THE SCHOOL BASED FACTORS THAT IMPACT INCLUSION OF LEARNERS WITH PHYSICAL DISABILITIES IN PUBLIC PRIMARY SCHOOLS IN KURIA EAST SUB- COUNTY OF MIGORI COUNTY- KENYA

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DECLARATION

This project is my original work and has not been presented for a degree in any other University

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DEDICA TION

I dedicate this work to my parents, Thomas Mosabi and Martha Boke for making who I am. By extension to my wife Sabina Robi Chacha for being a pillar as I jugged with this work. As an encouragement, also to my children; Hurmphrey, Harrison, Derick, Dorcas and Bravin.

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LIST OF ABBREVIATIONS AND ACRONYMS

CWD	Children with Disabilities
EBD	Enabled Body Disability
KESSP	Kenya Education Sector Support Programme
LD	Learning Disability
MOES	Ministry of Education and Science
SCEO	Sub- County Education Officer
SEL	Special Education Learners
SPSS	Statistical Package for Social Sciences
USDC	United States Department of Children

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ABSTRACT

The purpose of the study was to investigate the school based factors that impact inclusion of learners with physical disabilities in public primary schools in Kuria East Sub County, Kenya. This had been dictated by indication suggesting that school factors have had a negative and damaging influence on inclusion of learners with physical disabilities in public primary schools. The study therefore aimed to determine the influence of availability of learning and teaching resources on inclusion of learners with physical disabilities; establish the effect of availability of physical resources on inclusion of learners with physical disabilities; assess the influence of teacher training on inclusion of learners with physical disabilities; and explore the influence of class sizes on inclusion of learners with physical disabilities in public primary schools. It was based on Classical Liberal Theory of Equal Opportunity and Social Darwinism. It employed a descriptive survey design targeting 439 teachers, 71 head teachers and the Sub County education Officer. Stratified sampling was used to select schools from where 5 teachers per school were randomly selected to come up with a total of 145 teachers and 35 head teachers who were purposively selected making the total come to 180 respondents. Questionnaires given to teachers and head teachers and interview schedule on the SCEO were the data collection instruments. In order to establish the content validity of this study's measuring instrument, the researcher used a panel of experts in the field. Descriptive analysis in form of counts, and percentages, and inferential analysis in the form of Pearson correlations test were employed in data analysis. The data was then presented in tables, and graphs. The results show: unavailability of learning and teaching resources; lack of physical resources; lack of teacher training; and large class sizes had had a pointedly negative influence on inclusion of physically challenged learners in public primary schools in Kuria East Sub County. The study recommends that public primary school management guarantees that adequate teaching and learning resources are available to make sure that physically challenged learners get the obligatory education that would help them compete with their less challenged counterparts. Teachers coupled with public primary school management should initiate dependable in-service training to guarantee the attainment of appropriate knowledge and skills that would accordingly help teachers develop positive perception and efficacy towards real inclusion of physically challenged learners. Public primary school management should ensure that the recommended Ministry of Education teacher pupil ratio of one to 30 pupils is upheld to nurture quality education and endorse positive and effective inclusion of physically challenged learners.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter presents: background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and limitation, assumptions of the study, theoretical and conceptual framework and finally, operational definition of terms.

1.1 Background of the study

The overall goal of education is to ensure all children in school participate to their utmost potential are treated equally. Failure to do so would infridge on article 26 of 1948 of Universal Declaration of Human Rights. Every individual has the right to quality education where basic education should be free and directed to full development of human personality. Today more special needs learners are learning together with regular school going children. This notion is generally known as inclusive education and is based on the belief that all children not withstanding their ability or disability have a rudimentary right for education alongside their peers (United Nations Educational, Scientific, and Cultural Organization, 2004). This idea was ratified in Western countries in the 1980s, and has become an international agenda matter across the wide education field (Singal, 2009). As one of the signatories of "Education for All," Botswana as one of the vigorous inclusive countries in Africa has been devoted to augmenting access to

education to all her citizens, and inclusive education is considered a more effective means to attaining this goal (Mukhopadhyay, 2009).

In recent decades, an alteration in educational necessities for learners with disabilities has been witnessed (Mukhopadhyay, 2009).

This also applies to Kenya which is a party to the Salamanca statement on inclusive education of 1994 which was a result of the Jomtien declaration that affected the matter of Education for All. The statement outlined that a child has every right to education and further that, the child has a right to participate in an inclusive and regular school (UNESCO, 1994). Moreover, the report records that governments ought to endorse policies and frameworks that would back such inclusion and that teacher training programs ought to be effectively introduced.

Inclusion is seemingly one of the doctrines that reinforces the concept and theory of social justice but also brings with it other paybacks. When students with disabilities are educated in the regular schools, in contradistinction to a special class or school, they produce an effective part of their indigenous community (Stoler, 2007). They are able to come across regular friends and contribute to community activities that help shape their confidence. Students with disabilities likewise have regular friends as role models and confidence-helpers, behavior changing, problem-solving and other intellectual skills in supportive groupings. These normal connections are improbable if the students are enrolled in a school that is not inclusive (Wills & Jackson 2000).

> *"Inclusion provides opportunities for the development of appropriate attitudes towards people with a range of disabilities. Exposure to students of all types on a daily basis allows typical students to see that, just like themselves, students with disabilities have strengths and weakness, and good days and bad days* (*Westwood & Graham 2008*, pg, 9)".

Research has extensively recognized that changing perceptions towards people with disabilities, in cooperation with, necessary information that refer to disabilities and involvement with learners with disabilities (Westwood & Graham 2008; Wishart & Manning 2007). Inclusion has been shown from collected literature to enable both of these necessities.

The inclusion type model can also increase the know-how of traditional and mainstream teachers. When teachers have to form and shape their teaching more prudently and effectively, or assist in lessons for a student with learning difficulties, other children in the class can also benefit (Carroll et al., 2010). Further the feature of teacher training is one facet that is vital to inclusion of learners with special needs. According to Ndani and Murugami (2009), training of special needs education teachers ought to escalate more the fact that application of curriculum has become more perplexing than a simple general classroom education. They further argue that the retooling of correct philosophy to the teacher that hints to a deeper comprehension of learners' expressive and mental abilities should be given precedence.

Notwithstanding the apparent benefits of an inclusive model of education for students with disabilities, certain noteworthy matters remain unsettled. Forlin C. (2008) argues that the ever increasing application of nationwide principles in most countries, large class

sizes, inadequate learning and teaching resources, insufficient physical facilities and large teacher workload amid other school based factors make an obligation to inclusive education for physically disabled learners unattainable. Pupils who may not essentially play part in the profile of academic excellence because of their special needs position are regarded as not having a role in the overall application of the school. While special schools present themselves as centers of excellence for their student populace, few conventional schools are prepared and equipped to publicize that they admit students with substantial special needs for fear that they may be understood as a "dumping ground". This is correct even of schools that say they offer high levels of pastoral care and attention that backs the overall development and latent potential of all students (Konza 2009).

Forlin .C. (2008) asserts that school based factors that have an impact on inclusion define prospects for students, command the instructional strategies used and ultimately student accomplishment and academic performance (Hughes, Gleason, & Zhang, 2005; Kagan, 2008). School based factors may govern if such inclusion will be good and effective (Kagan, 2008).

Kuria East Sub County has, like other parts of the country, embraced inclusive education for its special needs learners. Nevertheless, undocumented and initial reports by education stakeholders submit that there are plentiful challenges facing such inclusion to which school factors may be a part of and hence the motive for this study.

While Studies had been done on inclusion of mild mentally challenged learners (Stoler, 2007; Larrivee & Cook, 2009), girl child education and its related issues (Haskell, 2008), little noteworthy research had been done on the inclusion of the physically disabled taking appreciation of the fact that such inclusion is also becoming necessary in the Kenyan education system. This study therefore hoped to fill the gap.

1.2 Statement of the Problem

According to the Salamanca statement and framework on special Needs Education (1994), convention on the Rights of the child (1986), convention on the Right of persons with Disabilities (2006) and others, all children of school going age, with or without disabilities have the right to education. Kenya in its commitment to abide by the statutes, passed the children's Act in 2001 and the Disability Act in 2003.

Despite the measures taken by the government to ensure equal educational opportunities to all children, there are challenges that face the education of children with special needs of which those with physical disability are part of.

School based factors have repeatedly been damaging to actual inclusion of learners with physical disabilities in public primary schools (Kagan, 2008).

These notable factors are availability of teaching and learning resources, large class sizes, accessibility of physical facilities and teacher training amongst other school based factors all of which appear to bear on access and inclusion of learners with physical challenges which finally may influence either positively or negatively on the psychological and academic consequences of learners with physical disabilities.

Kuria District Education Office, (2013) statistics indicate that there were only 283 pupils with physical disability enrolled in various primary schools in the District. This is approximately 11.4 percent of the entire population of primary-school-age children with physical disability who are thought to be registered in various primary schools in the Sub-county. This in principle shows low enrollment rates and inadequate involvement of children with physical disability in primary education in Kuria East Sub-county.

