

3000—

**FACTORS AFFECTING IMPLEMENTATION OF  
INCLUSIVE EDUCATION FOR CHILDREN WITH  
SPECIAL NEEDS IN PRIMARY SCHOOLS IN  
MATHIOYA DIVISION , MURANG'A DISTRICT,  
KENYA.**

**BURUGU PETER KAMURI**  
**E55/7937/03**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF  
THE DEGREE OF MASTER OF EDUCATION (GUIDANCE AND  
COUNSELLING) OF KENYATTA UNIVERSITY.**

**2005**

Burugu, Peter Kamuri  
*Factors affecting  
implementation of*



2007/301510

**KENYATTA UNIVERSITY LIBRARY**

**DECLARATION**

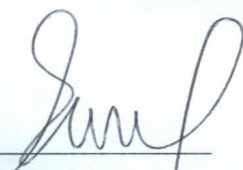
This research project report is my original work and has not been presented for examination in any other university.

Signature: 

Date: 11/8/2005

Burugu Peter Kamuri

This research project report has been submitted for examination with my approval as a university supervisor.

Signature: 

Date: 11/8/2005

Dr. E.M. Kigen  
Senior Lecturer  
Department of psychology  
Kenyatta University

## DEDICATION.

This project is dedicated to my family

To my dearest wife Caroline Nduta

Who has always lovingly supported,

My many years of academic endeavor

To my loving children Morgan Burugu

and Miriam Njoki who have lovingly

and graciously endured my long absence

from home

## ACKNOWLEDGEMENT

Accomplishment of this project involved many people with whom, without their help, advice and support it would not have been successfully completed and therefore I would like to give credit to all who were involved in the realization of this major undertaking especially Dr. Kigen who guided me all through.

Credit also goes to Mr. Okaka who analysed my data and Dr. Chege who on the process of interpreting data taught me SPSS data analysis process, Mr. Muchai who was with me in all times as a friend and a fellow colleague.

I would like to acknowledge the assistance I got from my dearest wife Caroline in typing my work.

I also like to acknowledge the moral and material support I got from my brother John Burugu, my family members and other friends particularly Mr. Maina Nderitu, Mr. Murira and Mr. Kariuki.

To all I say thank you

## TABLE OF CONTENTS

DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES AND FIGURES .....	viii
ABSTRACT .....	xii
CHAPTER ONE: INTRODUCTION .....	1
1.1. Background to the Study .....	1
1.2. Statement of the Problem .....	4
1.3 Purpose of the Study .....	7
1.4 Significance of the Study .....	7
1.5 Objectives of the Study .....	7
1.6 Research Question .....	8
1.7 Basic Assumptions of the Study .....	9
1.8 Scope and Delimitations of the Study .....	10
1.9 Definition of terms and Abbreviations .....	10
CHAPTER TWO: REVIEW OF RELATED LITERATURE .....	14
2.1. Introduction .....	14
2.2. Theoretical Framework .....	14
2.2.1 Abraham H. Maslow Theory of Motivation .....	15
2.2.2 Adlerian Theory .....	16
2.2.3 Social Learning Theory. Albert Bandura .....	17
2.3 Warnock Report (1978) .....	18

2.4 Factors Influencing Inclusion.....	22
2.5 Foreign Based Studies on Including the Disabled In Mainstream Primary Schools.....	30
2.6 Related Studies in Africa .....	32
2.7 Conceptual Framework.....	35
2.8 Summary of the Literature Review .....	38
2.9 Research Hypothesis.....	38
<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>41</b>
3.1 Introduction.....	41
3.2 Research Design .....	41
3.3 Research Variables .....	41
3.4 Study Location .....	42
3.5 Justification of the Study Area .....	42
3.6 The Population and the Sample.....	42
3.7 The Instrumentation.....	44
3.8 Pilot Study.....	46
3.9 Data Collection Procedure .....	48
3.10 Data Analysis Techniques.....	48
<b>CHAPTER FOUR : DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....</b>	<b>49</b>
4.1 Introduction.....	49
4.2 Contextual Characteristics of Respondents.....	50
4.3 Attitude of teachers towards the Handicapped children .....	54
4.4 Attitude Towards Regular Teachers Training and Experience in Handling.....	60

CHAPTER FIVE: SUMMARY AND DISCUSSION OF FINDINGS,

CONCLUSIONS AND RECOMMENDATIONS..... 83

5.1 Introduction ..... 83

5.2 Discussion ..... 83

5.3 Implications and Recommendations ..... 95

5.4 Summary and Conclusions ..... 97

5.4 Recommendations for Further Research ..... 98

REFERENCES ..... 99

APPENDIX A: QUESTIONNAIRE FOR TEACHERS ..... 106

APPENDIX B: QUESTIONNAIRE FOR HEADTEACHERS ..... 113

APPENDIX C: AREA EDUCATION OFFICERS QUESTIONNAIRE ..... 118

## LIST OF TABLES

Table	1.0	Summary of schools per Zone.	43
Table	4.2.1	Gender of Respondents	50
Table	4.2.2	Age of Respondents	50
Table	4.2.3	Type of School.	51
Table	4.2.4	Academic Qualification	51
Table	4.2.5	Professional Qualification	52
Table	4.2.6	Teaching Experience	52
Table	4.2.7	Administrative Experience	53
Table	4.2.8	Present Position.	53
Table	4.3.2	Attitude Towards the Handcapped Children on the Basis of Gender.	55
Table	4.3.3	Attitude of Teachers Towards Handicapped Children on the Basis of the Age.	56
Table	4.3.4	Attitude of Teachers Towards Handicapped Children on the Basis of School Type.	57
Table	4.3.5	Mean Attitude of Teachers Towards Handicapped Children on the Basis of Teaching Experience.	58
Table	4.3.6	Attitude of Teachers Towards Handicapped Children on the basis of Present Position.	59
Table	4.4.2	Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of Gender.	61
Table	4.4.3	Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of Age.	62
Table	4.4.4	Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of School Type.	63
Table	4.4.5	Attitude of Teachers Towards Regular Teachers training and Experience Handling Handicapped Children on the Basis of Teaching Experience.	64

Table	4.4.6	Attitude of Teachers Towards Regular Teachers Training in Experience in Handling Handicapped Children on the Basis of Present Position.	65
Table	4.5.1	Attitude Towards Availability of Facilities to Cater for the Handicapped.	66
Table	4.5.2	Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped on the Basis of Gender.	67
Table	4.5.3	Attitude of Teachers Towards Availability of Facilities to cater for the handicapped on the basis of age.	67
Table	4.5.4	Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped on the Basis of School Type.	68
Table	4.5.5	Attitude of teachers Towards Availability of Facilities to Cater for the Handicapped on the Basis of Teaching Experience.	69
Table	4.5.6	Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped.	70
Table	4.6.1	Challenges Teachers in Regular Schools Face in Implementing the Inclusion of Pupils with Disabilities.	71
Table	4.6.2	Solutions to the Challenges Teachers in Regular Schools Face in Implementing the Inclusion of Pupils with Disabilities.	71
Table	4.7	Inferential Statistical Analysis	72
Table	4.7.2	Male and Female Attitude Towards Inclusion of Children with Disability.	72
Table	4.7.3	Type of School and Attitude Towards Inclusion of Children with Disability.	73
Table	4.7.4	Teachers Teaching Position and Attitude Towards Inclusion of Children with Disability.	73

Table	4.7.5	Age and Attitude Towards Inclusion of Children with Disability.	74
Table	4.7.6	Male and Female Attitude Towards Regular Teachers Training and Experience.	74
Table	4.7.7	Type of School and Attitude Towards Regular Teachers Training and Experience in Handling Handicapped Children.	75
Table	4.7.8	Teachers Teaching Position and Attitude Towards Regular Teacher Training and Experience in Handling Handicapped Children.	75
Table	4.7.9	Age and Attitude Towards Regular Training and Experience in Handling Handicapped Children.	76
Table	4.7.10	Teachers Teaching Position and Attitude Towards Regular Teachers Training and Experience in Handling Handicapped Children.	76
Table	4.7.11	Age and Attitude Towards Regular Teachers Training and Experience in Handling of Handicapped Children.	77
Table	4.7.12	Male and Female Attitude Towards Availability of Facilities to Cater for the Handicapped.	77
Table	4.7.13	Type of School and Attitude Towards Availability of Facilities to Cater for the Handicapped.	78
Table	4.7.14	Teaching Position and Attitude Towards Availability of Facilities to Cater for the Handicapped.	78
Table	4.7.15	Teaching Experience and Attitude Towards Availability of Facilities to Cater for the Handicapped.	79
Table	4.7.16	Age and Attitude Towards Availability of Facilities to Cater for the Handicapped.	80
Table	4.8.1	Challenges Teachers in Regular Schools Face in Implementing the Inclusion of Pupils with Disability.	80

Table	4.9.1	Solutions to the Challenges Teachers in Regular Schools Face in Implementing the Inclusion of Pupils with Disability.	81
Figure 1:		Maslow's Hierarchy of Needs —	16
Figure 2:		Conceptual Framework	35

## **ABSTRACT**

The goal of inclusion has been not to erase differences, but to enable all students to belong within an educational community that validates and values their individuality (Stainback et al 1994). Therefore, it is worth noting that inclusive education call for making children with disabilities to participate fully in all activities within a regular school. This requires a change in the factors, which affect it implementation such as curriculum, environment, policies for handicapped children, education, support services attitudes among other things (UNESCO 1994). These factors seemed to be the area of concern in this study to find out how they influence implementation of inclusive education. The study reviewed literature to support the research purpose. Through the literature review it has been observed that inclusion has become one of the contentious issues in the field of education to day (Westwood 1997). The study adopts a descriptive study. The target population was all the 55 public primary schools in Mathioya Division, Murang'a District, all teachers, all head teachers and Area Education Officers. Sampling was done which selected and included all regular primary schools with special units purposively. Data collection instruments included a likert type questionnaire and both open and closed questions which gave room for opinions. The researcher used ANOVA and t-test for testing the hypothesis and to compare means .The researcher too used percentages and mean to describe the data.

## CHAPTER ONE: INTRODUCTION

### 1.1 BACKGROUND TO THE STUDY

In accordance to Karugu (1984) much has been done since independence by voluntary organizations, by government, by international agencies, notable UNICEF and UNESCO, to create awareness among all people in respect of the unique position of the disabled humans in the society.

This awareness will be hopefully bring change of the mentally a change of attitude, which in turn may lead to a common concern, in the area of special education. In this light one must view the various conference held and reports written/edited as an effort to ones appreciation of special education. Thus, there is no room for complacency; special education remains an on-going concern, today as much as before.

Frampton and Gall (1955) as cited in Karugu (1984), there had been development in negative attitudes towards the handicapped as deviant persons and there has been recent reactions as follows: -

“Firstly, during the pre-Christianity era the handicapped were persecuted, neglected, and mistreated. Secondly during the spread of Christianity they were protected and pitied. Third, in every recent years there has been a movement towards accepting the handicapped and integrating them into society to the fullest extent possible. In education, integration denotes a trend towards educating the exceptional child with his normal peers to whatever extent is compatible with his fullest potential development”.

Cope and Anderson (1977) as cited in Ndurumo (1980), stated that, there is a need of some formulated policy statements related to integrating handicapped children into regular schools. A major objective of special education policy over the

next ten years should be the planned introduction of a system of integrated education for the handicapped.

Through the development in education for the handicapped, there had been the view of segregating them from the others. Segregation as evident in many countries e.g. South Africa creates a negative attitude towards the handicapped for putting them in separating institutions (Karugu, 1984).

The issue of normalization and integration can be traced back from the ideas brought forward by Nirje (1969) and by Wolfensberger (1972) as cited by Karugu, (1984).

Integration is used synonymously to mainstreaming. According to Strain (1981), mainstreaming refers to enrolling exceptional children in regular classes for the majority of the school day. Under the change of the regular class teacher and assuring that exceptional child receives special education of high quality to the extent it is needed during that time and at any other time it is needed.

The issue of integration <sup>has</sup> raised a lot of concern both locally and internationally. This can be supported by various meetings, seminars, conferences and reports.

According to Kamunge (1988), educational policies must lead to a total eradication of illiteracy among adults, inclusion of handicapped persons, identification of specially gifted and talented Kenyans and full development of potential of all individuals.

According to United Nations, universal declaration of human rights (1989) (article 26), all children have a right to education regardless of their handicapped ,

ethnic background or social status. The researcher has the feeling that most of the developing countries where Kenya features are underpinned by financial constraints to achieve this.

According to UNESCO 1994, inclusion has become the most effective approach to address the learning needs of all students in regular classrooms and schools.

According to Ainscow (1995), integration means going to school (as visitors), while inclusion means participation in school life. Implying inclusion should create an environment to accommodate people with all their disabilities but not to remove the disabilities. This has not been achieved in Kenya for the environment has not been adjusted to accommodate the disabled.

Koech Report (1999) emphasized the need for early intervention for children including those with disabilities and the disadvantaged, including ways and means of improving accessibility, equity, relevance and quality with special attention to gender sensitivity, the disabled and the disadvantaged.

The report asserts that quality of service for disabled children is adversely affected by acute shortage of specialized aids, inappropriate curriculum, shortage of equipments, inadequate staff support, and specialist personnel among others.

According to Mwaura (2001), integration was meant to give handicapped children an opportunity to interact with other children without impairment and hence have their maximum potential and social environment.

Finally, Waruguru (2002) asserts that, inclusion itself requires the school to adjust in order to accommodate the said child or which the Koech report (1999) says has not been achieved.

## **1.2 STATEMENT OF THE PROBLEM**

The old version had been putting handicapped children in special schools resulting to their isolation. This had been causing non-handicapped children view those with disability as an isolated group causing the handicapped be faced with frustration and rejection, a feeling of inferiority and the need for dependency.

There had been a move towards making the handicapped acceptable. This had been through introduction of the idea of intergration as we have seen earlier in the background of this study.

The researcher goes along with the basic premise in the Swann report (1985) which unequivocally states that responsibility for providing equal access and opportunities, without prejudice, belongs to each and every school and educational institution with each and every local education authority.

According to 1989, Children Act, which encompasses child protection procedures, extends responsibilities for special needs to other statutory agencies, such as social services and this calls for increased collaboration between practitioners.

As schools interact with, and are apart of, their communities, it is the aspiration of those in favour of intergrated education that greater tolerance and understanding of disability, deviance and differing backgrounds will eventually inform and influence a wider public.

Rieser and Mason (1990) trace the history of pejorative, rejecting, stereotyping attitudes and practice towards disabled children and adults in a book that celebrates diversity and firmly places disability within the context of equal opportunities.

Over the times, educationists had been having a problem with children with disabilities for the labeling accorded to them.

Humanitarian intention in singling out children who are said to be in need of special differences; extra provision is at odds with the perfidious effects of the label. Ensuring special attention for designated children means that those children are seen as representative of a type (special versus non-special needs). From that acknowledgement, it is but a short step to categorizing once more.

The researcher found it vital therefore to safeguard educational interests to ensure maximum protection of children with "disabilities" and categorization as disadvantaged.

The researcher was therefore concerned with looking into way forward into helping the disabled feel they are not the only who are needy.

The curriculum should give room of where it creates a scenario in which all people are made to feel that each has a need to be addressed in the education system to avoid labeling of disabled. The researcher wants to find out whether the current curriculum caters for this to allow inclusion for all children. The researcher was again concerned with finding out the attitudes of teachers towards inclusion for all pupil both disabled and non-disabled in the ordinary schools.

Schools are absolved from critically reappraising conditions for learning, and the education service from rationalizing provision.

According to statistics given in the government development plan (2002 – 2008), out of the 1.8 million children with special needs aged between zero and nineteen years only 5.5% (100,000) have been assessed and 22% (22000) have been enrolled in both regular and special schools in our country (Kenya). This inspired the researcher to conduct the study to find out why there has been such a low enrolment.

As there is an increase in the population there is also an increase in the number of disabled children whereas the resources to cater for the disabled children do not increase accordingly. The researcher thus feels the need for the school environment to be adjusted to allow inclusion of all children (Ainscow 1995).

To concur with Ainscow sentiments, is a research conducted by Mrs. Annabelle Iraki (Daily Nation, November 2004), Executive director for every child counts. In her research by the year 2003, only 22,332 children with disabilities had access to education under the free primary education programme compared to their counterparts without disabilities. This meant that out of the 6.2 million children in Kenya who sought education year 2003, only 0.4 percent of the children with disabilities enjoyed the free primary education.

The researcher thus finds it advisable to change the environment to accommodate the over increasing number of children with disabilities. The researcher thus has been inspired by the above emerging issues to look into factors which hinder the implementation of inclusive education in our primary schools with

special reference to primary school in Mathioya Division in Murang'a District and find out the way forward.

### **1.3 PURPOSE OF THE STUDY**

The purpose of this study was to investigate the factors that affect the inclusion of children with special needs into the mainstream rural schools with special reference to Mathioya Division Murang'a District Central Province.

### **1.4 SIGNIFICANCE OF THE STUDY**

The study findings will help to create a good environment for all learners and a better understanding by the society for children with special needs. It will also help the government to know what it is required to do towards the implementation of inclusion policy of education in terms of facilities, resources and manpower. It will also help the teachers to know what it required for them in handling learners with special needs.

### **1.5 OBJECTIVES OF THE STUDY**

The objectives of the study are:

- (a) To find out teachers' attitude towards inclusion of children with special needs into regular primary schools.
- (b) To establish the attitude of teachers towards the inclusion of handicapped children in regular schools on the basis of gender, age, teaching experience, school type and teaching position.
- (c) To find out teachers' attitude towards regular teachers training and experience in handling children.

- (d) To establish the attitude of teachers towards regular teachers training and experience in handling children on the basis of gender ,age teaching experience ,school type and teaching position.
- (e) To find out the teachers attitude towards availability of facilities to cater for the      handicapped children.
- ~~(f)~~ To find out teachers attitude towards the availability of facilities to cater for thehandicapped children on the basis of gender ,age ,teaching experience, school type and teaching position.
- (g) To find out the major solutions to challenges teachers in regular schools face in implementing the inclusion of pupils with disabilities.
- (h) To establish the possible solutions to the challenges teachers in regular schools face in implementing the inclusion of pupils with disabilities.

## 1.6 RESEARCH QUESTIONS OF THE STUDY

To achieve the objectives the researcher used the following research questions,

- (a) What is the teachers attitude towards inclusion of children with special needs into regular primary schools?
- (b) What are the attitude of teachers towards the inclusion of handicapped children in regular schools on the basis of gender, age, teaching experience, school type and teaching position.?
- (c) What are the teachers attitude towards regular teachers training and experience in handling children?

- (d) What is the attitude of teachers towards regular teacher training and experience in handling children on the basis of gender, age, teaching experience, school type and teaching position?
- (e) What is the teachers attitude towards availability of facilities to cater for the handicapped children?
- (f) What is the attitudes of teachers toward the availability of facilities to cater for the handicapped on the basis of gender, age, teaching experience, school type and teaching position?
- (g) What are the major challenges teachers in regular schools face in implementing the inclusion of pupils with disabilities?
- (h) What are the major solutions to the challenges teachers in regular schools face in implementing the inclusion of pupils with disabilities?

