with Demographic information which touches on Age, Gender and family background. Part two dealt with level of inclusion which has six questions. Part three dealt with attitude questions on Inclusive Education. Attitude means the way an individual think about other people and about oneself. It's the way one behaves towards others. This part has five questions. The questions consisted of closed and open ended items. Part four dealt with pupil's perception concerning Inclusive Education. Perception means the way one notices things, an idea, belief or an image one has as a result of how you see or understand something. It consisted of five questions. Section five involved advice and recommendations. It was composed of four questions.

**Reliability**

Gay, (1987) states that reliability refers to the consistency of assessment scores. Various terms of reliability are used such as” test-retest reliability, equivalent forms
reliability, “split-half reliability,” and rational equivalent reliability. Establishing reliability is a prerequisite for establishing validity (Gay, 1987) although a validity assessment is by necessity reliable, the contrary is not true. A reliable assessment is not necessarily valid. The reliability or stability of a test is usually expressed as a Correlation Coefficient. Reliability of the instrument was established using Split-half technique. This enabled the researcher to establish internal consistency of the instrument. This is comparability of halves of a measure to assess a single trail or dimension. In Split-half the researcher administers one test and correlates the items to each other.

Spearman’s rank order coefficient was employed to compute the reliability coefficient of the two sets of data.

3.6.2 Questionnaire for teachers on Inclusive Education

The researcher developed a questionnaire for class teachers: this comprised of four parts. Part one consist of demographic information for the class teachers. Specifically this part dealt with age, gender and teaching experience. This part was composed of five questions.

Part two dealt with level of the implementation of inclusive Education. It consisted of closed ended and open ended questions. This part comprised of ten questions. Part three dealt with structural adjustment to inclusive Education. It comprised of six questions. Part four dealt with advice and recommendations of teachers on Inclusive Education. The section had five questions.

3.6.3 Interview guide for Head teachers on Inclusive Education

The researcher developed an interview guide which was to be administered to six Head teachers of the six sampled schools. The researcher visited the selected schools.
and contacted the head teachers of those schools and requested them to participate. The researcher used an interview guide to get information from the head teachers which was verbally administered.

The interview guide comprised of four parts. Part one was demographic information which included age, gender and teaching experience. This section had four questions. Part two dealt with the level of inclusive education. The section had a total number of nine questions. Part three dealt with the state of school structures and their suitability to the learners with special needs. It was composed of six questions. Part four dealt with recommendations and advice made by head teachers to improve inclusive Education. The section comprise of three questions.

3.7 Reliability of Research Instruments

To ensure the instruments are reliable, the researcher made sure that the questions asked are high quality and unambiguous. A selected number of students from the schools were given the questionnaires which they responded to. Thus the method that provided indices of correlation between variables was Spearman. Reliability of the instrument was established using Split-half technique. The Spearman-Brown Formula was employed to compute the reliability coefficient of the two sets of data.

This was to determine whether the instruments would give the desired outcomes. The researcher was able to adjust the instruments where necessary before being administered to the targeted population. Spearman-Brown Prophecy formula is used to adjust the half- test reliability to full test reliability. The spearman Brown formula is often applied in the split half adjustment as follows:
\[ r_{\text{split-half}} = \frac{\frac{\sum_{i=1}^{n/2} (x_i^2 + y_i^2)}{n} - \left(\frac{\sum_{i=1}^{n/2} x_i^2}{n}\right)^2}{\sqrt{\frac{\sum_{i=1}^{n/2} x_i^2}{n} \left(\frac{\sum_{i=1}^{n/2} x_i^2}{n}\right) - \left(\frac{\sum_{i=1}^{n/2} x_i^2}{n}\right)^2}} \]

Reliability = \( 2 \times r_{\text{half test}} \) \( 1 + r_{\text{half test}} \)

For example, the half test correlation for 30 items test between 15 odd numbers and 15 even numbers items. The reliability will be positively high.

The questionnaires and Interview guides were distributed and collected by the researcher personally. The respondents were assured of confidentiality of the information they give. The piloting was to test the reliability of the instruments.

**Validity**

Validity of the instruments was determined by the researcher who developed the instrument based on the study objectives and research questions.

**Piloting**

The researcher organized the piloting of the above instruments in order to establish the validity of the instruments. The piloting was conducted in a school that is not part of the sampled schools but within the target population. One rural school (Mukalala primary) and one urban school (Makivenzi Primary) represented the pilot study.

### 3.8 Data Collection Procedure

Permission and authority to conduct the study was sought from the Ministry of Education (MoE) department of research and the DEO Yatta District. A permit was obtained from the MoE and a letter of introduction from the DEO Yatta. The researcher visited the selected schools and contacted the head teachers of those schools. The researcher informed them of the intended visit to their schools and requested them to participate. The researcher used interview guide to get information
from the head teachers. The researcher obtained data by asking the head teachers various questions which were selectively chosen in order to match with the study objectives. The researcher interviewed six head teachers of the six selected schools.

The second instrument the researcher used was the questionnaire for teachers. The researcher used the questionnaire to collect data directly from the teachers selected from the six primary schools. The questionnaire consisted of questions and statements, closed-ended and open-ended questions were used. In open-ended questions the responded was provided with a list of responses from which to select an appropriate answer. The researcher distributed the questionnaires to the eligible teachers who responded and the researcher collected the questionnaires after two days. The third instrument that the researcher used was the questionnaire for pupils. The researcher sought permission to administer questionnaires to the pupil from the head teachers of the selected schools. After that the researcher sought the assistance of the class teachers to administer the questionnaires to the pupils. The questionnaire consisted of simple open-ended and closed-ended questions. The questionnaires were distributed to pupils and the researcher collected after two days.

