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**CHALLENGES FACING THE IMPLEMENTATION OF
INCLUSIVE PRIMARY EDUCATION: A CASE STUDY
OF TURKANA WEST DISTRICT,
KENYA**

BY

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*Challenges facing the
implementation of*



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DECLARATION

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

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DEDICATION

To my family, whose constant encouragement inculcated in me the necessary attitude that made me complete the project. I highly appreciate their support.

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In preparing this project, I am greatly indebted to numerous individuals. I am particularly very grateful to my supervisors, Dr. Norbert Ogeta and Dr. Jackline Nyerere of Kenyatta University who found time to assess my work and provide necessary guidance, Kenyatta University's Department of Educational Management, Policy and Curriculum Studies for nurturing my ambition and vision in this study and in many situations putting their valuable time and other resources at my disposal. Mr. Antony D. Bojana deserves gratitude for editing the final work.

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ABSTRACT

The tenet of the study was that despite the efforts made by government and other education practitioners to provide education for all, there are challenges facing the implementation of inclusive primary education in most public primary schools. The government has invested substantial amounts and human resources directed towards compulsory free primary education in an effort to promote pupils' performance, gender equality and provision of equal opportunities to all Kenyan children despite regional disparity in the face of the social, technological and curriculum innovation. "Education has a purpose. That purpose is to translate from one generation to the next, the accumulated wisdom and knowledge of society and prepare the young people for their future mainstreaming or development. This is true of all societies. The capitalist society of the east and African societies too" Eshiwani (1993:24). Education therefore, has not achieved its goals of enabling one to acquire what he/she longs for. Learners with special needs are mostly affected since they are seen to have no place in the immediate schools. Many parents and even caretakers ignore them and strive to educate those without disabilities (the so - called normal). The disabled children are seen to be uncompetitive in strolling for occupation and other jobs in life. Since education is a vital factor, it brings about total change in a persons' life to meet global challenges and proper interventions with the wide diverse communities of the world. The objectives are; to determine the challenges facing the implementation of inclusive primary education, to analyze the cause of the challenges facing the implementation of inclusive primary education, to determine the strategies for overcoming the challenges facing the implementation of inclusive primary education and to find out the extent to which curriculum adversely affects implementation of inclusive primary education. The researcher investigated the barriers or challenges to all learners irrespective of the special needs which are within and outside the school. The researcher further identified children with unique needs and recommended intervention strategies which would enhance the implementation of inclusion in schools of Turkana West District. She also investigated and placed the attitude of gathering the requirement of inclusion in Turkana West District. Her intentions were to sensitize and create awareness to the public to enhance the arresting of the situation at hand to foster the implementation of the system, within the existing schools in the district. One EARC officer, 400 teachers and 3 were divisional inspectors formed the study population, stratified random sampling was used to select 50 schools from which 26 teachers were involved in the study. Also included, were three divisional inspectors representing the three educational divisions in the district. Interview schedules and questionnaires were used to collect data. The collected data were analyzed and presented using descriptive statistics of frequencies and percentages while the findings were reported in summary form using tables, figures and graphs. The study established that there are barriers to the implementation of inclusive primary education in the world, Africa, Kenya and more so to schools of Turkana West. The researcher however recommends that the government should provide adequate centres offering inclusive education, train and deploy enough personnel (teachers), provide enough teaching/learning materials, discourage cultural beliefs and practices which affect implementation negatively, create consistent management of schools, unrestrictive environment and formulation of flexible curriculum to accommodate the needs of these learners.

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ACRONYMS AND ABBREVIATIONS

EARC - Educational Assessment Resource Center

EFA - Educational For All

FPE - Free Primary Education

IEP - Individualized Educational Programme.

ILO - International Labour Organization

KCPE - Kenya Certificate of Primary Education

KISE - Kenya Institute of Special Education

KIE - Kenya Institute of Education

KTN - Kenya Television Network

LMS - Local Management of Schools

LRE - Least Restrictive Environment.

MoEST & T- Ministry of Education Science and Technology.

SENCO - Special Educational Needs Coordinator.

SNE -Special Needs Education

UN - United Nations

UNESCO - United Nations Educational Scientific Cultural Organization

UNICEF - United Nations Children Fund.

UPE - Universal Primary Education

USA - United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This section provides a description of the problem from an international and national context. It puts the topic or problem in the correct perspectives in order to provide the genesis, extent or intent of the implementation (Orodho, 2008). Education is a vital element, which is termed as a basic need in human life, much has been done to avail it to all but up to now, there is a group of disadvantaged members of the community who has lived not to fulfill the desires of their hearts and mind in terms of careers and whatever endeavors they have opted to accomplish. These disadvantaged members include the visually impaired, mentally challenged, hearing impaired, physically disabled, deaf, blind, autistic children, those with albinism, among many others with learning difficulties.

Here, the researcher has not undermined the work which has been done by international organizations and individuals in various countries and continents. As she hails the universal declaration of human rights (1948) article 26 that states "everyone has the right to education, which shall be free and compulsory and that all are entitled to all rights without discrimination of any race, colour, sex, birth or any other status". This forms an important basis for education for all children in the world regardless of disability.

Disabled children have existed in all societies for a long time without their problems being paid attention to. The major reason for this is lack of concern due to the fact that members of most societies have tended to see the disabled persons as economically handicapped. Disabled people have been seen by such societies as having little to contribute to the welfare of the society.

The World Conference on Education for All (Jomtien declaration 1990) affirmed the principles that every child has a right to education irrespective of age, ability or disability; the researcher however noted that little has been done in implementation of the idea.

The world conference on special needs education (Salamanca Report, 1994) that was convened as a result of the above further emphasized the provision of education needs through individuals schooling approach and eradication of barriers to learning and development so that children can learn together. This conference meant to convince people to embrace new thinking in special needs education towards inclusion for access quality education of learners with special needs. It also made major recommendations on special needs education. It addressed the following:

- i. The right of every child to education that considers the child's unique abilities and learning needs.
- ii. The child with special needs must have access to regular education in a welcoming school in his/her neighbourhood. This will create an inclusive

society thus improving efficiency and cost-effectiveness in the education system.

- iii. All governments must put priority to policy, legal and budgetary provision to improving their education as much as possible which would be achieved through exchanging programmes with other countries practising inclusive education, establishment of decentralized and participatory mechanisms for planning education provisions for learners with SNE and encouraging community participation and improving teacher education to address SNE in the regular schools.
- iv. The international community including the United Nations agencies such as International Labour Organizations Agencies (ILO), World Health Organization (UNESCO) and United Nations Children's Fund (UNICEF) must endorse and support the development of SNE in their educational support programmes.
- v. Non-governmental organizations should be involved in the country's programming and service delivery to strengthen collaboration with the official national bodies and to intensify their growing involvement in planning, implementation and evaluation of inclusive provision for special needs in education.
- vi. UNESCO, as the United Nations agency for education to support teacher education programmes to include SNE. It also develops inclusive practices

and mobilizes funds to develop inclusive schools and community programmes.

Since the early 1980s, the British government has established a market-like system called local management of schools (LMS) for schools compete to attract learners with special needs in education according to the number and age of learners, funding is according to the number and age of enrolled learners. Local management of schools (LMS) also takes the responsibilities of appointing and dismissing staff.

To ensure quality education for learners with special needs, the Salamanca Report (1994) requires mainstreaming schools to name a special education needs. The special educational needs co-ordinator is charged with the following responsibilities:

- i. Advising fellow teachers on how to address the learning needs of all learners.
- ii. Co- ordination provision for children with special education needs.
- iii. Maintaining the schools special educational needs registered and overseeing the records of all pupils with special education needs.
- iv. Contributing to the in-service training of staff.
- v. Liasing with external agencies including support agencies, medical, social services and voluntary organizations.

The British policy and legal framework for inclusive education emphasizes that all children have the right to learn and play together. Children should not be devalued and discriminated against by being excluded or sent away due to their disability or special needs. There are legitimate reasons to separate children for the duration of the schooling. Inclusive schools help to build an inclusive community and is the means by which mainstreaming schools can be improved.

In the Middle East, Palestine for example, inclusive education was adopted by the Ministry of Education as part of strategy for reaching the goal of EFA consistent with the Jomtien declaration of 1990. The ministry adopted, as a priority to address the diversity of learning needs of children and young people with disabilities and learning difficulties. To meet the objective, it drew up a three year plan that sought to improve the quality of education by:

- i. Investing in schools and teachers.
- ii. Bringing about change in attitude and classroom practices.
- iii. Building capacity in central and district levels.
- iv. Creating capacity at central and district levels.
- v. Creating greater awareness and understanding concerning disability and special needs education.
- vi. Promoting inclusive approaches to respond to the learning needs of all children.

The World Conference on Education For All which was held in Dakar, Senegal (2000) to assess the progress since Jomtien (1990) concluded that there was little or slow progress in most countries especially in Africa towards achieving progress set ten years earlier, it suggested that the following are reasons for the lack of notable achievement of the education for all in African counties:

- i. Low quality education.
- ii. Literacy among children and adults especially girls and those with disabilities.
- iii. Low completion/graduation rates.
- iv. Irrelevant and expensive curriculum.
- v. Low achievement (attainment) rates.
- vi. High cost of education.
- vii. Limited resources for financing education.
- viii. Low community participation.

The Dakar recommendations in enhancing education for all are stimulated as follows:

- i. Expanding and improving early childcare and education especially for the most vulnerable and disadvantaged children.
- ii. Ensuring that by 2015, all children especially girls, children in difficult circumstances and those from ethnic minority groups like Turkana have access to complete, free, compulsory and quality primary education.

- iii. Ensuring that all learning needs of all young people and adults are met through equitable access to appropriate learning skills programmes.
- iv. Improving all aspects of the quality education and ensuring excellence for all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.
- v. Will (1986), introduced the philosophy of regular education in United States of America (USA) emphasized general education. Inclusive education, therefore, recognized individual differences enabling them access to quality life in their natural environment. To quote the Rapporteur on disability (UNESCO 1978), "It is not our education systems that have a right over certain types of children. It is the school and curriculum of a country that must be adjusted to meet the needs of all children".

The constitution of the republic of Uganda (1995), article 35 of the constitution advocates for the recognition of persons with disabilities and it reads, "Persons with disabilities have a right to respect human dignity and the state and society shall take appropriate measures to ensure that they realize their full mental and physical potential". Article 30 of the same provides for their education and states that "all persons have a right to education".

The White Paper (1992) spells out the government's commitment to providing primary education to all irrespective of the origin, social group or sex. The

government particularly includes among other things integration of persons with disabilities into ordinary schools.

Universal Primary Education (UPE) policy (1997) as an education policy provides opportunities to all school going age children regardless of sex or ability. It is an important step towards the fulfillment of the call for education for all (1990). UPE makes basic education accessible to all learners and ensures that education is affordable to all Ugandan children.

The following are some of the requirements emphasized by UPE:

- i. The government to provide tuition fees for four children per family.
- ii. Children with any kind of disability to be given first priority as part of the four children in the family, followed by the girl child.
- iii. Orphaned children are entitled for free tuition fees.
- iv. Increasing number of children with special needs enrolled in schools.
- v. Highlighting challenges of special needs in education such as preparation, curriculum issues and access to school facilities.
- vi. Making education accessible to marginalized groups like orphans, children with disabilities, children living on streets, children displaced by post-election violence and the girl child.
- vii. Realization by education planners, managers, teachers and other stakeholders that educational setting had to be modified to cater for the needs of all learners.