### **1.7 BASIC ASSUMPTIONS OF THE STUDY**

- (i) The researcher assumed that all the respondents would give time and precise responses to give a constant data.
- (ii) The researcher assumed that the schools chosen would represent the whole population under study.
- (iii) The researcher assumed that the time allocated would be appropriate for the chosen sample of schools.

## 1.8 SCOPE AND DELIMITATIONS OF THE STUDY.

The limiting factors for this study included aspects such as time factor, enough funds and validity of the data to be collected. The time and finance was not enough to allow the researcher to study the whole population. As a result the researcher confined his study within Mathioya Division and to sample some primary schools and often the findings, to generalize them to the whole population mainly to rural regular primary schools. The study was also limited by shortage of sufficient literature on related studies because the idea of inclusion had not researched well like in other fields. This forced the researcher to dwell mainly on written literature than related studies, but where possible the researcher highly tried to mention a few studies on the idea of inclusion both locally and foreign.

## 1.9 DEFINITION OF TERMS AND ABBREVIATIONS

### **Disability-**

Is a condition, which makes an individual not function normally In a particular socio-cultural context with respect to age or sex.

### **Exceptional Child/children –**

These are children who deviate from average or Normal child in mental characteristics. In sensory abilities, in numero-muscular or physical characteristics in social or emotional

behaviour, in communication abilities, or in multiple handicaps to such an extent that he/she requires a modification of school practice or special education services in order to develop to his/her maximum capacity.

**Special education** – Any form of additional help, wherever it is provided to overcome educational difficulty (Beveridge, 1999).

**Children with special educational needs-** All those children and youth whose needs arise from disabilities or learning difficulties (UNESCO1994) .

**Curricula -** Planned and guided learning experiences under the direction of the school and these experiences should have intended educational outcomes.

**Special education personnel-** Used to people employed and working (directly or indirectly) in the implementation of special education curricula.

**Integration:** The process of bringing children with special needs so that they can mix and learn together with normal children under the same physical setting.

**Hearing impaired -** Those whose sense of hearing is non-functional defective that they require special intervention methods of communications such as sign language.

**Handicapped or disabled persons** – Is one who has difficulty in adjusting to the

environment because of intellectual, physical, emotional or social problems.

**Mainstreaming** - A synonymous to integration

**Normalization** Making available to all people with impairments patterns of life and conditions of everybody living, which are as close as possible to the regular circumstances of society.

The principle that learners with disabilities are entitled to programmes that allows them to experience the respect and the dignity to which any person in their culture or society is entitled.

**Special needs education** – Education which is meant to provide appropriate modification in curriculum, educational resources, learning environment, communication and teaching methods.

**Individualized education programme-** A management tool used to ensure each child's education programme is appropriate to the child's specific needs. It outlines the child's short and long-term goals and methods and techniques to be used to achieve them and the responsibilities of various bodies to the child along way.

**Inclusive education-** Process where learners are put in regular schools. This calls for reviewing of education policies, curriculum, schools and systems modification of environment and teaching strategies to suit children with special needs.

**Inclusion:** Refers to the opportunity for <sup>persons</sup> persons with disability to participate fully in all of educational, employment, consumer, recreational, community and domestic activities that specify everyday society. Therefore inclusion concept express the process of belonging, human beings feel important thrilled and happy when included when they are excluded they feel incomplete, unhappy lonely and troubled.

**Least restrictive environment-** A case where a child is segregated from normal classroom and separated from home family and community as little as possible.

**Attitudes:** Organized reactions of an individual toward something in his environment (object, person, process or idea)

**G.o.K** - Government of Kenya

**UNESCO** - United Nations Educational Scientific and Cultural Organisation

**UNICEF** - United Nations Children Fund

**KHRC** - Kenya Human Rights Commission

**NARC** - National Alliance of Rainbow Coalition

**U.N** - United Nations

**SPSS** - Statistical Programs for Social Sciences

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1. INTRODUCTION**

The move toward inclusion of children with special needs in regular classes, which began in the 1970s and gained momentum in the late 1980s and early 1990s, has changed dramatically the nature of special educational provision. It has also had a major impact on the role of the regular class teacher, who is now required to cater for an increasingly diverse group of students (Fuchs and Fuchs 1994; McCoy 1995).

Inclusion has been having different version ranging from normalization, intergration and currently the term inclusion.

Inclusion refers to the full-time placement of children with mild, moderate and severe disabilities in regular classrooms (Westwood 1997:189).

Inclusion has become one of the more contentious issues in the field of education today (Banerji and Dailey 1995; Barton; Brucker 1995).

The contentious issues will be looked at length in the subsequent subtopics of this chapter.

### **2.2. THEORETICAL FRAMEWORK**

Theories are systems of concepts that provide a framework for organizing and interpreting observations. Theories help to identify the orderly relationships linking diverse events; they provide a guide to which factors will have explanatory power and which of a theory, one must first understand to explain (Newman 1986:35).

### 2.2.1 Abraham H. Maslow theory of motivation

Maslow (1943) proposed that human behaviour responds to needs, but not all needs are physiological. It was Maslow's belief that the needs that motivate human action are limited in number and arranged in a hierarchy.

Maslow's is essentially a stage theory. His was based on motivation theory. Motivation is a process arousing, maintaining and directing behaviour. His theory proposes that what motivates its first are physiological needs. These include the basic needs that are related to survival – food water, shelter and so on. Once physiological needs have been met, a person is still motivated but now by safety needs – the need to feel secure, protected from dangers that might arise in future.

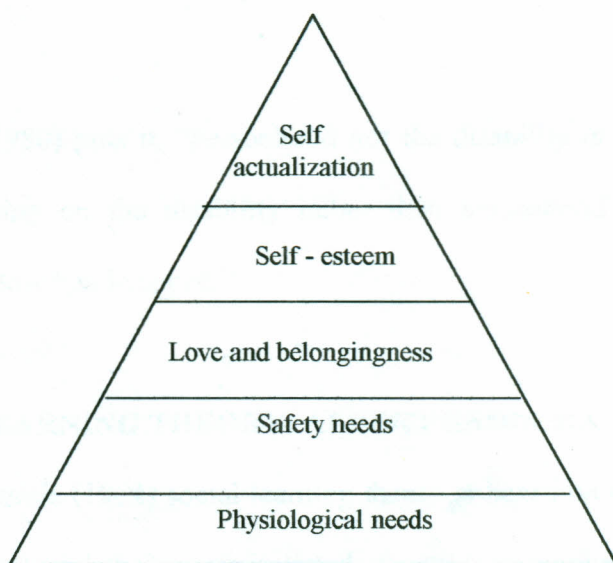
Once our safety needs are met, our concern shifts to needs for love and belongingness and affection – the need for someone else to care about us, to love us. This makes one seek identity by belonging to a group. Once we achieve the love and belongingness we move to self-esteem. The aim here is to get awareness of other and seek their approval for whom we are, what we do, on achievements and our efforts.

Above the self-esteem is the highest level, self-actualization needs. It is achieved once we become the best that we can, taking the fullest advantage of our potential as human beings. We are self-actualizing when we strive to be as creative or productive as possible.

In relation to the researcher's area of study, the researcher found the theory relevant in inclusive education. The reason being all people would like to be loved

and belong to a given group. This putting them together, handicapped and non-handicapped develops a sense of belongingness and friendship. Again, all human beings strive to achieve a higher level than they are at until a point that they fully exploit their potentials, thus applies also to the handicapped.

According to Kirk(1972),the physically handicapped child needs motivation and help to find realistic ways to attain satisfaction .Because of his disabilities, he needs affection and recognition, self- realization and security. Kirk (1972) also assert that feeling of security is a psychological phenomena and if a child is not helped to overcome this feeling of insecurity, they will prolong dependence on others.



**Maslow hierarchy of needs. Adopted from Gerrow (1993: 305) Fig 1**

According to Gerrow (1993:305), “By participating in organized competitions such as the international games for the disabled, individuals strive to be the best that they can be responding to what Maslow calls a need to self-actualize” An example in Kenya is Kariuki who is blind but attends athletics competitions and wins.

**2.2.2 Adlerian Theory**

Adler’s theory focuses on inferiority feelings, which he sees as a normal condition of all human striving and result to creativity. Adler asserts that, humans are motivated primarily by social relatedness rather than sexual urges; behaviour is purposeful and goals directed; and consciousness, more than unconsciousness is the focus of therapy. He believed in choice and responsibility, meaning in life, and striving for success, competition and perfection. Inferiority feelings motivate us to strive for mastery success (superiority), and completion. We are driven to overcome

our sense of inferiority and strive for increasing higher levels of development (Corey 2001 citing Schultz and Schultz, 1998).

From the Adlerian perspective human behaviour is not determined solely by heredity and environment. Instead, we have the capacity to interpret, influence, and create events.

Adler asserts that what we were born with is not as important as what we do with the abilities we possess (Corey 2001). Based on this premise, disabled need to be exposed to the society to make use of their abilities that they possess, the researcher views.

Gearheart (1980) puts it, "personhood not the disability is the most critical consideration focusing on the disability rather than personhood can cause peer rejection of their fellow handicapped."

### **2.2.3 SOCIAL LEARNING THEORY: ALBERT BANDURA**

Albert Bandura's (1964) social learning theory is based on empirical studies of conditions under which behaviour is imitated. Social learning theory suggests that observation of models (e.g. teachers, parents, peers, sibling, and television character) contributes learning in two ways.

First, by observing a model one can learn new behaviours. Bandura termed this learning by modeling or example, as vicarious learning (capability). The power of television viewing is a typical way of how we can learn life vicariously or the examples of others. An example here in Kenya, the researcher views that we should have programmes where sportsmen who are disabled can be viewed to act as models to other handicapped children so as to raise the self-esteem of the disabled.

Likewise, teachers, parents and students can be show videos of countries where inclusive education is successfully taking place.

Secondly, certain behaviour can be weakened or strengthened through models.

Bandura (1982) observed that people translate their knowledge and skills into action through self-efficacy, which is the sense of confidence that one can perform as situation demands. People who doubt their abilities tend to give up in the face of difficulty, whereas those with confidence in their abilities will work harder to master challenges. The disabled needs to be counseled to raise their self-efficacy in order for them to fit in the inclusion programme. This theory concurs with sentiment found in UNESCO (1994: 27) which says, "The importance of recruiting teachers with disabilities who can serve as role models for children with disabilities is increasingly recognized."

Applied to this study, the best way of enhancing inclusion is through the recruitment of teachers with disabilities, so that they can serve as role models to the children with various disabilities. In this way the disabled children can learn vicariously and improve their self-efficacy.

### **2.3 WARNOCK REPORT (1978)**

The Warnock Report (1978) suggests that it would be better to categorize children according to their disabilities and their needs and if possible integrate them in the mainstream alongside their peers. It emphasized the need for involving the parents in considering the parents needs.

### **2.3.1 World Declaration on education for all and framework for Action, Jomtien 1990.**

The Jomtien Declaration on education for all advocated for meeting basic learning needs, shaping the vision, universalizing access and promoting equity, focusing on learning acquisition, broadening the means and scope of basic education, enhancing the environment for learning and strengthening partnership.

The document argued that learning does not take place in isolation. Societies therefore must ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their learning education. The education of children and their parents or other caretakers is mutually supportive and this interaction should be used to create, for all, a learning environment of vibrancy and warmth.

The document called for specification of priority categories (e.g. the poor and the disabled).

The framework for Action called for the need to resources mobilizations and solicitation of funds from the outside government. It also called for exchange of information, experience and expertise, cooperation within the international context and consultation on policy issues.

### **2.3.2 The Salamanca statement and framework for action**

More than 300 participants representing 92 governments and 25 international organization met in Salamanca, Spain, from 7<sup>th</sup> to 10<sup>th</sup> June 1994 to further the objective of education for all by considering the fundamental policy shifts required

to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs.

The participants observed that;

- Every child has a fundamental right to education,
- Every child has unique characteristics, interest, abilities and learning need,
- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.
- Those with special educational needs must have access to regular schools which accommodate them within a child centred pedagogy capable of meeting these needs which is beneficial to all students and to society as a whole. Too much child centred schools are, moreover, the training ground for a people-oriented society that respects both the differences and the dignity of all human beings.
- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

The document called for nations to stipulate educational policies at all levels, that children with disability should attend the neighborhood schools with non-disabled. The educational policies should take full account of individual with differences and situations.

On schools, the document called for the need of developing inclusive schools that cater for a wide range of pupils. The articulation of a clear and forceful policy on inclusion together with adequate financial provision, an affective public

information effort to combat prejudice and create informed and positive attitudes, an extensive programme of orientation and staff training, and the provision of necessary support services. Changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools, curriculum, buildings, school organization, pedagogy, assessment, staffing, school ethos and extra curricular activities.

Appropriate preparation of all educational personnel stands out as an okay factor in promoting progress towards inclusive schools. Furthermore, the importance of recruiting teachers with disabilities is increasingly recognized.

Provision of support services such as advisory teachers, educational psychologists, speech and occupational therapy are of paramount importance for successful inclusive educational policies.

Realizing the goal of successful education of children with special educational needs is not the task of the ministry of education and schools alone. It requires the cooperation of families and the mobilization of the community and voluntary organizations as well as the support of the public-at-large.

In order to achieve all the above, the document called for the commitment of all the stakeholders to avail and commit resources towards those achievements.

## 2.4.0 FACTORS INFLUENCING INCLUSION

### 2.4.1 TEACHER ATTITUDE

Hegarty et al (1981) noted that research into integration of disabled children reported fairly negative initial attitudes on the teacher's part generally towards having pupils with special educational needs. They found that the same teacher tended to be over protective and unready to treat these children like their peers. Most were not enthusiastic to have children with special educational needs. They also noted the unreadiness of the teachers to handle the same. Some teachers felt uneasy to handle such pupils with special educational need's at individual level or social situations. They observed that contact changed attitudes. Westwood (1997) cites (McCoy 1995) and notes that a combination of about and direct contact with disabled children provides the most powerful positive influence for attitude change in teachers.

It is also the view that teachers and school administration need to have a positive attitude towards the notion of inclusive education, (Westwood 1997).

Howarth (1987) asserts that, a positive attitude from professions involved with the child and concerned with his care and treatment, education, fused with a realistic potential altitude towards achievement and expectation can affectively set the pace for the realization of the child's full potential with the mainstream school system.

The classroom teachers are described<sup>a</sup> as indispensable professional who would carry the primary responsibilities for integration of students with disabilities in regular classrooms and schools (Larvivee 1985).

Perhaps even more vital, success would be much dependent on the teacher's attitudes towards the handicapped children and with each other. (Mitchell 1976).

In support of the above, the avenue to mainstreaming could be the attitude of the teacher concerned towards disabled child (Bishop 1985).

#### **2.4.2 Pupils attitudes**

The whole idea of integrating and inclusion of children with special needs is that they should become normal members of the class and the school. This depends on the relationship they manage to form with other children. Children who have ever been hospitalized with special needs may find it hard to relate with their peer group. According to Dean (1996), children with behavior problems, deaf children and those with communication problems may have difficulties. Children in wheelchairs may need time to demonstrate to their peers that they have similar interests.

Hegarty et al (1981) found that pupils generally accepts those with special educational needs, though they were often ascribed 'out group status' and tended to form friendship with other pupils who had special educational needs. The relationship with mainstream pupils tended to be the unequal ones of helping or caring.

Howarth (1987) makes the point that the non-handicapped can project deep feelings of inadequacy onto the handicapped and regard them as causing fear and anxiety, the roots of prejudice. The handicap may also develop a guilt complex, and

view his handicap as a punishment and may turn aggressive against his environment because of fear and anxiety.

Lack of previous experience with disabled children, and lack of knowledge about disabilities can lead children to feel uncomfortable in the presence of a person with a disability and in turn, causes them to avoid contact where possible.

In extreme cases, ignorance concerning disability can result in quite damaging prejudice, hostility and rejection (Hickson 1990). According to Westwood( 1997) peers tend to become more accepting of children with disabilities when they better understand the nature of the disability. Therefore, lack of understanding of disabilities cause negative attitude towards the handicapped.

The result of studies of integration and inclusion do not support the belief that merely placing a child with a disability in the mainstream spontaneously improves the social status of that child (Slavin 1991; Sale and Carey 1995). There is actually a danger that the child will be marginalized, ignored or even openly rejected by the peer group.

A factor which is likely to be common to many children with special needs is that of poor self-esteem. Children with low self-esteem expect to fail and may feel that it is no use trying. Low self-esteem leads to poor motivation. A major task for teachers is to raise the level of children's self-esteem by ensuring that they meet some success .

When children who are physically handicapped are overprotected, they tend to seek refuge in their disability, and failing to achieve and perform to their

maximum potential. They thus tend to become dependent going against the goal of inclusive education of making all children to be independent (Dean 1996).

Inclusive schooling provides the opportunity for friendships to develop in terms of proximity and frequency of contact, and in terms of potential continuity. It creates the best possible chances for children with disabilities to observe and imitate the social interactions and behaviors of others (Sacks, Kekelis and Gaylord – Ross 1992) cited by Westwood (1997). What inclusive classrooms must also promote is the necessary support for positive social interactions to occur, particularly important for students who are low in self –esteem and confidence and who are missing some of the basic social skills.

Bishop (1985), pointed to the fact that the attitude of non-handicapped students in a mainstreamed educational environment can be critical to the success of the student with a handicap in that kind of setting.

Guralnick (1990) noted that strained relationships between handicapped and non-handicapped children have been observed and social separation tends to occur as well as in integrated school settings. The promotion of positive attitudes and attitude changes are areas that have received insufficient attention, though they may represent the most critical factors in implementation of any significant social reform such as mainstreaming (Powers, 1983).

### **2.4.3 Early Identification and Intervention**

As per (Bennett 1993) identification process for those with disabilities, has improved tremendously. There is increase at “risk registers” where children born with disabilities or after the first years after birth are considered. A close monitoring

can be designed to cater for their needs. Parental guidance at an early stage is a prerequisite aspect before the child is integrated in a preschool course (Kemp 1992). It is also important that in preschool, intervention will be vital since it may lead to extremely beneficial outcomes in terms of higher access before the child gets formal education (Westwood, 1997).

#### **2.4.4 The Environment**

Most schools which take in children who are physically handicapped and not mobile will have some modifications to buildings to make the intergration or inclusion possible. Stairs obviously create a problem for children in wheelchairs and ramps are needed for short flights. There will be need too for special toilets facilities and space for therapies of various kinds and other specialist visits (Dean 1996:107).

Classroom furniture must be arranged so that a child with physical disabilities can move around easily.

The goal of inclusion is not to erase differences but to enable all children to belong within an educational community that validates and values their individuality (Stainback et al 1994 cited by Westwood 1997).

According to Ndurumo (1993), inclusion caters for least restrictive environment. The concept of least restrictive environment implies that “to the maximum extent appropriate” exceptional children should be educated in regular school milieu.

Therefore, <sup>the</sup> placement of the handicapped to take place, the educational agency desiring to integrate or mainstream handicapped children should ask itself whether interaction is appropriate for the child.

Notwithstanding this caveat, the aim should be placement of children in a regular school setting with provision of related services and appropriate instructional provisions such as individualized education programmes.