Further statistics also indicate that there are 71 public primary schools with 439 primary school teachers and only 23 are trained special education primary teachers in the Sub-county. The ratio of public primary schools for ordinary students to those of persons with physical disabilities stands at 71:5. This is relatively very low and is an indication of gross inequality in access to education opportunities for persons with physical disability at the primary level in the Sub-county and this consequently affects their inclusion. Hence, there was need to establish why Kuria East Sub-county lags behind in the inclusion of pupils with physical disabilities in primary education.

1.3 General Purpose of the study

The general objective of the study was to study school based factors that impact inclusion of learners with physical disabilities in public primary schools in Kuria East Sub County, Kenya with the aim of improving schools' capacity for effective inclusion of the physically disabled.

1.4 Specific Objectives of the Study

The specific objectives of the study were as follows:

1. The research is to establish the influence of availability of learning and teaching resources on inclusion of learners with physical disabilities in public primary schools.
2. Find out the effect of accessibility of physical facilities on inclusion of learners with physical disabilities.
3. Explore the effect of teacher training on inclusion of learning with physical disabilities.
4. Determine if class size influences inclusion of learners with physical disabilities.

1.5 Research Questions

2. What is the influence of availability of learning and teaching resources on inclusion of learners with physical disabilities in public primary schools?
3. What is the effect of accessibility of physical resources on inclusion of learners with physical disabilities in public primary schools?
4. What is the influence of teacher training on inclusion of learners with physical disabilities in public primary schools?
5. What is the influence of class sizes on inclusion of learners with physical disabilities in public primary schools?

1.6 Justification of the Study

The Government has enacted policies and legislation to achieve inclusive education in the country. However, more than five years down the line, these laws and policies are yet to effectively increase participation of learners with disability in primary and secondary education in Kuria East Sub-county. The number of learners with disability is still less than ten percent of the estimated population with disability in the Sub-county. At the time of this study, there were only 283 disabled students in 71 primary schools in the Sub-county with only 23 special education qualified teachers. Therefore, there is need to establish why Kuria East Sub-county lags behind in inclusive education. In doing so, one has to explore the teaching/learning resources available, availability of physical resources, class sizes and teacher training with a view to unmask the reasons for this failure.

1.7 Significance of the study

The teachers and school administrators are also expected to find the findings significant since the study was expected to address school factors that may improve access by learners with physical disabilities on what is required to improve learning of the physically disabled. Secondly, it can be significant to school administrators in procuring essential teaching and learning materials that may support the learners with physical disabilities and be an incentive to teachers. Thirdly, the study may help the Ministry of Education with evidence that can be imperative for beginning or review of relevant special education policy. The study was to identify areas of concern which intern the ministry of education may need to address for example how impart relevant special

education skills to teachers. Finally, the findings may profit fellow researchers in relevant fields with information that can help them in their body of work.

1.8 Scope of the study

The study focused on the school based factors that impact inclusion of learners with physical disabilities in public primary schools in Kuria East Sub County, Kenya. It specifically dealt with school factor influencers particularly, teacher training, class sizes, accessibility of learning and teaching resources and physical facilities. It further targeted teachers and headteachers of the public primary schools.

1.9 Limitations of the study

The study may not be generalized to other pupils in different counties in the country. This is particularly because as with any survey report, the data collected is dependent upon the honesty of the respondents. The report does not also explore the situation in secondary schools with regard to the same.

1.10 Assumptions of the study

2. That public primary schools in Kuria East Sub County offered inclusive curriculum for learners with physical disabilities in their classrooms.

3. That the respondents gave reliable, credible and honest responses.

1.11 Theoretical Framework

The study was based on Classical Liberal Theory of Equal Opportunity and Social Darwinism by John Dewey (1916). The theory argues that every single person is born

with a given amount of capacity, which to a large extent is inherited, and cannot be substantially altered. Education systems according to Dewey (1916) have to be planned carefully so as to remove obstacles of any nature - economical, gender or geographic, that prevent bright students from lower economic backgrounds from taking advantage of in-born talents which accelarate them to social promotion. The theory demands that opportunities be given for individuals to go through primary and secondary education and this basis should be on individual merit not social backgrounds.

Dewey (1916) observes that Social Darwinism emphasizes that every citizen should be given, through education, the social status to which he/she entitles himself to inherit. The theory observes that there should be provisions of formal equity of access to education by putting every body to the scratch because ones achievements might be determined by inherited capabilities and the will to use them, not by arbitrary conditions like economic status.

Through inclusive education, the Government of Kenya has made special needs education available to all children regardless of their physical disability status or social classes. This theory was therefore found to be relevant in the study because in most of the countries in Sub-Saharan Africa, UNESCO (2008) observes that persons with disability were generally discriminated upon on education lines, to an extent of being denied an opportunity to acquire education due to either social, cultural, religious, poverty, or political reasons. Therefore, by removing teaching/learning barriers in both primary and secondary schools, ideal conditions are thought to be created, allowing implementation of

equal opportunity, where everybody has access to the kind and amount of education that suits own inherited capability.

1.12 Conceptual Framework

Figure 1.1: below indicated the interactions between the independent variable (school based factors) and the dependent variable (inclusion of learners with physical disability). As figure 1.1 shows, the problem in this study was whether school based factors impact inclusion of learners with physical disability. Whether availability of teaching and learning resources, accessibility of physical facilities, teacher training and class sizes have an impact on inclusion of physically challenged learners in an inclusive set up.

The conceptual framework proposes that school factors effects inclusion efforts of learners with physical disabilities as the dependent variable or not. The school factors are consequently influenced by teacher training, class sizes, obtain ability of learning and teaching resources and accessibility of physical facilities which institute the study's independent variables. While inclusion forms the dependent variable.

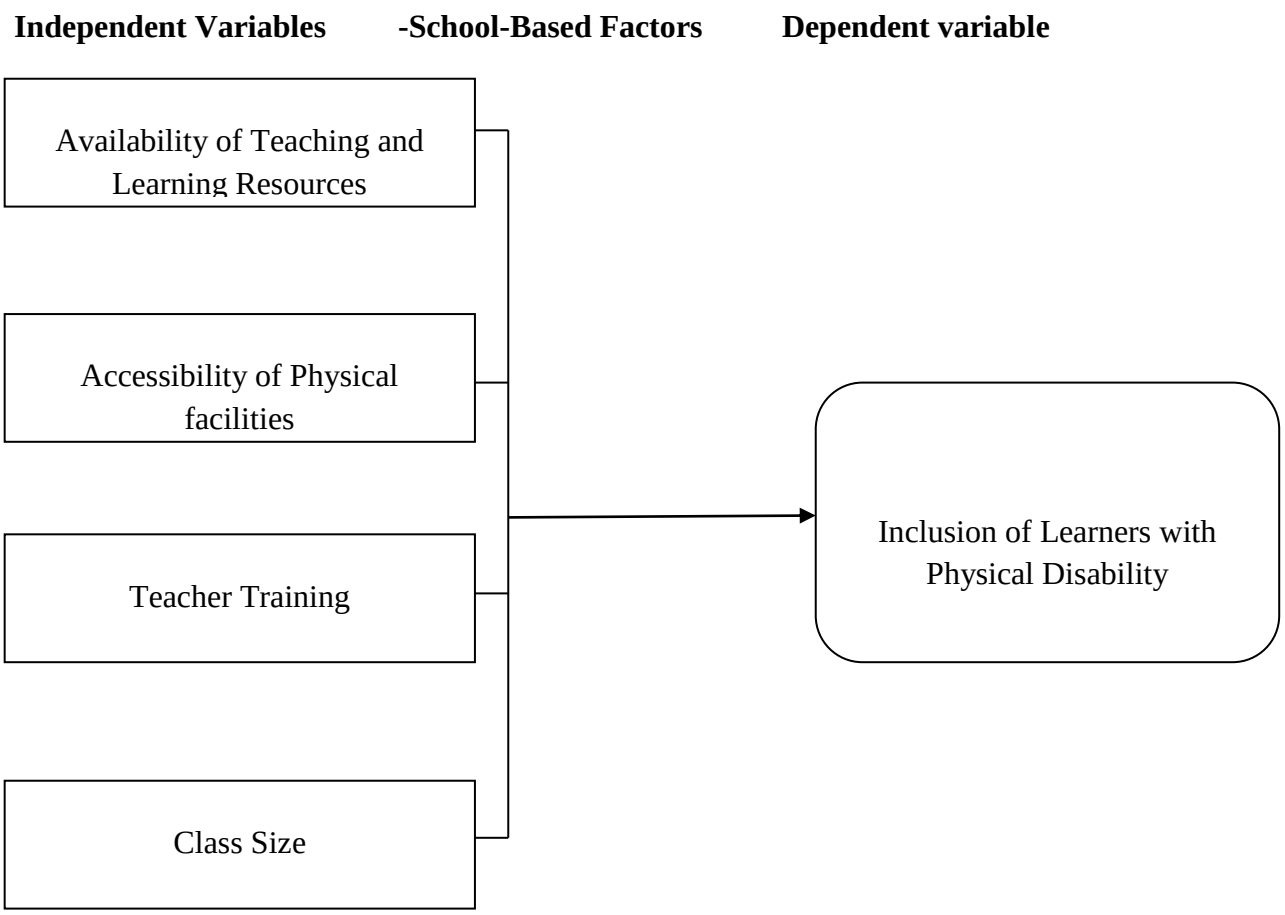

Figure 1.1: School-Based factors and its influence on inclusion of learners with disability

1.13 Operational Definition of Terms

The following concepts and terms will be in operationalized forms:

Availability of Instructional Materials – refers to the existence of resources like textbooks, charts and graphics amongst other materials used to deliver lessons to the physically challenged learners.