The constitution of the republic of Kenya generally provides that no one should be discriminated against, and it sets the criteria where upon it will intervene to protect an aggrieved citizen against discrimination. The Kenya Education Commission report (1994) advocates integration of children with special needs in education in regular schools and recommends: "since children with minor handicaps are likely to be found fairly commonly in the ordinary schools, we suggest that the training colleges should accept responsibility or acquainting students in training with the psychological difficulties of handicapped children with measures that can be taken in the ordinary classroom to counteract the physical and mental effects of handicaps".

Gachathi report (1976), reports on the national committee on education objectives and policies advocated the integration of children with special needs in education in society but has been adequately compensated for the special needs education families. Draft policy (1981); emphasized that "child has a right to access to ordinary schools and other programs in which the necessary personnel and other support are made available" Kamunge report (1988); of the presidential working party on education and man power training for the next decade and beyond advocated that there was need to provide appropriate skills and attitudes to enable habilitation, rehabilitation and adjustment of persons with disabilities which is made possible through:

- i. Early identification of special gifts and talents.
- ii. Collection of data on persons with special needs through a national survey.

- iii. Provision of specialized support services in form of teachers, technicians and others.
- iv. Use of mass media to create awareness on special needs including rights to education and employment.

Kenya Development plan of 1974 - 1978 stressed the need "to empower Kenyan teachers who are skilled in theory and practice of teaching persons with disability". Need "to intensify the integration of children with disabilities into regular school system, peripatetic greater potential involvement".

The idea of inclusive education is well taken by many people but there are many challenges that hinder the implementation of inclusive education globally, locally and more so to schools of Turkana West District where many view it as impossible and unmanageable.

Challenges are those problems or factors preventing success of doing something so as to meet one's calls and targets in life. Special needs learners for example those with visual impairments require special attention in an inclusive setting ranging from materials, teaching approaches, environmental adaptation, attitudes towards them and curriculum differential, Ndichu (2002). Children with physical and mental disabilities be integrated in regular with their abled peers. If all the above are adhered to, Turkana West District will be accommodative to learners requiring special needs and attention.

1.2 Statement of the Problem

Provision of education opportunities to all Kenyan children is a fundamental responsibility to the government's role of producing better persons in the society and alleviation of poverty and put in place efficient economic strategy. According to the government of Kenya development plan of 1984 – 1988, integration of the disabled children in the regular education system was a major priority made for additional special schools and special units. However, the existing schools were to cater for children with severe disabilities while others with moderate education were to be accommodated. In inclusive classes in regular settings (report of task force of an implementation of FPE, February 2003), this would enable the children get specialized instruction and also mix socially with the other children in the normal programme.

It has been noted by educationists and other practitioners alike that integration of special needs. Education to regular schools has not been provided with human and material resources to implement this integration. It was with this in mind that the researcher has taken a step to find out the extent to which integration has taken place and if meaningful teaching of special needs education has taken place. She also investigated challenges facing the full implementation of inclusion in primary schools.

1.3 Purpose of the Study

To analyze the problems which hinder implementation of inclusive education primary schools of Turkana West District and find out possible solutions to the problems.

1.4 Study Objectives

The main objective of the study was to determine the challenges facing the implementation of inclusive primary education.

The specific objectives were:

- i. To analyze the cause of the challenges facing the implementation of inclusive primary education.
- ii. To determine the strategies for overcoming the challenges facing the implementation of inclusive primary education.
- iii. To find out the extent to which curriculum adversely hinder implementation of inclusive education.

1.5 Research Questions

- i. What are the factors which hinder the implementation of inclusive education?
- ii. To what extent does the exclusive curriculum adversely affect the implementation of inclusion?
- iii. What are the causes of the challenges facing the implementation of inclusive primary education?

1.6 Significance of Study

Inclusion has been taken by many as an idea of the Western world and was known to exist only theoretically. The researcher's report outlines the barriers to learning in an inclusive setting which is of vital value to all thus changing their attitudes and beliefs towards persons with special needs. The findings of the study will contribute to the implementation of inclusive education in the community. The stakeholders, parents and teachers who see the need to participate in provision of necessities to learners with special education in an inclusive set up will find this study significant. It is also important that if teachers take the implementation positively, their attitude will change towards learners with diverse disabilities in and out of education or academic brackets, hence handling and responding to their needs in education. The outcome will enlighten teachers to improve their teaching strategies and use appropriate teaching and learning materials to enhance the learning situations to accommodate all the learners with various diverse needs in education.

The findings will help special needs education learners utilize functional parts to realize and achieve their limited goals. The result will enhance parents, stakeholders and other service providers to participate fully in the learning and bringing up the disadvantaged children to be useful members in the society.

The result will further be a tool used to assist in giving information on medical care, reforms, guidance and counselling alongside boosting the implementation of

inclusion in schools of Turkana West District. Findings of the study will enhance co-operation among administration pertaining to inclusion and education for all, the Ministry of Education, Science and Technology (MoEST) in conjunction with the KIE since the latter are the key planners of education.

1.7 Assumptions of the Study

This study assumed that:

- i. All respondents would be co-operative and provide suitable responses.
- ii. Most of the study population would query the reason for the study because they have participated in such a study before.
- iii. It is likely that most of the teachers will be absent from school due to the adverse effect of the drought spell and cattle rustling in the region.

1.8 Limitation of the Study

- (a) The study limits only to few sampled schools in the District. For a more reliable conclusive result, all the schools should have been studied. However, this is not possible due to financial and other constraints such as terrain, poor infrastructure and hostile clans.
- (b) Most schools in Turkana as a whole face problem of pastoralism, that is, during part of the year, learners migrate with parents to better pastures for their livestock as teaching and learning stagnates. Hence it was not possible to cover the opinions of all the teachers because tracing them required considerable time, resource and logistics.

- (c) Topographical setup and infrastructured problems posed a big challenge to the study since the research we could not teach easily to the various study schools.
- (d) Culture also is a big challenge where some communities refuse to provide information due to beliefs and practices; it is a taboo especially to release information more so pertaining disability.

1.9 Delimitations of the Study

The study confined itself to teachers in public primary schools who are the district link between the learners and the curriculum thus obtaining information is easy. Most teachers in Turkana West were willing to give information especially pertaining such study which in turn would assist their learners. The EARC and the zonal officers offered maximum co-operation by furnishing the researcher with full report the extent to which implementation of inclusion has taken place.

1.10 Theoretical Framework

The study was guided by classical and social liberal theory of equal opportunity. Darwinism (1975). The theory asserts that each person is born with a given amount of capacity. Education systems should be designed so as to remove the barriers of any nature that prevent students from taking advantage of inborn talents which accelerate them to economic and social promotion. Liberal progressivists like Horance Mann termed the theory as "the great equalizer which would enhance life changes of people (Orodho, 2004). Social Darwinism emphasizes that every citizen should be given thorough education, the social

status to which he or she entitles them to inherited aptitude (organization for economic co-operation and development, 1975). The social Darwinism theory observes that provision of formal equity of access to education by putting everybody on the "scratch" guarantees that the run of education is a just one. The classical liberal theory states that social mobility will be promoted by equally opportunity of education. The roots of this theory can be traced to writers such as Rousseau (1712-1778) who claimed that people are born equal and personal qualities should not jeopardize social equity so long as society rewards people according to their status (Orodho, 2004).

The writers of American declaration of independence claimed that all people are created equal, that is, they are born with the same moral and political rights, and it follows from the belief that social institutions such as educational should treat people equally. Evidence has accumulated to suggest that social institutions should treat people equally. There are many handicapped people (economically, physical and socially) who have taken advantages of education opportunities and proceeded to obtain better jobs and higher incomes than they would have otherwise done. If the government does not provide education to all the handicapped, it will then deprive them of opportunity for advancement.

There is wide spread belief that removing physical, economic and social barriers, every body will have access to the kind and amount of education that suits his or her inherent capacity .In the past, a great deal of weight has been attached to

education as a vehicle for equalization and it has generally been assumed that increased public spending on education would help the disadvantaged children (OECD, 1975) as in (Orodho, 2004).

In the developing countries for example, inequalities of education are severe. It may be desirable on equity and efficiency ground to pursue the goal of equality and efficiency to pursue the goal of equal distribution of education opportunities. Inequality of education means that some but not all Kenyans enjoy the benefit of education. This catered for all the children both handicapped and non-handicapped. Under FPE, additional capitation grants are provided to each special unit attached to regular physical schools to facilitate procurement of the necessary teaching/learning materials and equipment. The classical liberal theory was found relevant for this study because for a long time the handicapped child has been segregated from the normal child when it comes to education.

1.11 Conceptual Framework

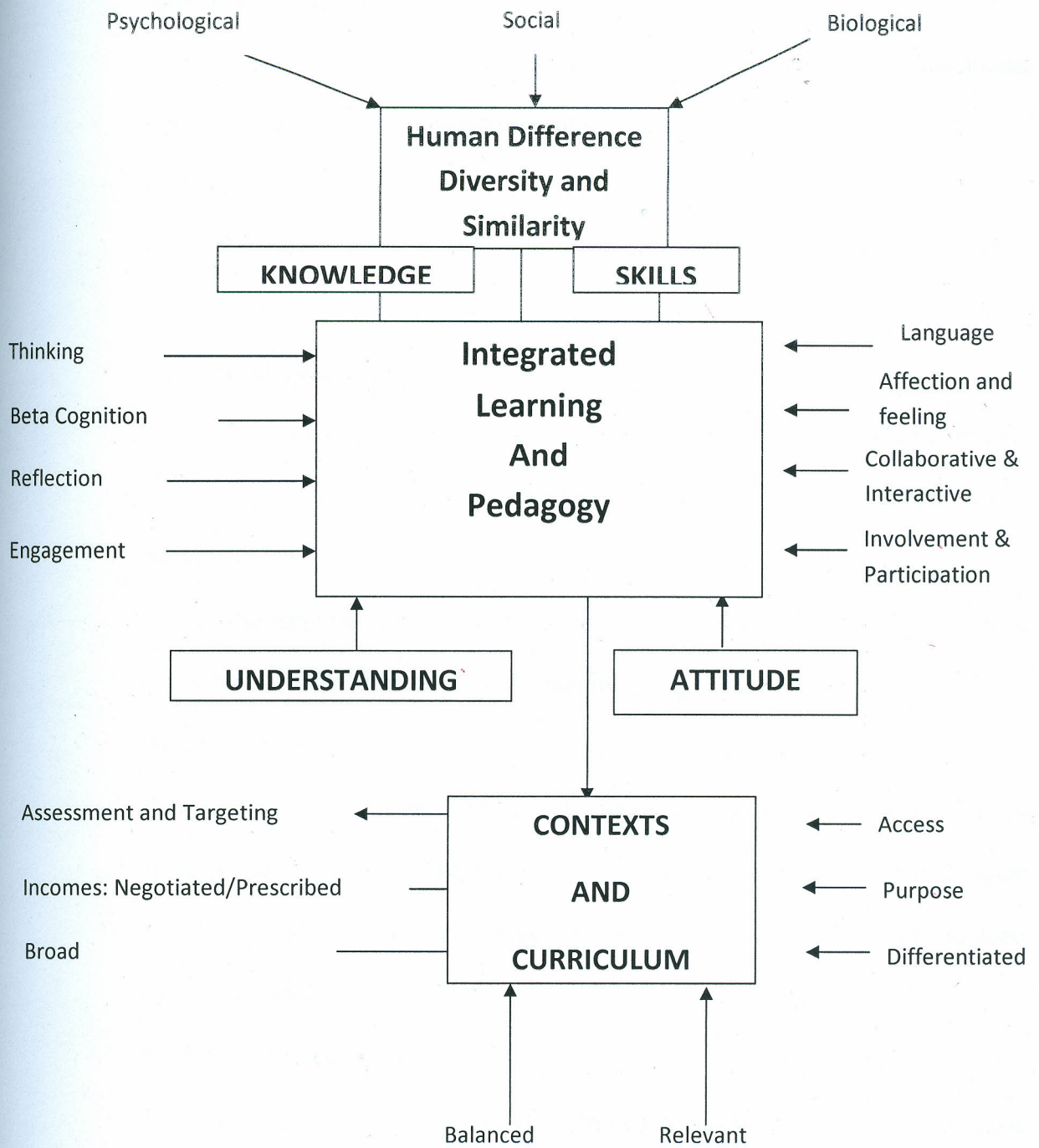
A conceptual framework is a model of presentation where a researcher represents the relationship between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2008), conceptual framework assists the reader to quickly see the proposed relationships between variables.