3.9 Data Analysis

The researcher ensured that the collected data was well organized before analyzing. After correcting any errors that may influence data analysis the researcher formulated a coding scheme. The core function of the coding scheme was to create codes and scales from the responses, which was summarized and analyzed. In the study, descriptive statistics was used. In this statistic data was represented in a table (tabular representation of data) was used.
To present the analyzed data the researcher used statistical technique of frequency distribution and percentages. Items from questionnaires were arranged and grouped according to particular research questions that were received from the questionnaire and interview guide conducted were organized, tabulated and analyzed using simple frequencies and percentages. Peil (1995) maintains that when making the results research known to a variety of leaders percentages have considerable advantage over more complex statistics. Initially, content coding and analysis was done to generate a list of ideas or responses for each question. Questions and responses were placed under appropriate category. Care was taken by the researcher to note the number of times views were expressed and the number of respondents that expressed the views. This formed the basis for drawing conclusions. Before the questionnaires and interview guide were coded and entered into tables for data analysis, they underwent thorough editing to check on internal consistence of recorded data. Descriptive form of statistics was used.
CHAPTER FOUR
RESULTS AND DISCUSSIONS

4. Introduction

This chapter presents the findings and their interpretation. The challenges are based on the collected data on the challenges faced in the implementation of inclusive education identified through questionnaires and interview guides. The data was collected from six primary schools. It was analyzed to establish the challenges that schools in the division face in implementing inclusive education. The data in the section was obtained from the questionnaire for pupils, Teachers and interview guides for head teachers. The pupils who responded to the questionnaires were 210, 6 teachers and 6 head teachers. The researcher used frequencies and percentages to describe the response of respondents. The study findings were presented under the following themes based on specific objectives.

4.2 Psychological Challenges Faced by Learners with various Impairments

The data collected was analyzed using frequencies and percentages; it was then presented using tables. In the first objective the data collected was on psychological challenges experienced by learners in inclusive school. The findings of the study showed that pupils with various impairments experienced psychological challenges such as ridicule by others, neglect, fear of the unknown, discrimination, effects of poverty, self-pity, challenges of age and others were not given equal opportunities to participate in all school activities. According to the findings of the study inclusive education is a strange idea and even learners with disabilities did not find it easy to interact with ordinary learners.
Table 4.1: Distribution of psychological challenges faced by pupils

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>43</td>
<td>27</td>
<td>22</td>
<td>15</td>
<td>34</td>
<td>28</td>
<td>41</td>
<td>210</td>
</tr>
<tr>
<td></td>
<td>(20.5)</td>
<td>(12.9)</td>
<td>(10.5)</td>
<td>(7.2)</td>
<td>(16.3)</td>
<td>(13.1)</td>
<td>(19.5)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

Source: Computed by the Researcher

Key:
1---Ridicule
2—Fear
3—Discrimination
4—Neglect
5—poverty
6—self pity
7—Age

The data presented in Table 4.1. on the distribution of psychological challenges faced by pupils in the findings of the study shows that 20.5% of the pupils who responded to the questionnaire stated that ridicule by other ordinary learners was one of the challenges that made them uncomfortable in the school. Other ordinary learners had given pupils with certain disabilities nicknames in relation to their impairment. This made them get demoralized and did not have excitement of attending school. Among the respondents 12.9% stated that they experienced fear of the unknown. The above did not have courage and confidence to participate actively in school activities. Their state of impairment made them lose confidence in their abilities and quite often kept to themselves.

In the Table 4.1, 10.5% of the pupils stated in the questionnaire that they experienced the challenge of discrimination in class and outside. They were often isolated by other ordinary learners who formed groups according to their abilities. This tortured many of them psychologically. 7.1% of the respondents stated that they felt neglected by the teachers who gave greater attention to ordinary learners while...
learners with various disabilities received minimal attention. The learners felt that teachers spent more time in class and outside class with other learners while the impaired received little attention from the teachers. 16.2% of the learners felt that poverty contributed to their inability to fit in the environment. This resulted from lack of essential facilities they needed to assist them in learning such as hearing aids.

The data presented in Table 4.1. Indicates that 13% of the respondents had not psychologically accepted their state of disability. They disclosed that they were full of self pity. This made them unable to cope with the school environment. On the other hand, 19.5 % of the pupils were over age considering their classes. They were conscious of their age and this affected them psychologically.

Table 4.2: Age distribution of pupils

<table>
<thead>
<tr>
<th>Age</th>
<th>10-15</th>
<th>16-20</th>
<th>21-25</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std Five</td>
<td>18</td>
<td>30</td>
<td>00</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>(37.5)</td>
<td>(62.5)</td>
<td>(00)</td>
<td>(100)</td>
</tr>
<tr>
<td>Std Six</td>
<td>6</td>
<td>23</td>
<td>37</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>(9.1)</td>
<td>(34.84)</td>
<td>(56.06)</td>
<td>(100)</td>
</tr>
<tr>
<td>Std Seven</td>
<td>14</td>
<td>38</td>
<td>44</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>(14.6)</td>
<td>(39.6)</td>
<td>(45.8)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

Source: Computed by the Researcher

According to the findings of the study Table 4.2. shows that 37.5% of the learners in standard five were in the age bracket of 10-15 years; 62.5% were in the age bracket of 16-20years .Under normal circumstances learners of such age are supposed to be in high school and others in colleges .Due to various challenges a number of learners
were forced to remain in one class for several years. This situation is very stressful to learners and many of them were not exited about school.