According to Koech Report (1999:97) there is nothing more unequal than the equal treatment of unequals" said Thomas Jefferson. The report asserts that the quality of the service for children with special needs in Kenya is adversely affected by acute shortage of specialized aids and equipment, specialist personnel, an inappropriate curriculum, insufficient institutions and programmes, lack of coordination and unity of purpose between and among service providers, inadequate support staff, an absence of clear policy guidelines, lack of legal status on special education, provisions, laxity on the side of the government to fund special education materials and construction of building depending highly on donor funding, mobility problem for both pupils with disability and itinerant teacher programmes.

To be effective, inclusion should result in much more than simply minor gains in special development (Westwood 1997).

Evidence suggests that students with disabilities and learning problems most frequently do best in structured programmes where effective direct teaching methods are employed. In particular, students with behaviour problems, or with some degree of emotional disturbance, require an environment, which is well organized and

predictable, and a programme which is presented clearly and with abundant opportunities for success (Lloyd 1988; Caow and Ward 1991, Kauffman et al. 1995).

Inclusive practice, requires significant changes to be made to the mainstream programme in terms of organization, content and delivery, in order to accommodate as much wider range of ability and disability than ever before which is referred to as total school restructuring (Westwood 1997).

It is believed that all children have the right to be exposed to the mainstream curriculum in a reasonably unadulterated form (Ainscow and Muncey 1990).

It is argued, however, implementing a common curriculum for a very wide ability range can be problematic and therefore, some students require very significant modifications to the curriculum and teaching approach if their educational needs are to be met (O'Neil 1995).

In accordance to Kauffman (1995) the philosophy of inclusive education is centralized on educating everyone in the classroom and that individual student distinct education needs can be achieved through adaptation of equipment, specialized instruction and personnel.

#### **2.4.5 Cultural Factors (Barriers)**

Paulson (1980) observes that the rejection of disabled children in schools, or in public is an entrenched prejudice tradition that separates them from being known,

understood and helped. He feels that against such is due to the fact that in a various instances the disabled persons depict bad persons or evils as seen in films.

He asserts the internal trait concept that this child is useless to be educated further obstructs the insight and the understanding of the purpose of integrations. Howarth (1987) observed that a variety of cultural backgrounds gives different emphasis on child's expectations.

#### **2.4.6 Parents**

Parents should be fully involved in preparations and encourage in the attitude that their acceptance of the child would influence his/her acceptance by the entire family including the child's successful integration, (Arnold 1988; Howarth 1987).

Parents of handicapped children have generally valued the potential of interactions occurring in mainstreamed settings for promoting higher levels of development and encouragement of social contacts amongst children (Guralnick 1990).

#### **2.4.7 The role of administrators in inclusive education**

With their staff and parents, they need to think of people they would like their students to be good neighbours, people who will be productive, self-motivated and good decision makers (Alper, 1995).

On top of that, administrators can help plan the agenda of achieving the goals of what parents aspire for their children. To do these administrators must understand

the role of each professional in providing equal educational opportunities to all children (Alper 1995 citing Bauwens and Hourcade, 1995).

Administrators can support teachers in inclusive schools by providing in-service training that addresses teacher-identified needs; employing competent personnel to deliver the training, offering incentives to educators to participate using a variety of methods and coordinating the training with other districts or institutions. The administrators must also build time into teachers' schedules to allow collaborative problem-solving, team meeting, peer coaching sessions and adaptation of materials including distribution and pooling of resources for cross-disciplinary collaboration (Alpert 1995 citing Idol and West 1987).

## **2.5 Foreign based studies on including the disabled in mainstream primary schools.**

Howarth (1987), in a study of the physically handicapped children into mainstream primary schools class, parents noted that the development of friendships with non-handicapped children, the personal development and increased maturity and independence of their children, an increase in their self-esteem and ability to take the rough with the smooth. In his study, he also found that other children were also learning about disabilities and developing realistic attitudes towards them. To achieve this, it called for pupil- teacher ratio, extra teaching resources and a balanced general population of the school in relation to the disabled.

Studies have show that social skills training together with peer involvement can have lasting effects on improving children's social adjustment noted Westwood (1997) citing Grossman (1995).

Dean (1996), citing Lyons (1986) in a study for the deaf found that they preferred being in mainstream schools to being in special schools for they mainstream provided them with more language experience and they got better social interaction and introduction to life in a hearing world.

Hegarty et al (1981) in their study found confidence was greater in children in mainstream schools than in those in special schools, though less than that of heir non-handicapped peers. From Hegarty et al (1981) research, one teacher commented, "Our experience has shown that even pupils with severe and complex needs can be educated in ordinary schools without affecting their self-esteem."

Westwood (1997) citing Clark (1994); Farlow (1996) Leroy and Simpson (1996) noted inclusion policy has problems to those individuals with severe and multiple disabilities for they require much degree of physical care and management over and above special educational needs. However, there is evidence to suggest that where schools are prepared to accept the challenge of full inclusion it is indeed possible to provide appropriate programmes for these students.

In study conducted in Australia by Wilezenski (1992) as cited by Booth and Ainscow (1998), on teacher's attitude towards inclusive education, it was noted that teachers

had positive response to programmes focused on social inclusion than those requiring physical changes in their school or classroom. It was also observed that teachers were more accepting to physical disabilities than to those, which called for academic modifications. From the research findings it becomes clear that the type of disability and attention require highly influences the teacher's attitude towards including such a child with disability in a regular class.

## **2.6 RELATED STUDIES IN AFRICA**

In a report prepared by Kenya Human Rights Commission (KHRC, 2004), it recommended that physically and mentally challenged children have a right to be treated with respect, proper medical care, education and training free of charge where possible.

To go along with this, Abagi (1998) observed that a child has a right to protection against all forms of discrimination or punishment.

In a study on teachers attitudes on teaching the hearing impaired, Mwaura (2001) found that many teachers responses supported the idea of teaching the hearing impaired with their hearing counterparts. However, he observed that attitude can encourage or discourage development of integration in schools and thus there is need to develop positive attitudes for inclusion.

To know the views of teachers about inclusion, Karugu (2001) conducted a survey in which 80% of the educators indicated they would like to know more about inclusive education. According to the National Development Plan 2002 – 2008, out of the 1.8 million handicapped children of ages zero to nineteen, only 5.5% (100,000) have been assessed and 22% (22000) enrolled in both regular and special

schools. The plan subjects this to high cost of providing adequately trained teachers and other support personnel, specialized equipment and instructional materials, appropriate physical facilities and medical services and increased poverty. To this end, the government is committed to making curriculum content and teaching methods more appropriate to the needs of special learners.

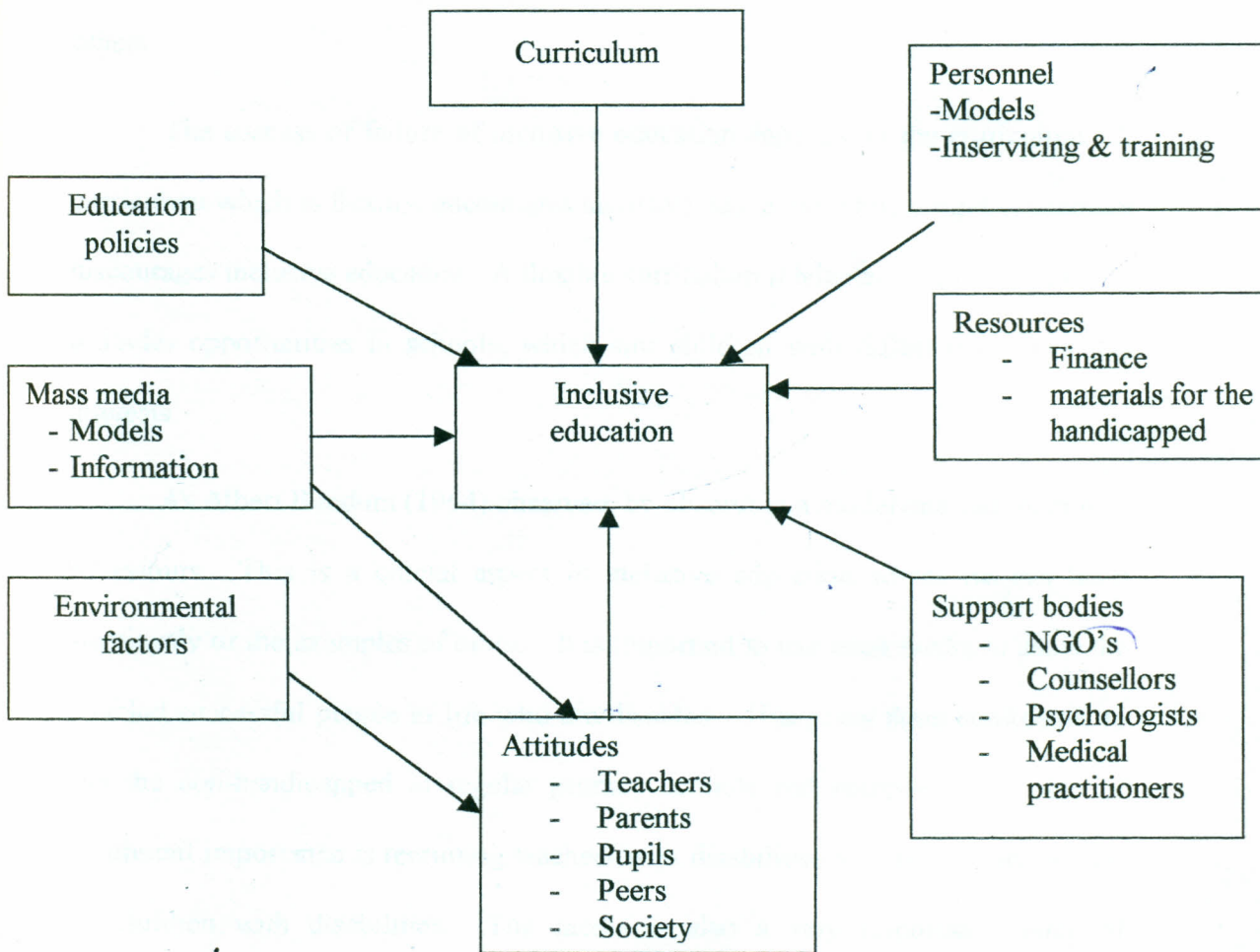
In support of this low numbers of enrollment of the disabled children in our regular primary schools is Iraki (Daily Nation November, 24<sup>th</sup> 2004). In her research, she observed that in the year 2003, only 22332 children with disabilities had access to education programme. This meant that out of the 6.2 million children in Kenya who sought education in 2003, only 0.4 per cent of children with disabilities enjoyed the free primary education. Her findings observed the following as factors affecting the implementation of inclusive education; negative attitudes towards disabled or cultural biases against persons with disabilities, community and family stigmatization and discriminatory practices. She therefore called for attitude change, counseling parents whose children have a disability to enable them cope with they child's condition and also help them seek early child intervention, facilities and programmes appropriate to the specific needs and requirements of all persons are available and used.

In a report by the UN (2003) ,it was noted that one of the challenges that the NARC government (Kenya) faced was inadequate provision of education to the children with disabilities owing to the weak identification and assessment mechanisms. The report recommended the provision of an all-inclusive education to accommodate children with disabilities as well as training in special education teachers.

In a survey done by the executive director UNICEF, Bellamy (1999), it was noted that in East Africa, Tanzania recorded the first move to intergration by the establishment of the Uhuru Mchanganyiko Primary School in 1921. It accepted children with disabilities alongside other children in the classroom and in all other activities. Bellamy found that “of the 1,200 current students, 62 are blind, 11 are deaf-blind and 55 have mental disabilities’ (Bellamy 1999:32). Bellamy, found one of the problem facing inclusive education was long distance from school, rigidity of education system where the findings called for flexibility and diversification of education system.

Ainscow (1999) as cited by Kiriungu (2003) in her proposal found that some African countries are still practicing the old tradition where children with special needs were categorized and placed in special schools, the trend has been changing with inclusive education being advocated globally. However, the impact of inclusive education in Africa is yet to benefit according to Hegarty (1997), in theory many countries have show interests.

## 2.7 CONCEPTUAL FRAMEWORK



**Figure 2:** Researchers framework; Factors to consider to successful adopt inclusive education

**Key:**  The arrows shows direction of influence

As the issue of inclusive education remains contentious the researcher vies that there is need to make some adjustments in the education sector to make inclusive education possible.

The researcher through the literature review identified some factors that influence inclusive education such as the curriculum, resources, environmental,

support bodies, ministry of education policies, mass media and attitudes among others.

The success or failure of inclusive education depends on the curriculum. A curriculum which is flexible encourages inclusive education while a rigid curriculum discourages inclusive education. A flexible curriculum if adapted to children's needs provides opportunities in schools, which suit children with different abilities and interests.

As Albert Bandura (1964) observed, by observing a model one can learn new behaviours. This is a crucial aspect in inclusive education where we can learn vicariously or the examples of others. It is important to use mass media to show the disabled successful people in life who are disabled. This gives them confidence to join the non-handicapped in regular primary schools and compete favourably of paramount importance is recruiting teachers with disabilities to serve as role models for children with disabilities. The media is also a very important source of information, to sensitize both the disabled and the society on the importance of all human beings and how they can be assisted.

Attitudes has a lot of impact on inclusive education. It is important to change parents, teachers, pupils peers and society altitude towards the disabled. This can be done through mass media, support bodies such as psychologists, counselors, occupational therapists, the church, non-govermental organizations among others and change of the learning environment.

On environment, we refer to the school settings. It is important to make schools conducive places where all the children can be accommodated. By this, the

researcher implies, the buildings, furniture, social relationship between the handicapped pupil, non-handicapped pupil and the teachers, should be changed to allow enrolment of all children in regular primary schools.

Pre-service training programmes should provide to all primary student teachers in training colleges positive orientation towards disability and to prepare all teachers to exercise their autonomy and apply their skills in adapting curricular and instruction to meet pupils needs as well as to collaborate with specialists and cooperate with parents. Too, for inclusive education, success in-service training should be developed at school level by means of interaction with trainers and supported by distance education and other self-instruction techniques.

As a matter of policy, the government should recruit qualified teachers and other education personnel who have disabilities. These people will be included in policy making in the education sector for them to put more emphasis on inclusive education.

It is important for the government and well-wishers to fund all schools to make the necessary adjustments in the school environment and to provide schools with materials needed for the handicapped pupils.

The proper initiation of the above elements which are necessary for inclusive education, will supposedly, according to the researcher, result to success of inclusive education in our regular primary schools in Kenya.

## 2.8 SUMMARY OF THE LITERATURE REVIEW

From the literature review the genesis of inclusion stretches from early days where the handicapped children were thrown away, killed or persecuted. The room for disabled found it way in during the beginning of Christianity era. The handicapped children in the line of education were segregated which lowered their self-esteem and loss of confidence. This was accompanied by stigmatization, integration and finally to the current stage of inclusion. Inclusion of the disabled into the ordinary regular primary schools is seen to be adopted well if there is mutual understanding whereby differences are accommodated. There is need to make the handicapped and society accepts reality and thus gives inclusive education a priority by removal of negative attitudes, stereotyping and stigmatization. The study explored the way forward in Kenya for disabled children in relation to inclusive education. The study aimed at testing the following hypothesis:

## 2.9 RESEARCH HYPOTHESIS

**H<sub>01</sub>.** There is no significant difference between school type and teachers' attitude towards children with disability.

**H<sub>02</sub>.** There is no significance differences between male and female teachers attitude towards children with disability.

**H<sub>03</sub>** There is no relationship between inclusion of pupils with handicapping conditions into the regular public primary schools, and the type of school environment.

**H<sub>04</sub>.** There is no significant difference between teachers teaching position and their attitude towards children with disability.

**H<sub>05</sub>** There is no significant difference between teachers age and their attitude towards children with disability.

**H<sub>06</sub>** There is no significant difference between male and female teachers attitude towards regular training and experience in handling handicapped children.

**H<sub>07</sub>** There is no significant difference between school type and teachers attitude towards regular teachers training in handling handicapped children.

**H<sub>08</sub>** There is no significant difference between teachers teaching position and their attitude towards regular teachers training and experience in handling handicapped children.

**H<sub>09</sub>** There is no significant difference between teachers age and their attitude towards regular teachers training and experience in handling handicapped children.

**H<sub>10</sub>** There is no significant difference between teachers teaching position and their attitude towards regular teachers training and experience in handling handicapped children.

**H<sub>011</sub>** There is no significant difference between the nature of curriculum and the inclusion of pupils with handicapped conditions into regular primary schools.

**H<sub>012</sub>** There is no significant difference between male and female teachers towards availability of facilities to cater for the handicapped children.

**H<sub>013</sub>** There is no significant difference between school type and teachers attitude towards availability of facilities to for the handicapped children.

**H<sub>014</sub>** There is no significant difference between teaching position and teachers attitude towards availability of facilities to cater for the handicapped children.

**H<sub>015</sub>** There is no significant difference between teachers teaching experience and their attitude towards availability of facilities to cater for the handicapped children.

**H<sub>016</sub>**. There is no significance difference between male and female teachers on the challenges teachers face in teaching the disabled children.

The study included the description of the study area and justification of the research, research design, data collection, data analysis and reporting.

**RESEARCH DESIGN**

The study used descriptive survey. According to Altrich (1998), descriptive surveys are recommended in obtaining information about existing phenomena by asking individuals about their perceptions, attitudes, beliefs, behaviors and values.

**RESEARCH VARIABLES**

According to Chiba (1998) and Paul P. Achua (1997), variables are factors that are capable of taking two or more values. They are the identified and operating variables.

The independent variable is the gender of the teachers (male and female) and the dependent variable is the challenges faced by the disabled child.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter focuses on the methodology that was used in the study. It included the description of the study area and justification for the selection, research design, target population, sample size and sampling procedures instruments, instruments for data collection, data analysis and piloting.

### **3.2 RESEARCH DESIGN**

The study used descriptive survey. According to Mugenda and Mugenda descriptive surveys are recommended in obtaining information that describes existing phenomena by asking individuals about their perceptions, opinions, attitudes, behaviours and values.

### **3.3 RESEARCH VARIABLES**

According to Claire Bless and Paul P. Achola (1987) variables are empirical properties that are capable of taking two or more values. There will be the independent and dependent variables.

3.3.1 The independent variable is that which influences other variables or cause changes on dependent variables. In our case the handicapped child.

3.3.2 The dependent variable is that which changes as a result of changes in independent variable. In our case, attitudes, curriculum, buildings and policies changes with placement of handicapped into regular primary schools.

### **3.4 STUDY LOCATION**

The study was carried out in Mathioya division, Murang'a District. The researcher intended to get the details from the Divisions, four zones namely; Kiriti, Kiru, Kamacharia and Gitugi. Mathioya borders other divisions like Kahuro, Othaya and Kangema Divisions.

### **3.5 JUSTIFICATION OF THE STUDY AREA**

The researcher had chosen the study area because it was a representation of a rural setting which he had an interest in investigating factors affecting inclusion. The researcher confined his study at Mathioya because of shortage of time and finance as well as the fact that the area is easily accessible for them.

### **3.6 THE POPULATION AND THE SAMPLE**

The target population was teachers in all fifty five (55) regular public primary schools in the area.