As medical models have give way to sociological models, there has been a change in the selection of differences considered important for educational planning. In an attempt to link human diversity and co-curricular objectives, special needs

education relies on inclusive pedagogies that seek to foster the development of personal and social behaviour considered necessary for learning within integrated contents.

Within this framework, individual differences are recognized. Differences that can be attributed to physiological, social, psychological and biological experiences are highlighted for their attention with a view to valuing such differences and reducing a broad, barriers to learning, the curriculum should retain a broad, balanced, relevant and differentiated focus with "understanding" and "attitude" given as much importance as "knowledge "and "skills". Integrated learning and pedagogy should be characterized by nation's engagement (e.g. thinking meta - cognition, reflection) and the development of personnel responsible for social and academic learning.

Figure 1.1: Conceptual framework for integrated educational practice



Source: researcher 2011

1.12 Definitions of Central Terms

Special needs education

This is individual designed instructional service to meet the unique educational needs of disabled or handicapped persons.

Integration

This principle refers to the inclusion of handicapped children participating while being educated in normal schools.

Mentally challenged

This refers to a sub-average general intellectual function existing concurrently with deficits in adaptive behaviour and manifested during development period.

Blind

Those who have no sight or whose sight is so defective, that they require special education methods used for visually impaired.

Disabled persons

Those who deviate from what society terms as normal children, in sensory abilities and/or physical characteristics. They require to an extent the modification of school practices or special education services in order to develop to their maximum capacities.

Physically handicapped

Those who are crippled or otherwise physically handicapped. It includes those who have healthy problems which interfere with normal functions in regular

classrooms. Such people require modification of the school or special education services.

Regular school

A school for non - handicapped children (normal learners).

Normal Learners

These are learners without any identified handicapping condition which can limit their participation in any type of physical or mental activity.

Exceptional Children

Children who deviate from the average or normal child in mental, social, sensory, neuromuscular and physical characteristics.

Special Schools

These are schools for those children with learning problems for example visual problem, hearing problems, mental retardation etc

Special Needs

This is a general and rather controversial term for children who require some form of extra and assistance.

Special Units/Special Classes

An ordinary school which may be set aside of other classrooms especially for children with special needs .These pupils may receive some or all on their teaching in the unit.

Special Needs Teachers

This refers to teachers who teach in special schools with particular responsibilities for children with special needs. These teachers usually have obtained some extra training on how to handle the disabled.

Inclusion

Children who are perceived 'different' because of their community and their culture.

Inclusive Education

This refers to schools, centres of learning and education systems that are open to all children.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter thematically reviews literature related to the study under the following sub-headings: concept of special education, residential special schools, special day schools, types of integration practices, importance of integration, role of inclusion, aim of inclusive education, general environmental requirements for children with special need, constraints to inclusive and integration, attitudes of parents and teachers towards SNE. Summary of literature review is also given.

2.2 Concept of Special Education

Disabled persons qualify to life in terms of their being able to cope and being in charge of their lives. They are also victims of challenges facing implementation of inclusive primary education. This has emerged as a result of ideas of integration of the disabled in schools and society. They should have full participation depending on potential of disabled individuals. Concerned people have voiced that no matter how severe their impairment, no children should be regarded as "uneducable"(UNESCO, 2003), this argument gathered considerable support in 1970's.

Action (1981) points out that those families with disabled members of the society, were to some extent neglected in ancient Greece, persons with disability particularly the blind were rejected and the authorities could even order that they

be killed. Some societies used the disabled such as the deaf and blind to entertain leaders and other prominent experts.

Most African societies viewed disabilities as a form of a curse to the community, clan and family thus disabled individuals were mainly eradicated by being thrown into 'the evil forest' or even being killed using poisonous herbs Tatura Stramonium (Ketbo Kimukon).

After along period of neglect of persons with disability, later steps were taken by the various governments of the various countries for example, in Kenya we have the Gachathi report (1976) which enhanced the education goals in attempt to restructure the education system to meet the demands of each individual in the country. He pointed out that; "The schools as they are today do not have capacity, time and even motivation to teach the values of the society. This is because the schools are geared entirely to the passing of formal examinations the question now, therefore, is how the education system focuses on teaching the values of society to the youth and equipping them with vocational skills".

- Indire (1972) in Eshiwani (1993) blames the problems in Kenya curriculum development on the British educational model, which Kenya and many developing countries in the commonwealth inherited, which thus could not fit or suit the needs of persons with disabilities, legislation was introduced where special education could be provided for all types of disability (Brenna, 1987). Special education needs can be long - lasting or short term, specific or particular

aspects of learning or more general and would vary in the degree to which they affect the child's learning (Beveridge, 1993).

The principle that children's special education needs cannot be viewed in isolation from the learning contexts in which they arise is emphasized by the three aspects of need that are identified in the Warnock report Des 1978 (Guilford & Upton, 1992).

- i. The provision of special means of access to the curriculum.
- ii. The provision of special or modified curriculum.
- iii. Particular attention to the social structure and emotional climate in which education takes place.
- iv. First provision is not controversial, where children have difficulties which prevent them from gaining access to the curriculum in the usual way, then clearly they need whatever help is necessary to allow them to participate as fully as possible in the learning experiences that are provided, for example, children with sensory or physical impairments may need special equipment or attention to positioning, and others may benefit from the use of adopted materials. The second and third provisions have given rise to rather more debate, however, though not denying that the curriculum and the social and emotional climate are important influences on the children's learning, some scholars (e.g. Gallowing, 1985) have suggested that children may need to readily be transferred to different curricular activities and social groupings, and that there is no guarantee that this will

help them overcome their difficulties (Lewis, 1995). They point out that the ordinary curriculum and climate for learning in schools may add to as well as alleviate children's difficulties, and argue that the better these are matched to the needs of all pupils then the less likelihood there will be that substantial numbers of children who will be regarded as having needs which require special attention in education (Beveridge, 1993).

- v. Pupils with disabilities are not a homogenous group; they are student in different and similar situations as other (UNESCO, 1999 b). Therefore, the fact that there is considerable variation between schools in the proportion of their pupils who experience educational difficulties is not in doubt, indeed an acceptance of the interactive nature of the special educational needs implies an acknowledgement of their relativity (Ibid, 1999b). Thus a child identified as having learning difficulties in one school would not automatically be judged in the same way in another. Given this relatively, it is not surprising to find that estimates of the prevalence of special educational needs are problematic.

After independence, the government realized the rise of special institutions mostly influenced by churches, missionaries and non-governmental organizations as having part of Kenyan's life since all these handled specific disabling conditions in the area of visual, hearing, mental and physical diversity of individual persons Ndurumo (1993: 18).

2.3 Residential Special Schools

According to Ndurumo (1993), a residential school is a boarding for children with a specific type of handicap or disability. Such school offered a wide variety of specialized facilities, materials and teachers trained in teaching and managing such children. Later special education differed with utility of special residential schools.

Rusalem (1980) criticized residential institutions and elaborated that their programmes segregated the child from his/her immediate environment in which they are to function in later life and further said that residential institution functioned in artificial way (life), which may have little relevance for fast school adjustments. This argument is totally in line with the researcher.

2.4 Special Day Schools

Ndurumo further points out that due to criticisms of residential schools, alternative arrangements have been made to the children with their parents retaining them in the community while at the same time retaining specialist personnel, equipment, facilities and materials.

The aim of the special day school, apart from keeping the children in the disabled family, the community also maintains their packages to assist children develop an adequate self-concept and a proper view of the society. They can do this since they are segregated in only part of the day while spending the rest of the day in

the community their non-handicapped counterparts children retaining family bond, which may otherwise be absent in residential placement. A resource room is put up to accommodate the needs of the learners. A resource room is a form of classroom placement par se but a room provided by a regular school. The room is used by the fully integrated children. Kaufman Payne (1975-1935) states that resource rooms can be used for a variety of purposes for example;

1. Remedial work.
2. For small conference in relation to special needs education.
3. Practical work e.g. basketry etc.

According to Okoth, the term 'perpatetic' teachers used in Kenya and Britain is equivalent to the itinerant teacher who visits several schools within his/her jurisdiction to teach and monitor the progress of children integrated in regular schools, when it is not possible to post a resource teacher in every school with integrated children to assist the children in a given geographical zone.

According to Randiki (2003), special needs education in Kenya started during the second world war to rehabilitate army officers who returned from world war in 1945 with injuries. Services were developed to rehabilitate those with physical, visual impairment and brain damage. This latter included people with other handicaps. By that time, education was being managed by churches like Salvation Army and Lutheran Church. These churches were praying, counselling and rehabilitating the injured.

Randiki (2003) states that inclusive education is the process of addressing the learners needs within the mainstream of education using all available resources thus creating opportunities for learners in preparing them for life. The emphasis is on equality, access, retention and opportunity to educate by reviewing schools and systems changing them rather than trying to change the learners. Randiki's study did not mention the challenges facing implementation of inclusive education. This is a gap which this study intended to fill according to the objectives

The philosophy evolved early in the century climaxing with Salamanca statement during the world conference on special needs education held in Salamanca, Spain (1994). The rapid increase of children with special needs due to wars, economic depression and social schools limited to absorb the big number of those with special needs. This scenario is not articulated and this study attempted to investigate the limitation. The awareness on the plight of those with special needs is picking up with the society. Inclusive education is now being practised in many countries world-wide including Uganda, USA and Scandinavian. In Kenya, inclusive education was first practised in pilot programmes such as Oriang inclusive education programmes in Rachuonyo District in Nyanza Province (Kenya).

Randiki (2003) stresses further that the policy on inclusive education has currently been formulated by the Ministry of Education, Science and Technology and about 20,000 regular education teachers have been trained in inclusive education at certificate, diploma and degree levels through both residential and

distance learning programmes. But challenges faced after training are not documented according to the objectives of this study.