According to the findings of the study Table 4.2 shows that 9.1% of the learners in class six are in the age bracket of 10-15 years, 34.84% were in the age bracket of 16-20 years, 56.06%. Were in the age bracket of 21-25 years. According to this data these learners were overage but still in class six. They had become demoralized and did not have morale for schooling. Considering their age and the class they were resulted to stress and psychological dissatisfaction.

According to the findings of the study the demographic information in Table 4.2 showed that 14.6% of the learners in class seven were in age bracket of 10-15 years, 39.6% were in the age bracket of 16-20 years, 45.8% were in the age bracket of 21-25 years.

The above findings indicated that in std. seven there was a high rate of repetition which caused a lot of discomfort to over age pupils. According to the class teacher's response, in the questionnaire for teachers, 13.1% of the pupils were conscious of their age in this class and did not feel free to participate actively in the class. The promotion of pupils from one class to the other was slow. This impacted negatively on the learners with special needs in that they had low esteem and felt disadvantaged as compared to their counterparts in the same class. According to the information provided by teachers and head teachers such learners appeared withdrawn most of the time.
4.3 Reasons for Teachers’ negative attitude and implementation of inclusive education.

In the questionnaire for teachers the 64 respondents were supposed to respond to the item on the reasons why teachers have negative attitude towards inclusive education. The data was analyzed using frequencies and percentages, it was then presented using tables and descriptions. The summary of the findings is presented in Table 4.3.

Table 4.3: Reasons for teachers negative attitude to inclusive education.

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequencies</td>
<td>20</td>
<td>13</td>
<td>14</td>
<td>8</td>
<td>7</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>(31.3)</td>
<td>(23.4)</td>
<td>(21.9)</td>
<td>(12.5)</td>
<td>(10.9)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

Source: Computed by the Researcher

Key:
1—overworked
2—not motivated
3—limited time
4—rigid curriculum
5—foreign ideology

The findings of the study showed how teachers thought and felt about inclusive education and greatly affected its implementation. Negative attitude of teachers about inclusive education was a great challenge to implementation of inclusive education. In the teachers’ response, 31.3% of the class teachers expressed in their questionnaire that they were overworked. Handling learners of mixed abilities demanded more time and a lot of effort. If they were to succeed they had to sacrifice extra time outside the normal hours to assist pupils with various challenges. Teachers felt this was an extra burden to the already overworked teacher.

23.4% of the teachers stated that they were not motivated since their effort and commitment did not earn recognition by the ministry or monetary benefits. This
feeling was a setback to the implementation of inclusive education. The class
teachers, 21.9% who responded to the questionnaire stated that time allocated to a
lesson in a class with students with mixed abilities is not enough. A period of 35
minutes is not enough for proper contact between a pupil and a teacher and more with
a class of 50 pupils. Then class teachers’ view on the nature of the school curriculum
was that the curriculum is so rigid and 12.5% of the teachers felt that the curriculum
does not have provision for the pupils with various disabilities in an inclusive set up.
Due to the nature of the curriculum, it becomes hard for the teachers to successfully
implement it to the learners with impairments. The class teachers who comprised
0.9% of the teachers’ population felt that inclusive education was a foreign ideology
which is not workable in their classroom.

4.4 Curriculum Challenges in the Implementation of Inclusive Education

Several curriculum challenges face the implementation process of inclusive education
according to the findings of this study. The class teachers who responded to the
questionnaire gave various challenges they face in the curriculum as they try to
implement inclusive education.

Table 4.4. Summarizes the findings.

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>20</td>
<td>16</td>
<td>8</td>
<td>12</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>Frequency (as percentage)</td>
<td>31.3</td>
<td>25</td>
<td>12.5</td>
<td>18.7</td>
<td>12.5</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Computed by the Researcher

Key:
1. Time factor
2. Rigid curriculum
3. Irrelevant content
4. Rigid assessment procedures
5. Inadequate educational materials
In Table 4.4, the findings of the study showed that out of the 64 teachers who responded to the questionnaire time factor has been a strong barrier to the implementation of inclusive education. The above teachers stated that there is lack of sufficient time to accomplish an inclusive learning process. The teachers expressed this as a challenge due to rigidity of the school program. The school time table indicates that a lesson should be taught in 35 minutes without considering the nature of learners being addressed. The tight program does not consider learners with various challenges. The ministry emphasizes coverage of work within a particular period and rarely is the nature of learners put into consideration. Among the teachers who responded to the questionnaire 25% stated that the education curriculum is not flexible to accommodate learners with various impairments, it has no allowance for individual differences. Among the class teachers 12.5% stated that indicated that irrelevant and overloaded content in the curriculum is strong barrier to the implementation of inclusive education. According to the feelings of teachers the curriculum content does not respond to the needs of the learner. The curriculum fails to address the specific subjects that would cater for special needs of learners for lifelong education. A number of teachers that is 18.7% stated that rigid assessment procedures have been a barrier to inclusive education. They felt that assessment or evaluation criteria are too much exam oriented and assessment is geared towards the spirit of competition rather than cooperation. Even learners with hearing impairment are examined in spoken and written languages. 12.5% of the teachers felt that inadequate educational facilities were a barrier to the implementation of inclusive education. Teachers were challenged by inadequate educational facilities, equipment and services for children with various challenges.
The head teachers who responded to the interview guide indicated that the support that they received from parents could not sustain inclusive education. According to the head teachers, most of the parents were not committed in supporting their children with disabilities. Poverty constraints among the parents had made them unable to provide the required support to their children in inclusive schools. The head teacher also reported that the support given by MOE is also very little for effective implementation of inclusive education. According to the report of the heads teachers to a great extend, the inclusive education relies on well wishers for financial support who also are not able to provide enough finances. The head teachers also reported that the schools mostly rely on NGOs for support although the support they give is not enough and also not regular. High dependency on international donor to fund schools has been a challenge to the implementation of inclusive education.