22

781

730

### Summary of number of schools per zone

<b>Schools</b> <b>Zone</b>	<b>No. of schools</b> <b>Without units</b>	<b>No. of schools</b> <b>with units</b>	<b>TOTAL</b>
Gitugi	9	5	14
Kiru	10	4	14
Kiriti	7	2	9
Kamacharia	16	2	18
Total	42	13	55

**Table 1**

The researcher used purposive sampling to select all thirteen (13) primary schools with units to understand the situation as it is for inclusive education. A sample of teachers in these schools was interviewed to get the intended information. The researcher picked a sample of 30% per zone. For Kiru zone a total of five (5) schools without units codes. Kamacharia zone 2 schools with units were purposively sampled and 4 pick randomly from schools without unit. Gitugi zone the sample captured all the five schools with units only.

For Kiriti zone, a sample of 30% was picked representing a total of three (3) schools, two (2) were be picked through purposive sampling from schools with special units and one through simple random sampling from the schools without units. The researcher conducted research to a total of 19 schools and in which 120 teachers and 17 head teachers of the schools filled their questioners and returned them. A few questionnaires were not returned. The Area Education officers who were four all

responded. The sampling techniques used by the researcher were simple random sampling, stratified random sampling and purposive sampling techniques.

### **3.7 THE INSTRUMENTATION**

The researcher used questionnaires for all the respondents and at times he was forced by circumstances to use observation and discussion with the respondents.

#### **3.7.1 Teachers Questionnaire**

According to Miersima (1985), questionnaire studies are generally much less expensive and they do not consume a lot of time in their administration. Brevity in a questionnaire also encourages response. The researcher therefore found it most appropriate for this research.

The questionnaire had these sections. Section A which consisted of items which were to gather demographic data of respondents and school data such as age, sex, academic qualifications, teaching experience, professional qualifications, and category of the school.

In section B, the questionnaire was <sup>to</sup> seek information on teachers opinions about inclusive education. The statements used consisted of negative and positive statements. The Likert scale was used to score the negatively and positively stated items as follows: -

Strongly agree	(SA)	=	5
Agree	(A)	=	4
Uncertain	(U)	=	3
Disagree	(D)	=	2
Strongly Disagree	(SD)	=	1

Tuckman (1994) observes that the Likert scale is an equal appearing interval which is used to register the extent of agreement or disagreement with a particular statement of an attitude, belief or judgement.

- The third section consisted of both structured and unstructured question which restricted the respondent by saying “Yes” or “No” for the researcher to know clearly about a situation. The unstructured enabled the respondent to give their opinions.

### **3.7.2 The questionnaire for administrators**

The administrators included in this research were the head teachers of all the selected schools, the Area Education Officers . Their questionnaire had two sections. The first section contained items which gathered demographic data of respondents and school data such as age, sex, academic qualifications, teaching,/working experience, professional qualifications, the category of school, and the size of the school.

The second section of the questionnaire consisted of both closed ended and open ended questions. The closed ended questions were meant to limit the respondent to

the area of concern. The open ended questions were to give the respondents a chance to give their opinions.

The combination of open and closed questioning techniques was designed to elicit the greatest amount of information in the most efficient way possible (Bishop 1985).

Questionnaires are appropriate to use to collect data, opinions and attitudes in a structured framework from respondents not contacted on a face-to-face basis. (Bailey 1982).

### **3.8 PILOT STUDY**

According to Bennet (1973), piloting instrument enhances the reliability that is, the dependability accuracy and adequacy of the instruments since the responses from the respondents indicates whether the instruments measure what they intend to measure. And as a result some instruments are dropped, adjusted and new ones developed (Isaac and Michael, 1981). One school with special unit was used for piloting.

#### **3.8.1 Reliability of the research instruments**

Validity is the degree to which a test measures what it purports to measure (Borg and Gall 1989). Before the actual research, a pretest was carried out in one school with special unit. The pretest will assisted in determining the accuracy, clarify and suitability of the research instrument.

Malusu (1988) the pretest will also determine the validity and reliability of the instrument. Through pretest, it will be possible to identify items that are

inadequate and make the necessary corrections, examine responses from the respondents and note any ambiguity in the question in accuracy or contradiction and make adjustments or additions to the questionnaires.

The study therefore applied content validity. This type of validity shows whether the test items represent the content that the test is designed to measure (Borg and Gall, 1989). By applying content validity, the researcher ensured that the test covered all the areas which were to be examined by the pre-test being evaluated by the supervisor. Supervisors feedback helped to affirm and improve the instrument.

### **3.8.2 Reliability of the research instrument**

Reliability enhances the dependability, accuracy and adequacy of the instruments through piloting. Mugenda and Mugenda, (1999) says that reliability is a measure of the degree to which a research instrument yield consistent results or data often a repeated trials. Borg and Gall (1989) define reliability as the level of internal consistency on stability over time of the measuring research instruments. To ensure reliability of the study, the test-pre-test method was applied. This involved administering the same questionnaire at an interval of one week to the same group and then comparing the two scores Respondents conducted during the pre-test phase were deliberately excluded during the final administration of the instrument. This helped to control extraneous influence on the research findings due to prior knowledge of the information required by the instrument.

### **3.9 DATA COLLECTION PROCEDURE**

The researcher applied for a permit from the office of the president. On approval the researcher took a letter of introduction with a copy of permit to the Area Education officer and to the concerned head teachers explaining the nature and purpose of the study and the requirements that would be made of participating school, and inviting participants.

The head teacher introduced the researcher to the teachers and then allowed him to address them. The researcher distributed the questionnaire to the eligible teachers. The respondents were assured confidentiality was to be maintained in dealing with the responses. Time for collecting the questionnaire was agreed upon by the respondents.

### **3.10 DATA ANALYSIS TECHNIQUES**

Analysis of data started with checking and editing gathered raw data for accuracy, usefulness, and completeness. The information provided by the respondents was coded then the descriptive data analysis technique was used such as means, percentages and other statistical methods such as a t-test , ANOVA and chi-square. The researcher by the help of a computer specialist analysed the data ,interpreted, made a summary ,conclusions and recommendations.

## CHAPTER FOUR: RESULTS OF THE STUDY

### 4.1 Introduction

In this chapter the results of the present investigation are presented. The research set out to explore the factors affecting the implementation of inclusive education for children with special needs in public regular primary schools in Mathioya Division, Murang'a District with a focus on the following area

- (a) What is the teachers attitude towards inclusion of children with special needs into regular primary school?
- (b) What are the attitude of teachers towards the inclusion of handicapped children in regular schools on the basis of gender ,age ,teaching experience, school type and teaching position ?
- (c) What are the teachers attitude towards regular teachers training and experience in handling children ?
- (d) W hat is the attitude of teachers towards regular teacher training and experience in handling children on the basis of gender ,age, teaching experience, school type and teaching position?
- (e) What is the teachers attitude towards availability of facilities to cater for the handicapped children?
- (f) What is the attitudes of teachers toward the availability of facilities to cater for the handicapped on the basis of gender, age ,teaching experience, school type and teaching position?.
- (g) What are the major challenges teachers in regular schools face in implementing the inclusion of pupils with disabilities?
- (h) What are the major solutions to the challenges teachers in regular schools face in implementing the inclusion of pupils with disabilities?

#### 4.2.0 Contextual Characteristics of Respondents

This part presents a description of the respondents so as to provide a logical background for the study findings reported in the chapter.

#### 4.2.1 Gender of the Respondents

Majority of the teacher respondents were females (53.3%), the males constituted 46.7% (table 4.1.1). Majority of head teachers were male (88.2%), while area education officers were composed of 50.0% male and females (table 4.2.1)

Table 4.2.1: Gender of the Respondents

Gender	Teachers		Head teachers		AEO	
	n	%	n	%	n	%
Male	56	46.7	15	88.2	2	50.0
Female	64	53.3	2	11.8	2	50.0
Total	120	100.0	17	100.0	4	100.0

#### 4.2.2 Age

Table 4.2.2. shows the age distribution of the respondents.

Table 4.2.2: Age of the Respondents

Age	Teachers		Head teachers		AEO	
	n	%	n	%	n	%
Below 25 Years	0	0.0	0	0.0	0	0.0
26- 30 Years	4	3.3	0	0.0	0	0.0
31- 36 Years	26	21.7	0	0.0	0	0.0
36- 40Years	52	43.3	5	29.4	1	25.0
Above 40 years	38	31.7	12	70.6	3	75.0
Total	120	100.0	17	100.0	4	100.0

As shown in the table, majority (43.3%) of the teachers fell between the age brackets of 36-40 years. This was followed by those in the age bracket of between of 40 years and above. None of the teachers was below the age of 25 years. However, the majority of head teachers were aged over 40 years (70.6%) and none fell below the age of 36 years. As for the area education officers majority were falling under the age category of over 40 years (75.0%).

### 4.2.3 Type of School

The results of the study shows that majority (75.0%) of the sampled schools were regular schools, however 25.0% of the schools were regular schools but with special units. Table 4.2.3 presents the schools by type.

Table 4.2.3: Type of School

Type of School	n	%
Regular	90	75.0
Regular with special unit	30	25.0
Total	120	100.0

### 4.2.4 Academic Qualification

Table 4.2.4 Academic Qualification

Academic Qualification	Teachers		Head teachers		AEO	
	n	%	n	%	n	%
University	0	0.0	2	11.8	2	50.0
“A” Level	26	21.7	2	18.8	0	0.0
“O” Level	90	75.0	13	76.5	0	0.0
Others	4	3.3	0	0.0	2	50.0
Total	120	100.0	17	100.0	4	100.0

As indicated in table 4.2.4 above, the most common academic qualification among the teachers and head teachers was “o” level, which had 75.0% and 76.5% respectively. The other teachers, representing 21.7%, had “A” qualification, while head teachers with “A” level qualification were 18.8%. While none of the teachers had a university qualification, 11.8% of the head teacher had university degree. Around 50.0% of the area education officers were graduates.

#### 4.2.5 Professional Qualification

Table 4.2.5: Professional Qualification

Professional Qualification	Teachers		Head teachers		AEO	
	n	%	n	%	n	%
P1	80	66.7	6	35.3	0	0.0
P2	6	5.0	0	0.0	0	0.0
S1 (Diploma)	14	11.7	2	11.8	0	0.0
Degree	0	0.0	2	11.8	2	50.0
Others (ATS)	20	16.7	7	41.2	2	50.0
Total	120	100.0	17	100.0	4	100.0

From table 4.2.5, it can be observed that the most common professional qualification of the teachers was P1 (66.7%) while for the head teachers it was other qualification (41.2%). Over 11% of the teachers and head teachers had S1 and Diploma qualification, 5.0% of the teachers had P2 qualification, while none of head teachers had this qualification. At the same time while none of the teachers had a university degree, 11.8% of the head teachers were university graduates. Teachers and head teachers with other qualification constituted 16.7% and 41.2% respectively. Around 50.0% of the area education had degree and ATS qualification respectively.

#### 4.2.6 Teaching Experience

Table 4.2.6: Teaching Experience of the Respondents

Working Experience	n	%
1-5 Years	4	3.3
6- 10 Years	18	15.0
11- 15 Years	48	40.0
16 Years and above	50	41.7
Total	120	100.0

The result on table 4.2.6 shows that 41.7% of the teachers had taught for more than 16 years, 40.0% for 11-15 years, 15.0% between 6-10 years and 3.3% between 1-5 years experience.

#### 4.2.7 Administrative Experience

Table 4.2.7: Administrative Experience

Working Experience	n	%
1-5 Years	8	47.1
6- 10 Years	3	17.6
11- 15 Years	4	23.5
16 Years and above	2	11.8
Total	17	100.0

The results on table 4.2.7 show that majority of the sampled head teachers had an administrative experience of less than 10 years.

#### 4.2.8 Present Position

Table 4.2.: Present Position

Present Position	Teachers		Head teachers	
	n	%	n	%
A regular teacher trained in special educational needs	50	41.7	4	23.5
A regular teacher not trained in special educational needs	70	58.3	13	76.5
Total	120	100.0	17	100.0

From table 4.2.8 above, majority of the teachers and head teachers were regular teachers with no training in special educational needs (58.3% and 76.5% respectively).

#### 4.2.9 Types of Disability

Table 4.2.9: Types of Disabilities

Disabilities	n	%
Mental retardation	70	58.3
Hearing impairment	36	30.0
Visually Handicapped	28	23.3
Physically Handicapped	40	33.3

From table 4.2.9 above, majority of students with disabilities in regular schools are mentally retarded and physically handicapped, 58.3% and 33.3% respectively.

### 4.3 Attitude Towards the Handicapped

This study sought to establish the attitude of teachers towards the inclusion of handicapped pupils in regular schools. The findings are presented in this section.

Table 4.3.1 Attitude towards the Handicapped

Attitude	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		Mean
	n	%	n	%	n	%	n	%	n	%	
The attention given to handicapped pupils is at the expense of the normal pupil	28	23.3	16	13.3	4	3.3	26	21.7	46	38.3	2.6167
Handicapped children tend to behave well than normal children	12	10.0	22	18.3	16	13.3	24	20.0	46	38.3	2.4167
Inclusion promotes confidence in handicapped children	76	63.3	22	18.3	10	8.3	4	3.3	8	6.7	4.2833
Handicapped child requires more attention than normal children	90	75.0	10	8.3	6	5.0	4	3.3	10	8.3	4.3833
Handicapped children should remain in special schools	28	23.3	12	10.0	12	10.0	24	20.0	44	36.7	2.6333
Only severely and profoundly handicapped children should remain in special schools	54	45.0	28	23.3	2	1.7	10	8.3	26	21.7	3.6167
Handicapped children get a chance to socialize with other children in regular schools	66	55.0	30	25.0	4	3.3	14	11.7	6	5.0	4.1333
Inclusion of handicapped children in regular schools compromises discipline in school	20	16.7	32	26.7	12	10.0	12	18.3	34	28.3	2.8500
Normal children isolate the handicapped children	22	18.3	56	46.7	10	8.3	22	18.3	10	8.3	3.4833
All children have a right to education in any school	94	78.3	12	10.0	2	1.7	6	5.0	6	5.0	4.5167
Inclusion increases a child's number of friends	76	63.3	26	21.7	6	5.0	6	5.0	6	5.0	4.3333
Disabled feel inferior because of disability	54	45.0	42	35.0	8	6.7	12	10.0	4	3.3	4.0833
Disabled children will always give excuses for their failures	24	20.0	34	28.3	18	15.0	20	16.7	24	20.0	3.1167
Disabled children feel that the normal peer regards them as outcasts	30	25.0	40	33.3	22	18.3	14	11.7	14	11.7	3.4833
Disabled children feel encouraged through inclusion	56	46.7	36	30.0	6	5.0	16	13.3	6	5.0	4.0000

From table majority of the teachers strongly agreed (78.3%) that all children have a right to education in any school. They also said that handicapped children require more attention than normal children (75.0%) and that inclusion promotes confidence in handicapped children and increase a child's number of friends (63.3%). Slightly over 38.0% of the teachers strongly disagree that the attention given to handicapped

pupils is at the expense of the normal pupil and that handicapped children tend to behave well than normal children.

#### 4.3.2 Attitude of Teachers Towards Handicapped Children on the Basis of Gender

Table 4.3.2: Attitude of Teachers Towards Handicapped Children on the Basis of Gender

	Male		Female	
	Mean	Comment	Mean	Comment
The attention given to handicapped pupils is at the expense of the normal pupil	2.6071	Uncertain	2.6250	Uncertain
Handicapped children tend to behave well than normal children	2.6071	Uncertain	2.2500	Disagree
Inclusion promotes confidence in handicapped children	4.4286	Agree	4.1563	Agree
Handicapped child requires more attention than normal children	4.2857	Agree	4.4688	Agree
Handicapped children should remain in special schools	2.5714	Uncertain	2.6875	Uncertain
Only severely and profoundly handicapped children should remain in special schools	3.5357	Agree	3.6875	Agree
Handicapped children get a chance to socialize with other children in regular schools	3.7857	Agree	4.4375	Agree
Inclusion of handicapped children in regular schools compromises discipline in school	3.0357	Uncertain	2.6875	Uncertain
Normal children isolate the handicapped children	3.3571	Uncertain	3.5938	Agree
All children have a right to education in any school	4.4643	Agree	4.5625	Strongly Agree
Inclusion increases a child's number of friends	4.3929	Agree	4.2813	Agree
Disabled feel inferior because of disability	4.0000	Agree	4.1563	Agree
Disabled children will always give excuses for their failures	3.3571	Uncertain	2.9063	Uncertain
Disabled children feel that the normal peer regards them as outcasts	3.0714	Uncertain	3.8443	Agree
Disabled children feel encouraged through inclusion	4.3214	Agree	3.7188	Agree

From table 4.3.2 above it can be observed that while the male teachers are uncertain whether handicapped children tend to behave well than normal children, are isolated by normal children and whether children feel that the normal peer regards them as outcasts, the female teachers reported that they agree.

### 4.3.3 Attitude of Teachers Towards Handicapped Children on the Basis of Age

Table 4.3.3 Attitude of Teachers Towards Handicapped Children on the Basis of Age

	25-30 years		31-35 years		36-40 years		40 years and above	
	Mean	C	Mean	C	Mean	C	Mean	C
The attention given to handicapped pupils is at the expense of the normal pupil	1.500	DA	2.5385	U	2.9615	U	2.3158	D A
Handicapped children tend to behave well than normal children	2.0000	DA	2.6923	U	2.6923	U	1.8947	D A
Inclusion promotes confidence in handicapped children	4.5000	SA	4.0769	A	4.2308	A	4.4737	A
Handicapped child requires more attention than normal children	3.0000	U	4.3077	A	4.4613	A	4.4737	A
Handicapped children should remain in special schools	1.5000	DA	2.1538	DA	3.0385	U	2.5265	U
Only severely and profoundly handicapped children should remain in special schools	5.0000	SA	3.5385	A	3.4615	U	3.7368	A
Handicapped children get a chance to socialize with other children in regular schools	3.0000	U	3.4615	U	4.2692	A	4.5263	S A
Inclusion of handicapped children in regular schools compromises discipline in school	3.0000	U	2.4615	DA	2.7308	U	3.2632	U
Normal children isolate the handicapped children	4.5000	SA	3.7692	A	3.3077	U	3.4211	U
All children have a right to education in any school	3.5000	A	4.4615	A	4.5000	SA	4.6842	S A
Inclusion increases a child's number of friends	5.0000	SA	3.9231	A	4.5000	SA	4.3158	A
Disabled feel inferior because of disability	5.0000	SA	3.9231	A	4.0000	A	4.2105	A
Disabled children will always give excuses for their failures	4.0000	A	3.2308	U	3.3077	U	2.6842	U
Disabled children feel that the normal peer regards them as outcasts	4.5000	SA	3.7692	A	3.4615	U	3.2105	U
Disabled children feel encouraged through inclusion	5.0000	SA	3.9231	A	4.1923	A	3.6842	A

The results on table 4.3.3 above show that while the teachers between the age category of 31-35 and 36-40 years are uncertain whether the attention given to handicapped pupils is at the expense of the normal pupil, those of the age category of between 25-30 years and 40 years and above stated that they disagree. It all shows

that teachers of the age category between the ages of 25-30 are uncertain whether handicapped child requires more attention than normal children while the rest agree.