Inclusion- inclusion is defined as offering specially intended instruction and backings for students with special needs in the setting of regular education settings.

Physical Disabilities: This refers to physical body challenges that learners come across chiefly in terms of their movement or agility.

Physically Challenged Learners- Refers to learners' movement or dexterity. It may have happened since birth or it could be the consequence of an accident, infection, or injury suffered in later life.

Public Primary Schools: This refers to government sponsored schools in Kenya with pupils in class1-8.

School Based Factors: This refers to features that originate in schools that touch on the inclusion of physically challenged learners. They comprise of obtain ability of instructional materials, class size, accessibility of teaching and learning resources and physical resources.

Teacher Training- This refers to the level of preparation towards communicating knowledge, and skills to pupils with physical disabilities.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to the study. The sections are structured along the themes of the objectives. These are availability of teaching and learning resources, availability of physical resources, teacher training, class sizes and summary and research gaps.

2.2 Availability of Teaching and Learning Resources

Mukhopadhyay et al, (2009) asserts clearly that the support essential for inclusion of disabled learners is founded on the availability and obtain ability of learning and teaching resources coupled with good will from sponsors that permits other essential teaching materials and a teacher with an optimistic attitude towards teaching learners with special needs. Additional voices in the education arena are calling for monitoring and evaluation by government, collaboration between the schools, parents and communities and the necessity to have expert and dedicated teachers who can be active in teaching learners with any type of disability (Mukhopadhyay et al, 2009).

A research-based draft policy for the application of inclusive education done in Botswana by Smith, (2008) recognized school-based factors that eliminate disabled learners such as large class sizes, inadequate resources, and low contribution of parents among other backers. It predominantly noted that absence of instructional materials was a feature that had chiefly negatively affected teaching of exceptional education learners and

predominantly noted that it affected teachers' perception towards inclusion. The account notes that teachers deprived of backup instructional materials had a challenge tolerating inclusion of physically and mild mentally challenged learners by reason of the encounters and adversity they would get to effectively teach learners with disabilities.

Peters (2003) on his part argued that every child, both regular and special, can learn if they are given suitable and satisfactory learning chances and tools to effectively learn. She argues for guaranteeing that instructional materials that are appropriate to the challenged learners like materials with valuable graphic content are offered. That apart from improving academic results of student, they generate better perception on the teachers' part on inclusion.

Mukhopadhyay et al, (2009) also gave pointers to insufficient and further unproductive instructional resources and deficient institutional help as serious factors affecting introduction of inclusive education. The findings of Stoler (2007) completed in Ghana likewise found that teachers' negative perception was considered by the opinion that disabled learners as persons need instructional materials in order for them to be assisted and the absence of the materials therefore made it problematic to teach.

The deficiency of instructional materials like, Braille apparatus for the blind, text books, sports gear and other teaching gears to supplement the special learning needs of CWDs had also affected the registration of such distressed children (Stoler, 2007). Despite the existing deliveries of school materials by the MOES, necessities of learners with physical disabilities have often not been abounding and considered yet.

Learners with physical disabilities inclusion in the orthodox schools can be accurate and attainable if supporting infrastructures are offered (Mukhopadhyay et al, 2009). Accessibility of structures, tools and well equipped teachers to hold learners with physical disabilities in their systematic classroom activities is essential. Although currently primary education aims at learners with physical disabilities as one of the important groups, there is no equivalent infrastructure essential for the inclusion of such Learners with physical disabilities in schools (Okumu, 2008).

2.3 Availability of Physical Facilities

Brownell and Pajares, (2009) observed that it is very significant to guarantee that the accessible facilities in the school institutions have to be appropriate for the needs of physically disabled students. Haskell (2008) nevertheless noted that there is shortage of care to the classrooms plan that has to stock the type of disabilities revealed by students who are included in the classrooms. Dissimilar harshness of the disabilities characterized by the disabled students in the class need special demands from the classroom teacher (Haskell, 2008). For illustration, those learners with total blindness, hearing challenges, physically compromised, need momentous instructional supports or curriculum changes (Gibson & Dembo, 2009). The classroom spaces, assistive tools, strategies, settings among others have not been prudently measured in school environmental settings (Haskell, 2008).

On their part Gibson and Dembo, (2009) contended that there is deficiency of appropriate technology like special seating, adaptive desks, big printed Braille books, and wheelchairs that would permit disabled students interrelate effectively with their normal

peers. For that reason, it is essential for the proponent of the inclusion to propose and give the regular students with vital information about types of disabilities and the assistive paraphernalia used by their disabled peers to guarantee that the normal students are able to help effectively (Gibson & Dembo, 2009).

Malone et al (2009) on his part proclaimed that the procedure of inclusion also entails creating storage space and paraphernalia considered by use of wheelchairs, typewriters and eliminating hindrances in and out of the building to confirm safe movement are detached and also providing helping schemes in the library or in the computer labs, something that most schools in emerging countries are not doing thus hindering inclusion. Furthermore, Gibson and Dembo, (2009) argue that some alteration on where the physically disabled learners are located need to be considered to make sure that the general learning experience of the learners are favorable and creative.

Also, much as the physically disabled learners and their custodians would love to have a right of entry to education, it has mainly been found out that schools were still not reachable to the physically disabled learners (Penny, 2008). Others have faith that even as far as transportation is concerned, physically challenged learners could not have access to schools (Malone et al, 2009).

This is further made intricate by the few physically disabled learners having helpful tools and apparatus to simplify their progress, coarse terrain, craggy and slippery slope roads during the wet rainy season (USDC, 2004). Nonetheless, the condition is positively different in Ghana where boarding schools (Corbert, 2009) are still finely kept for the

physically disabled learners. Such requirements make it simpler for the physically disabled learners to reach their service points.

Education to pupils regardless of ability or disability is a right as noted earlier from the Salamanca report. Nevertheless, this right has not been efficiently implemented by education stakeholders and administrators. Kenya, like many countries, has not mounted to challenges to answer to the needs of physically disabled learners by giving precedence among the pupils to benefit from Universal Primary Education (UPE) (Okumu, 2008). It is imperious to carry out this research to fill in the gaps in the school factors and how they impact inclusion of physically disabled learners, predominantly the school based challenges like deficiency of instructional materials, inadequacy of adaptive physical, learning and teaching resources and large class sizes that are not evidently streamed lined.

2.4 Teacher Training

Several teachers feel they are deficient when it comes to the training desirable to meet the needs of special education learners and this has thus made them ineffective (Koutrouba et al, 2006). The quality of design, groundwork and preparations teachers obtain either in their pre-service project or in-service training may impact either positively or negatively inclusion of learners with physical disabilities. Research reliably reports that teachers who have training in instructing special needs students exhibited a vigorous teacher quality toward inclusion (Avramidis & Kalyva, 2007; Brownell & Pajares, 2009).

Pre-service teachers register in colleges and training plans with varied attitudes and perceptions about inclusion and teaching of special needs and this lingers with them for a while, and is also as soon as they begin teaching themselves (Kagan, 2008). For some, their principles and opinions become more resolutely fashioned during their pre-service experiences. Kagan (2008)noted that the prejudices and opinions can be molded by real ground teaching than just theoretical information of the teacher. In many programs, pre-service teachers are certainly not obligated to look into their personal views and Pajares (2006) asserted that the lengthier a belief or prejudices held, the more multifaceted it may be to change. To change these intensely held insights, pre-service teachers should be hard at it to scrutinize the root of their prejudices and opinions and the effect these opinions have on their teaching.

Jung (2007), in exploratory study of teachers in China established that student teachers who had contributed to quality field involvements working with disabled pupils described more positive attitudes than those who had not. The researcher recommended that the negative attitude articulated by student teachers was proof to absence of confidence by the affected teachers. Understanding of inclusive teaching helps teachers mature their abilities and skills in meeting the desires of their students and thus makes an enhancement in their quality of teaching learners with physical disabilities (Villa et al, 2006).