The above economic challenges have resulted to lack of proper and adequate facilities and infrastructure such as sanitation facilities and also inadequate buildings to allow easy access and mobility of person with disabilities.

4.5 Economic challenges experienced in inclusive schools.

Data on Economic challenges facing inclusive schools was collected from head teachers using interview guide. The data was analyzed using frequencies and percentages and presented using descriptions. Among the head teachers who were interviewed 33.3% stated that they experienced economic hardships since they got minimal financial support from the stakeholders i.e. the MoE and parents. The Ministry of Education provides only 2% to support implementation of inclusive education which is not enough. Parents also give very little support to inclusive education which has been attributed to poverty. According to the head teachers
response the schools rely on well wishers and international donors. As a result the process of implementation has been slow and ineffective.

4.6 How the Ministry of Education has supported the implementation of inclusive Education.
Data on how the ministry of education has supported the implementation of inclusive Education was collected from the head teachers of the selected primary schools. The data collected was analyzed using frequencies and percentages. Description presentation was used.

According to the information provided by the head teachers the MoE has promoted the training of teachers in special education. At least 21.9% of the teachers have been trained to handle learners with special needs. The MoE has also tried to create awareness on special education within the division. However the ministry has not provided adequate financial support required to effectively implement inclusive education.

4.7 Qualification/training of Teachers
The study sought to know whether the qualification of teachers was a challenge in schools in Yatta division. The demographic information was important to judge whether the teachers have a rich experience in dealing with pupils with various disabilities. Table 4.5 has the results of the findings.
Table 4.5: Demographic data for class teachers

<table>
<thead>
<tr>
<th>Years of service</th>
<th>0-5</th>
<th>5-10</th>
<th>10-15</th>
<th>15-20</th>
<th>20-Above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>13</td>
<td>10</td>
<td>21</td>
<td>11</td>
<td>9</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>(20.1)</td>
<td>(15.7)</td>
<td>(32.9)</td>
<td>(17.2)</td>
<td>(14.1)</td>
<td>(100)</td>
</tr>
<tr>
<td>Period in the current station</td>
<td>20</td>
<td>28</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>(31.3)</td>
<td>(43.8)</td>
<td>(25)</td>
<td>(00)</td>
<td>(00)</td>
<td>(100)</td>
</tr>
<tr>
<td>Qualifications</td>
<td>P1</td>
<td>S1</td>
<td>B.Ed</td>
<td>ATS</td>
<td>Special</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>23</td>
<td>6</td>
<td>11</td>
<td>14</td>
<td>(100)</td>
</tr>
<tr>
<td></td>
<td>(13.6)</td>
<td>(35.9)</td>
<td>(9.4)</td>
<td>(17.2)</td>
<td>(21.9)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

Source: Computed by the Researcher

The findings of the study according to the Table 4.5. Showed that 20.1% of the teachers had served for a period of 5 years only. 15.7% of the teachers had served for a period between 5-10 years, 32.9% had served for a period of 10-15 years while 17.2% had served for a period between 15 to 20 years as teachers and 14.1% had served for more than 20 years. This information was important because the teachers proved to be suitable source of information concerning challenges of inclusive education.

The information provided by the teachers in table 4.5. Showed that 31.3% of the 64 teachers had served in the current stations for a period of 5 years. 43.8% has been in the current station for a period between 5-10 years and 25% had been in the current station for over ten years. This information was important to prove that the teachers who responded had authentic information in their current stations.
The teachers who responded to the questionnaire were supposed to state their qualification in order to establish whether they had been trained to handle learners with various impairments.

Table 4.5. Showed that 13.6% of the 64 teachers had P1 qualifications. 35.9% had S1 qualifications, 9.4% had a degree in education, and 17.2% were ATS teachers while 21.9% were trained in special education. The above findings indicate that shortage of trained teachers in special education was a challenge to implementation of inclusive education. Inclusive education demands that teachers should have relevant skills to handle learners with various disabilities.

Table 4.6: Demographic Information of Head Teachers.

<table>
<thead>
<tr>
<th>Years of service</th>
<th>10-15</th>
<th>15-20</th>
<th>20-Above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(16.7)</td>
<td>(33.3)</td>
<td>(50)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration in the current station</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
</tr>
<tr>
<td>5-10</td>
</tr>
<tr>
<td>10-Above</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed</td>
</tr>
<tr>
<td>ATS</td>
</tr>
<tr>
<td>Special</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Source: Computed by the Researcher

The demographic information of the head teachers was important to determine their suitability in the study. According to the data presented in table 4.6, 6.7% of the head teachers out of 6 head teachers indicated that they had served for a period between 10-15 years while 33.3% of the head teachers had served for a period between 15-20 years, 50% of the head teachers had served for 20 years and above. This proved that they were the right source of information.
The head teachers were also required to state their period of stay in the current station. This was important in establishing whether they understood the challenges in their station. 50% of the head teachers had been in their current station for a period of 5 years, 33.3% had been in their current station for a period of 5-10 years and 16.7% had been in the stations for more than 10 years.