#### 4.3.4 Attitude of Teachers Towards Handicapped Children on the Basis of School Type

Table 4.3.4: Attitude of Teachers Towards Handicapped Children on the Basis of School Type

	Regular		Regular with special unit	
	Mean	Comment	Mean	Comment
The attention given to handicapped pupils is at the expense of the normal pupil	2.7111	Uncertain	2.3333	Disagree
Handicapped children tend to behave well than normal children	2.3556	Disagree	2.6000	Uncertain
Inclusion promotes confidence in handicapped children	4.2667	Agree	4.3333	Agree
Handicapped child requires more attention than normal children	4.2000	Agree	4.9333	Strongly Agree
Handicapped children should remain in special schools	2.7778	Uncertain	2.2000	Disagree
Only severely and profoundly handicapped children should remain in special schools	3.4222	Uncertain	4.2000	Agree
Handicapped children get a chance to socialize with other children in regular schools	4.0667	Agree	4.3333	Agree
Inclusion of handicapped children in regular schools compromises discipline in school	2.9333	Uncertain	2.6000	Uncertain
Normal children isolate the handicapped children	3.5556	Agree	3.2667	Uncertain
All children have a right to education in any school	4.4000	Agree	4.8667	Strongly Agree
Inclusion increases a child's number of friends	4.3333	Agree	4.3833	Agree
Disabled feel inferior because of disability	4.1333	Agree	3.9333	Agree
Disabled children will always give excuses for their failures	3.1111	Uncertain	3.1333	Uncertain
Disabled children feel that the normal peer regards them as outcasts	3.5778	Agree	3.2000	Uncertain
Disabled children feel encouraged through inclusion	3.9111	Agree	4.2667	Agree

From table 4.3.4 above, while teachers in regular schools are uncertain whether the attention given to handicapped pupils is at the expense of the normal pupil, and that handicapped children should remain in special schools, those teachers in regular schools with special unit disagree. At the same time while teachers in regular schools are uncertain whether only severely and profoundly handicapped children should remain in special schools, those in regular schools with special unit agree.

### 4.3.5 Mean Attitude of Teachers Towards Handicapped Children on the Basis of Teaching Experience

Table: 4.3.5 Mean Attitude of Teachers Towards Handicapped Children on the Basis of Teaching Experience

	1-5 Years		6-10 years		11-15 years		16 years and above	
	Mean	C	Mean	C	Mean	C	Mean	C
The attention given to handicapped pupils is at the expense of the normal pupil	1.5000	DA	2.7778	U	2.4583	DA	2.8000	U
Handicapped children tend to behave well than normal children	2.0000	DA	2.4444	DA	2.8333	U	2.0400	D A
Inclusion promotes confidence in handicapped children	4.5000	SA	4.4444	A	4.1250	A	4.3600	A
Handicapped child requires more attention than normal children	3.0000	U	4.8889	SA	4.2500	A	4.4400	A
Handicapped children should remain in special schools	1.5000	DA	2.3333	DA	2.6667	U	2.8000	U
Only severely and profoundly handicapped children should remain in special schools	5.0000	SA	3.7778	A	3.3333	U	3.7200	A
Handicapped children get a chance to socialize with other children in regular schools	3.0000	U	3.6667	A	4.2083	A	4.3200	A
Inclusion of handicapped children in regular schools compromises discipline in school	3.0000	U	2.5556	U	2.6250	U	3.1600	U
Normal children isolate the handicapped children	4.5000	SA	3.5556	A	3.2083	U	3.6400	A
All children have a right to education in any school	3.5000	A	4.8889	SA	4.5000	SA	4.4800	A
Inclusion increases a child's number of friends	5.0000	SA	4.5556	SA	4.3333	A	4.2000	A
Disabled feel inferior because of disability	5.0000	SA	3.7776	A	4.0000	A	4.2000	A
Disabled children will always give excuses for their failures	4.0000	A	3.7778	A	2.9583	U	2.9600	U
Disabled children feel that the normal peer regards them as outcasts	4.5000	SA	3.6667	A	3.5417	A	3.2800	U
Disabled children feel encouraged through inclusion	5.0000	SA	4.4444	A	4.0417	A	3.7200	A

From table 4.3.5 above, it can be observed that while those teachers with teaching experience of 1-5 and 6-10 year disagree with the idea that handicapped children should remain in special schools, the others with over ten years teaching experience are uncertain. It can also be observed that teachers with teaching experience of over

5 years agree that handicapped children get a chance to socialize with other children in regular schools, however, those with less than 5 years teaching experience are uncertain. As to whether the inclusion of handicapped children in regular schools compromises discipline in school, all teachers across years of teaching experience were uncertain.

#### 4.3.6 Attitude of Teachers Towards Handicapped Children on the Basis of Present Position

Table 4.3.6 Attitude of Teachers Towards Handicapped Children on the Basis of Present Position

	Regular teacher trained in special educational needs		Regular teacher not trained in special educational needs	
	Mean	Comment	Mean	Comment
The attention given to handicapped pupils is at the expense of the normal pupil	2.4400	Disagree	2.7429	Uncertain
Handicapped children tend to behave well than normal children	2.4000	Disagree	2.4286	Disagree
Inclusion promotes confidence in handicapped children	4.5600	Strongly agree	4.0857	Agree
Handicapped child requires more attention than normal children	4.3200	Agree	4.4286	Agree
Handicapped children should remain in special schools	2.3600	Disagree	2.8286	Uncertain
Only severely and profoundly handicapped children should remain in special schools	3.8000	Agree	3.4857	Uncertain
Handicapped children get a chance to socialize with other children in regular schools	4.1200	Agree	4.1429	Agree
Inclusion of handicapped children in regular schools compromises discipline in school	2.6400	Uncertain	3.0000	Uncertain
Normal children isolate the handicapped children	2.9600	Uncertain	3.8571	Agree
All children have a right to education in any school	4.8000	Strongly agree	4.3143	Agree
Inclusion increases a child's number of friends	4.6400	Strongly agree	4.1143	Agree
Disabled feel inferior because of disability	4.3200	Agree	3.9143	Agree
Disabled children will always give excuses for their failures	3.5200	Agree	2.8286	Uncertain
Disabled children feel that the normal peer regards them as outcasts	3.2400	Uncertain	3.6571	Agree
Disabled children feel encouraged through inclusion	4.2800	Agree	3.8000	Agree

Table 4.3.6 indicates that while regular teachers trained in special educational needs disagree that the attention given to handicapped pupils is at the expense of the normal pupil and that handicapped children should remain in special schools, the regular teachers not trained in special educational needs are uncertain. At the same

time, while regular teachers not trained in special educational needs agree that normal children isolate the handicapped children and that disabled children feel that the normal peer regards them as outcasts, the regular teachers trained in special educational needs are uncertain.

#### 4.4 Attitude Towards Regular Teachers Training and Experience in Handling Handicapped Children

This section presents the findings on the teachers' attitude towards regular teachers training and experience in handling handicapped children.

Table 4.4.1: Attitude Towards Regular Teachers Training and Experience in Handling Handicapped Children

	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		Mean
	n	%	n	%	n	%	n	%	n	%	
Teachers should assist to establish friendship among the disabled and the non-disabled	108	90.0	10	8.3	0	0.0	2	1.7	0	0.0	4.8667
Regular teachers in regular schools need in-service training	102	85.0	14	11.7	0	0.0	2	1.7	2	1.7	4.7667
The training teachers acquire in college is enough to handle handicapped children	8	6.7	0	0.0	8	6.7	24	20.0	80	66.7	1.6000
The experience teachers get in teaching can help them handle handicapped children	28	23.3	44	36.7	8	6.7	16	13.3	24	20.0	3.3000
Inclusion of handicapped children calls for changes in curriculum for Kenyan schools	82	68.3	18	15.0	2	1.7	10	8.3	8	6.7	4.3000
I enjoy teaching children with disabilities	50	41.7	30	25.0	24	20.0	4	3.3	12	10.0	3.8500
I feel comfortable teaching both disabled and non-disabled children	44	36.7	30	25.0	10	8.3	14	11.7	22	18.3	3.5000
As I teach, I consider individual differences to cater for all children	54	45.0	46	38.3	2	1.7	6	5.0	12	10.0	4.0333
Teachers trained in special education find it easier to teach the handicapped	84	70.0	26	21.7	6	5.0	4	3.3	0	0.0	4.5833

From table 4.4.1, it can be observed that the majority of the teachers strongly agree that teachers should assist to establish friendship among the disabled and the non-disabled children, regular teachers in regular schools need in-service training,

teachers trained in special education find it easier to teach the handicapped and that inclusion of handicapped children calls for changes in curriculum for Kenyans schools. At the same time most of them strongly disagree that the training teachers acquire in college is enough to handle handicapped children.

#### 4.4.2 Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of gender

Table 4.4.2: Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of gender

	Male		Female	
	Mean	Comment	Mean	Comment
Teachers should assist to establish friendship among the disabled and the non-disabled	4.9643	SA	4.7813	SA
Regular teachers in regular schools need in-service training	4.8929	SA	4.6563	SA
The training teachers acquire in college is enough to handle handicapped children	1.7500	DA	1.4688	SD
The experience teachers get in teaching can help them handle handicapped children	3.7867	A	2.8750	U
Inclusion of handicapped children calls for changes in curriculum for Kenyans schools	3.9286	A	4.6250	SA
I enjoy teaching children with disabilities	3.8929	A	3.8125	A
I feel comfortable teaching both disabled and non-disabled children	3.8929	A	3.1563	U
As I teach, I consider individual differences to cater for all children	4.1429	A	3.9375	A
Teachers trained in special education find it easier to teach the handicapped	4.5000	SA	4.6563	SA

From table 4.4.2, male teachers agree that the experience teachers get in teaching can help them handle handicapped children, and that they feel comfortable teaching both disabled and non-disabled children while the female teachers are uncertain. Both male and female teachers strongly agree that teachers trained in special education find it easier to teach the handicapped, teachers should assist to establish friendship among the disabled and the non-disabled and that regular teachers in regular schools need in-service training.

#### 4.4.3 Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of Age

Table 4.4.3: Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of Age

	25-30 years		31-35 years		36-40 years		40 years and above	
	Mean	C	Mean	C	Mean	C	Mean	C
Teachers should assist to establish friendship among the disabled and the non-disabled	5.0000	SA	5.0000	SA	4.7308	SA	4.9474	SA
Regular teachers in regular schools need in-service training	5.0000	SA	4.6923	SA	4.7308	SA	4.8421	SA
The training teachers acquire in college is enough to handle handicapped children	1.0000	SD	2.0769	DA	1.5000	DA	1.4737	SD
The experience teachers get in teaching can help them handle handicapped children	3.5000	A	3.0769	U	3.8077	A	2.7368	U
Inclusion of handicapped children calls for changes in curriculum for Kenyans schools	5.0000	SA	3.6923	A	4.5000	SA	4.3684	A
I enjoy teaching children with disabilities	4.0000	A	3.5385	A	3.6538	A	4.3158	A
I feel comfortable teaching both disabled and non-disabled children	5.0000	SA	2.9231	U	3.6154	A	3.5789	A
As I teach, I consider individual differences to cater for all children	4.0000	A	3.9231	A	4.1923	A	3.8947	A
Teachers trained in special education find it easier to teach the handicapped	5.0000	SA	4.3846	A	4.4615	A	4.8421	SA

The results on 4.4.3 reveal that the teachers of all ages strongly agree that teachers should assist to establish friendship among the disabled and the non-disabled and that regular teacher in regular schools need in-service training. The results further showed that while teachers in the age categories of 25-30 and 36-40 years agree that the experience teachers get in teaching can help them handle handicapped children, those in the age categories of 31-35 and 40 years and above are uncertain.

#### 4.4.4 Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of School Type

Table 4.4.4: Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of School Type

	Regular		Regular with special unit	
	Mean	Comment	Mean	Comment
Teachers should assist to establish friendship among the disabled and the non-disabled	4.8444	Strongly Agree	4.9333	Strongly Agree
Regular teachers in regular schools need in-service training	4.7778	Strongly Agree	4.7333	Strongly Agree
The training teachers acquire in college is enough to handle handicapped children	1.6222	Disagree	1.5333	Disagree
The experience teachers get in teaching can help them handle handicapped children	3.1333	Uncertain	3.8000	Agree
Inclusion of handicapped children calls for changes in curriculum for Kenyans schools	4.3556	Agree	4.1333	Agree
I enjoy teaching children with disabilities	3.6444	Agree	4.4667	Agree
I feel comfortable teaching both disabled and non-disabled children	3.4889	Uncertain	3.5333	Agree
As I teach, I consider individual differences to cater for all children	4.1333	Agree	3.7333	Agree
Teachers trained in special education find it easier to teach the handicapped	4.4889	Agree	4.8667	Strongly Agree

Table 4.4.4. shows that while regular teachers in regular schools are uncertain that the experience teachers get in teaching can help them handle handicapped children and that , they feel comfortable teaching both disabled and non-disabled children, those in regular schools with special unit agree.

#### 4.4.5 Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of Teaching Experience

Table 4.4.5 Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of Teaching Experience

	1-5 Years		6-10 years		11-15 years		16 years and above	
	Mean	C	Mean	C	Mean	C	Mean	C
Teachers should assist to establish friendship among the disabled and the non-disabled	5.0000	SA	4.8889	SA	4.9583	SA	4.7600	SA
Regular teachers in regular schools need in-service training	5.0000	SA	4.8889	SA	4.6250	SA	4.8400	SA
The training teachers acquire in college is enough to handle handicapped children	1.0000	SD	1.5556	DA	1.7083	DA	1.5600	DA
The experience teachers get in teaching can help them handle handicapped children	3.5000	A	4.2222	A	3.2500	U	3.0000	U
Inclusion of handicapped children calls for changes in curriculum for Kenyans schools	5.0000	SA	3.3333	U	4.4583	A	4.4000	A
I enjoy teaching children with disabilities	4.0000	A	4.1111	A	3.4167	U	4.1600	A
I feel comfortable teaching both disabled and non-disabled children	5.0000	SA	4.1111	A	3.0000	U	3.6400	A
As I teach, I consider individual differences to cater for all children	4.0000	A	4.1111	A	3.8750	A	4.1600	A
Teachers trained in special education find it easier to teach the handicapped	5.0000	SA	4.6667	SA	4.4167	A	4.6800	SA

Table 4.4.5 indicate that teachers with teaching experience of 10 years and below agree that the experience teachers get in teaching can help them handle handicapped children, while those with teaching experience of above 10 years are uncertain. It can also be noted that teachers with teaching experience of 1-5 years strongly agree that inclusion of handicapped children calls for changes in curriculum for Kenyans schools, while those with 6-10 years are uncertain.

#### 4.4.6 Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of Present Position

Table 4.4.6: Attitude of Teachers Towards Regular Teachers Training and Experience in Handling Handicapped Children on the Basis of Present Position

	Regular teacher trained in special educational needs		Regular teacher not trained in special educational needs	
	Mean	Comment	Mean	Comment
Teachers should assist to establish friendship among the disabled and the non-disabled	4.8800	Strongly agree	4.8571	Strongly agree
Regular teachers in regular schools need in-service training	4.8000	Strongly agree	4.7429	Strongly agree
The training teachers acquire in college is enough to handle handicapped children	1.2800	Strongly disagree	1.8286	Disagree
The experience teachers get in teaching can help them handle handicapped children	3.6000	Agree	3.0857	Uncertain
Inclusion of handicapped children calls for changes in curriculum for Kenyans schools	4.2400	Agree	4.3429	Agree
I enjoy teaching children with disabilities	4.2400	Agree	3.5714	Agree
I feel comfortable teaching both disabled and non-disabled children	4.0000	Agree	3.1429	Uncertain
As I teach, I consider individual differences to cater for all children	4.2000	Agree	3.9143	Agree
Teachers trained in special education find it easier to teach the handicapped	4.6400	Strongly agree	4.5429	Strongly agree

The results on table 4.4.6 reveal that while regular teacher trained in special educational needs agree that the experience teachers get in teaching can help them handle handicapped children and that they feel comfortable teaching both disabled and non-disabled children, the regular teacher not trained in special educational needs are uncertain.

#### 4.5.1 Attitude Towards Availability of Facilities to Cater for the Handicapped

Table 4.5.1: Attitude Towards Availability of Facilities to Cater for the Handicapped

	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		Mean
	n	%	n	%	n	%	n	%	n	%	
Our school has modified the buildings and structures to cater for the handicapped	16	13.3	16	13.3	4	3.3	18	15.0	66	55.0	2.1500
In regular schools, the teaching resource available caters for both non-handicapped and the handicapped children	6	5.0	4	3.3	8	6.7	34	28.3	68	56.7	1.7167
Resources are not available for teaching with disabilities	56	46.7	26	21.7	12	10.0	10	8.3	16	13.3	3.8000
Long distance from home to school discourages the handicapped from attending school	88	73.3	28	23.3	0	0.0	2	1.7	2	1.7	4.6500
The geographical set up of the school discourages the handicapped children	52	43.3	28	23.3	6	5.0	10	8.3	24	20.0	3.6167
The government provides schools with funds to sponsor to inclusive education	40	33.3	28	23.3	12	10.0	16	13.3	24	20.0	3.3667
Facilities in regular schools allow handicapped children easy adaptation	20	16.7	26	21.7	6	6.0	26	21.7	42	35.0	2.6333

From table 4.5.1 it can be observed that majority of the teachers strongly agree that long distance from home to school discourages the handicapped from attending school. Considerable percentages (46.7%) also strongly agree that resources are not available for teaching with disabled children. However, they strongly disagree that in regular schools, the teaching resource available caters for both non-handicapped and the handicapped children and that their school has modified the buildings and structures to cater for the handicapped.

#### 4.5.2 Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped on the Basis of Gender

Table 4.5.2 Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped on the Basis of Gender

	Male		Female	
	Mean	Comment	Mean	Comment
Our school has modified the buildings and structures to cater for the handicapped	2.2143	Disagree	2.0938	Disagree
In regular schools, the teaching resource available caters for both non-handicapped and the handicapped children	1.7143	Disagree	1.7188	Disagree
Resources are not available for teaching with disabilities	3.8929	Agree	3.7188	Agree
Long distance from home to school discourages the handicapped from attending school	4.6786	Strongly agree	4.6250	Strongly agree
The geographical set up of the school discourages the handicapped children	3.8929	Agree	3.3750	Uncertain
The government provides schools with funds to sponsor to inclusive education	3.3571	Uncertain	3.3750	Uncertain
Facilities in regular schools allow handicapped children easy adaptation	2.5000	Uncertain	2.750	Uncertain

From the table 4.5.2, above it can be observed that while male teachers agree that the geographical set up of the school discourages the handicapped children, their female counterparts are uncertain.