Otherwise full participation and equality should be encouraged for the special child. This is because children's learning does not only take place in schools. They learn from their families, through contact with peers and friends, and through participation in all the diverse activities that occur in communities .but attending school helps to promote these other forms of learning as well (UNESCO, 2001). Through EFA, it should be possible to enable all human beings-including the disabled to develop the full potential to contribute to society despite challenges of implementation process.

2.5 Types of Integration Practices

Guilford, and Upton (1992), identified four types of integrations.

(i) Physical Integration

This form of integration tries to reduce the physical distance between the handicapped and non-handicapped persons. It is not the disabled in society at large that need special education unit which is physically attached to a regular school. Physical integration barriers in buildings and roads have to be removed. Toilets, classrooms, doors, pavements and play grounds should be barrier free.

(ii) Social Integration

This tries to reduce social distance. It encourages spontaneous contact between handicapped and non-handicapped. It is intended to make the handicapped persons feel part of the group.

(iii) Functional or Pedagogical Integration

It is the fullest form of integration. It is achieved during location and social integration thus leading to joint participation of educational activities. This is when children with special needs in education join part-time or full-time the regular classes of the school and make a full contribution to the activities of the school together with the non-handicapped. It also involves sharing of resources in planning activities like drama, sports, music and other co-curricular activities.

(iv) Societal Integration

It is the ultimate goal. Scholars and other education practitioners argue that the above three lead to this one. It is closely related to social integration. It discourages isolation of the handicapped in institutions, homes, hostels, villages, units etc. It tries to formalize or institutionalize social integration at societal level and community-based programmes.

2.6 Importance of Integration

(i) Advantages of Integration

- (a) It increases the chance that both disabled and non-disabled individuals learn to interact with and respond to each other as peers. Integration lessens the negative labels which accompany separate classes and creates positive social adjustments, (Galloway & Goodwin, 1979 b).

- (b) Integration frees more special needs education teachers to work with more severely handicapped persons. It is observed that the education of the handicapped is ultimately to help them live in the society and segregating them from this society cannot be the best way to prepare them for life in the same society (Ibid, 1979).
- (c) Integration encourages children with special needs to show greater originality and flexibility in their thinking. A student from Kilifi physical unit scored over two hundred marks out of a possible 500 in KCPE in 2004 (*Teachers' image*, 2005, volume 8). Some students from the same schools and other schools have excelled in co-curricular activities.
- (d) Integration of the disabled into the regular schools is generally less expensive than running segregated institutions. With proper planning and enough teaching and learning resources provided, it would enhance accessibility, equity and quality learning for the special needs learners.
- (e) Integration contributes to positive behavioural change and thus reduces the degree of social retardation and isolation. (UNESCO, 1999b).
- (f) Integration permits the regular educational teacher to interact proportionally with all learners in the classroom situation and hastens acceptance of social relations between non-handicapped and the handicapped learners (Ibid, 1999b).

(ii) Disadvantages of Integration

- (a) Special provisions are too costly for regular schools to make them available for just a few learners' money (per capital) spent on education of the special needs children is a lot.
- (b) They could be openly rejected by their non-disabled peers and parents of the children in the regular schools.
- (c) They could disrupt the learning of the other students e.g. writing devices for the blind could make noise for the other students.
- (d) The special needs children may be exposed to a curriculum that is unsound to them and untrained or poorly trained and incompetent teachers are unable to handle and teach the students properly (Lewis, 1995).
- (e) Enough research has not been done on the programme. Most schools have not built the physical facilities necessary for the special needs child. This study addressed this problem.

2.7 Role of Inclusion

Whereas integration was concerned with access to mainstream curriculum, policies for inclusion prescribe the need for practices that will additionally, facilitative "engagement" and "participation", the more towards increasing inclusion has been prompted by concern that selection for educational provision based on normatively assessed "difference" has resulted in some individuals being excluded from the curricula, cultures and community afforded by local provision (Booth, 2000). Unnecessary segregation from the community represents

derogation from full humanity and citizenship. Separate socialization breeds attitudes of prejudices, intolerance, and social segregation.

Integration especially at the formative stages of development can do much to sweep away the barriers of ignorance and misunderstanding that keep handicapped people and non-handicapped counterparts. This misunderstanding leads to discrimination and inability to cope with others. Inclusive education seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion.

Inclusion calls for a report of difference. It does not mean that we cease to identify and refer the disabilities of learners or to provide particular kinds of support where and when needed. Inclusion helps to breakdown barriers and attitudes (UNESCO 1999b). The idea of inclusive schooling is gaining. It aims at making education outcomes a success to all learners. Inclusive schooling is an ongoing progress (Ibid, 1999 b), inclusive schools look different from country to country and from continent to continent. These differences emerge from:

- (i) Cultural understandings and interpretations of difference.
- (ii) Religions beliefs and values.
- (iii) Legislative and policy practices support by education system.
- (iv) Resources available.

If we are serious in our country about inclusive education, we must adopt a critical stand in order that we might anticipate and address problems in such away

that inclusive education will have a reasoned and effective lifespan .There are some questions that we need to ask ourselves in relation to planning for individuals within inclusive setting for example:

1. If the ideology of inclusion centres on human rights agenda, does an individual right to an appropriate education override an ideological commitment to inclusion?
2. Can inclusion and choice coexist? Do parents and individuals have a choice of school within the ideology of inclusion? Is secession from mainstream provision ever justifiable? For example, for those individuals who:
 - i. Need combined educational and care placements
 - ii. A whole - way round curriculum.
 - iii. Opt not to be included.
 - iv. Some individuals with sensory difficulties (e.g. deafness) choose schools which offer sign language as the predominant form of communication (Corker, 1998).
 - v. Individuals who are, for some period of their lives might not be able to respond to inclusive classroom practices such as interactive teaching, collaborative learning and problem solving e.g. those who experience significant emotional difficulties or mental healthy problems
 - vi. Exhibit behaviour which interferences with inclusion for others.

3. Is social model disability sufficient to enable educational inclusion or is a bio - psychosocial model more appropriate for the learners with complex learning needs?
4. Is there outcomes-based research evidence to support the ideology of educational inclusion? Diverse learners will respond differently to inclusive practices and it is unlikely that 'one size will fit all' (Hornsby, 1999).
5. Does the inclusion offer an appropriate balance between individual and group contexts for learning requires close individual monitoring (e.g. initial language and communication learning).
6. Will short or long - term outcomes be prioritized? Is the aim of inclusive education to increase access to mainstream community settings or should the long - term outcomes of increased chance and choice of being included in the community and world of work take priority as the anticipated outcomes of inclusion?
7. Does specialist provision and individualized education programme (IEPS) present a barrier or bridge to inclusion? How can parents/caretakers be assured that their child is achieving appropriately monitored provision within inclusive situation?
8. Will increased equality of opportunity be achieved by valuing diversity or through normalization? Although there is no easy answer to these questions, it is important that they are debated. Inclusion has mainly been discussed at the ideological level in relation to group educational contexts and societal

outcomes. It is important that the aims and planned educational outcomes for individual learners within inclusive settings are given due to attention - if not, the might of inclusion may include the rights of individuals to an appropriate education.

2.8 Aim of Inclusive Education

Aims of inclusive education should include the following;

- i. Overall development of individual spiritually, mentally, socially and physically to the highest possible degree (UNESCO, 2003).
- ii. The development of the potential productive and creative abilities of the individual so that he/she may be assets to the society.
- iii. The attainment by the individual to the fullest degree of independence in his/her life.
- iv. Development of an inclusive education system i.e. permanent and 'temporary' special needs education to be integrated into regular school system (UNESCO, 1999 b).
- v. Allows every child to develop his/her abilities, play an active role in the process of learning, accept their peers and be able to co-operate with each other (Ibid, 1996).

2.9 General Environmental Requirements for Children with Special Needs

- i. Barrier free environment within compounds used by the children (report of the task force on implementation of FPE, 2003)

- ii. Adapted toilets, bathrooms; they should add bars to assist children to hold on to while showering, toileting etc.
- iii. Avoid door steps; instead have ramps with recommended gradients to entries and exits of all facilities like classrooms, dormitories and playground (UNESCO, 1999 b).
- iv. All classrooms should be spacious, well-lit and well-ventilated.
- v. For the physical handicapped, all buildings in use should be large enough to allow use of wheelchairs.

2.9.1 Constraints to Inclusive Education and Integrations

- (a) Inadequate physical facilities, like appropriate infrastructure and lack of equipment which make it difficult to integrate SNE in regular school programme.
- (b) Many teachers are trained to handle children with special needs. For those who are trained, some have undergone very short voluntary training of about three months at the Kenya Institute of Special Education (KISE) (Brennar, 1987).
- (c) Some headteachers do not want nor do they support the idea of integrating SNE children in their regular schools due to the notion of 'mean score target'.
- (d) Parents are ignorant and want to keep their children at home.
- (e) Parents of the regular pupils feel that their children may not perform properly if put together with special needs counterparts.

- (f) Teacher students ratio is so high especially because of the free primary education (FPE). The special needs child therefore, cannot receive individualized instruction. Sometimes teachers in charge are required to go beyond classroom teaching to visit the children at home to monitor their developmental and encourage parents which are not easy because of the large number of students per class (*Teachers' image*, vol. 8, 2005).
- (g) A pervasive theme in all EFA 2000 assessment report is inadequacy resources available to meet the basic needs of education. Services to children who are perceived as having special needs are about two or four times higher than the cost of education of children who do not need these services. However, the eventual social and economic costs of excursion if these children are not to be educated exceed the cost of their education (UNESCO, 2003).
- (h) Some teachers and parents see no need of education for the handicapped child because they reason that they can never be 'independent' in life.
- (i) There is lack of clear guidelines and support to the implementation of all inclusive education policy, lack of data on children with special needs, inadequate tools and skills in identification and assessment (a policy framework for education training and research, sessional paper of 2004). Also, there is lack of co-ordination among service provider, in appropriate placement of children with disabilities, inadequate supervision and monitoring of SNE progress further complicates situation.

These are challenges this study attempted to address. if these are overcome, then the goals of EFA will be met.

2.9.2 Attitudes of Parents and Teachers Towards SNE

Parents are sometimes convinced that something is wrong with their child despite reassurance from professionals. They are over anxious and sometimes refuse to accept the educational programmes or placements suggested for their child and sometimes they are adamant about what they want (Hornby,1995), sometimes parents even refuse to accept that they have a special child; (KTN News Saturday Jan.2006).

There is a tendency for teachers to view parents as non-participants. Teachers may have different goals and priorities from parents for the educational programmes of the children that they teach. This can bring conflict and sometimes competition between parents and teachers. For example, children may behave more appropriately to their teachers than their parents. In this case, it is easy for either teachers or parents to feel doubtful or resentful about others' success in getting the child to perform well. Teachers need to communicate to parents the attitudes of genuine respect and empathy (Ibid, 1995).