The head teachers were required to indicate their academic professional qualifications to establish whether as leaders were in a position to implement inclusive education. The data presented in Table 4.6 showed that 16.7% of the head teachers who were interviewed had a B.Ed degree, 50% were approved teacher status (ATS) while 33.3% were trained in Special Education. This implied that this level of head teachers training in special education was also a challenge to implementation of inclusive education. If the process would succeed, at least all the head teachers must be trained in special.

4.8 Social Factors and Implementation of Inclusive Education

In the interview guide for the head teachers, they were required to indicate how social factors affect implementation of inclusive education. The data collected was analyzed using frequencies and percentages and presented using tables. The summary of the findings is presented in Table 4.7.

Table 4.7: Social Challenges to the Implementation of Inclusive Education.

<table>
<thead>
<tr>
<th>Social factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(6.7)</td>
<td>(50)</td>
<td>(33.3)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

Source: Computed by the Researcher

Key
1----Isolation
2----Victimization
3----Threats
In Table 4.7, on head teachers’ response on how social factors affect implementation of inclusive education, 16.7% stated that in the division, those with certain forms of impairments are isolated in the society. In most cases, they are not considered to be in a position of making very meaningful contribution in the society. They are labeled as social misfits and this has affected their self esteem to an extent of keeping to themselves. 50% of the head teachers who responded stated that some of the people with various disabilities are to some extent victimized in the society. In the division, the people are superstitious and it’s always alleged that some impairments or disabilities are the cause of natural calamities such as drought. In the division people embrace harmful traditional beliefs and attitudes that children with various disabilities are an abomination in the society.

Such children with impairments are associated with evil spirits and are believed to be the cause of suffering in the society. This has made some parents keep their disabled children away from public to avoid hostility from the society. To some, disability is a sign of God’s disfavor to the child or the parents. Such beliefs tend to make some parents to keep their children with disabilities isolated for fear of ridicule.

4.9 Overcoming Barriers to Inclusive Education

The class teachers and head teachers who were interviewed gave various ways of overcoming inclusive barriers or challenges. The solutions to the above challenges are summarized in Table 4.8.
### Table 4.8: Solutions to Curriculum Barriers

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(33.3)</td>
<td>(16.7)</td>
<td>(33.3)</td>
<td>(16.7)</td>
<td>(100)</td>
</tr>
<tr>
<td>Class teachers</td>
<td>18</td>
<td>14</td>
<td>20</td>
<td>12</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>(28)</td>
<td>(21.9)</td>
<td>(31.3)</td>
<td>(18.8)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

Source: Computed by the Researcher

**Key:**

1----flexibility  
2---Early identification  
3---Diversity of educational approaches  
4-----Availing funds

The data presented in Table 4.8 explains various solutions suggested by both the teachers and head teachers to barriers of inclusive education. 33.3% of the teachers and 28% of the head teachers stated that the curriculum should be flexible enough to consider learners diversity. This can be done through different activities such as adopting examination questions to suit individual learners' needs. The curriculum can also be designed to use alternative ways of measuring the learners' competence through project work, Direct observation as the learners work, functional assessment as learners demonstrate skills and students self assessment. The MoE should facilitate individual schools and teachers to adopt the curriculum to local needs and cultural differences by developing other content areas appropriate to learners' needs. The curriculum should also allow learners with special needs more time for content coverage during examinations. According to the head teachers, it's important to include specific subjects that are particularly crucial to learners with special needs.
The head teachers felt that class teachers should make learning enjoyable by involving learners in different activities. Education should be made more relevant to daily life and home situations. Arrangement, use mats, wooden blocks or old car tires. 33.3% of the teachers suggested that to solve the problems of communication, sign language should be taught in all schools and be examined like any other language. They suggested that subjects relevant to learners with special needs include the following among others. Independent living skills for learners with visual hearing, Mental and physical difficulties, Braille for those with visual problems, Orientation and mobility skills for independent travel for the visually and physically challenged and Sign language for those with hearing problems.

The data presented in Table 4.8, shows that 16.7% of the teachers and 21.9% of the head teachers stated that one way of overcoming barriers to inclusive education is early identification and intervention. Identification of children who may be experiencing difficulties in learning should lead to intervention measures which promote learning and social development as early as possible. The intervention can be done at home, in pre-school or in schools as soon as special need or disability is identified. According to the head teachers response, the identification can be done by taking the child for screening and assessment at the nearest educational assessment and resource centre (EARC) found at the district headquarter. This can help in starting stimulating programs in collaboration with parents and early childhood care development and education staff to stimulate language development. It can also help to provide adequate nutrition and manage behavior difficulties in children.

In Table 4.8, 33.3% of the class teachers who responded to the questionnaire and 31.3% of head teachers stated that one way of overcoming barriers on inclusive
education is by adopting flexibility and diversity of educational approaches. According to the above respondents, this can be achieved through the following.

Establishing a comprehensive educational system which goes beyond schooling and targets all the members of the community regardless of their age, gender, disability or HIV status.

Regular in servicing of teachers through seminars, workshops, conferences, lectures, symposiums.

Promoting a collaborative learning experiences.

Networking with other professionals especially the community and community based rehabilitation (CBR) workers.

Differentiating curriculum implementation education procedures.

Increase literacy among adults to improve access to accurate information and knowledge about special needs including disabilities.

Media to play a major role in changing traditional attitudes, values or beliefs towards persons with disabilities.

According to class teachers and head teachers, all the above views can be done by promoting cultural activities such as drama, poems and songs to teach the community about the issues of special needs education.

Using mass media to educate the public about special needs issues with an emphasis on the rights of every child’s education.