Brownell and Pajares (2009) measured the effect of pre-service and in-service training in special education needs and on teacher value. Surveys were finished by randomly selected second grade teachers in the USA and the data displayed greater number of

special education courses taken by teachers being commensurate to a positive efficacy and attitude towards inclusive education of exceptional learners. Comparable results were also established for the level of education the teachers were in. Researchers established that teachers with a degree and above had a more positive perception toward inclusion than those with diplomas and below and that the degree and above level teachers were more open-minded of and tolerant to students with behavior problems (Johnson & Fullwood, 2006; Parasuram, 2006).

The same findings were testified to by Brownell and Pajares (2009) based on the regularity, quality and latitude of in-service training teachers receive. The researchers noted that teachers were most attentive in a training program that considered 1) behavior administration strategies, 2) curriculum and instruction revisions and variations, and 3) special learners' education requirements. Brownell and Pajares detected that in-service training coupled with the assignments in special education reassure collaboration between teachers in public schools and teachers in special needs schools and consequently improve public school efficiency and perceptions toward inclusion. Teachers having quality training uniting general and special education programs described having more effective instructional strategies, being team players, collaborative, and experiencing superior job satisfaction (Avramidis & Kalyva, 2007; Brownell & Pajares, 2009).

2.5 Class Size

One hindrance to effective introduction and application of inclusive education is large classes (Van Reusen et al., 2009). Larger classes heap more pressure on the systematic educator, while putting stress and a heap of anxiety that inopportunely not all students

may get proper time or attention (Stoler, 2007). Stoler (2007) has observed that physically challenged learners have glitches based on the large size of their classes. He says that when such classes are big, the learners with physical disabilities do not acquire distinct, supplementary attention essential for their positive academic results. When such a situation is assumed, teachers subsequently feel the pressure.

Van Reusen et al., (2009) on their part have acclaimed that class sizes have an upshot on inclusion of learners with physical disabilities in public schools. They assert that this is so grave seeing that apart from many nations contending on inclusion of disable students in traditional public schools, most nations in Sub-Saharan Africa having announced free primary education has shaped large classes to above the 100 mark per class. With such a state, teachers interpretation of the inclusion of learners with physical disabilities is one of an extra challenge and weight to an already problematic existing class size and as such teachers develop negative perceptions. Clark and Shore (2008) described that it is not accurate to include special needs students in enormous class with more than fifty children as it decreases teacher – pupil interaction and makes the assortment of appropriate teaching methods impossible.

According to the Kenya Education Sector Support Programme (KESSP) report (2012), classes in Kenyan schools have 80 pupils and above in a particular class, above the standard national yardstick of 45, which advocates for a lowered quality of education in schools. Further a network for extra pressure on teachers to teach and where learners with physical disabilities are included, a more grave challenge that Okumu (2008) has noted generates negative implication on inclusion of such learners.

2.6 Summary of Literature Review

As extra students with special needs are included in the overall education program, deliberations of school factors and its impact on inclusion has become very significant (Siegel, 2008). This is particularly vital as past expectations about special education and regular education as distinct systems are giving way to a call to work together (Okumu, 2008). It is vital to carry out this research to fill in the gaps in the school factors and how they impact inclusion of physically disabled learners, particularly the school based challenges like inadequate of instructional materials, incomplete numbers of adaptive physical, learning and teaching resources and big class sizes that are not clearly streamed lined.

2.7 Knowledge Gap

There were few significant literature on the Kenyan context of school factors and how they impact inclusion of physically challenged learners, and particularly in a multicultural, inclusive set up as Kuria East Sub County. Further, much had been done on teacher sensitivities on inclusion but little of the physical resources accessible for inclusion of physically challenged learners, whether teachers have the preconditioned special needs education and how class sizes affect inclusion of physically challenged learners. The level of operation of inclusion learning of physically challenged learners continued to be significantly uninvestigated in Kuria East Sub County and Kenya in general. This study hoped to fill the gap.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the procedures and methods that the researcher adopted for the study. It discusses the research design, research site, target population, sample size, data collection methods, instrument validity, data processing, analysis and ethical consideration.

3.2 Research Design

This study adopted descriptive survey research design where research implications and extrapolations about relationships among variables are made methodically and empirically without uninterrupted control of independent variables because their indicators have already occurred and also because they are inherently non-manipulatable (Kothari, 2004). This study used the descriptive survey method because it was appropriate for studying the school based factors that impact inclusion of learners with physical disabilities in public primary schools. The study also used the mixed method where both quantitative and qualitative data was collated and collected.

3.3 Location of the study

This study was carried out in public primary schools in Kuria East Sub-County. The Sub County is found in Migori County which is one of the 47 counties of Kenya, located in the former Nyanza Province. The town of Migori (capital and largest town in the county) is the county's administrative and commercial centre. Kegonga town is the administrative

and commercial centre of the Sub-county. As early stated, Kuria East District Office (2013) statistics indicate that there were 283 pupils with physical disability enrolled in various primary schools in the district. This approximately 11.4 percent of the entire population of primary-school age children who are thought to be registered in various primary schools in the sub-county.

Further statistics indicate that there were 71 public primary schools (2013) with 439 primary school teachers of which only 23 are trained in special education. This ratio is very low hence the need to investigate the aspect of teacher training. Nevertheless, undocumented and initial reports by educational stakeholders submit that there are plentiful challenges facing such inclusion to which school factors may part of and hence the motive of this study.

3.4 Target Population

The teachers who met the operational definition from the target population constituted the study population. The study targeted the 71 public primary schools with inclusive setting, further targeting the 439 teachers in the schools and the 71 head teachers and the Sub County Education officer (Source: Sub County Education Officer, 2013).

3.5 Sample and sampling procedures

3.5.1 Target Population

The participants for this study were the teachers and head teachers of the selected public schools in Kuria East particularly upper class teachers of class 4-8. They were regarded as the most significant and more exposed to special needs teaching as far as the

undertaking of this study is concerned. The sub-county director of education was also brought on board provide judgmental data.

3.5.2 Sampling Techniques

The researcher used stratified sampling techniques to select schools to constitute to educational zones. This was followed by selection of schools in each zone (stratum) by use of simple random sampling techniques. Stratified sampling comprises of separating the population into homogeneous sub-groups after which a sample random sampling procedure by lottery method is used to get schools in each sub-group (Orodho & Kombo, 2002).

3.5.3 Sample Size

According to Kothari (2004), the research population to be studied should be 50 percent of the study. Therefore, 50% of 71 schools in this study are 35 schools. Simple random sampling technique was used to select five teachers per school. The sample size of teachers was therefore 145. 35 head teachers and the Sub County Education Officer provided judgmental data relevant for the qualitative aspects of the study. The total sample size was therefore 181 respondents.

3.6 Research Instruments

Qualitative and quantitative sources were planned to gather information from the fieldwork that was through open ended and close ended questions in the questionnaire. Quantitative data was gathered by use of questionnaires by 145 teachers and 35 head

teachers while qualitative data was gathered using interview schedule. The following define the different instruments that were utilized in the study:

3.6.1 Observation Guide

The researcher used observation methods to collect data on the ground. The method was useful because the information was sought by investigators on direct observation without consulting the respondents and therefore information acquired was more reliable with regard to physical facilities and class sizes. The tool was also important in cross checking information gathered through questionnaires.

3.6.2 Questionnaire

This is a quantitative technique method meant to show its findings in figures (Rothwell, 2003). The questionnaires got the qualified quantitative data that was useful to the study. This was directed to teachers and Head teachers. The questionnaire also engaged likert scale with questions about teacher training, availability of physical, learning and teaching resources, and class size. Questionnaire was meant to get data from teachers and head teachers because they understand better issues regarding special needs.

The questionnaire had structured items. The structured questions were used since they were easy to administer and analyze and therefore economical in terms of time and money and they allow collection of data from a large sample Orodho A.J., (2005).

The questionnaire were used to get information on the status of physically challenged learners and whether, schools had necessary physical and logistical infrastructure required for inclusion learning of physically challenged learners.

3.6.3 Interview Schedule

This was the other qualitative tool to be used in the study that offered words as data findings. An Interview was directed to the Sub County Education Officer. Interviews are imperative to harvest in-depth responses from the respondents relevant for the study. The SCEO was useful as he provided skillful advice on the issue of inclusive education. The interview schedule had open ended questions. Open ended questions were used since they give the respondent an opportunity to give an insight into the hidden feelings, background, deeper motivations and interests. According to Kombo, (2006), open questions aim to get the informants to open up and allow the interviewer to be responsive to individual differences and situational characteristics.

3.7 Piloting

The study adapted previously developed instruments by other researchers. Orodho A.J., (2005), argues that selecting an appropriate instrument developed by experts with necessary skills saves time and money for a researcher who is a beginner. He also notes that one can select and adopt a method, instrument or even replicate the entire study already used by another researcher. The adopted instruments were modified by the researcher to suit the study.

Piloting of research instruments was necessary since it enabled the researcher to check whether the items were clear to the respondents, whether they attracted the needed information and to estimate the time the respondents required to respond to the items.