#### 4.5.3 Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped on the Basis of Age

Table 4.5.3 Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped on the Basis of Age

	25-30 years		31-35 years		36-40 years		40 years and above	
	Mean	C	Mean	C	Mean	C	Mean	C
Our school has modified the buildings and structures to cater for the handicapped	1.0000	SD	2.1538	DA	2.0000	DA	2.4737	DA
In regular schools, the teaching resource available caters for both non-handicapped and the handicapped children	1.0000	SD	1.6154	DA	1.8846	DA	1.6316	DA
Resources are not available for teaching with disabilities	3.5000	A	3.9231	A	3.7308	A	3.8421	A
Long distance from home to school discourages the handicapped from attending school	4.5000	SA	4.5385	SA	4.5885	SA	4.8947	SA
The geographical set up of the school discourages the handicapped children	3.5000	A	3.9231	A	3.4615	U	3.6316	A
The government provides schools with funds to sponsor to inclusive education	3.0000	U	2.8462	U	3.3846	U	3.7368	A
Facilities in regular schools allow handicapped children easy adaptation	3.0000	U	2.4615	DA	2.8077	U	2.4737	U

Table 4.5.3 above shows that while teachers aged over 40 years agree that the geographical set up of the school discourages the handicapped children, the others below this age are uncertain. At the same time, while teachers aged between 31-35 years disagree that facilities in regular schools allow handicapped children easy adaptation the rest are uncertain.

#### 4.5.4 Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped on the Basis of School Type

##### 4.5.4 Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped on the Basis of School Type

	Regular		Regular with special unit	
	Mean	Comment	Mean	Comment
Our school has modified the buildings and structures to cater for the handicapped	1.7333	Disagree	3.4000	Uncertain
In regular schools, the teaching resource available caters for both non-handicapped and the handicapped children	1.4889	Strongly disagree	2.4000	Disagree
Resources are not available for teaching with disabilities	3.9778	Agree	3.26667	Uncertain
Long distance from home to school discourages the handicapped from attending school	4.7778	Strongly agree	4.2667	Agree
The geographical set up of the school discourages the handicapped children	3.7778	Agree	3.1333	Uncertain
The government provides schools with funds to sponsor to inclusive education	3.1111	Uncertain	4.1333	Agree
Facilities in regular schools allow handicapped children easy adaptation	2.5333	Uncertain	2.93333	Uncertain

The results on table 4.5.4 shows that teachers in regular schools disagree that their school has modified the buildings and structures to cater for the handicapped and that the geographical set up of the school discourages the handicapped children, their counterparts in regular schools with special unit are uncertain. On the other hand while those teachers in regular schools with special unit agree that the government provides schools with funds to sponsor to inclusive education, those in regular schools are uncertain.

**4.5.5 Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped on the Basis of Teaching Experience**

Table 4.5.5: Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped on the Basis of Teaching Experience

	1-5 Years		6-10 years		11-15 years		16 years and above	
	Mean	C	Mean	C	Mean	C	Mean	C
Our school has modified the buildings and structures to cater for the handicapped	1.0000	SD	1.7778	DA	2.6250	U	1.9200	DA
In regular schools, the teaching resource available caters for both non-handicapped and the handicapped children	1.000	SD	1.6667	DA	2.0000	DA	1.5200	DA
Resources are not available for teaching with disabilities	3.5000	A	3.3333	U	4.0833	A	3.7200	A
Long distance from home to school discourages the handicapped from attending school	4.5000	SA	4.7778	SA	4.5833	SA	4.6800	SA
The geographical set up of the school discourages the handicapped children	3.5000	A	4.6667	SA	3.4167	U	3.4400	U
The government provides schools with funds to sponsor to inclusive education	3.0000	U	3.4444	U	3.0417	U	3.6800	A
Facilities in regular schools allow handicapped children easy adaptation	3.0000	U	3.0000	U	2.6250	DA	2.4800	DA

The results from table 4.5.5 indicate that while teachers with teaching of 6-10 years are uncertain whether resources are not available for teaching children with disabilities, all the others agree. The results further reveals that teachers who have teaching experience of 16 years and above agree that the government provides schools with funds to sponsor to inclusive education, however their counterparts with less than 16 years teaching experience are uncertain. At the same time while those teachers with over 10 years teaching experience disagree that facilities in regular schools allow handicapped children easy adaptation, the others are uncertain. Teachers with teaching experience of less than 10 years agree that the geographical set up of the school discourages the handicapped children, but those with over 10 years teaching experience are uncertain.

#### 4.5.6 Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped

Table 4.5.6 Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped

	Regular teacher trained in special educational needs		Regular teacher not trained in special educational needs	
	Mean	Comment	Mean	Comment
Our school has modified the buildings and structures to cater for the handicapped	2.1600	Disagree	2.1429	Disagree
In regular schools, the teaching resource available caters for both non-handicapped and the handicapped children	2.0400	Disagree	1.4857	Strongly disagree
Resources are not available for teaching with disabilities	3.4400	Uncertain	4.0571	Agree
Long distance from home to school discourages the handicapped from attending school	4.5600	Strongly agree	4.7143	Strongly agree
The geographical set up of the school discourages the handicapped children	3.2400	Uncertain	3.8857	Agree
The government provides schools with funds to sponsor to inclusive education	3.6800	Agree	3.1429	Uncertain
Facilities in regular schools allow handicapped children easy adaptation	3.1200	Uncertain	2.2857	Disagree

The results on table 4.5.6 indicate that while regular teacher not trained in special educational needs agree that the geographical set up of the school discourages the handicapped children, the regular teacher trained in special educational needs are uncertain. At the same time, while regular teacher trained in special educational needs agree that the government provides schools with funds to sponsor inclusive education, the regular teacher not trained in special educational needs are uncertain.

**4.6.1 Challenges Teachers in Regular Schools Face in Implementing the Inclusion of Pupils with Disabilities**

Table 4.6.1 Challenges Teachers in Regular Schools Face in Implementing the Inclusion of Pupils with Disabilities

Challenge	n	%
Lack of skills or training to handle handicapped children	84	70.0
In appropriate geographical set up in the schools	4	3.3
Parents ignorance in handling handicapped children	16	13.3
Parents lack of knowledge in handling disabled children	10	8.3
Lack of appropriate facilities in regular schools	46	38.3
Regular teachers negative attitude towards handicapped children	22	18.3
Pupils negative attitude towards handicapped children	30	25.0
Disabled children negative attitude towards handicapped children	24	20.0
Pupils' lack of knowledge in handling disabled children	6	5.0

From table 4.6.1, it can be observed that the main challenge facing teachers in regular schools in implementing the inclusion of pupils with disabilities is lack of skills or training in handling handicapped children. The other considerable challenge being lack of appropriate facilities in regular schools.

**4.6.2 Solutions to the Challenges Teachers in Regular Schools Face in Implementing the Inclusion of Pupils with Disabilities**

Table 4.6.2: Solutions to the Challenges Teachers in Regular Schools Face in Implementing the Inclusion of Pupils with Disabilities

Solutions	n	%
Training/ in-servicing teacher to handle handicapped children	46	76.7
Educate Parents to understand handicapped children	15	25.0
Providing appropriate facilities in regular schools	30	50.0
Change teachers attitude towards handicapped children	10	16.7
Change pupils' attitude towards handicapped children	15	25.0
Changed disabled children attitude towards disability	8	13.3
Educate pupils to understand handicapped children	4	6.7
Educate the society to understand handicapped children	5	8.3

The most outstanding solution to challenges facing the inclusion of handicapped children was a suggestion for training or in-servicing teachers on skills of handling handicapped children. There was also a suggestion by many teachers for the

provision of appropriate facilities in regular schools for serving the handicapped children.

#### 4.7 Inferential Statistical Analysis

Inferential statistical analysis was done to test if there was any significant difference in the various variables stated in the hypothesis. A t-test, and ANOVA were used to analyze the different null hypotheses stated in chapter two. For each of the analysis, the probability level was set at 0.05. The results are presented per hypothesis.

##### 4.7.2 Male and Female Attitude Towards Inclusion of Children With Disability

H<sub>01</sub> There is no significant difference between male and female teachers' attitude towards children with disability

A t-test was done to test this hypothesis

Table 4.7.2 Scores and t-value of male and female teachers attitude towards children with disability

	Mean Difference	Std. Deviation	95% Confidence Interval of the Difference		t	df	2-tail sign
			Lower	Upper			
Gender Vs Scores of attitude	-57.2833	6.2953	-58.9096	-55.6571	-70.484	59	0.000

The results from table 4.7.2 indicate that there was a significant difference between male and female students' attitude towards students with disability. Hence, the null hypothesis stated was rejected.

#### 4.7.3 Type of School and Attitude Towards Inclusion of Children With Disability

H<sub>02</sub> There is no significant difference between school type and teachers' attitude towards children with disability

A t-test was done to test this hypothesis

Table 4.7.3 Scores and t-value of school type and teachers' attitude towards children with disability

	Mean Difference	Std. Deviation	95% Confidence Interval of the Difference		t	df	2-tail sign
			Lower	Upper			
School type Vs Scores of attitude	-57.5667	6.2663	-59.1854	-55.9479	-71.160	59	0.010

The results from the table 4.7.3 indicate that there was a significant difference school type and teachers' attitude towards students with disability. Hence, the null hypothesis stated was rejected.

#### 4.7.4 Teachers' Teaching Position and Attitude Towards Inclusion of Children With Disability

H<sub>04</sub> There is no significant difference between teachers teaching position and their attitude towards children with disability

A t-test was done to test this hypothesis

Table 4.7.4 Scores and t-value of teaching position and teachers' attitude towards children with disability

	Mean Difference	Std. Deviation	95% Confidence Interval of the Difference		t	df	2-tail sign
			Lower	Upper			
Teaching position Vs Scores of attitude	-57.2333	6.3282	-58.8681	-55.5986	-70.056	59	0.002

The results from table 4.7.4 indicate that there was a significant difference between teaching experience and teachers' attitude towards students with disability. Hence, the null hypothesis stated was rejected.

#### 4.7.5 Age and Attitude Towards Inclusion of Children With Disability

H<sub>05</sub> There is no significant difference between teachers' age and their attitude towards children with disability

ANOVA was done to test this hypothesis

Table 4.7.5 F-values of mean scores of teachers of different ages

	Sum of Squares	df	Mean Square	f	Sign
Between Groups	66.870	3	22.290	0.553	0.648
Within Groups	2258.113	56	40.323		
Total	2324.983	59			

Results presented in table 4.7.5 indicate that there was no significant difference between teachers' age and their attitude towards children with disability. Hence, the stated null hypothesis above was accepted.

#### 4.7.6 Male and Female Attitude Towards Regular Teachers Training and Experience in Handling Handicapped Children

H<sub>06</sub> There is no significant difference between male and female teachers' attitude towards regular teachers training and experience in handling handicapped children.

A t-test was done to test this hypothesis

Table 4.7.6 Scores and t-value of male and female teachers attitude towards regular teachers training and experience in handling handicapped children

	Mean Difference	Std. Deviation	95% Confidence Interval of the Difference		t	df	2-tail sign
			Lower	Upper			
Gender Vs Scores of attitude	-28.4000	3.9753	-29.4269	-27.3731	-55.337	59	0.003

The results from table 4.7.6 indicate that there was a significant difference between male and female teachers' attitude towards regular teachers training and experience in handling handicapped children. Hence, the null hypothesis stated was rejected.

#### 4.7.7 Type of School and Attitude Towards Regular Teachers Training and Experience in Handling Handicapped Children

H<sub>07</sub> There is no significant difference between school type and teachers' attitude towards regular teachers training and experience in handling handicapped children.

A t-test was done to test this hypothesis

Table 4.7.7 Scores and t-value of school type and teachers' attitude towards regular teachers training and experience in handling handicapped children

	Mean Difference	Std. Deviation	95% Confidence Interval of the Difference		t	df	2-tail sign
			Lower	Upper			
Type of school Vs Scores of attitude	-28.6833	3.8067	-29.6667	127.6999	-58.365	59	0.037

The results from table 4.7.7 indicate that there was a significant difference in school type and teachers' attitude towards regular teachers training and experience in handling handicapped children. Hence, the null hypothesis stated was rejected.

#### 4.7.8 Teachers' Teaching Position and Attitude Towards Regular Teachers Training and Experience in Handling Handicapped Children

H<sub>01</sub> There is no significant difference between teachers teaching position and their attitude towards regular teachers training and experience in handling handicapped children. A t-test was done to test this hypothesis

Table 4.7.8 Scores and t-value of school type and teachers' attitude towards regular teachers training and experience in handling handicapped children

	Mean Difference	Std. Deviation	95% Confidence Interval of the Difference		t	df	2-tail sign
			Lower	Upper			
Teaching position Vs Scores of attitude	-28.3500	3.9865	-29.3798	-27.3202	-55.085	59	0.049

The results from table 4.7.8 indicate that there was a significant difference between teaching position and attitude towards regular teachers training and experience in handling handicapped children. Hence, the null hypothesis stated was rejected.

#### 4.7.9 Age and Attitude Towards Regular Teachers Training and Experience in Handling Handicapped Children

H<sub>0</sub>, There is no significant difference between teachers' age and their attitude towards regular teachers training and experience in handling handicapped children.

ANOVA was done to test this hypothesis

Table 4.7.9 F-values of mean scores of teachers of different ages

	Sum of Squares	df	Mean Square	f	Sign
Between Groups	55.055	3	18.352	1.261	0.296
Within Groups	814.678	56	14.548		
Total	867.733	59			

Results presented in table 4.7.9 indicate that there was no significant difference between teachers' age and their attitude towards regular teachers training and experience in handling handicapped children. Hence, the stated null hypothesis above was accepted.

#### 4.7.10 Teachers' Teaching Position and Attitude Towards Regular Teachers Training and Experience in Handling Handicapped Children

H<sub>0</sub><sub>10</sub> There is no significant difference between teachers teaching position and their attitude towards regular teachers training and experience in handling handicapped children. A t-test was done to test this hypothesis

Table 4.7.10 Scores and t-value of school type and teachers' attitude towards regular teachers training and experience in handling handicapped children

	Mean Difference	Std. Deviation	95% Confidence Interval of the Difference		t	df	2-tail sign
			Lower	Upper			
Area of residence Vs Scores of attitude	-28.3500	3.9865	-29.3798	-27.3202	-55.085	59	0.049

The results from table 4.7.10 indicate that there was a significant difference between teaching position and attitude towards regular teachers training and experience in handling handicapped children. Hence, the null hypothesis stated was rejected.

#### 4.7.11 Age and Attitude Towards Regular Teachers Training and Experience in Handling Handicapped Children

H<sub>01</sub> There is no significant difference between teachers' age and their attitude towards regular teachers training and experience in handling handicapped children.

ANOVA was done to test this hypothesis

Table 4.7.11 F-values of mean scores of teachers of different ages

	Sum of Squares	df	Mean Square	f	Sign
Between Groups	55.055	3	18.352	1.261	0.296
Within Groups	814.678	56	14.548		
Total	867.733	59			

Results presented in table 4.7.11 indicate that there was no significant difference between teachers' age and their attitude towards regular teachers training and experience in handling handicapped children. Hence, the stated null hypothesis above was accepted.

#### 4.7.12 Male and Female Attitude Towards Availability of Facilities to Cater for the Handicapped

H<sub>01</sub> There is no significant difference between male and female teachers' attitude towards availability of facilities to cater for the handicapped children.

A t-test was done to test this hypothesis

Table 4.7.12 Scores and t-value of male and female teachers attitude towards availability of facilities to cater for the handicapped children

	Mean Difference	Std. Deviation	95% Confidence Interval of the Difference		t	df	2-tail sign
			Lower	Upper			
Gender Vs Scores of attitude	-20.4000	3.8541	-21.3956	-19.4044	-41.000	59	0.549

The results from table 4.7.12 indicate that there was no significant difference between male and female teachers' attitude towards availability of facilities to cater for the handicapped children. Hence, the null hypothesis stated was accepted.

#### 4.7.13 Type of School and Attitude Towards Availability of Facilities to Cater for the Handicapped

H<sub>013</sub> There is no significant difference between school type and teachers' attitude towards availability of facilities to cater for the handicapped children.

A t-test was done to test this hypothesis

Table 4.7.13 Scores and t-value of school type and teachers' attitude towards availability of facilities to cater for the handicapped children.

	Mean Difference	Std. Deviation	95% Confidence Interval of the Difference		t	df	2-tail sign
			Lower	Upper			
Type of school Vs Scores of attitude	-20.6833	3.6983	-21.6387	-19.7280	-43.320	59	0.021

The results from table 4.7.13 indicate that there was a significant difference in school type and teachers' attitude towards regular teachers training and experience in handling handicapped children. Hence, the null hypothesis stated was rejected.

#### 4.7.14 Teaching Position and Attitude Towards Availability of Facilities to Cater for the Handicapped

H<sub>014</sub> There is no significant difference between teaching position and teachers' attitude towards availability of facilities to cater for the handicapped children.

A t-test was done to test this hypothesis

**Table 4.7.14 Scores and t-value of teaching position and teachers' attitude towards availability of facilities to cater for the handicapped children.**

	Mean Difference	Std. Deviation	95% Confidence Interval of the Difference		t	df	2-tail sign
			Lower	Upper			
Teaching Position Vs of Scores of attitude	-20.3500	3.8481	-21.3441	-19.3559	-40.964	59	0.000

The results from table 4.7.14 indicate that there was a significant difference in teaching position and teachers' attitude towards regular teachers training and experience in handling handicapped children. Hence, the null hypothesis stated was rejected

#### **4.7.15 Teaching Experience and Attitude Towards Availability of Facilities to Cater for the Handicapped**

H<sub>015</sub> There is no significant difference between teachers' teaching experience and their attitude towards availability of facilities to cater for the handicapped children.

ANOVA was done to test this hypothesis

**Table 4.7.5 F-values of mean scores of teachers of different teaching experience**

	Sum of Squares	df	Mean Square	f	Sign
Between Groups	27.448	3	9.149	1.628	0.04
Within Groups	816.285	56	14.577		
Total	843.733	59			

Results presented in table 4.7.15 indicate that there was significant difference between teachers' teaching experience and their attitude towards availability of facilities to cater for the handicapped children. Hence, the stated null hypothesis above was rejected.

#### 4.7.16 Age and Attitude Towards Availability of Facilities to Cater for the Handicapped

H<sub>01</sub> There is no significant difference between teachers' age and their attitude towards availability of facilities to cater for the handicapped children.

ANOVA was done to test this hypothesis

Table 4.7.16 F-values of mean scores of teachers of different ages

	Sum of Squares	df	Mean Square	f	Sign
Between Groups	25.859	3	8.620	0.590	0.624
Within Groups	817.874	56	14.605		
Total	843.7333	59			

Results presented in table 4.7.16 indicate that there was no significant difference between teachers' age and their attitude towards availability of facilities to cater for the handicapped children. Hence, the stated null hypothesis above was accepted.

#### 4.8.1 Challenges Teachers in Regular Schools Face in Implementing the Inclusion of Pupils with Disabilities

H<sub>013</sub> There is no significant difference in the frequency at which teachers trained in special educational needs and regular teachers gave challenges teachers in regular schools face in implementing the inclusion of pupils with disability. A chi-square was done on the percentages.

Challenges	Teachers with special training	Regular teachers	df	X <sup>2</sup>
Lack of skills or training to handle handicapped children	72.0	68.6	1	0.082
In appropriate geographical set up in the schools	8.0	0.0	1	2.897
Parents ignorance in handling handicapped children	20.0	8.6	1	1.648
Parents lack of knowledge in handling disabled children	20.0	0.0	1	7.636*
Lack of appropriate facilities in regular schools	40.0	37.1	1	0.050
Regular teachers negative attitude towards handicapped children	20.0	17.1	1	0.080
Pupils negative attitude towards handicapped children	20.0	28.6	1	0.571
Disabled children negative attitude towards handicapped children	16.0	22.9	1	0.429
Pupils' lack of knowledge in handling disabled children	12.0	0.0	1	4.421

From table 4.8.1 above it can be observed that there was a significant difference in the frequency at which one challenge was given. This is that parents lack knowledge in handling disabled children.