Guiding and counseling parents other learners and teachers on how to deal with difficulties in education process resulting from special needs including disabilities.

Promoting support for teachers and learners within the community and developing a common goal where co-operation and collaboration is valued at all levels.
In Table 4.8, 16.7% of class teachers and 18.8% of the head teachers who responded to the questionnaire gave their views on ways of overcoming barriers to inclusive education. They stated that if only funds can be made available for inclusive education implementation of inclusive education can be easier. The above respondents felt that funds can be provided to cater for inclusive education by doing the following:

Training non materials resources such as teachers, regular learners, management teams and community to enhance the capacity of he schools to respond to learners’ diversity. The above respondents stated that the ministry should find a simple and cost effective way to overcoming barriers in the physical environment. They suggested that parents should portray equal treatment to all their children and also accord them equal financial attention. They recommended that parental involvement in school activities to support learners with special needs is required. Parents should come out and give both moral and financial support to promote inclusive education.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
In this chapter a summary of the major findings of the study are presented, conclusions drawn and recommendations of the study advanced based on the findings.

5.2 Summary of the Findings on the challenges faced in the implementation of inclusive education.
The findings of the study are as follows:

5.2.1 Psychological challenges of learners.
The findings on psychological challenges faced by learners with various impairments showed that most of the learners felt uncomfortable due to overage and repetitions in one class. The findings showed that such Pupils did not feel free to participate in some activities especially outdoor activities due to their age. The findings showed that 37.5% of pupils in class five were aged between 10-15 years, 62.5% were aged between 16-20 years. The findings showed that other challenges faced the pupils with various impairments. These include ridicule by other ordinary learners, fear of intimidation, discrimination, neglect by either parents or teachers, poverty, self–pity. The findings showed that the ordinary learners referred to them using some demoralising nicknames related to their impairments.

5.2.2 Reason why teachers have negative attitude in inclusive education.
The findings of the study on the objective of reasons for negative attitude of teachers and its effect in the implementation of inclusive education.
It was established that majority of teachers felt that they were overworked and were not able to meet the needs of the individual learners. They were supposed to spend extra time as they handled learners with various challenges. Among the 64 teachers
23.4% felt unmotivated since their training in special Education did not translate to good payment, no allowances given for their training. Class teachers also had an issue with time factor. To them time was limited and could not have adequate time with challenged pupils who needed special attention.

5.2.3 Curriculum challenges to inclusive education.

The findings of the study on the objective of curriculum challenges 25% of the teachers stated that rigid curriculum had become a barrier to the implementation of inclusive education. The curriculum could not respond to learners' individual needs. The teachers were supposed to follow the syllabus strictly and even the nature of exams could not cater for the needs of some learners with various challenges. The information given by the teachers also showed that 12.5% expressed that irrelevant and overloaded content in the curriculum was a barrier to implementation of inclusive education.

5.2.4 Economic challenges facing inclusive education.

The findings of the study on the objective of economic challenges showed that head teachers faced economic hardships because they got minimal support from the stakeholders. For example the parents gave very little financial support for the implementation of inclusive education. Some of these parents were quite poor and could not afford some of the essential items for their challenged children like wheel chair, brail, and hearing aids. On the other hand the ministry of education did not provide enough finances for effective implementation of inclusive education. According to the data collected from the head teachers only 2% of the government funding was allocated to special education. The head teachers relied on well wishers and international donors. As a result the process of implementation has been slow and ineffective.
The support the ministry of education has provided for the implementation of inclusive education.

The findings of the study on the objective of MoE support to the implementation of inclusive education showed that the ministry has tried to promote the training of teachers in special education. However, the pupil-teacher ratio is high since the trained teachers are few and they cannot cope with the high school population. The MoE financial support is not adequate for the implementation of inclusive education.

5.2.5 Inadequate support provided by MoE

The findings of support given by the Ministry of education for the implementation of inclusive education indicated that the support was not adequate at all. The funds allocated for implementation of inclusive education was only 2% and this could not adequately cater for all the requirements.

5.2.6 Teacher training as a challenge to inclusive education.

The findings on the teacher training showed that although all the teachers had received professional training but only 21.9% were trained in special education. That was a big challenge compared with the large number of pupils they were supposed to handle. With this small number of teachers trained in special education their distribution to schools was poor. The same teachers did not have all the relevant skills to handle learners with various impairments such as the visually impaired. Thus implementing of inclusive education was quite difficult. Out of the head teachers who responded to the interview guide only 33.3% had been trained in special education. This means that in several schools the head teachers do not have the knowledge on how to handle learners with various impairments. In an inclusive school set up, it's the head teachers' responsibility to supervise the implementation of the curriculum.
Lack of training of some head teachers was one of the challenges that made implementation of inclusive education difficult.

5.2.7 Social challenges on inclusive education.

The findings of the study on social factors and their effect in implementation of inclusive education showed that in Yatta division the society is influenced by traditional beliefs. The people are superstitious and belief that many misfortunes are caused by certain abnormalities. They brand people with certain abnormalities as an abomination to the society. In the information given, 33.3% of the head teachers stated that the society has become hostile towards individuals with disabilities and even their relatives. In addition to the above 50% of the head teachers reported victimization of challenged individuals in the society. While 6.7% reported that challenged people have also been isolated in the society and discriminated against. This has made many parents keep away their challenged children from public to avoid this hostility. Some had been hidden for too long until the government officers intervened to have them be send to school.