The instruments were piloted in one primary school which was randomly selected from one division also randomly selected from among the three divisions in the sub-county. This school was not included in the final study but was only used to measure the validity and reliability of the research instruments. The lottery technique was used to select the pretest sample. The comments, suggestions and deficiencies in the instrument were modified.

3.8 Validity and Reliability

3.8.1 Validity

Validity entails the research instrument measuring what it is intended to measure. It is the degree to which the test items measure what it was designed to measure (Mugenda and Mugenda, 1999). The pilot aimed at checking the content validity, the systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured Joppe (2000). For example does the questionnaire have items covering all areas discussed in the scientific literature?

A test has content validity built in to it by careful selection of which items to include (Joppe, 2000). Items are chosen so that they comply with the test specification which is drawn up through a thorough examination of the subject domain.

Croswell (2004) notes that by using a panel of experts to review the test specifications and a selection of items the content validity of a test can be improved.

To ensure validity of research instrument, the supervisors, against the study objectives for consistency. Participants in the study were similarly used to validate and revise the

instruments where necessary. Care was also taken to ensure that the instruments were constructed using simple language.

3.8.2 Reliability

According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability in research is influenced by random error, of which if it is high then reliability is low. To assess the reliability of the instruments, test-retest technique was used.

The research instruments were presented to the respondent in the institution selected for a pilot study then recorded, the same instruments were presented to the same group after two weeks and the results for both tests were correlated.

The scores from the two testing periods were correlated and a reliability index was determined using a coefficient level of 0.80. A significant level of 0.85 was achieved confirming that the research instruments were reliable. Creswell (2005) states that a positive correlation of 0.8 and above shows that the instrument is reliable.

3.9 Data Collection Techniques

Data collection on the impact of school based factors that influence inclusion of learners with physical disabilities was categorized into the impact of availability of teaching and learning resources, availability of physical facilities, level of teacher training in special needs and the impact of class sizes. It took duration of three months.

First the researcher delivered copies of research permit and letters of introduction to inform the respondents about the purpose of the study. That also helped to familiarize and interact with the head teachers and teachers that took two weeks.

The researcher distributed the questionnaires to the teachers in each school and they were required to fill it by the end of the day as the researcher conducted observations.

The observation guide enabled the researcher to collect the actual data on the ground by way of researcher investigation through own observation without consulting respondents under observation the information obtained related to what was currently happening.

The observations were naturalistic where subjects and situations were observed in their natural habitat or set up and with no knowledge of being observed. The researcher observed physical facilities, teaching and learning resources and class sizes.

Through observation, the researcher was also in a position to identify the type of disabilities prevalent in these centres.

3.10 Data Analysis

Data collected from respondents was sorted, edited and cleaned in order to eliminate unusable data, identify and correct errors.

Qualitative data was organized into themes and categories and presented in discussion form. This facilitated a better way of discussing the finds, drawing conclusions and making recommendations. Qualitative data was analyzed as per the themes of the study.

The quantitative data was analyzed by use of statistics. Code numbers were assigned to each answer of survey questions and from there the coding list/frame was obtained. The coded items were then analyzed with the aid of the statistical package for social sciences (SPSS). Descriptive statistics such as percentages, frequency tables, figures and bar graphs.

3.11 Logistical and Ethical Considerations

The researcher got an introductory letter from the Graduate School of Kenyatta University to enable the researcher to get a research permit from National Commission for Science and Innovation before proceeding to the field. After acquiring the permit, the researcher further got permission from the Kuria East Sub County Education Officer to conduct research in the selected schools. Further, the researcher got permission from the head teachers of the selected schools to conduct the study. On the actual dates of the study, the researcher visited individual schools to conduct the research. The questionnaire was issued to selected respondents by the researcher.

MC Namara (2004) points out ethical worries that ought to be observed prior to embarking on research. The same principle was obeyed by this researcher. The principles were, receiving consent from all respondents before passing over the questionnaire or interview schedules. The personality of people from whom information was got in the course of the study was kept strictly confidential. The nature and reason of the research was elucidated to the respondents by the researcher so as to dispel any fears of other concealed motives other than academic research. The participants were guaranteed anonymity; and their ability to pull out from the study at will also guaranteed. On

consent; first, an appeal letter from the selected school's administration seeking permission to interview teachers was prepared. Then the teachers themselves were asked to provide authorization by approving to undertake interview. To meet the necessities of anonymity, they were not asked to sign or provide names. The questionnaires were kept under the protection of the researcher alone. The responses within was not shared by the researcher to anyone apart from the researcher's supervisors and only in an attempt to get their direction. The data/ documents after analysis and final presentation were properly disposed, damaged, or erased; the researcher also allocated security codes to computerized records.

CHAPTER FOUR

DATA PRESENTATIONS AND ANALYSIS

4.1 Introduction

This chapter looks at the data analysis, presentation, interpretation and discussion of the findings of this study. This chapter is divided into the following sections: 4.2 General characteristics of the respondents; 4.3 The influence of availability of learning and teaching resources on inclusion of learners with physical disabilities in public primary schools; 4.4 The effect of accessibility of physical facilities on inclusion of learners with physical disabilities in public primary schools; 4.5 The influence of teacher training on inclusion of learners with physical disabilities in public primary schools; 4.6 The influence of class sizes on inclusion of learners with physical disabilities in public primary schools.

4.2 General Characteristics of the Respondents

The study findings were made possible by teachers and head teachers who are significant in determining the school based factors that influence inclusion of learner with physical disabilities in public primary schools in Kuria East Sub- County. From the 145 teachers sampled only 117 responded which is an 80.6% response rate and all 35 head teachers responded. There were 152 respondents encompassing teachers and the head teachers. Respondents were asked to give general characteristics regarding their background.

4.2.1 Gender Distribution of Respondents

The respondents were asked to state their gender. The responses are presented in Table 4.1 below:

Table 4.1: Gender of the Respondents

Gender	Count	0%
Male	68	35.4
Female	84	63.6
Total	**152**	**100**

From Table 4. 1 it is evident that (64.6%) of the teachers and head teacher respondents were female while only 35.4% were male. This implies female were the dominant teaching staff in the public primary schools in Kuria East Sub County. This is in agreement with Haskell (2008) and Kagan (2008) who noted that female teachers are often the dominant gender because of their large enrolment in training colleges and an apparent love for the teaching occupation contrast to their male counterparts. This assertion seems to also apply to Kuria East primary schools.

4.2.2 Age of the Respondents

The researcher sought to establish the age of the respondents. The responses are presented in table 4.2.

Table 4.2: Age of the Respondents

Age range	Count	0%
21-25 years	18	7.9
26-28 years	20	11.7
29-30 years	40	30.4
31-40 years	42	27.6
41 and above	32	22.4
Total	**152**	**100**

With regard to age, (30.4%) of teachers were aged between 29-30 years followed by 27.6% of teachers aged between 31-40 years, further, 22.4% of teachers were above 41 years. only 11.7% between 26-28 years and finally 7.9% of teachers between 21-25 years. This is an indication that majority of respondents were significantly mature based on their ages and that gave the indication that they were sufficiently experienced on matters of school based factors that impact inclusion of learner with physical disabilities in public primary schools. The impression from their ages was that they were established enough to understand the issues under investigation.

4.2.3 Level of Education and Work Experience

The respondents had worked for wide-ranging number of years at their work stations at diverse positions in the schools. The result of level of education and work experience is presented in Table 4. 3 and Table 4. 4.

Table 4.3: Level of Education of Teachers

Level of Education	Count	0%
Certificate	70	51.7
Diploma	48	34.2
Bachelors Degree	20	11.6
Masters Degree	13	5.5
Total	**152**	**100**

The findings in Table 4.3 show that majority of the respondents (51.7%) were certificate holders followed by 34.2% who had diplomas, 11.6% with first degrees and only 5.5% with Master's degree. This implies that the respondents were well educated based on their education levels to comprehend matters under investigation.

4.2.4 Work Experience

The respondents had served for varied number of years at their work stations at varied positions in the schools. The result is as seen in Table 4. 4

Table 4.4: Work Experience

Work Experience		
	Count	**0%**
Below 5 years	21	10.9
5-10 years	29	17.8
11-15 years	41	27.6
Over 15 years	61	43.9
Total	**152**	**100**

With regard to work experience, less than half of teachers (43.9%) had worked for more than 15 years. This was followed by 27.6% who had worked for between 11-15 years, 16.8% who had worked for between 5-10 years and 10.9% who had worked for less than 5 years. This indicates that a majority of respondents were experienced. The level of experience indicated above is noteworthy, as Gibson & Dembo (2009) argue the trustworthiness of the data gathered in any research study is informed by the experience of the respondents in the organization. The experience demonstrates the validity and dependability of the information obtained. Their skills, knowledge, capability and know-how had been tested for a long period; hence, their perception on the substance under study had been influenced by their experience.

4.2.5 Learners with Disabilities

The respondents were asked to state their responses on learners with disabilities in their classes. The results are presented in table 4.5.