Teachers sometimes regard parents of special children as being too vulnerable to be trusted as equal partners. This occurs most often when teachers are reluctant to tell parents the whole truth about their child's difficulties lest they become upset. Thus some of the child's weakness may be glossed over or parents may be given

an overly optimistic view of their child's likely future progress. Teachers should realize that parents have a right to be involved in their children's education (Ibid, 1995). There is tendency for parents to be viewed as less observant, less perceptive and less intelligent than the professionals (teachers). Parents' opinions and ideas therefore are not given credence which they deserve. This is wrong because most parents have an abundance of information about children, which can be valuable to the teachers. Teachers should consider that while they are experts' in education, parents are the experts on their children.

2.9.3 Summary of Related Literature

It has been established that there are barriers to the implementation of inclusive education in the World, Africa, Kenya and more so to Turkana West District as a whole. The study has revealed how much or little has been done to enlighten the community on matters pertaining to the teaching fraternity and especially the needs of persons with disabilities. There are challenges to the implementation of inclusive education in Turkana West schools. They are:

Curriculum adaption; curriculum is concerned with the individuals learning and development into a useful member of the society. Curriculum adaption in an inclusive setting means modifying the regular curriculum to meet individual differences. In the current regular schools, curriculum has not been taken and matched to the needs, abilities and interest of the individual learner, taking into account the disability that may exist. Curriculum adaptation is, therefore, aimed at making curriculum a reality for learners with special needs in education in an

inclusive setting, Otiato (2001:38) Lack of teaching / learning resources also hinder the implementation of inclusion, Certain learners require other resources over and above those already being provided by the school for example, those which enhance mobility such as wheel chairs, crutches, white cane etc.

Culture and attitudes towards persons with disabilities also limit the implementation of inclusive education. The community in the district have total low attitude towards persons with disabilities thus they do not even see the need of assisting them or bringing them to attend school. Religious practices and taboos also promote ignorance to bringing those children to school referring to them as curses from God or ancestral spirits. Poverty also is another factor. Poor parents may not be able to buy the necessary resources and devices needed by children with various diversities. Lack of trained and skilled personnel to handle these learners in their respective setting is also a problem. Right away, in Turkana West District, most schools are totally in darkness about the term inclusive thus it actually calls for a lot of time and sensitizations as to promote inclusive education.

School rules and routine also challenge implementation of inclusive education. Use of school rules to control pupil's behaviour is featured in most schools. Many school rules are not flexible and many of them are stated negatively thus many cannot favour the special needs children in their education and development. Lack of effective communication between members of the teaching staff and also

pupils makes the teachers inconsistent in dealing with pupils' behaviour and confuse them the more.

Poor or restrictive learning environment that does not stimulate the children is not sensitive to children's individuality; it also hinders the full implementation of inclusive education. When children are put in an environment that restricts their movement and has no appropriate teaching and learning materials, they are unable to explore their fullest potentials as they learn. Since there are enormous numbers of the children neglected in the various schools particularly the sample school population in the divisions of the district just because teachers have portrayed poor and negative attitudes towards them as they are featured as "to be wasting their valuable time, idiots, poor and unable to cope with life just like the others, the remedies to the problem should, therefore, be urgently strategized and therefore the significance of this study. From other researcher's point of view, it has revealed that due to stereotype beliefs, some children have been withdrawn from the inclusive setting and taken home due to cultural beliefs. The literature review has established that there is a wider gap between the special needs children and the so called "normal".

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter covered the methods that the researcher used to find out challenges facing the implementation of inclusive education in Turkana West District and intervention strategies to overcome the challenges. The section focused on research design, locale, sample and sampling procedures, data collection techniques, research instruments, administration of research instruments, data collection and data analysis.

3.1 Research Design

A research design is a plan, structure and strategy of investigating, which seek to obtain answers to various research questions (Kerlinger, 1973). It is, as Kothari (2004) puts it, the advance planning of methods to be adopted for collecting the relevant data and the techniques to be used in analysis.

The researcher employed qualitative and quantitative analysis using descriptive survey data where data collected were descriptively analyzed. Locksh (1984) notes that, descriptive studies are designed to obtain pertinent and precise information concerning the study of phenomena and wherever possible to draw valid general conclusions for the facts discovered. In agreement, are Mugenda and Mugenda (1999) who state that descriptive research helps the researcher to

determine and report the way things are and also attempts to describe behaviours, attitudes and characteristics.

The research was designed in such a way that three major groups of the study population became source of information concerning the research topic. The researcher opted to use survey study since it explorative and descriptive in nature. Descriptive survey is also intended to produce statistical information about aspects of the population that interest policy-makers and other education practitioners without manipulating any variables. It is useful in investigating a variety of educational problems, Gay (1992). The study used questionnaires and interview schedules in order to determine the opinions, attitudes, preferences and perception of the groups of people of interest to the researcher.

3.2 Study Locale

The research was conducted in sampled schools in Turkana West District. Wamahu and Karugu (1995) point out that, being familiar with the research locale helps in gaining acceptance. Singleton (1993) concurs by observing that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants.

Turkana West District was selected because of its proximity and familiarity to the researcher since she is an inhabitant of the area. Despite of unfavourable climatic conditions, rugged terrain, impassible roads and far – apart schools the researcher

is used to all these. Also, no similar study, to the best knowledge of the researcher, has been conducted in the area.

3.3 Target Population

Borg and Gall (1989) define target population, as the members of a real or hypothetical set of people, events or objects, to which the researcher wishes to generalize the results of the research. The target population comprised one EARC officer, 400 teachers, three divisional inspectors and fifty schools using stratified random sampling. The total target population was (400 teachers, 3 divisional inspectors and 50 schools from the district.

3.4 Sample and Sampling Procedure

Due to lack of adequate funds and time, not all schools, teachers had a chance of participating in the study. The researcher used a random sample population since individuals were randomly selected as representation of a population to cover the scope of the study. One EARC officer, 400 hundred teachers and there divisional inspectors formed the study population, stratified random sampling was used to select 50 schools from which 26 teachers were involved in the study.

Orodho (2005) defines sample population as a means of selecting a given number of subjects from a defined population as representative of that population. In agreement is Baker (2002) who says that, a sample size is the subject of the target population consisting of those participants who actually take part in the study. The researcher concentrated her research to Kakuma, Oroboi and Lokichogio

divisions among other divisions of Turkana West District. EARC coordinator as well as the zonal and divisional inspectors were participants in the study.

3.5 Research Instruments

The instruments which were used to collect data were interview schedules and questionnaires. Data from EARC officer and zonal inspectors were collected using interview schedules. Kothari (2004) defines research instruments as a set of predetermined questions to be administered orally or directly to the respondents. This helped the researcher to determine the extent to which inclusion has taken or not taken place in schools of Turkana West District. To complement data, the researcher interviewed zonal inspectors and EARC co – coordinator using interview schedules.

Data from teachers preferably collected using questionnaires. This is because as Gay (1992) puts it, they give respondents freedom to express their views or opinions and also to make suggestions. According to Mugenda and Mugenda (1999), questionnaires are commonly used to obtain important information about the population as each item in the questionnaire is developed to address a specific research objective, question or hypothesis of the study.

The researcher chose the above instruments for the following reasons:

1. Questions are standardized i.e. everyone gets the same questions.
2. Anonymity is possible.
3. Large numbers of people can be reached.

4. Ideal when subjects are geographically far apart.
5. The cost (in terms of time and money) of collecting the data is fairly low.
6. Since the questions are represented in a paper form, there is no opportunity for the interviewer bias.
7. The coding and analysis is relatively straightforward and low in cost.

3.6 Piloting of Research Instruments

It enabled the researcher ascertain whether the items were clear to the respondents and that they attracted information the way it was desired. It enhanced the researcher to estimate the time the respondents required to respond to the questionnaire.

Two schools were used for piloting i.e. Kakuma Refugee Primary and Kalemorak Primary, which were not part of the sample size and were not researched on in the final study. For piloting, the researcher gave the research instruments to the respondents personally and collected data for verification. After two weeks, the researcher issued the same instruments (test retest) and collected the data for final verification.

3.6.1 Reliability of Measurement

Reliability of measurement concerns the degree to which a measuring procedure gives similar result over a number of repeated trials (Fraenkel & Walten, 1993). It is used to focus on the degree to which the empirical indicators or measures of a

theoretical concept are unstable or consistent across two or more attempts to measure the theoretical concept (Orodho, 2004).

The researcher used a test-retest technique in order to test the reliability of the instrument in the study by following procedures: The developed questionnaires were given to the ten subjects for the study but not those that were used in the final study. The answered questions were scored manually. The same questionnaires were administered to the same group of subjects after a period of two weeks and results also scored manually. A comparison between the answers obtained in the two tests was made using Spearman correlation co-efficient formula. The correlation was over 0.7 and the researcher concluded that the instruments were good for use.

3.6.2 Content Validity

Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concept (Orodho, 2004). Validity is concerned with establishing whether the questionnaire content is measuring what is supposed to measure. To validate the questionnaire, the researcher administered the instruments to the teachers, who were not within the sample under the study and asked them to identify the ambiguities in the items. Further, the researcher sought the help of colleagues and professionals in the area, for example, the supervisors assisted in identifying irrelevances and ambiguities. A good research should not have factors that threaten the validity.

3.7 Data Collection Procedures

Upon authorization from the Ministry of Education, Science and Technology to conduct research, the researcher sought permission from the District Education Officer Turkana West District, District Commissioner (who is the chairperson of District Education Board) and the various schools in person. The researcher went to the various schools and administered the questionnaires to the teachers, zonal inspectors of the three divisions and the District EARC officer (Officer in Charge of Assessment and Placement). The questionnaire was to collect information on the challenges facing the implementation of inclusive primary education (a case study of Turkana West District).

The researcher established good rapport with teachers and the officers. The researcher talked and explained clearly to the respondents what was required of them and why the information was specifically obtained from them. It is worth noting that the respondents were truthful and gave their personal opinions individually.

3.8 Data Analysis

Data obtained from the field were analyzed using descriptive statistics, that is, frequencies and percentages on the close-ended items in the questionnaire. According to Ary (1992), tabulation method is also convenient for use. The statistics package for social sciences (SPSS), Version 11.5, greatly aided in the data analysis.

According to Ary (1992:94), the use of descriptive statistics is fundamental in organizing research data as it serves to summarize the information collected.

The open ended items in the questionnaire which constituted qualitative data were categorized through coding and tabulation in order to draw statistical inferences.

The analyzed data have been used in discussion within relevant themes, reaching conclusions, thus providing answers to the research questions in chapter four.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis and interpretation on challenges facing implementation of inclusive primary education in Turkana West District. The chapter is presented in the following subtitles: respondents' demographic information, challenges facing the implementation of inclusive primary education, causes of the challenges facing implementation of inclusive primary education, strategies for overcoming the challenges facing the implementation of inclusive primary education and extent of curriculum hindering implementation of inclusive education.

4.2 Respondents Demographic Information

The study involved thirty respondents of whom three were divisional inspectors and one EARC Officer are shown in table 4.1.

Table 4.1: Respondents category

| Category | Frequency | Percentage |
|---------------------|-----------|--------------|
| Teachers | 26 | 60.0 |
| EARC officer | 1 | 10.0 |
| Divisional officers | 3 | 30.0 |
| Total | 30 | 100.0 |

Table 4.1 points out that majority 26(60%) of the respondents involved in the study were teachers. This was attributed to their target population number compared to that of divisional officers. That is, the number of teachers in the district of study was higher than that of the divisional officers; therefore, the former had to have greater representation. All the divisional officer's (3) were involved in the study constrating of 30% of the entire sample. The researcher purposively used divisional officers since they are involved in the supervision of special education programme in the division and district. EARC officer was also used as a respondent. They thus, provided adequate and reliable data concerning the topic and objectives of the current study.