5.3 Conclusions

The findings on the challenges facing implementation of inclusive education were narrowed down to school based factors, home factors, learners’ factor, teachers’ factor and curriculum factors. The findings of the study showed that repetition of learners was a common challenge which had a negative psychological impact on learners. This made them loose interest in school. This is a challenge that educators should deal with and allow regular transition from one class to another.
In the division, there was little accommodation of learners with various challenges. This made challenged learners feel rejected in their own society. Therefore it’s the responsibility of the government and educators to create awareness of special needs in the society.

The findings of the study indicated that teacher’s negative attitude to inclusive education slowed down the implementation of inclusive education. Their negative attitude was caused by the fact that teachers felt overworked. Their training did not translate to financial gain. This made them perceive inclusive education as an extra burden.

The findings of the study showed that one of the serious challenges facing implementation of inclusive education was economic hardships. The resources of inclusive education were limited since parents in the division gave very minimal support. This was the reason why implementation of inclusive education was slow.

The findings of the study showed that although MoE gave financial support for the implementation of inclusive education, but it was not sufficient to effectively facilitate the implementation of inclusive education.

The findings of the study showed that the Government of Kenya has not trained sufficient teachers in inclusive education. The teachers trained cannot handle the large numbers of pupils in primary schools.

The findings of the study showed that social challenges in the division have slowed down implementation of inclusive education. Cultural beliefs and superstitions of the people in the division have negatively affected implementation of inclusive education. The society has encouraged isolation of children with challenges.
5.4 Study Recommendations

Based on the study findings and conclusions the researcher gives out the following recommendations for educational policy, theory and practice:

For learners to accept their situation and psychologically adjust to the school society, regular guidance and counselling should be done to assist them. They should be made to know that their disability is not inability and that they have a great potential within them that can be positively utilised.

The school can also try to implement outdoor activities for the pupils with impairments and encourage competition. Pupils with various challenges should not be excluded from some activities.

For the Government to change the negative attitude of teachers it should address the reasons for their negative attitude towards inclusive education. Since teachers felt overworked the government should find a way of easing their workload. More teachers should be trained on inclusive education to cater for the large number of pupils.

To motivate teachers with special training the government should recognise teachers' contribution to inclusive education by updating their payments and giving them special allowances.

Teachers should be regularly updated in order to cope with inclusive education. All teachers should be equipped with special education skills. Teachers should have a positive attitude towards students with challenges.

On the objective of rigid curriculum the researcher recommended that educational programmes should be made in such a way that they can respond to the needs of various learners. The educational programmes should be flexible to allow learners to learn at their own pace depending with their abilities.
On the objective of economic challenges on inclusive education the researcher recommended that since most of educational resources for learners with various challenges may be expensive to buy and maintain but one can use innovations to improvise and use the available materials as much as possible. The ministry of education should contact a follow-up to establish the situation of the schools and the required resources.

Parents should be sensitized to see the importance of giving financial support to the challenged pupils.

The researcher recommended that since inclusive education is a Government policy, the Government in collaboration with the Ministry of Education should provide relevant skills to teachers in primary schools. Teachers should be well equipped to handle learners with special needs. If only the Government would make the training in special education for all teachers compulsory it would ease the problem of teachers shortage.

On the objective of MoE support to inclusive education, the researcher recommended that the Ministry should give more attention to implementation of inclusive education. Consultation should be done with the teachers who are in the field to know the challenges experienced by learners in regard to the curriculum. Exams should no longer be the measure of success but regular progress of the learner.

The society should be sensitised that a child born with impairment is not a taboo. The society should be taught to accept all humanity regardless of their physical or mental limitations.

The parents of the children who are impaired should be advised to take them to school early enough and avoid keeping them in seclusion.
The government should have a way of protecting those challenged in different ways from hostile and superstitious society. The authorities should try as much as possible to restore the security of the challenged in the society.

5.5 Suggestions for Further Study

The researcher suggested the following areas which needed further study:

Since this study was carried out in Yatta –Division similar study can be conducted in other areas of Kenya in a comparative perspective. This is important because it will give a clear picture of how far inclusive education has been implemented in the country and which region need attention.

Study can also be carried on factors promoting implementation of inclusive education in the country. This will enable the researchers provide the field of education with knowledge of how to facilitate the implementation of inclusive education.
REFERENCES


Beauchamp, L. (1943) *Teaching from the inside out*. Canada; Quality color press.


Chesire (undated) *L.C Inclusive Education project in Oriang*, Western Kenya. Unpublished report; Moi University.


Kipruto, Misingo and Simuyu, (2004); *A study of integrated education in mainstream primary school in Western province*.


Muuya, J. (2002); *European journal of special Needs Education*. University of Reading, UK.


APPENDIX I: QUESTIONNAIRE FOR PUPILS

I am a master student in Kenyatta University. I am carrying out a research on the challenges facing implementation process of inclusive education in Yatta Division. To obtain the right information I will require the participation of pupils in your school. I therefore, kindly request for your participation in the exercise.

The following questions are meant to gather information from pupils in schools in Yatta Division concerning the challenges facing implementation process of inclusive education.

Kindly provide the most appropriate information to the best of your knowledge. All the information provided will be treated with the confidentiality it deserves.

Part 1: Demographic Information

1. Indicate by facing ticking your age
   8 – 10  (  )
   11 – 15 (  )
   16 – 17 (  )
   17 and above

2. Show by ticking your gender
   Boy (  )
   Girl (  )

3. Indicate the class you are in
   STD 5 (  )
   STD 6 (  )
   STD 7 (  )
Part 2: Information on the level of inclusion

1. Do you find life in school interesting?
   Yes ( )
   No ( )
   If yes, Why? ...........................................................................................................................
   If No, Why? ...........................................................................................................................