Table 4.5: Learners with Disabilities

Count	Respondents	0%
1-5	16	10.5
6-10	24	15.8
11-15	46	30.3
Over 15	66	43.4
Total	**152**	**100**

With regard to learners with disabilities, less than half of teachers (43.4%) said that the learners with disabilities numbered more than 15. This was followed by 30.3% who said learners with disabilities numbered between 11-15, 15.8% between 6-10 learners with disabilities and 10.5% had less than 5 learners with disabilities. This indicates the primary schools had a significant number of students with disabilities. Studies have shown that most learning institution more so those with inclusive setups have failed to make provisions for the needs for disable learners.

4.2.6 Type of Disabilities

The teachers and head teachers were also asked to state the type of disabilities in their schools. The result is presented in table 4.6

Table 4.6: Type of Disabilities

Type of Disability		
	Frequency	**0%**
Deaf	21	10.9%
Dumb	29	17.8%
Visually Impaired	41	27.6%
Lame/physical impairment	61	43.9%
Total	**152**	**100**

The findings from table 4.6 shows that the high percentage type of disability was those who were physically impaired with 43.9% followed by 27.6% who were visually impaired, then 17.8% were dumb learners and finally 10.9% were deaf. Intertribal and clan conflicts are a common phenomenon in Kuria East Sub-County. Children and defenseless women have always fallen victims of such circumstances. Child labour in gold mines has also contributed to under age accidents besides other natural and circumstantial atrocities that contribute to deformities.

4.3 Availability of Teaching and Learning resources

The study sought to establish the influence of availability of learning and teaching resources on inclusion of learners with physical disabilities in public primary schools. The results are as shown in Table 4.6 and 4.7.

Table 4.7: Availability of Teaching Resources

Resources-Books	Adequate		Inadequate	
	Count	**Percent**	**Count**	**Percent**
Braille books	74	42.3%	78	57.7%
Graphic books	71	48.6%	81	51.5%
Visual enhanced books	70	45.7%	82	54.3%
Resources-Aiding Writing Materials				
Exercise books	81	51.5%	71	48.6%
Writing pads	80	50.5%	72	49.5
Resources-Aiding reading materials				
Graphic reading materials	81	51.5%	71	51.5%
Texture enhanced reading materials	70	45.7%	82	54.3%
Visual enhanced reading materials	63	32.5%	89	67.5%

The findings from table 4.7 show that resource books such as Braille books (57.7%), visual enhanced books (54.3%) and graphic books (51.5%) were significantly inadequate for pupils with physical disabilities. The SCEO on his part did note that accessibility of instructional materials assisted much in inclusion of physically challenged learners. He

also concurred that they were not available in some inclusive schools. This implies that the pupils with physical disabilities had problems accessing education as the resources needed were inadequate. Peters (2003) in his study, found out that inadequacy of resource books for the physical disabled were major impediments to effective learning to learners with disabilities.

However, the results show that writing aiding materials like writing pads (50.5%) and exercise books (51.5%) were significantly adequate.

The findings also show that reading materials like Visual enhanced reading materials (67.5%), Graphic reading materials (51.5%) and Texture enhanced reading materials (54.3%) were significantly inadequate for pupils with physical disabilities. This implies that the pupils with physical disabilities had problems accessing education as the resources needed were inadequate.

Table 4. 8: Availability of Teaching and learning Resources as Reported by Teachers

Statements	Agree		Disagree		Not Decided	
	No.	Percent	Count	Percent	Count	Percent
Absence of instructional materials makes me ignorant about what to do with physically challenged learners	89	67.5%	40	24.3%	21	8.1%
The more instructional resources there are the more teachers improve their perception on inclusion	82	61.3%	44	27.9%	24	10.8%
Accessibility of instructional materials	78	57.7%	49	32.4%	25	9.9%

From Table 4.8 it is clear that a majority of teachers (57.7%) agreed that availability of instructional materials like Braille books, visual and graphic materials impacted inclusion of physically challenged learners. Only 32.4% of the respondents disagreed and 9.9% were undecided. This suggests that instructional resources and their adequacy is essential for positive inclusion of physically challenged learners. A research-based draft policy for the application of inclusive education done in Botswana by Smith (2008) recognized school-based factors that made it difficult for disabled learners to learn such as large class sizes, inadequate resources, and low contribution of parents among other benefactors. It predominantly noted that absence of instructional materials was a feature that had negatively affected teaching of exceptional education learners and noted that it affected teachers' perception towards inclusion.

On whether the more instructional resources there are, the more teachers developed positive attitudes towards inclusion of physically challenged learners, 61.3% of the

respondents agreed, 27.9% disagreed and 10.8% were neutral. The SCEO did concur that availability of adequate instructional materials made teachers advance positive perception towards inclusion. This indicates that teachers' positive attitude on inclusion of physically challenged learners had an encouraging correlation with abundance of instructional materials. Mukhopadhyay et al, (2009) asserts clearly that the support essential for inclusion of disabled learners is founded on the availability and the ability of learning and teaching resources coupled with good will from sponsors that permit other essential teaching materials and a teacher with an optimistic attitude towards teaching learners with special needs.

When asked if absence of instructional resources made teachers ignorant about what to do with physically challenged learners, 67.5% of the respondents agreed, 24.3% disagreed, and 8.1% were undecided. This implies that there was possible negative perception on the teachers' part owing to absence of instructional materials as it affected perception with regard to inclusion. The findings of Stoler R.D., (2007) done in Ghana likewise found that teachers' negative perception was as a result of lack of instructional materials. The disabled learners need instructional materials in order for them to be assisted and the absence of the materials therefore made it problematic to teach.

Finally, when asked if inadequate instructional resources had generally affected inclusion of physically challenged learners, 59.5% of the respondents agreed, 30.6% disagreed and 9.9% were undecided. This suggests that instructional materials like Visual enhanced reading materials, graphic texture materials like brail were inadequate. Smith (2008)

recognized that absence of instructional resources was a feature that had mainly affected teaching of special education learners and predominantly noted that it affected inclusion.

4.4 Impact of availability of physical facilities on inclusion of learners with physical disabilities

The study sought to determine the effect of accessibility of physical facilities on inclusion of learners with physical disabilities. The results are as shown in Table 4.9.

Table 4.9: Impact of availability Physical Facilities on Inclusion of Learners with Physical Disabilities

Statements	Agree		Disagree		Not Decided	
	Count	Percent	Count	Percent	Count	Percent
Learners with physical disabilities actually need a lot of physical resources that are out of reach for schools	94	72.2%	36	20.6%	22	7.1%
The schools have favorable open spaces for simple access by learners	93	71.3%	37	21.5%	22	7.1%
Absence of physical facilities has disadvantaged operative inclusion by learners	90	68.6%	38	22.4%	24	8.9%
The schools don't have rumps/ wheelchairs, props for effective access by learners with physical disabilities	87	66.0%	40	24.2%	25	9.8%

From Table 4.9 it is clear that majority of the head teachers and teachers (66.0%) agreed that the schools do not have rumps/ wheelchairs, props for simple access by learners with physical disabilities, 24.2% disagreed and 9.8% were neutral. This suggests that the physically challenged learners confronted untold challenges one being absence of physical resources to allow them learn effectively as their movement dexterity is

hampered. This could lead to accidents. Peters (2003) on his part argued that every child, both regular and special, can learn if they are given suitable and satisfactory learning chances and tools to effectively learn. She argues for guaranteeing that instructional materials that are appropriate to the challenged learners like materials with valuable graphic content are offered to apart from improving academic results of student; generate better perception on the teachers' part on inclusion.

On whether the schools had favorable open spaces for easy movement by learners with physical disabilities, 71.3% of the respondents agreed, 21.5% disagreed and 7.1% were undecided. This suggests that while the schools did not have adequate physical resources, they had plenty of space with which physically challenged learners could successfully move. According to the SCEO, availability of plentiful open spaces is a must have. Brownell & Pajares (2009) in supporting the influence of adequate space on inclusion, principally in special needs set ups, noted that deficiency of sufficient space was often used as justification to repudiate effective lessons to physically challenged learners. However, on his part, Kagan (2008) giving a rather opposing view, noted that such a justification to repudiate effective lessons affected all students regardless of special challenges. Nevertheless, this could be criticized because knowing the critical and special needs of physically challenged learners absence of adequate space would affect the challenged learners more.

When asked if absence of physical facilities had disadvantaged effective inclusion by learners with physical disabilities, 68.6% of the respondents agreed, 22.4% disagreed and 8.9% were undecided. This implies that there was a deficiency of physical facilities that

would ensure that the inclusion of physically challenged learners would be problematic and ineffective. Such facilities include: rumps and elimination of slippery floors. Avramidis & Kalyva (2007) observed that one major disablement to inclusion of special need learners and therefore negative attitude on the part of teachers was inappropriate, uninterested leadership on the part of school administrators to guarantee that there were sufficient physical facilities. The sub-county education officer stated that there was a dearth of physical resources that made it difficult for physically challenged learners to gain valuable education. Further when asked if the managers had offered appropriate leadership to include physical resources in their programs, he totally acquiesced.