#### **4.9.1 Solutions to the Challenges Teachers in Regular Schools Face in Implementing the Inclusion of Pupils with Disabilities**

H<sub>014</sub> There is no significant difference in the frequency at which teachers trained in special educational needs and regular teachers gave solutions to the challenges teachers in regular schools face in implementing the inclusion of pupils with disability.

A chi-square was done on the percentages.

Solutions	Teachers with special training	Regular teachers	df	X <sup>2</sup>
Training/ in-servicing teacher to handle handicapped children	72.0	80.0	1	0.522
Educate Parents to understand handicapped children	40.0	14.3	1	5.143*
Providing appropriate facilities in regular schools	56.0	45.7	1	0.617
Change teachers' attitude towards handicapped children	24.0	11.4	1	1.659
Change pupils' attitude towards handicapped children	28.0	22.9	1	0.206
Changed disabled children attitude towards disability	12.0	14.3	1	0.066
Educate pupils to understand handicapped children	8.0	5.7	1	0.122
Educate the society to understand handicapped children	8.0	8.6	1	0.006

From table 4.9.1 above it can be observed that there was a significant difference in the frequency at which one solution was given. This is that there is need to educate parents to understand handicapped children.

## CHAPTER FIVE:

### CONCLUSION.

#### 5.1 INTRODUCTION

In this chapter, the major findings of the study are discussed and interpreted, summary, conclusions and recommendations based on the findings are also made.

#### 5.2 DISCUSSION

The discussion of the findings of the present research are centred around the major research questions directing the study, starting with research question one as follows.

#### **Research question 1: What is the teacher's attitude towards inclusion of children with special needs into the regular primary schools?**

Table 4.3.1 summarized respondents' reaction to this question. There were fifteen attitude statements evaluated in this respect. Only one came under the strongly agree.

This was that all children have a right have a right to education in any school. This shows the extent to which teachers embrace the principle of universal education.

This study findings supports the Jomtien (1990) framework for Action on education for all and the Salamanca (1994) statement and framework for Action which observed that every child has a right to education. There was also recognition that handicapped

children require more attention than normal children. This recognition can only mean that the teachers understand that while handling the handicapped children, one needs

to be patient. It is also apparent that the teachers feel that the teachers feel that inclusion promotes confidence in handicapped children and allows them to have

more friends. Indeed, this study findings supports Westwood (1997) who observed that inclusive education provides the opportunity for friendships develop in terms of

proximity and frequency of contact by which the disabled gets a chance to observe

inclusion promotes confidence in handicapped children and allows them to have more friends. Indeed, this study findings supports Westwood (1997) who observed that inclusive education provides the opportunity for friendships develop in terms of proximity and frequency of contact by which the disabled gets a chance to observe and imitate the social interactions and behaviours of others. Westwood (1997) also noted that it raises their self-esteem and confidence. This shows that teachers support the inclusion of handicapped children in regular schools. This is further strengthened by the views of the head teachers, all the head teachers sampled indicated that they are in support of inclusive education.

**Research question 2: What are the Attitude of Teachers Towards the Inclusion of Handicapped Children in Regular Schools on the Basis of Gender, Age, Teaching Experience, School Type and Teaching Position.**

This research question was broken down so that a table presenting the results of each of the variable could be drawn. Table 4.3.2 presented the attitude towards the inclusion of handicapped children on the basis of gender. Both male and female teachers agree that inclusion promotes confidence in handicapped children and increases a child's number of friends. This study findings goes in line with Hegarty (1981) who asserts that handicapped children put in mainstream develop confidence than those in special schools. However, some differences were noted in areas that addressed the behavior of the children. For instance, male teachers were uncertain whether handicapped children tend to behave well than normal children, while the female teachers disagreed. The male teachers were also uncertain whether disabled children feel that the normal peers regard themselves as outcasts, while the female

teachers agree. This findings of female teachers agrees with Hegarty et al (1981) findings which observed that the handicapped were often ascribed as “out group status”. The same response was noted with whether normal children isolate the handicapped children, the male teachers were uncertain while the females agree. This finding concurs with the common belief that female teachers because of their motherly instinct take a lot of time in understanding the behavior of children and are therefore able to notice any differences faster than their male counterparts. Table 4.6.2 shows that there is a significant difference between male and female teachers’ attitude towards the inclusion of children with disability. This implies that gender has an influence in the attitude of teachers towards children with disability.

Information shown in table 4.3.3 presents the results of the attitudes of teachers towards the inclusion of children with disability. A critical look at the table indicates that those aged between the age of between 25-30 years strongly agree with the inclusion of handicapped children in regular schools. The results also showed that while those teachers in the other age categories agree that handicapped children require more attention those in the age category of 25-30 years were uncertain. Results of the ANOVA test carried out indicated that there was no significant difference between teachers’ age and their attitude towards the inclusion of children with disability.

Data presented in table 4.3.4 tabulate the results of the response from different types of schools. Teachers from regular schools with special unit disagree that the attention given to handicapped children is at the expense of the normal pupil, while those in

regular schools are uncertain. They also disagree that handicapped children should remain in special schools, while their counterparts in regular schools are uncertain. This finding shows that the exposure teachers in regular schools with special unit get in handling children with disability enables them to understand that handicapped children are no different to the other children except for their disability. Results of the t-test carried out indicated that there was a significant difference between the school type and the attitude towards inclusion of disabled children.

The data presented in table 4.3.5 tabulate the responses on the basis of teaching experience. A critical look at the responses indicates that teachers with teaching experience of less than 10 years disagree that handicapped children should remain in special schools; however those with over 10 years teaching experience are uncertain. It was also noted that those with more than 5 years teaching experience agree that handicapped children get a chance to socialize with other children in regular schools, while those with less than 5 years teaching experience are uncertain. There was no much difference in response to other statements. Results from ANOVA test presented in table 4.6.8 indicated that teaching experience had no influence on the attitude of teachers towards the inclusion of handicapped children in regular schools.

Information shown in table 4.3.6 presents the result of teachers' attitude towards the inclusion of handicapped children on the basis of teaching position. A critical look at the table reveals that teachers trained in special educational needs disagree that the attention given to the handicapped children is at the expense of the normal pupil. They also disagree that handicapped children should remain in special schools.

However the teachers in regular schools not trained in special educational needs were uncertain. This implies that the special training enables the teachers to understand that handicapped children are no different from the other children. The results from the ANOVA test presented in table 4.6.8 indicated that teaching position had an influence in the attitude toward the inclusion of handicapped children. Hence, it could be said that teachers' view towards the inclusion of handicapped children is affected by their training. This study findings supports Koech Report (1999) which called for the need of training teachers on special education.

### **Research question 3: What are the teachers' attitude towards regular teachers training and experience in handling children**

Information in table 4.4.1 presents the frequency and percentages results of teachers 'attitude towards regular teachers training and experience in handling handicapped children. Nine statements were used to capture this. The general trend of their responses indicated that the teachers strongly agree that teachers trained in special education find it easier to teach the handicapped children and that there is need to in-service regular teachers in regular schools. This result findings agrees with Alper(19995) sentiments which advocated the need for administrators to support teachers in inclusive schools by providing in-service training. What comes out clearly is that the teachers recognize that training is essential in handling handicapped children. This finding concurs with many other researches that have emphasized the need to in-service teachers in order to enable them effectively handle disabled children. The findings also show that with training of teachers there would be no need of consigning handicapped children to isolated special schools. The

apparent lack of training on the ground is confirmed by the head teachers, out the 17 head teachers sampled, only three (17.6%) reported that they had teachers in their schools trained in special education.

**Research question 4: What is the Attitude of Teachers Towards regular teachers training and experience in handling children on the Basis of Gender, Age, Teaching Experience, School Type and Teaching Position.**

This research question was also broken so that a table presenting the results of each variable could be drawn. Results on table 4.4.2 presented the attitude of teachers towards regular teachers training and experience in handling children on the basis of gender. The findings shows that both male and female teachers strongly agree that teachers trained in special education find it easier to teach the handicapped children and those teachers in regular schools need in-service training which supports Alper (19995). However, while male teachers agree that experience teachers get in teaching can help them handle handicapped children, their female counterparts were uncertain. The female teachers are likely to be cautious because they understand more the implications of handling delicate children. They would therefore prescribe training. Table 4.6.6 shows that there is a significant difference between male and female teachers' attitude towards regular teachers training and experience in handling handicapped children.

The data on teaching experience showed teachers who taught for less than 10 years feel that training and experience teachers get can help them handle handicapped children. However, those with more than 10 years teaching experience were

uncertain. There was also an almost a general consensus that the inclusion of handicapped children calls for changes in curriculum for Kenyan schools regardless the teaching experience. This research findings agrees with Koech Report and the Salamanca (1994) statement and framework for Action which called on the need for curriculum change. The ANOVA test carried out indicated that there was no significance difference between teachers experience and their attitude towards regular teachers training and experience in handling handicapped children.

The result on table 4.4.6 showed that teachers with special training are comfortable teaching handicapped children and recognize the fact the training they get help them handle handicapped children, their counterparts with no special training are uncertain. This finding underlies the fact that training is essential in handling the handicapped children as supported by the Salamanca (1994) statement and framework for Action which called for staff training. The results of the t-test presented on table 4.6.8 indicate that there was a significant difference between teaching position and attitude towards regular teachers training and experience in handling handicapped children.

Data in table 4.4.4 presents the results on teachers' attitude towards regular teachers training and experience in handling handicapped children on the basis of school type. The results indicated that teachers in regular schools with special unit are uncertain that the training and experience regular teachers get help them in handling handicapped children. Their experience in handling handicapped children definitely presents them with the doubt. Results from the t-test presented in table 4.6.7 indicate

that there was a significant difference in school type and teachers' attitude towards regular teachers training and experience in handling handicapped children.

A critical look on the results presented on table 4.4.1 showed that teachers of all age categories strongly agree that teachers in regular schools need an in-service training in order to effectively handle handicapped children which supports Alper (1995). Results from ANOVA presented in table 4.6.9 indicated that there was no significant difference between teacher's age and their attitude towards regular teachers training and experience in handling handicapped children.

**Research question 5: What are the teachers' attitude towards Availability of Facilities to Cater for the Handicapped Children**

Table 4.5.1 summarized respondent's reaction to this question. An examination of the responses to the seven statements covering facilities showed that only long distance from home to school came under strongly agree which agrees with Kibisu (1984) findings on a study done for physically handicapped on primary schools in Nairobi. It is clear from the teachers' reaction that regular schools are constructed without the handicapped children in mind, and their spacing creates a big hindrance to handicapped children attending schools. Geographical setting of the schools according to the teachers presents a further discouragement to handicapped children. The regular schools often lack clear paths and pavements that can enable particularly the visually impaired to move freely. To compound these problems, the regular schools lack teaching and learning resources appropriate for the disabled children. The findings goes in line with Howarth (1987) study which observed that there was need to have extra teaching resources for inclusion to be successful. Most often than

not these schools lack adequate funds to purchase teaching resources and facilities that can cater for handicapped. Government funds allocated through the free primary education programme do not cater for the extra cost that would be required in these regular schools. However, the findings observed that those schools with special units agreed that the government was funding the units and since the NARC government took power there has been some tremendous changes in funding and with free education we even expect more. The teachers therefore request the government to provide schools with more funds. This finding disagrees with the Koech Report (1999) which observed that there was laxity on the side of the government to fund special education materials and construction of buildings depending highly on donor funding. This can be attributed to the priority the NARC government has given to primary education.

**Research question 6: What is the Attitude of Teachers Towards Availability of Facilities to Cater for the Handicapped Children on the Basis of Gender, Age, Teaching Experience, School Type and Teaching Position.**

This research question was also broken down so that a table presenting the results of each of the variables could be drawn. Table 4.52 presented the attitude of the teachers in regular schools towards the availability of facilities to cater for the handicapped children on the basis of gender. Both male and female teachers strongly agree that the long distance from home to school discourages the handicapped children from attending school. This finding concurs with Kibisu (1984) on a research conducted in primary schools in Nairobi primary schools on physically

handicapped in which twenty one percent (21%) of the respondents said long distances discourage handicapped pupil from attending school. They also disagree that regular schools have facilities and teaching resources that cater for both non-handicapped and handicapped children. However, there was no much noted difference in their attitude. This is confirmed by the t-test result on table 4.6.10. The results showed that there was no significant difference between male and female teachers' attitude towards availability of facilities to cater for the handicapped children.

Information shown on table 4.5.4 presents the results attitude towards availability of facilities to cater for the handicapped children on the basis of school type. Teachers in regular reported that the geographical set up of their schools discourages the handicapped children, and that resources are not available for teaching children with disabilities, however those in regular schools with special unit were uncertain. This implies that schools with special units may have made some adjustment to cater for the handicapped, but this may not be too visible to allow the teachers to rightly say that the handicapped are catered for. Results of the t-test indicated that type of school had an influence on the attitude towards availability of facilities to cater for the handicapped children.

Data presented in table 4.5.7 tabulate the results of the responses from teachers with special training and regular teachers. Both teachers with special training and those without strongly agree that the long distance from home to school discourages the handicapped children from attending school which agrees with Kibisu(1984) findings. However, while teachers trained in special educational needs agree that the

government provides schools with funds to sponsor inclusive education, regular teachers without special training are unsure. Results from the ANOVA results test presented in table 4.6.16 indicated that there was a significant difference in teaching position and teachers' attitude towards regular teachers training and experience in handling handicapped children.

The data on the age categories also confirmed teachers of all ages are of the view that facilities available in the regular schools are not appropriate for the needs of handicapped children. The ANOVA results presented on table 4.6.14 indicated that there was no significant difference between teachers' age and their attitude towards availability of facilities to cater for the handicapped children.

The data presented in table 4.5.5 tabulate the responses from teachers of different teaching experience. A critical look at them indicates that teachers of less than 10 years teaching experience tend to be unsure whether resources are available for teaching children with disabilities, while their counterparts are sure that there are no resources. This can be construed to mean that the teachers who have stayed longer in teaching become aware that the facilities they do have can not cater for the handicapped. The trend further showed that teachers with over 10 years of experience disagreed that facilities in regular schools allow handicapped children easy adaptation. Teachers with less than 10 years teaching experience were uncertain. The same reason for arising from experience can also be deduced in this case. The results from ANOVA test presented in table 4.6.13 indicated that there was

a significant difference between teachers' teaching experience and their attitude towards availability of facilities to cater for the handicapped children.

**Research question 7: What are the major Challenges Teachers in Regular Schools Face in Implementing the inclusion of Pupils With Disabilities**

Data in table 4.7.1 present the answer to this question. What emerged clearly is that the teachers feel that for effective implementation of inclusive education, there is need to train teachers and equip them with the right skills that will enable them handle pupils with disability. As has been pointed out by many researchers, for inclusive education to succeed, success in-service training should be developed to equip the teachers with skills in adapting to the needs of handicapped children. This study findings supports Alper (1995).The other major challenge revealed by this study is lack of appropriate facilities in regular schools for handling handicapped children which supports Koech Report (1999).This means that the government and other stakeholders in education should strive to provide more resource materials and facilities that can enable handicapped children operate smoothly in regular schools. The benefit of inclusive education being obvious, the students get to be socialized in a normal environment.

**Research question 8: What are the major Solutions to the Challenges Teachers in Regular Schools Face in Implementing the inclusion of Pupils With Disabilities**

Information on table 4.7.2 presents the frequency and percentage results of the solutions to the challenges teachers in regular schools face in implementing the

inclusion of pupils with disabilities. The major solutions arising from the challenges were to training or in-servicing teachers on skills of handling handicapped children, which supports Alper (1995). This was expected given that the main challenge identified by the teachers was lack of training. There was also a suggestion by many teachers for the provision of appropriate facilities in regular schools for serving the handicapped children. Most of the regular schools are not provided with right facilities and resources for handling handicapped children.

## **5.2 Implications and Recommendations**

The central idea of the study was to identify the factors affecting implementation of inclusive education for children with special needs in public regular primary schools in order to create a good environment for all learners and a better understanding by the society for children with special needs.

The results of the study indicate that teachers support the implementation of inclusive education. Their attitude towards handicapped children is generally favorable. This implies that policy implementers should not shy away from implementing inclusive education on the basis of the teachers' attitude. Given the benefits of inclusive education only severely deformed should be consigned to special schools.

It was also apparent that the main hindrance to inclusive education is lack of training and skills by teachers in regular schools. Most of the teachers admitted that they lack skills of handling handicapped children. This implies that in implementing inclusive

education, the stakeholder in education should facilitate the training and in servicing of teachers. This will go along way in enabling the smooth implementation of the programme. Against this background, it is recommended that the government and other stakeholders should sponsor in servicing of teachers to enable them handle handicapped children.

Lack of appropriate resources and facilities for handling handicapped children was also identified as a critical factor to inclusive education. It is clear that most regular school do not posses the right resources and facilities that can enable them handle handicapped children. This implies that they are ill equipped to admit handicapped children. Therefore, priority should be given to providing resources and facilities in the regular schools to enable them handle handicapped children. It is therefore recommended that the government should also consider facilities for the poor as they dispatch funds for primary schools. The community and other stakeholders in education should also step in to assist provide resources and facilities that can enable smooth implementation of inclusive education.

Other recommendations are;

- Parents of the handicapped pupils need guidance and counseling programs to accept their children disabilities and to accept to take them to schools without shying off. These programmes can be enhanced through public barazas, churches, workshops and seminars.
- Train handicapped pupils and non-handicapped to develop prosocial behaviuor amongst themselves.

- Handicapped children need to be taught the specific skills, which may enhance social contact with peers.
- Use handicapped as models in regular schools by letting them visit as guest speakers or by recruiting disabled teachers.
- Teachers should make films or videos depicting disabled children and adults with disabilities coping well and doing everyday things accessible to the handicapped to learn through observation.
- Teachers should read and discuss stories about disabled persons and their achievement with pupils in class.
- The government should mobilize resources to all ordinary regular primary schools to help pupils with special needs.
- All people involved in handling the pupils with special needs such as teachers, doctors, counselors, occupational therapists, parents, the government, non-governmental organizations among others should collaborate to help pupils with special needs to fit in our regular primary schools.
- The government should provide pre-service training to student teachers in colleges and in-service the already working teacher on special skills on how they can handle pupils with special needs.
- Due to the fact that not much has been done on guidance and counseling in our primary schools like in our secondary schools there is a need for the government to strengthen the guidance and counseling programs in our primary schools.

- The primary curriculum needs to be made flexible to accommodate pupils with special needs in our regular primary schools.

### **5.3 Summary and Conclusions**

This study was designed to identify the factors affecting implementation of inclusive education for children with special needs in public regular primary schools. The findings show that:

- The teachers support inclusive education
- The teachers accept that handicapped children need special attention but not at the expense of other pupils
- There is need to train and in-service teachers in regular schools to equip them with skills that can enable them to effectively handle handicapped children
- The regular schools lack appropriate resources and facilities that are required for handling handicapped children

### **5.4 Recommendations for Further Research**

The findings discussed in this report are just suggestive of the situation we have in our schools but not conclusive because they are based on the data the researcher had collected. It is therefore important for an indepth research on each of the factors discussed and more studies in other areas for comparison purposes.