2. Do you like staying together with other pupils?
   Yes ( )
   No ( )

3. Indicate the lessons you enjoy learning. ...............................................................................

4. Are your teachers friendly?
   Yes ( )
   No ( )

5. Which other activities do you enjoy in school? ....................................................................

6. What types of games do you like playing? ...........................................................................

Part 3: Advice and Recommendations

1. What do you think teachers should do to make the school better for you?
   .............................................................................................................................................

2. What should parents do to make school better and more enjoyable?
   .............................................................................................................................................

3. What should other students do to make school better and more enjoyable?
   .............................................................................................................................................
APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Part 1: Demographic Information

1. Indicate by ticking your age bracket
   - 30 and below ( )
   - 31 - 40 ( )
   - 41 - 50 ( )
   - 51 and above ( )

2. Show by ticking your gender
   - Male ( ) Female ( )

3. Indicate the subjects you teach.

4. Indicate the classes you teach.

5. Indicate the number of years you have been teaching
   - 5 ( )
   - 6 - 10 ( )
   - 11 - 15 ( )
   - 16 - 20 ( )
   - over 20 years ( )

6. State the duration you have served in the school as a teacher
   - 2 - 4 years ( )
   - 5 - 7 years ( )
   - Others ( )

Part 2: Information on the level of inclusion.

1. How many pupils are with disabilities are there in the school?

2. What is the nature of their disabilities?

3. What is the ratio of their distribution in various classes?

4. What skills have you acquired in relationship to learners educational needs?

5. Indicate the size of the class you teach.
6. Indicate the time allocated for each lesson per class.

7. Do you use the same curriculum for all learners?

8. How do you assess your class performance?

Part 3: Level of implementation of inclusive Education:

1. Indicate by ticking the level of implementation process of inclusive Education
   - Very successful (  )
   - Successful (  )
   - Not successful (  )
   - Poor (  )
   - Very poor (  )

2. Indicate by ticking when your school lies in terms of facilities.
   - Very equipped (  )
   - Equipped (  )
   - Not very equipped (  )
   - Not equipped (  )
   - Poorly equipped (  )

Part 4: Advice and Recommendations

1. What do you think the Ministry of Education can do to improve the implementation process of inclusive education?

2. What should the administration do to improve the process of Inclusive Education?
3. What should the parents of learners with disabilities do to facilitate the implementation process of inclusive education?

4. What are students expected to do to ensure effective implementation?

5. What should the MoE do to facilitate effective implementation of inclusive education?
APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS

Part 1: Demographic Information

1. Indicate by ticking your age bracket
   35 and bellows ( )
   36 – 40 ( )
   41 – 44 ( )
   45 – 50 ( )

2. Show by ticking your gender
   Male ( ) Female ( )

3. Indicate your years of service as a head teacher in this school.
   3 to 5 years ( )
   6 to 8 years ( )
   Others

4. Select by ticking the category of your school
   Public ( ) Private ( )

Part 2: Information on the extent inclusive education has been implemented.

1. How many teachers are trained on special education in your school? .................................................................

2. Do all teachers have the relevant skill for learners with special educational needs?
...........................................................................................................................................................................

3. How many pupils with disabilities are there in your school
...........................................................................................................................................................................

4. How are the learners distributed in the classes?
...........................................................................................................................................................................
5. Give different disabilities among the pupils in your school.

6. Indicate the status of physical facilities available for learners with disabilities in your school.

7. Indicate the pupil-teacher ratio in your school.

8. Do learners with disabilities interact freely with normal learners?

9. Do learners with disabilities participate in co-curricular activities?

Part 3: Structural Set Up

1. Are the school structures accessible to all learners?
   Yes ( ) NO ( )

2. Are all other utility areas learner friendly?
   Yes ( ) No ( )

3. Are there enough facilities for learners with critical disabilities such as the blind and the deaf?
   Yes ( ) No ( )

4. Is the school easily accessible by all learners from different areas?
   Yes ( ) No ( )

5. What systems do you have in place for training teachers?

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

6. What systems do you use in motivating teachers who handle learners with disabilities?

   ..............................................................................................................................
Part 4: Advice and Recommendations.

1. What do you think you can do as head teacher to accelerate the implementation process of inclusive education?

2. What Recommendations do you offer to your: .................................................................

3. Teachers if inclusive education is to be successfully implemented. .................................

4. Ordinary pupils if inclusive education is to be successfully implemented .........................

5. Pupils with disabilities if inclusive education has to be implemented. ............................

6. Parents of learners -with disabilities if Inclusive Education has to be successfully implemented .................................................................

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NCST/RRI/12/1/SS-011/1272/4

Faith Makaa Mutuku
Kenyatta University
P. O. Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Challenges facing implementation of inclusive education in primary schools in Yatta Division, Yatta District” I am pleased to inform you that you have been authorized to undertake research in Yatta district for a period ending 30th December 2011.

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

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

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:
The District Commissioner
Yatta District

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

Prof./Dr./Mr./Mrs./Miss/Institution
Faith Makaa Mutuku
of (Address) Kenyatta University
P.O BOX 43844, Nairobi
has been permitted to conduct research in

Location
Yatta

District
Yatta

Province
Eastern

on the topic; Challenges facing implementation of inclusive education in primary schools in Yatta Division, Yatta District

for a period ending 30th December 2011

Research Permit No. NCST/RRJ/12/1/SS011/1272
Date of issue 19th September, 2011
Fee received Ksh. 1,000

Applicant's Signature

Secretary

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

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

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

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

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

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

(CONDITIONS—see back page)