When requested to respond to whether learners with physical disabilities actually needed a lot of physical resources in schools, 72.2% of respondents agreed, 20.6% disagreed and 7.1% were undecided. This suggests that absence of physical resources like wheel chairs and modified housing was yet again an impediment to fruitful inclusion of physically challenged learners. This result has been supported in numerous literature (Avramidis & Kalyva, 2007; Kagan, 2008; Moore, 2006). Brownell and Pajares (2009) asserted that it is very vital to avail physical facilities in schools and they have to be appropriate for the needs of physically disabled students and that it needs finances to actualize. Malone *et al* (2009) declared that the procedure of inclusion also needs dedicating adequate finances to ensure that special needs students get what they entail to keep up with ‘normal’ students.

4.5 The influence of Teacher training on Inclusion of Learners with Physical Disabilities

The third objective was to find out the influence of teacher training on inclusion of learners with physical disabilities. The findings are in Figure 4.1 and Table 4.10

The teachers and Head teachers were asked if they had acquired any in-service training on special education needs and teaching of their pupils. The result is seen in Figure 4.1.

Figure 4.1: Training of teachers in Special Needs

From the Figure 4.1: It is shown that of the teachers and head teachers who responded on special needs training, only 54.6% had gotten some form of training while 45.6% of teachers had not gotten any form of training. This makes the condition worrying because when a number of teachers and school leaders are not proficient; they can never be effective in providing services to physically challenged learners. Nevertheless, it is praiseworthy that more than half the teachers had received some training further demonstrating that others can also follow suit.

It was noted in literature that many teachers have a negative attitude toward inclusion because they feel they lack the training required to meet the needs of special education learners (Koutrouba *et al*, 2006). When the respondents were asked about their on influence of their training, The result is as seen in Table 4.10.

Table 4.10: Influence of Teacher Training on Inclusion of Physically Challenged Learners

	Agree		Disagree		Not decided	
	N	Percent	Count	Percent	Count	Percent
Training in special education impacts positively inclusion of physically challenged learners	101	78.2%	29	15.4%	21	6.4%
There is no in-service training in special education	98	75.6%	30	16.3%	23	8.1%
Absence of training makes us ignorant in regard to physically challenged learners	98	75.6%	30	16.3%	23	8.1%
I am inadequately trained to successfully handle inclusion of physically challenged learners	95	72.9%	33	19.0%	23	8.1%
Absence of in service training has commonly created a negative effect on inclusion of physically challenged learners	90	68.4%	37	22.5%	24	9.0%
Training gives us self-assurance to be secure with inclusion of physically challenged learners.	88	66.6%	41	27.0%	21	6.4%

From Table 4.10 the head teachers and teachers were asked whether training in special education had an impact on their perception on inclusion of physically challenged learners, majority (78.2%) agreed, 15.4% disagreed and 6.4% were neutral. This suggests

that training of teachers was an issue that influenced inclusion of physically challenged learners. The special training enabled them to overcome special challenges associated with physically disabled learners. Several teachers feel they are deficient when it comes to the training desirable to meet the needs of special education learners and this has thus made them ineffective (Koutrouba et al, 2006).The quality of design, groundwork and preparations teachers obtain either in their pre-service or in-service training may impact either positively or negatively inclusion of learners with physical disabilities. Studies have found that teachers who have training in instructing special needs students exhibited teacher quality toward inclusion (Avramidis & Kalyva, 2007; Brownell & Pajares, 2009).

On whether teachers felt they were inadequately trained to effectively deal with inclusion of physically challenged learners, 72.9% of the respondents agreed, 19.0% disagreed and 8.1% were undecided. This implies that a significant number of teachers were not prepared to handle the physically challenged learners because of lack of training. This study concurs with Jung (2007), in exploratory study of teachers in China that found out that student teachers who had contributed to quality field involvements working with disabled pupils and were trained showed more positive attitudes than those who had not.

When asked if there was inadequate in-service training in special education, 75.6% of the respondents agreed, 16.3% disagreed and 8.1% was neutral. Brownell and Pajares (2009) measured the effect of pre-service and in-service training in special education needs and on teacher value. Surveys were finished by randomly selected second grade teachers in the USA and the data displayed a greater number of special education courses taken by

teachers being commensurate to a positive efficacy and attitude toward inclusive education of exceptional learners.

When asked if absence of training made teachers ignorant about what to do with physically challenged learners, 75.6% of the respondents agreed, 16.3% disagreed and 8.1% were undecided. This implies that teachers felt they were at risk of ineffectiveness in dealing with physically challenged learners. The study concurs with Brownell and Pajares (2009), who found out that in-service training coupled with the experience in special education reassure collaboration between teachers in public schools and teachers in special needs schools and consequently improve public school efficiency and perceptions toward inclusion. Teachers having quality training uniting general and special education programs described having more effective instructional strategies, being team players, collaboration, and experiencing superior job satisfaction (Avramidis & Kalyva, 2007; Brownell & Pajares, 2009).

On whether training offered teachers self-assurance to embrace inclusion of physically challenged learners, 66.6% of the respondents agreed, 27.0% disagreed and 6.4% were undecided. This suggests that teachers perceived training in special needs as a confidence booster. This is in line with Brownell and Pajares (2009) who asserted that training is significant as it offers self-assurance, apart from essential skills, which consequently increases attitude and perceptions.

Finally, when asked if absence of training had largely created a negative effect on inclusion of physically challenged learners, 68.4% of the respondents agreed, 22.5%

disagreed and 9.1% were undecided. This indicates that absence of training had generally created a negative effect on inclusion of physically challenged learners. This agrees with reviewed literature that again noted that several teachers feel they are deficient when it comes to the training desirable to meet the needs of special education learners and this has thus made them ineffective (Koutrouba et al, 2006).

4.6 Class Size and Impact on Inclusion of Physically Challenged Learners

The study sought to determine the impact of class sizes on inclusion of learners with physical disabilities in public primary schools. The results are presented in Table 4.11 and 4.12.

Table 4.11: Class Size and its influence on Inclusion

Class Size		
	Count	0%
5-20	13	5.5%
21-40	20	11.6%
41-60	48	34.2%
Over 60	70	51.7%
Total	**152**	**100**

The findings from Table 4.11 shows that 51.7% of classes had more than 60 students, followed by 34.2% of classes between 41-60 students, 11.6% between 21-40 students and 5.5% between 5-20 students. This implies that the classes were large. Big classes are a problem to the successful application of inclusive education (Van Reusen *et al*., 2009).

Larger classes place extra demands on the regular educator, while strengthening concern that all students may not receive effective time or attention (Stoler, 2007).

Table 4.12: Opinion of head teachers and teachers on the impact of a Class Size on Inclusion of Physically Challenged Learners

Statements	Agree		Disagree		Not Decided	
	N	Percent	Count	Percent	Count	Percent
Class size influences inclusion of physically challenged learners	95	72.9%	29	15.4%	21	6.4%
A big class size has made is problematic	101	78.2%	33	19.0%	23	8.1%
The less a class size the more advanced positive perception are	98	73.6%	27	16.3%	23	8.1%
The current class size makes it tough to give concentrated attention	98	75.6%	27	16.3%	23	8.1%
Large class size has normally created a negative effect on inclusion	88	66.6%	44	27.0%	21	6.4%

From Table 4.12 it is clear that majority of the head teachers and teachers (72.9%) agreed with the assertion that class size influenced inclusion of physically challenged learners. Only 15.4% disagreed with the statement and 6.4% were undecided. The SCEO was quite assertive that large classes were not only a hindrance to inclusion learning, but to learning in general This suggests that class sizes have a momentous role to play in effecting a positive effect on inclusion of physically challenged learners. Big classes may be observed as a problem to the successful application of inclusive education (Van Reusen *et al*., 2009). Larger classes place extra demands on the regular educator, while

strengthening concern that all students may not receive effective time or attention (Stoler, 2007).

When asked if a large class size had made it problematic to efficiently handle inclusion of physically challenged learners, 78.2% of the respondents agreed, 19.1% disagreed and 2.7% was undecided. This implies that large class sizes were a faltering aspect to effective handling of physically challenged learners. Stoler (2007) has observed that physically challenged learners have glitches based on the large size of their classes. He says that when such classes are big, the learners with physical disabilities do not acquire distinct, supplementary attention essential for their positive academic results. When such a situation is assumed, teachers subsequently feel the pressure.

When the respondents were asked if the smaller a class size the more they acquire positive perception towards inclusion of physically challenged learners, 75.6% agreed, 16.3% disagreed and 8.1% were undecided. This suggests that a small class size was affable to a teacher further creating a positive perception towards physically challenged learners' inclusion in combined schools. Van Reusen et al., (2009) on their part have argued that class sizes have an effect on inclusion of learners with physical disabilities in public schools. They assert that large class sizes that are above 100 are a problem to inclusion of physically challenged learners. With such a state, teachers' interpretation of the inclusion of learners with physical disabilities is one of an extra challenge and weight to an already problematic existing class size and as such teachers develop negative perceptions.