In addition, respondents were also investigated on their gender as indicated in table 4.2.

Table 4.2: Respondents' Gender

| Gender | Frequency | Percentage |
|---------------|------------------|-------------------|
| Male | 6 | 20.0 |
| Female | 24 | 80.0 |
| Total | 30 | 100.0 |

Table 4.2 indicates that majority, 24(80%) of the respondents engaged in the study were females. This indicates that majority of the personnel involved in matters of special education are women. This was attributed to their motherly and caring nature. The male representation in the sample was 6(20%). Respondents

were further investigated on whether they had training in special education. Their responses are captured in figure 4.1.

Figure 4.1: Training in special education

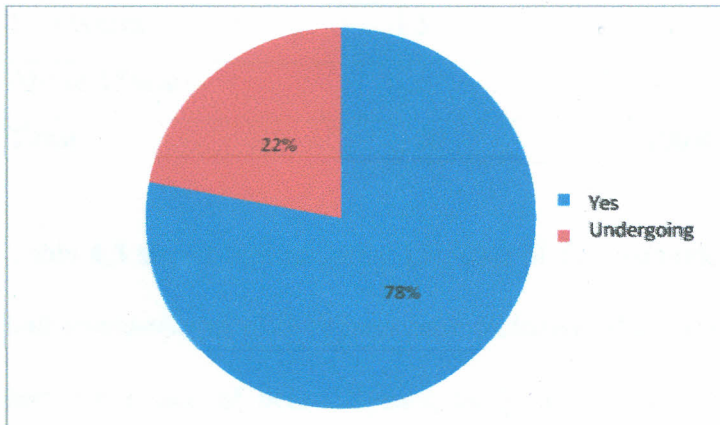


Figure 4.1 indicates that majority (78%) of the respondents involved in the study had trained in matters of special education. The study went in for individuals with skills in special education for reliability and credibility of the data sought. Furthermore, figure 4.1 shows that 22% of the respondents were still undergoing training in special needs education. The study also established the respondents experience in special needs education; especially inclusive education. Respondents' responses are reflected in table 4.3.

Table 4.3: Respondents' experience

| Experience | Frequency | Percentage |
|---------------|-----------|--------------|
| Below 5years | 10 | 33.3 |
| 6-10years | 15 | 50.0 |
| 11-15years | 5 | 16.7 |
| Above 15years | 0 | 0.0 |
| Total | 30 | 100.0 |

Table 4.3 shows that majority 15(50%) of the respondents involved in the study had an experience of 6-10years with inclusive education. Furthermore, 10(33.3%) had experience of below 5years; as 5(16.7%) had 11-15 years of experience. Generally, respondents involved in the study had adequate experience to provide reliable and informed information on the items raised in the research instruments. The last item on respondents' background information was their highest level of qualification in special education. Their responses are presented in figure 4.2.

Figure 4.2: Respondents' qualification

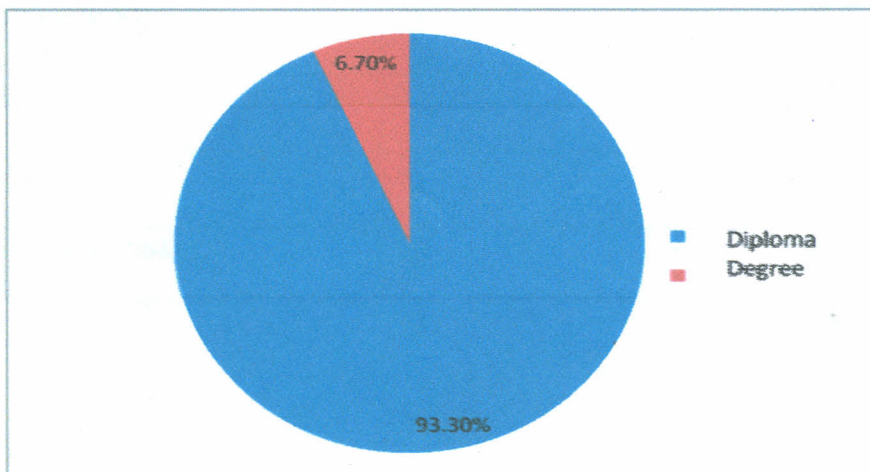


Figure 4.2 indicates that majority (93.3%) of the respondents involved in the study had diploma as their highest level of professional qualification. This enables them to provide edible data on the objectives of the study. In addition, 6.7% of the respondents had degree as their highest level of qualification. The diploma category included those who are still undergoing training.

4.2 Challenges Facing the Implementation of Inclusive Primary Education

The first objective of this study was on challenges facing implementation of inclusive primary education. Respondents were subjected to a number of items in relation to this objective. The first item was that: lack of skilled manpower is a major barrier to learning and development in inclusive education. Respondents' responses on this aspect are indicated in table 4.4.

Table 4.4: Lack of skilled manpower is a major barrier to learning and development in inclusive education

| Response | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Strongly Agree | 28 | 93.3 |
| Agree | 2 | 6.7 |
| Disagree | 0 | 0.0 |
| Strongly Disagree | 0 | 0.0 |
| Total | 30 | 100.0 |

Table 4.4 reveals that majority 28(93.3%) of the respondents involved in the study strongly agreed with the assertion that lack of skilled manpower was a major barrier to learning and development in inclusive education. Inclusive falls into the category of special education, and this area lacks enough personnel to implement the programme. The available staff are not adequate in implementation of the inclusive education programme. This makes it difficult since specialized attention and skills are necessary in inclusive education. Therefore, lack of skilled manpower, remains a barrier to implementation of inclusive education in Turkana West District of Turkana County in particular and Kenya in general.

In addition, table 4.4 shows that 2(6.7%) of the respondents involved in the study agreed with the statement in question. Generally, therefore, all (100%) of the respondents involved in the study acknowledged the assertion that lack of skilled manpower was a major barrier to learning and development in inclusive education. The study also investigated respondents on lack of teaching/learning materials as a barrier. Respondents' responses on this item are presented in table 4.5.

Table 4.5: Inclusive Education has not been attained to its fullest potential due to lack of teaching/learning materials

| Response | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Strongly Agree | 23 | 76.7 |
| Agree | 4 | 13.3 |
| Strongly Disagree | 3 | 10.0 |
| Disagree | 0 | 0.0 |
| Total | 30 | 100.0 |

Table 4.5 shows that the majority 23(76.7%) of the respondents involved in the study strongly agreed with the assertion that inclusive education had not attained its fullest potential due to lack of teaching /learning materials. This was attributed to lack of materials for different kinds of children with special needs. For example, lack of teaching materials for children with hard of hearing, visually impaired or physically challenged. This implies that in the absence of materials which support teaching or learning, it is difficult for teachers to implement inclusive education programmes. Table 4.5 further indicates that 4(13.3%) of the respondents involved in the study agreed with the claim that inclusive education had not been attained to its fullest potential due to lack of teaching/learning materials as 3(10%) disagreed with doubt. The study further investigated respondents on beliefs and cultural practices as factors affecting implementation

of inclusive education. Respondents' responses on this aspect are outlined in table 4.6.

Table 4.6: Cultural beliefs and practices are factors which have affected the implementation of inclusive education

| Response | Frequency | Percentage |
|---------------------|------------------|-------------------|
| Agree with no doubt | 18 | 60.0 |
| Agree with doubt | 7 | 23.3 |
| Disagree with doubt | 5 | 16.7 |
| Disagree | 0 | 0.0 |
| Total | 30 | 100.0 |

Table 4.6 reveals that majority 18(60%) of the respondents engaged in the study strongly agreed with the claim that cultural beliefs and practices are factors which have affected the implementation of inclusive education. Cultural beliefs and practices hinder parents from taking their challenged children to inclusive centres for education. The community does not readily accept the impaired children and as such does not give much attention to them regarding education. For example, some families may not be willing to expose their mentally challenged children to the public and as such affect implementation of inclusive children. In some cases, the community looks at the challenged or impaired children as outcasts or a cause to the families and, therefore, neglects them. The study also noted that lack of

adequate centres offering inclusive education was a challenge to implementation of inclusive education. Responses to this item are presented in table 4.7.

Table 4.7: Inadequacy of centres offering inclusive education was a challenge to its implementation

| Response | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Agree | 15 | 50.0 |
| Strongly Agree | 5 | 16.7 |
| Strongly Disagree | 10 | 33.3 |
| Disagree | 0 | 0.0 |
| Total | 30 | 100.0 |

Table 4.7 reveals that majority 15(50%) of the respondents involved in the study agreed with the assertion that inadequacy of centres offering inclusive education was a challenge to its implementation. This was attributed to low number of inclusive centres in Turkana West District. In addition, table 4.7 shows that 5(16.7%) of the respondents strongly agreed with doubt with the assertion in question. However, 10(33.3%) of the respondents involved in the study strongly disagreed with the claim that inadequacy of centres offering inclusive education was a challenge to its implementation. This was attributed to inefficient utilization of the ones available. Furthermore, the study studied the inconsistent management of school as a challenge to implementation of inclusive education. Respondents' responses to this item are captured in table 4.8.

Table 4.8: A Challenge to implementation of inclusive education has been contributed much by inconsistent management of school

| Response | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Strongly Agree | 18 | 60.0 |
| Agree | 5 | 16.7 |
| Strongly Disagree | 0 | 0.0 |
| Disagree | 7 | 23.3 |
| Total | 30 | 100.0 |

Table 4.8 shows that majority 18(60%) of the respondents strongly agreed with the assertion that a challenge to implantation of inclusive education had been contributed much by inconsistent management of schools. This was attributed to high turnover of school headteachers in the management of inclusive centres as well as irregular changes in education policies regarding school management. In addition 5(16.7%) of the respondents agreed with the assertion in question as 7(23.3%) disagreed with it. Those who disagreed saw school management as having been consistently supportive for implementation of inclusive of inclusive education.

4.3 Causes of the challenges facing implementation of inclusive primary education

Respondents were subjected to a number of statements in eliciting information on the causes of challenges facing implementation of inclusive primary education in Turkana West District. The first item was that “the causes which hinder the implementation of inclusive education are negative attitudes towards persons with disabilities”. This item had mixed responses are indicated in table 4.9.

Table 4.9: The causes which hinder the implementation of inclusive education are negative attitudes towards persons with disabilities

| Response | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Strongly Agree | 17 | 56.7 |
| Agree | 3 | 10.0 |
| Strongly Disagree | 0 | 0.0 |
| Disagree | 10 | 33.3 |
| Total | 30 | 100.0 |

Table 4.9 shows that majority 17(56.7%) of the respondents strongly agreed with the statement that the causes which hinder the implementation of inclusive education are negative attitudes towards persons with disabilities. Some families and communities look at persons with disabilities as a punishment, a curse and act of witchcraft or sorcery. As such, negative attitude towards people with

disabilities is common in Turkana families. This hinders implementation of inclusive education since such children are hidden from the public and cannot access education.