## REFERENCES

- Abagi, O. (1998). *National legal framework in domesticating education as a human right in Kenya: Where to begin*. Institute of Policy Analysis and Research, Kericho, Kenya.
- Ainscow, W. (1999). *Understanding inclusive schools*. London, Falmer.
- Ainscow, W. (1994). *Special needs through school improvement needs*. In Clark et al (Ed) London, Fulton.
- Alper, S. (1995). *Inclusion - Are we abandoning or helping students?* Thousand oaks, C.A.: Corwin Press.
- Arnold, C. (1988). *Family and parent support programme. The community-based*. In D.H. Ross (Ed.), *Educating handicapped young people in Eastern and Southern Africa in 1981 – 1983*. Paris; UNESCO.
- Bailey, K.D. (1982). *Methods of social research*, (2<sup>nd</sup> Ed) New York, The Free Press.
- Bellamy, C. and UNICEF (1999). *The state of the World's Children*.
- Bennet, N. (1973). *Research design*. London, The Open University Press.
- Beveridge, S. (1993). *Special educational needs in schools*. Routledge, London.
- Beveridge, S. (1999). *Special educational needs in schools*. Routledge, New York.
- Bishop, V.E. (1990). *Educational placement decision-making: An ecological model*. Journal of impairment and blindness.

- Booth, T. and Ainscow, W. (Eds) (1995). *From them to us*. London, Cambridge, M.A., Harvard Printing Press.
- Borge, W.R. and Gall, M.D. (1989). *Educational research: An introduction* (5<sup>th</sup> Ed). New York, Longman Inc.
- Calhoun, M.L. and Hamisher, M. (1979). *Teaching and learning strategy for physically handicapped students*. Baltimore, University Pack Press.
- Calhoun, M.L. and Hamiehser, M. (1979). *Teaching and learning strategies for physically handicapped students*. Baltimore, University Pack Press.
- Capara, G.V. (2000). *Personality*. Cambridge University Press. U.S.A.
- Claire, B. and Achola P.W. (1987). *Fundamental of social research methods: An African approach*. University of Zambia. U.S.A.
- Cope, C. and Anderson, E. (1977). *Special units in ordinary schools: An exploratory study of special provision for disabled children*. University of London Institute of Education, London, Britain.
- Corey, G. (2001). *Theory and practice of counselling and psychotherapy*. (6<sup>th</sup> Ed) Wordsworth, U.S.A.
- Dean, J. (1996). *Managing special needs in primary school*. Routledge, London, Britain.

- Dunn, L. (1968). *Special education for mildly retarded – Is much of it justified exceptional children.*
- Freigberg, K.L. (1990). *Educating exceptional children.* (5<sup>th</sup> Ed.) Guilford, CT: The Dushin Publishing Group, Inc.
- Gay, L.R. (1976). *Educational research: Competencies for analysis and practical application.* Publishing Company, Columbus, Ohio.
- Gearheart, B.R. and Welshman, M.W. 1976. *The handicapped child in the regular classroom.* St. Louis C.V. Mosby.
- Groenewegen, T. (1984). *Integration of the handicapped: A theoretical perspective.* Basic education resource centre bulletin for eastern Africa, Kenyatta University College, First quarter.
- G.O.K (1999) *National Development Plan 2002 – 2008. Effective management for sustainable economic growth and poverty.* Government Printer, Nairobi, Kenya.
- Guralnick, J.M. (1990). *Major accomplishments and future directions in early child mainstreaming.* Topics in early childhood special education.
- Howarth, B.S. (1987). *Effective integration: Physically handicapped children in primary schools.* Berkshire, England. NFER-Nelson.
- Hegarty, S., Pocklinglont, K. & Lucas, D. (1981). *Educating pupils with special needs in ordinary school.* Windsor. NFER/Nelson.
- Hegarty, S. Bul, S.J. & Meijer, C.J.W. (1997). *Inclusive education: A global agenda.* London, Routledge.

- Horton, J.K. (1988). *Educating visually impaired pupils in ordinary school*.  
Guides for special education No. 6, UNESCO, Paris.
- Isaac, S. and Michael, B.W. (1981). *Handbook in research and development of education and behavioral sciences* (2<sup>nd</sup> Ed) San Diego, Edits Publishers.
- Kamunge, J.M. (1988). *Report of the presidential working party on educational manpower training for the next decade and beyond*. Nairobi, Government Printers.
- Karugu, G.K. (1984). *Operational guidelines towards effective special education programmes in Eastern Africa*. Basic Education Resource Centre Bulletin East Africa. Kenyatta University College. First quarter.
- KHRC (2004). *Human rights Eds in Kenyan schools*.  
Kenyan Human Rights Commission, Kenya, Nairobi.
- Kirk, S. (1972). *Educating exceptional children*. (2<sup>nd</sup> Ed), Boston, Houston: Mifflin Co.
- Kirk, S. and Gallagher, J.J. (1979). *Educating exceptional children*. (3<sup>rd</sup> Ed), Boston, Houston, Mifflin Co.
- Koech, D. (1999). *Report of the commission of inquiry into the education system of Kenya: Totally integrated quality education and training*. Nairobi, Government Printers.
- Larvivee, B. (1981). *Effect of in-service training intensity on teacher's attitudes towards mainstreaming. Exceptional children 48 (1)*.

- Mugenda, O.M. and Mugenda, A.G. (1999). *Research methods: Quantitative and qualitative approaches*. Nairobi, ACTS Press.
- Malusu T. (1988). *Evaluating educational and community development programmes*. Nairobi, Deutsche Stiftung Fur International Entwicklolong and University of Nairobi.
- Mwaura, S. (2001). *Integration of children with hearing impairment into regular schools: A study of attitudes of primary school teachers*. University of Oslo.
- Myles, B.S. and Simpson R.L. (1989). *Regular educators modifications preferences for mainstreaming mildly handicapped children*. The Journal of Special Education.
- Newman, B.M. and Newman, P.R. (1986). *Adolescent development*. Merrill Publishing Company. Columbus Toronto, London, Sydney U.S.A.
- Newspaper Article. Iraki Annaballe (2004 November 24): *Every child counts*. Daily nation. Wednesday Magazine PP. vi – vii.
- Ndurumo, N.M. (1980). *Effects of mainstreaming on hearing impaired high school students self concept and their perception of hearing people*. Doctorate Dissertation University of Vanderbilt.
- Ndurumo, M.M. (1993). *Exceptional children: Developmental consequences and intervention*. Longman Nairobi, Kenya.
- Nkapa, N. (1997). *Educational research for modern scholars*. Fourth Dimension Publishing Company Ltd. Enugu, Nigeria.

- Paulson, K. and Grip, L. (1980). *Integration and normalization. Research and development concerning integration of handicapped pupils into ordinary school system.* National Swedish Board of Education, Stockholm.
- Rost, H. T.D. (1980). *Handicapped learners in schools for normal children: Guidelines for teachers.* Basic Education Resource Centre Bulletin for Eastern Africa, Kenyatta University College. First quarter Vol. 8.
- Schultz, L.R. (1982). *Educating the special needs students in the regular classrooms: Exceptional children* Vol. 48, 366-368.
- Schwartz, L.L. (1984). *Exceptional students in the mainstream.* Belmont, C.A: Wadsworth Publishing Company.
- Soder Marten, (1980). *The interactions view: Research and development concerning integration of handicapped pupils into the ordinary schools system.* National Swedish Board of Education, Stockholm.
- Strain, P.S. (1981). *Mainstreaming children in schools research and programmatic issues.* Phillip, S. Strain and Mary Margaret Kerr, Academic Press, New York, U.S.A.
- Suran, B. G. (1983). *Special children an integration approach* (2<sup>nd</sup> Ed.) Scott, Foresman and Company, U.S.A.
- Suran, B.G. (1983). *Special education: An integrative approach* (2<sup>nd</sup> Ed) Scott Foresman and Company. Dallas, London.

- Tuckman, B.W. (1994). *Conducting educational research*. (4<sup>th</sup> Ed) New York, Harcourt Brace College Publishers.
- U.N. (2003). *Millennium development goals progress report for Kenya*, Published by G.O.K, Nairobi, Kenya.
- U.N. (2003). Millennium development goals progress report for Kenya, Published by G.O.K. Nairobi, Kenya. (pp. 13 – 14).
- UNESCO (1990). *World Conference on Education for All Jomtien*. Thailand, Inter-Agency Commission, New York.
- UNESCO (1994). *World Conference on Special needs education: Access and equality*. Salamanca Statement (Final Report) Paris, UNESCO.
- Warnock Report (1978). *Special education needs: Report of the committee of enquiry into the education of handicapped children and young people*. London, Her Majesty Stationary office.
- Waruguru, M. (2002). *Inclusive education module 1* . Kenya Institute of Special Education, Nairobi.
- Westwood, P. (1997). *Commonsense methods for children with special needs*. Routledge, London.
- Wiersma, W. (1985). *Research methods in education: An introduction*. London. Allyn and Bacon Inc.

## APPENDIX A: QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to gather information concerning including children with disabilities in regular schools. The more honest your responses are, the more it will help us achieve the purpose. Your identity will not be revealed and all the responses will be treated with strict confidence. In filling the questionnaires, work independently following the instructions given for each section.

### SECTION A

Please tick as appropriate

1. Gender: Male [ ]

Female [ ]

2. Age

(i) Below 25 years [ ]

(ii) 25 – 30 years [ ]

(iii) 30 – 35 years [ ]

(iv) 35 – 40 years [ ]

(v) Over 40 years [ ]

3. Name of the school \_\_\_\_\_

4. Type of the school

(i) Regular

(ii) Regular with a special visit

5. Your highest academic qualification.

- i. University
- ii. 'A' level (K.A.C.E)
- iii. 'O' Level K.C.S.E/K.C.E
- iv. Others specify.....

6. Your highest professional qualification

- v. P<sub>1</sub>
- vi. P<sub>2</sub>
- vii. S<sub>1</sub> (Diploma)
- viii. Degree
- ix. Others, specify

7. Teaching experience

- (a) One to five years
- (b) Six to five years
- (c) Eleven to fifteen years
- (d) Sixteen years and above

8. Present position

(a) A regular teacher trained in special educational needs ( )

(b) A regular teacher not trained in special educational needs ( )

**B. Please read the following statements correctly and place a tick ( √ ) against the answer that suits you most**

**Key:** Strongly Agree (SA): Agree (A) Uncertain (U), Disagree (D); Strongly Disagree (SD)

	5	4	3	2	1
	SA	A	U	D	SD
1. The attention given to handicapped pupils is at the expense of the normal pupil.					
2. Handicapped children tend to behave well than normal children.					
3. Inclusion promotes confidence in the handicapped children.					
4. Only severely and profoundly handicapped children should remain in special schools.					
5. Handicapped child requires more attention than normal children.					
6. Handicapped children should remain in special schools.					
7. Teachers assist to establish friendship among the disabled and the non-disabled.					
8. Handicapped child gets a chance to socialize with other children.					

9. Inclusion compromises discipline in schools.					
10. Normal children isolate the handicapped children.					
11. Regular teachers in regular schools needs in-service training.					
12. The training teachers acquire in college is enough to handle handicapped children.					
13. The experience teachers get in teaching can help them handle disabled children					
14. Inclusion of handicapped children calls for changes in curriculum for Kenyan schools.					
15. I enjoy teaching children with disabilities.					
16. I feel comfortable teaching both disabled and non-disabled together.					
17. Our school has modified the buildings and structures to cater for children with physical disabilities.					
18. As I teach I consider individual differences to cater for all children.					
20. Teachers trained in special education finds it easier to teach handicapped pupil.					
21. In regular schools, the teaching resources available caters for both non-handicapped and the handicapped children.					
22. Resources are not available for teaching children with disabilities.					

23. Long distance from home to regular schools discourage the handicapped from attending school.					
24. The geographical set up of the school discourages the handicapped children					
25. Government provides schools with funds to sponsor inclusive education.					
26. All children have a right to education in any school.					
27. Inclusion increases a child's number of friends.					
28. Facilities in regular schools allows handicapped easy adaptation.					
29. Disabled feel inferior because of disability.					
30. Disabled children will always give excuses for the failures.					
31. Disabled feel that the normal peer regard them as outcasts.					
32. Disabled feel encouraged through inclusion.					

### SECTION C

Answer the following questions as precisely as possible.

1. (a) Have you ever taught a child with a disability

Yes ( )

No ( ) (Tick as appropriate)

- (c) If yes, how was the experience for the first time?

---

---

2. In your own view, do you support inclusive education?

Give reason for your answer.

---

---

---

3. The following are some of the various types of disabilities that we have: -

- a. Mental retardation
- b. Hearing impairment
- c. Visual handicap
- d. Physical handicap
- e. Multiple handicap

4. Give your view on what should be done with those children who due to severity of the disabilities cannot fit in regular schools.

---

---

5. Do you have some pupils with handicapping disabilities in your school?

Yes ( )      No ( )

If "Yes", list the disabilities.

---

6. What challenges do teachers in regular schools face in implementing the inclusion of pupils with disabilities?

---

---

---

7. In your own view, how can we deal with the challenges you have mentioned above to see a breakthrough in the implementation of inclusive education?

---

---

4. Is there any other information you feel is useful in this study?

---

---

**Thank you for finding time to fill the questionnaire.**

## APPENDIX B

### QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire seeks information on factors affecting the implementation of inclusive education in regular primary schools in Mathioya Divisions, Murang'a District.

Please respond to all questions as honestly and accurately as possible the information given will be treated as private and confidential and will be used for research purposes only.

Do not write your name on this questionnaire.

#### PART A

Respond by ticking (✓) the appropriate one.

1. Sex : Male [ ]  
Female [ ]
2. Age : Over 40 years [ ]

30 – 40 years ( )

25 – 29 years ( )

20 – 24 years ( )

Below 20 years ( )

3. Name of the school \_\_\_\_\_

4. Type of the school

(a) Regular ( )

(b) Regular with special unit ( )

5. Your highest academic qualification

(a) University graduate ( )

(b) 'A' Level (K.A.C.E) ( )

(c) 'O' Level specify \_\_\_\_\_

6. Your highest professional qualification.

(a) P<sub>1</sub> ( )

(b) P<sub>2</sub> ( )

(c) S<sub>1</sub> (Diploma) ( )

(d) Degree ( )

(e) Others, specify ( )

7. Administrative experience

a. One to five years ( )

b. Six to five years ( )

c. Six to five years ( )

d. Eleven to fifteen years ( )

e. Sixteen years and above ( )

8. Present position

(a) A regular teacher trained in special educational needs ( )

(b) A regular teacher not trained in special educational needs ( )

**PART B**

1. (a) Are teachers in your school trained on special educational needs

Yes ( ) No ( ) (Tick as appropriate)

(b) If yes, as in (a) above, how many.

2. (a) Do handicapped pupils need special schools Yes ( ) No ( ) (Tick one)

(b) Give reasons for your answer.

---

---

3. (a) Does the current curriculum cater for pupil with special needs?

Yes ( ) No ( ) (Tick as appropriate)

(b) Give reasons for your answer.

---

---

---

---

---

---

---

4. (a) Does your school set up encourage inclusion of pupil with disability?  
Yes  No  (Tick one).

(b) Give reason for your answer.  

---

---

5. (a) Are the methods being used currently in instruction effective for learners with disabilities in regular primary schools (Yes) ( No)  
(Tick as appropriate)

(b) Give reason for your answer.  

---

---

6. What role does the government play in promoting the inclusion of learners with special needs?

---

---

---

---

7. (a) Do you know of any successful adults with handicapping conditions?  
(Yes) (No.)  
If "Yes" do you invite them in your school to act as role models?
- 

8. (a) Have your teacher attended any in-servicing course on special needs education?  
(Yes) ( No)  
(b) If yes as in (a) above, how effective are these in-service courses?
- 

9. (a) Does your office liaise with other bodies to share ideas on inclusive education? (Yes) ( No) (Tick as appropriate)  
(b) If yes, which one?
- 

10. What challenges are faced by schools in trying to adopt the idea of inclusion?
- 
- 
- 

11. What suggestions can you give to overcome these challenges?
- 
- 

12. Is there any other information you feel is useful in this study?
- 
- 

**Thank you for finding time to fill the questionnaire.**

## APPENDIX C

### AREA EDUCATION OFFICERS QUESTIONNAIRE

Please answer all the questionnaire as honestly as possible and to the best of your knowledge about factors affecting the implementation of inclusive education in our regular public primary schools. Do not write your name anywhere on the questionnaire or any other information for identification. All the information in this questionnaire will be treated as confidential.

Please tick ( ) the correct response.

#### SECTION A

1. Please tick your gender

i. Male [ ]

ii. Female [ ]

2. What is your age bracket

a) Over 40 years [ ]

b) 36 – 40 years [ ]

c) 31 – 35 years [ ]

[ ]

d) 25 – 30 years

3. What is your highest professional qualifications?

- a) Diploma/S<sub>1</sub> [ ]
- b) Bachelor of education [ ]
- c) BA with PGDE [ ]
- d) B.Sc with PGDE [ ]
- e) BA with education [ ]
- f) BA with Diploma in Education [ ]
- g) Any other, specify [ ]

4. Please indicate your professional experience in years.

- a) 1-5 years [ ]
- b) 6-10 years [ ]
- c) 11 – 15 years [ ]
- d) Over 20 years [ ]

## SECTION B

1. (i) Do you think the curriculum we have in regular primary school is conducive for the disabled? (Yes) (No).

(ii) Give reason for your answer in (i) above

---

---

2. State three ways through which this office sensitize the public concerning inclusive education.

---

---

---

3. (a) Does this office share experiences with other bodies about inclusive education

(Yes ) (No) (Tick as appropriate)

(b) If yes, in (a) above, state which ones.

---

4. (i) Does this office help in early identification of children with disability?

(Yes) (No) (Tick as appropriate)

(ii) If yes, (i) above how do you help them?

---

---

---

5. Does the current educational policies take full account of children with disabilities? (Yes) (No) (Tick as appropriate)

If no in (i) above, suggest away forward.

---

---

---

5. (a) Does this office involve the parents in considering the needs of the disabled children? (Yes) (No)

(b) If yes in (a) above, how?

---

---

6. (a) Does the government through this office provide the facilities required for the teaching of the handicapped (Yes) (No)

( b) If yes in (a) above, which ones?

---

---

7. (a) Does the society through this office assist the disabled pupils?

(Yes) (No)

(b) If yes in (a) above, how?

---

---

(c) If yes as in (a) above state the various groups through your office which help the disabled.

---

---

---

8. (a) Does this office send representatives to meetings, workshops, seminars and conferences held both locally and internationally? (Yes) (No)

( b) If Yes in (a) above who funds the representatives?

---

---

---

9. What challenges does your office face in implementing the policy of inclusive education in the area?

---

---

---

10. Suggest on the solutions to the above mentioned challenges

---

---

---

11. Give your comment about inclusive education in Kenyan society.

---

---

---

**Thank you for participating in this crucial research.**

**KENYAN UNIVERSITY LIBRARY**