Table 4.9 further notes that 10(33.3%) of the respondents involved in the study disagreed with the assertion that the causes which hinder the implementation of inclusive education are negative attitudes towards persons with disabilities. This was attributed to the fact that not all members of the community have negative attitude towards persons with disabilities.

Poor restrictive environment was also investigated as a cause hindering implementation of inclusive primary education. This was through the item that “poor or restrictive environment has contributed to a lesser or broader extent to implementation of inclusive education” as indicated in table 4.10.

Table 4.10: Poor or restrictive environment has contributed to a lesser or broader extent to implementation of inclusive education

| Response | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Strongly Agree | 25 | 83.3 |
| Agree | 5 | 16.7 |
| Strongly Disagree | 0 | 0.0 |
| Disagree | 0 | 0.0 |
| Total | 30 | 100.0 |

Table 4.10 reveals that majority 25(83.3%) of the respondents involved in study strongly agreed with the claim that poor or restrictive environment had contributed to a lesser or broader extent to implementation of inclusive education. This was attributed to the geographical location and climatic conditions of Turkana West District. Turkana West District is extremely hot, dry and with rugged terrain; all that make it difficult for inclusive education to be implemented. Owing to its harsh climatic conditions, many professionals in the field of special education are looking to work in Turkana West District.

Furthermore, table 4.10 shows that 5(16.7%) of the respondents agreed with doubt that poor or restrictive environment had contributed to a lesser or broader extent to implementation of inclusive education. Therefore, all (100%) of the respondents involved in the study acknowledged the assertion that poor or restrictive environment had contributed to a lesser or broader extent to implantation of inclusive education.

The study further investigated teacher-pupil ratio as a possible cause hindering implementation of inclusive education as indicated in table 4.11.

Table 4.11: inclusive education picks on lower rate due to poor teacher-pupil ratio

| Response | Frequency | Percentage |
|---------------------|------------------|-------------------|
| Agree with no doubt | 20 | 66.7 |
| Agree with doubt | 3 | 10.0 |
| Disagree with doubt | 7 | 23.3 |
| Disagree | 0 | 0.0 |
| Total | 30 | 100.0 |

Table 4.11 reveals that majority 20(66.7%) of the respondents involved in the study agreed with no doubt with the claim that inclusive education picks on a lower rate due to poor teacher-pupil ratio. This was a pointer that there was shortage of staff to implement inclusive education in Turkana West District. Similarly, 3(10%) of the respondents agreed with the claim in question as 7(23.3%) strongly disagreed.

4.4 Strategies for Overcoming the Challenges Facing Implementation of Inclusive Primary Education

Respondents involved in the study suggested a number of strategies for overcoming challenges facing implementation of inclusive primary education. The first strategy was cited as training of adequate manpower in the field of inclusive education. As indicated under the objective on causes of challenges

facing inclusive primary education, lack of skilled manpower in the area is a hindrance to its implementation. Therefore, one of the strategies should be to train teachers in inclusive education. This calls for willingness on the part of teachers to offer themselves and their resources in such training programmes. Similarly, the government through the Ministry of Education should offer paid study leaves and scholarships as a way of motivating teachers to train in the field of special education especially in the inclusive area.

Furthermore, respondents also suggested provision of necessary teaching and learning resources designed for inclusive education curriculum. Availability of the teaching and learning materials poses a big challenge in the implementation of inclusive primary education. Thus, their provision of teaching/learning material is a strategy in implementation of this programme. In the provision of free primary education, the government should set aside a considerable amount especially for procurement of teaching/learning materials for inclusive education.

Respondents also noted another strategy for implementation of inclusive primary education as provision of infrastructure in terms of classrooms and even dormitories for boarding schools. Lack of infrastructure was cited as a challenge to implementation of inclusive primary education and therefore, their provision would be a milestone strategy. This calls for concerted effort from all stakeholders. Therefore, the community, government and sponsors should join

hands in ensuring that the infrastructure needed for implementation of inclusive primary education is provided.

In addition, respondents noted that there should be an updated databank of the children who are challenged in various ways so as to assist them benefit from inclusive primary education. This was owed to the fact that some parents hid their challenged children from the public eye and therefore, denied them an opportunity to benefit from inclusive primary education. The public should be sensitized on the need to avail their children to benefit from inclusive primary education.

Another strategy for implementation of inclusive education was cited as development of flexible curriculum to accommodate children with inclusive education needs. This came from the fact that the existing curriculum was fixed and hardly catered for children with special needs and this hinders implementation of inclusive primary education. Nevertheless, respondents suggested that there was need to put up more primary schools in the district to cater for inclusive primary education. This was a strategy that would ensure that inclusive education is close to the people. The proximity of inclusive primary education to the people would be a factor in its implementation. This is because children with special needs cannot walk for longer distances to access education. They need close attention and assistance from both the community and school.

Another strategy in implementation of inclusive primary education is increase in the number of EARC officers. The number of EARC officers in the district of study was low and could not effectively and efficiently monitor implementation of inclusive primary education because of vastness and long distances between the schools.

4.5 Extent of Curriculum Hindering Implementation of Inclusive Education

The last objective of this study was on extent of curriculum hindering implementation of inclusive education. Respondents were subjected to a number of assertions in relation to this aspect. The first assertion was that inflexible curriculum had adversely hindered implementation of inclusive education. Respondents' responses on this aspect are reflected in table 4.12.

Table 4.12: Inflexible curriculum has adversely hindered implementation of inclusive education

| Response | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Strongly Agree | 24 | 80.0 |
| Agree | 4 | 13.3 |
| Disagree | 2 | 6.7 |
| Strongly Disagree | 0 | 0.0 |
| Total | 30 | 100.0 |

Table 4.12 indicates that majority 24(80%) of the respondents involved in the study strongly agreed that inflexible curriculum had adversely hindered implementation of inclusive education. This implied that the curriculum did not adequately cater for inclusive education. The curriculum is not flexible; is fixed and teachers find it difficult to effectively plan and teach inclusive education.

In addition, 4(13.3%) of the respondents involved in the study agreed that inflexible curriculum hindered implementation of inclusive education; as 2(6.7%) disagreed with the assertion. Respondents also noted that the poorly structured curriculum was a hindrance to implementation of inclusive primary education as shown in chart 3.

Figure 4.3: Poorly structured curriculum hinders implementation of inclusive primary education

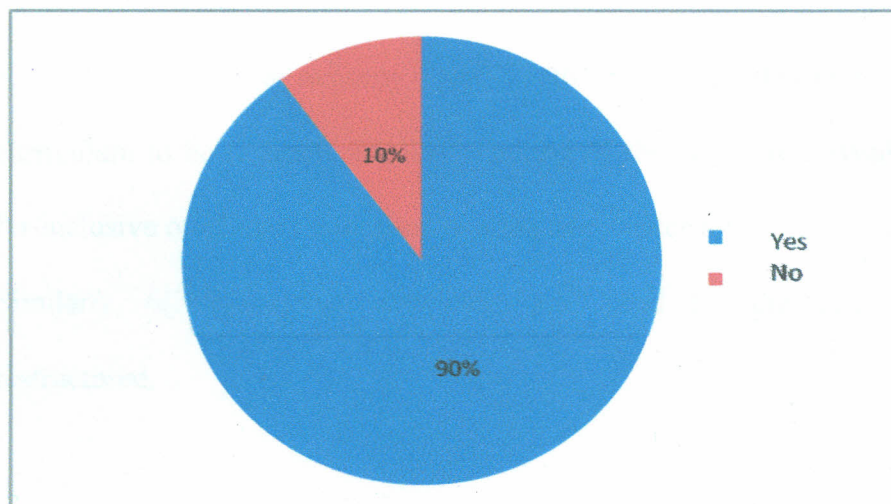


Figure 3.3 indicates that majority (90%) of the respondents involved in the study acknowledged the assertion that poorly structured curriculum hindered

implementation of inclusive primary education. This was an indication that the curriculum was poorly structured with reference to inclusive education. However, 10% of the respondents refuted the claim in question.

Respondents also noted that there was need for the curriculum to be restructured. Their responses are indicated in table 4.13.

Table 4.13: There is need for the curriculum to be restructured

| Response | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Strongly Agree | 24 | 80.0 |
| Agree | 6 | 20.0 |
| Strongly Disagree | 0 | 0.0 |
| Disagree | 0 | 0.0 |
| Total | 30 | 100.0 |

Table 4.13 shows that majority 24(80%) strongly agreed that there was need for curriculum to be restructured. Restructuring of the curriculum would give room for inclusive of primary education to adequately cater for special needs education. Similarly, 6(20%) agreed that there was need for the curriculum to be restructured.

4.6 Discussion and Summary on Data Presentation, Analysis and Interpretation

The chapter presented diagrammatically, discursively and conclusively precise respondent's demographic information, challenges facing the implementation of inclusive primary education, extent to which curriculum hindered implementation of inclusive education and strategies for overcoming the challenges facing the implementation of inclusive primary education.

From this chapter however, it featured that there are challenges facing the implementation of inclusive primary education in Turkana West District, the most affecting challenge being lack of skilled manpower which reveals that majority 28(93.3%) of the respondents involved in the study agreed that it is a major barrier, lack of teaching/learning materials (23(76.7%), cultural beliefs and practices, inadequacy of centres offering inclusive education 15(50%), inconsistent management of schools 18(60%), negative attitudes towards persons with disabilities 18(60%), poor or restrictive environment 25(83.3%), poor teacher-pupil ratio 20(66.7%) also became dominant factors among others. The section also vividly and precisely discussed the strategies which can be put in place to overcome the challenges which can in turn enable inclusion to take place.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary, conclusion and recommendations on the challenges facing implementation of inclusive primary education in Turkana West District.

5.1 Summary

The summary in this section is made in line with the objectives of the study.

5.1.1 Objective One: challenges facing the implementation of inclusive primary education

The study found that 28(93.3%) of the respondents involved in the study agreed with the assertion that lack of skilled manpower was a major barrier to learning and development in inclusive education. Inclusive education falls into the category of special education, and this area lacks enough personnel to implement the programme. The available staff are not adequate in implementation of the inclusive education programme. This makes it difficult since specialized attention and skills are necessary in inclusive education. Therefore, lack of skilled manpower, remains a barrier to implementation of inclusive education in Turkana West District of Turkana County in particular and Kenya in general.

Generally, therefore, all (100%) of the respondents involved in the study acknowledged the assertion that lack of skilled manpower was a major barrier to learning and development in inclusive education. The study also investigated respondents on lack of teaching/learning materials as a barrier.

23(76.7%) of the respondents involved in the study agreed with no doubt with the assertion that inclusive education had not been attained to its fullest potential due to lack of teaching /learning materials. This was attributed to lack of materials for different kinds of children with special needs. For example, lack of teaching materials for children with hard of hearing, visually impaired or physically challenged. This implies that in the absence of materials which support teaching or learning, it is difficult for teachers to implement inclusive education programmes.

The study further investigated respondents on beliefs and cultural practices as factors affecting implementation of inclusive education. The study noted that 18(60%) of the respondents engaged in the study agreed with the claim that cultural beliefs and practices are factors which have affected the implementation of inclusive education. Cultural beliefs and practices hinder parents from taking their challenged children to inclusive centres for education. The community does not readily accept the impaired children and as such does not give much attention to them regarding education. For example, some families may not be willing to

expose their mentally challenged children to the public and this affects implementation of inclusive children.

The study also noted that lack of adequate centres offering inclusive education was a challenge to implementation of inclusive education. The majority 15(50%) of the respondents involved in the study agreed with the assertion that inadequacy of centres offering inclusive education was a challenge to its implementation. This was attributed to low number of inclusive centres in Turkana West District.

Furthermore, the study found that the inconsistent management of school was a challenge to implementation of inclusive education. It was established that 18(60%) of the respondents agreed with the assertion that a challenge to implantation of inclusive education had been contributed much by inconsistent management of schools. This was attributed to high turnover of school headteachers in the management of inclusive centres as well as irregular changes in education policies regarding school management. In addition, 5(16.7%) of the respondents agreed with the assertion in question as 7(23.3%) disagreed with it. Those who disagreed saw school management as having been consistently supportive for implementation of inclusive education.

5.1.2 Objective Two: Causes of the Challenges Facing Implementation of Inclusive Primary Education

The second objective of this study was causes of the challenges facing implementation of inclusive primary education, 17(56.7%) of the respondents

agreed with no doubt with the statement that the causes which hinder the implementation of inclusive education are negative attitudes towards persons with disabilities. Some families and communities look at persons with disabilities as a punishment, a curse and act of witchcraft or sorcery. As such, negative attitude towards people with disabilities is common in Turkana families. This hinders implementation of inclusive education since such children are hidden from the public and cannot access education.

Poor restrictive environment was also investigated as a cause hindering implementation of inclusive primary education. This was through the item that “poor or restrictive environment has contributed to a lesser or broader extent to implementation of inclusive education”.

Twenty-five (83.3%) of the respondents involved in study agreed with the claim that poor or restrictive environment had contributed to a lesser or broader extent to implementation of inclusive education. This was attributed to the geographical location and climatic conditions of Turkana West District. Turkana West District is extremely hot, dry and with rugged terrain; all that make it difficult for inclusive education to be implemented. Owing to its harsh climatic conditions, many professionals in the field of special education are not looking to work in Turkana West District. All (100%) of the respondents involved in the study acknowledged the assertion that poor or restrictive environment had contributed to a lesser or broader extent to implantation of inclusive education.

It was noted that 20(66.7%) of the respondents involved in the study agreed with the claim that inclusive education picks on a lower rate due to poor teacher-pupil ratio. This was a pointer that there was shortage of staff to implement inclusive education in Turkana West District. Similarly, 3(10%) of the respondents agreed the claim in question as 7(23.3%) disagreed with it.

5.1.3 Objective Three: Strategies for Overcoming the Challenges Facing the Implementation of Inclusive Primary Education

The third objective addressed in this study was on challenges facing implementation of inclusive primary education. The first strategy was cited as training of adequate manpower in the field of inclusive education. As indicated under the objectives, cause of challenges facing inclusive primary education was lack of skilled manpower in the area and this hindered in its implementation. Therefore, one of the strategies should be to train teachers in inclusive education. This calls for willingness on the part of teachers to offer themselves and their resources in such training programmes. Similarly, the government through the Ministry of Education should offer paid study leaves and scholarships as a way of motivating teachers to train in the field of special education especially in the inclusive area.

Furthermore, respondents also suggested provision of necessary teaching and learning resources designed for inclusive education curriculum. Availability of the

teaching and learning materials posed a big challenge in the implementation of inclusive primary education.

Respondents also noted another strategy for implementation of inclusive primary education as provision of infrastructure in terms of classrooms and even dormitories for boarding schools. Lack of infrastructure was cited as a challenge to implementation of inclusive primary education and therefore, their provision would be a milestone strategy. This calls for concerted effort from all stakeholders. Therefore, the community, government and sponsors should join hands in ensuring that the infrastructure needed for implementation of inclusive primary education is provided.

In addition, respondents noted that there should be an updated databank of the children who are challenged in various ways so as to assist them benefit from inclusive primary education. This was owed to the fact that some parents hid their challenged children from the public eye and therefore deny them an opportunity to benefit from inclusive primary education. The public should be sensitized on the need to avail their children to benefit from inclusive primary education.

Another strategy for implementation of inclusive education was cited as development of flexible curriculum to accommodate children with inclusive education needs. This came from the fact that the existing curriculum was fixed

and hardly caters for children with special needs and this hinders implementation of inclusive primary education.

Nevertheless, respondents suggested that there was need to put up more primary schools in the district to cater for inclusive primary education. This was a strategy that would ensure that inclusive education is close to the people. The proximity of inclusive primary education to the people would be a factor in its implementation. This is because children with special needs cannot walk for longer distances to access education. They need close attention and assistance from both the community and school.

Another strategy in implementation of inclusive primary education is increase in the number of divisional officers. The number of divisional officers in the district of study was low and could not effectively and efficiently monitor implementation of inclusive primary education because of vastness and long distances between the schools.

5.1.4 Objective Four: Extent of Curriculum Hindering Implementation of Inclusive Education

The last objective of this study was on extent of curriculum hindering implementation of inclusive education. Respondents were subjected to a number of assertions in relation to this aspect. The first assertion was that inflexible curriculum had adversely hindered implementation of inclusive education.

Twenty-four (80%) of the respondents involved in the study agreed that inflexible curriculum had adversely hindered implementation of inclusive education. This implied that the curriculum did not cater adequately for inclusive education. The curriculum is not flexible; is fixed and teachers find it difficult to effectively plan and teach inclusive education.

5.2 Conclusion

The study noted that there were a lot of challenges facing implementation of inclusive primary schools in Turkana West District. Some of the challenges include shortage of trained staff in the area of special or inclusive education, lack of teaching/learning materials, lack of infrastructure, inflexible curriculum and environmental factors among others.

Furthermore, (90%) of the respondents involved in the study acknowledged the assertion that poorly structured curriculum hindered implementation of inclusive primary education. This was an indication that the curriculum was poorly structured with reference to inclusive education. Respondents also noted that there was need for the curriculum to be restructured. The study noted that 24(80%) agreed that there was need for curriculum to be restructured. Restructuring of the curriculum would give room for inclusive of primary inclusive education to adequately cater for special needs education.

5.3 Recommendations

The study makes the following recommendations based on its findings;

- i. The government should train and hire more teachers in the area of special education.
- ii. There is need for provision of teaching/learning materials in inclusive education.
- iii. More funds should be allocated to schools offering inclusive education.
- iv. Primary school curriculum should be restructured to adequately cater for inclusive education programme.

5.4 Suggestions for Further Research

The researcher suggests the following topics for further studies;

- i. Effect of culture on implementation of inclusive primary education.
- ii. Effect of environment on implementation of inclusive primary education.

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APPENDIX I
RESEARCH PERMIT

PAGE 2

PAGE 3

Research Permit No. NCST/RCD/14012/458

Date of Issue 20th April 2012

Fee received KSH. 1000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Hellen Juma

Of (Address) Kenyatta University

P.O BOX 43844-00100

NAIROBI

Has been permitted to conduct research in

Turkana West

Rift Valley

District

Province

On the topic: Challenges facing the implementation of

inclusive primary education: A case study of Turkana

West District, Rift Valley, Kenya.

For a period ending: 30th June 2012



Applicant's
Signature

Secretary
National Council for
Science and Technology

APPENDIX II

MINISTRY'S RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
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When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/458

Date: 20th April, 2012

Hellen Juma
Kenyatta University
P.O BOX 43844-00100
NAIROBI
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Challenges facing the implementation of inclusive primary education: A case study of Turkana West District, Rift Valley Kenya." I am pleased to inform you that you have been authorized to undertake research in Turkana West District for a period ending 30th June, 2012.

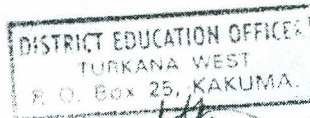
You are advised to report to the District Commissioner, and the District Education Officer, Turkana District before embarking on the research project.

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

DR.M.K.RUGUTT, PhD, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Turkana District



Authorized to carry on
with the research in
the district.

DISTRICT COMMISSIONER
TURKANA WEST

APPENDIX III

KENYATTA UNIVERSITY LETTER OF AUTHORIZATION



KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/11226/08

Date: 11th March 2012

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

Dear Sir/Madam,

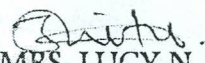
**RE: RESEARCH AUTHORIZATION FOR MS. HELLEN JUMA - REG. NO
E55/11226/08**

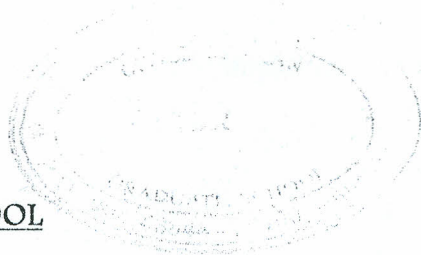
I write to introduce Ms. Hellen Juma who is a Postgraduate Student of this University. She is registered for an M.Ed degree programme in the Department of Educational Management, Policy & Curriculum Studies in the School of Education.

Ms. Juma intends to conduct research for a thesis project entitled, "Challenge Facing the Implementation of Inclusive Primary Education: A Case Study of Turkana West District, Rift Valley, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,


MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL



LNm/fwk

2. Lack of skilled manpower is a major barrier to learning and development of inclusive education in your division

Disagree [] Strongly Disagree []

Agree [] Strongly Agree []

3. To what extent do negative attitudes towards persons with disabilities greatly hinder implementation of inclusive education?

Lesser extent [] broader extent []

4. Has inclusive education been attained to its fullest potential especially in the classroom situation?

Yes [] No []

If no, what is the major deficiency?

5. Inflexible curriculum has adversely hindered implementation of inclusive education

Disagree [] Strongly Disagree []

Agree [] Strongly Agree []

6. How has poor or restrictive environment contributed to lesser or broader extent to implementation of inclusive education?

7. A challenge to the implementation of inclusive education has been contributed much by inconsistent management of schools.

Disagree [] Strongly Disagree []

Agree [] Strongly Agree []

8. Have cultural beliefs and practices adversely affected the implementation of inclusive education? What are these practices?

9. Inclusive education picks on a lower rate due to poor teacher-pupil ratio.

Disagree [] Strongly Disagree []

Agree with doubt [] Strongly Agree []

EARC Co-coordinators Interview Schedule

The purpose of this questionnaire is to determine the challenges facing the implementation of inclusive primary education in schools of Turkana West District.

Kindly note that you have been identified as an appropriate and useful source of information. Please fill this questionnaire and return. Every information you provide will be handled with great confidentiality. Thanks in advance.

1. Which is your main area of focus especially towards persons with disability?
2. What type of assessment do you offer in the assessment centre?
3. In the current trend of inclusive education, how often do you undertake assessment?
4. What are the factors that may lead to low assessment attendance of persons with disability?
5. How are the placement criteria especially into the various integrated programmes and other special units?

6. According to your own opinion as an officer in charge of assessment centre, what is the trend of inclusion in the various regular programmes?
7. What are the challenges facing the implementations of inclusive primary education?
8. In your own views, what strategies do you think can be put in place to improve the trend in im4plementation of the idea?

KIKUYA UNIVERSITY LIBRARY