On whether the current class size makes it tough to give focused attention to physically challenged learners, 75.6% of the respondents agreed to the statement, 16.3% disagreed and 8.1% were undecided. This is an indication that class sizes play a significant role in guaranteeing that satisfactory inclusion of physically challenged learners is achieved. According to the Kenya Education Sector Support programme (KESSP) report (2012), some classes in Kenyan schools have more than 80 pupils which is above the standard national yardstick of 45, which advocates for a lowered quality of education in schools. Further, extra pressure on teachers to teach and where learners with physical disabilities are included, a more grave challenge that Okumu (2008) has noted generates negative implication on inclusion of such learners.

Lastly, when asked if large class size had created a negative effect on inclusion of physically challenged learners, 66.6% of the respondents agreed, 27.0% disagreed and 6.4% were undecided. This suggests that class sizes have a role to play in implementing a positive attitude effect on inclusion of physically challenged learners. Large classes may be viewed as an obstacle to the fruitful application of inclusive education (Van Reusen *et al*., 2009).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of findings, the conclusions drawn and the recommendations made thereof. It finally offers the suggestions for further research.

5.2 Summary of Findings

5.2.1 Influence of availability of learning and teaching resources on inclusion of learners with physical disabilities

Based on the first objective, resource books like braille books, visual enhanced books and graphic books were inadequate. However, the results show that writing aiding materials like writing pads and exercise books were adequate. The findings also show that reading materials like visual enhanced reading materials. Graphic reading materials and texture enhanced reading materials were inadequate. It was also noted that the availability of instructional materials impacted inclusion of physically challenged learners. Failure to provide such learning and teaching resources renders inclusion ineffective.

5.2.2 Effect of accessibility of physical facilities on inclusion of learners

The study also found out that the schools don't have rumps/ wheelchairs, props for simple access by learners with physical disabilities. The respondents also said that the schools had favorable open spaces for easy entrance and recreation by learners with

physical disabilities, It was also noted that lack of physical facilities had disadvantaged effective inclusion by learners with physical disabilities.

5.2.3 Effect of teacher training on inclusion of learners with physical disabilities

The study established that training in special education influenced the inclusion of physically challenged learners. But sadly the study found out that the teachers were inadequately trained to effectively deal with inclusion of physically challenged learners. The study noted that lack of training made teachers ignorant about physically challenged learners and how to handle them.

5.2.4 Influence of class sizes on inclusion of learners with physical disabilities

The study established that the class size influenced inclusion of physically challenged learners particularly a large class size had made it problematic to efficiently handle them. The study also noted that a big class size makes it tough to give focused attention to physically challenged learners.

5.3 Conclusions

5.3.1 Influence of availability of teaching learning resources

Based on the first objective, accessibility of instructional resources influenced inclusion of physically challenged learners. Nevertheless the instructional materials like Braille books, visual books and graphic materials were unavailable and inaccessible in some inclusive schools. It was the opinion of teachers that the more instructional resources there were the more teachers advanced positive perception towards inclusion of

physically challenged learners. It can therefore be concluded that lack of learning and teaching resources had a significantly negative impact on inclusion of physically challenged learners in public primary schools in Kuria East Sub County.

5.3.2 The effect of accessibility of physical facilities on inclusion of learners with physical disabilities

Equally the schools do not have rumps/ wheelchairs, props for easy access by learners with physical disabilities. Nevertheless, the schools had favorable open spaces for easy access by learners with physical disabilities. Absence of physical facilities had created a lack of effective inclusion by learners with physical disabilities. Learners with physical disabilities needed physical resources that were out of reach for schools and absence of physical resources had largely created a negative effect on inclusion of learners with physical disabilities. It can therefore be concluded that lack of physical resources had a negative impact on inclusion of physically challenged learners in public primary schools in Kuria East Sub- County.

5.3.3 The effect of teacher training in special Education on Inclusion of Learners with physical disabilities

There was no considerable in-service training in special education which had negative effect on inclusion of physically challenged learners. Fundamentally absence of training had generally created a negative effect on inclusion of physically challenged learners. It can therefore be concluded that lack of teacher training had a negative impact on

inclusion of physically challenged learners in public primary schools in Kuria East Sub County.

5.3.4 The Influence of class Size on Inclusion of Learners with Physical Disabilities

The class size that was more than 60 pupils per class was perceived by teachers to have negatively influenced inclusion of physically challenged learners. A big class size had made it problematic to effectively handle inclusion of physically challenged learners and accordingly negatively affected teacher attitude towards inclusion of physically challenged learners. It can therefore be concluded that large class sizes had a negative impact on inclusion of physically challenged learners in public primary schools in Kuria East Sub -County.

5.4 Recommendations

Based on the objectives and conclusions this study recommends;

1. Public primary school management should ensure adequate teaching and learning resources are available and adequate to make certain that physically challenged learners get the necessary knowledge that would help them compete with their less challenged counterparts.
2. The government, parents, public and primary school management should also initiate resource mobilization strategies that would help get the needed physical resources necessary for physically challenged learners. This should be done through planning for and providing funding necessary for development of infrastructure required.

3. Public primary school management should ensure that the recommended Ministry of Education maximum 45 pupils per class is preserved to nurture quality education and a positive and effective inclusion of physically challenged learners. This will enhance teacher pupil class interaction for effective learning to take place.

4. The government and school management should initiate dependable in-service training to guarantee the attainment of proper knowledge and skills that would accordingly help teachers develop positive perception and effectiveness towards actual inclusion of physically challenged learners.

5. The ministry should enforce that the suggested class sizes are strictly adhered to and those physically challenged learners to get quality education.

5.5 Suggestions for further research

This study proposes that further research be done in the following areas:

1. Influence of teacher motivation on inclusion of mentally challenged learners in public primary schools.
2. The influence of teacher perception on inclusion of physically challenged learners in public primary schools.
3. Why implementation of policies pertaining to inclusive education is not actualized.

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APPENDICES

APPENDIX I

INTRODUCTION LETTER

James N. Mosabi,
P.O.Box, 141-40413
Kehancha
Phone: 0723511840

Head teachers/Teachers, Kuria East Sub-County Primary Schools

Migori County, Kenya

RE: Permission to Collect Data about school based factors that influence inclusion of learners with physical disabilities in public primary schools in Kuria East Sub County, Kenya

Dear Sir/Madam,

I am a student undertaking Masters in Education administration at Kenyatta University. You have been selected to participate in the study of the "school based factors that influence inclusion of learner with physical disabilities in public primary schools in Kuria East Sub County, Kenya" This questionnaire is prepared to ask questions about your take on inclusion as influenced by school factors. For the purpose of keeping the information confidential your name and that of the school is not required. You are therefore asked to answer the questions correctly and honestly by ticking (√) in the right box or filling in the right number in the appropriate box.

Yours sincerely

James N Mosabi

APPENDIX II

QUESTIONNAIRE FOR TEACHERS AND HEAD TEACHERS

SECTION A –Background Information

1. Sex Male ( )
   Female ( )
2. Age
   a. 20-29 ( )
   b. 30-39 ( )
   c. 40-49 ( )
   d. 50-54 ( )
   e. 55 and above ( )
3. What level of Education have you attained?
   Certificate ( ) Diploma ( ) Degree ( ) Masters Degree ( ) PHD ( )
4. Type of your school/ pupils:
   i. Boys ( )
   ii. Girls ( )
   iii. Mixed ( )
5. Category of school:
   i. Day ( )
   ii. Boarding ( )
   iii. Day/ boarding ( )

SECTION B

Availability of teaching and learning resources

6. Are the following resources available for teaching of physically challenged learners

A (Adequate), IA (Inadequate)

Resources-Books	**A**	**IA**
Braille books		
Visual enhanced books		
Graphic books		

Resources-Aiding Writing Materials	**A**	**IA**
Writing pads		
Exercise books		

Resources-Aiding reading materials	**A**	**IA**
Visual enhanced reading materials		
Graphic reading materials		
Texture enhanced reading materials		

7. Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking [√] your view. The Value of Scale is given as:

SA-Strongly Agree (5), A-Agree (4), U-Undecided (3), D-Disagree (2), SD-Strongly Disagree (1)

	SA 5	A 4	U 3	D 2	SD 1
Availability of instructional materials in my school influences inclusion of learners with physical disabilities					
In my school, there is insufficient instructional materials for learners with physical disabilities which makes us frustrated					
There are more instructional materials in my school which has helped me develop positive perception towards inclusion of learners with physical disabilities					
Lack of instructional resources makes me unaware about what to do to learners with physical disabilities and has thus made me frustrated					
More instructional materials gives confidence to the learners and teachers and creates security with inclusion of learners with physical disabilities					
Lack of sufficient instructional materials has generally created ineffective inclusion of learners with physical disabilities					

SECTION C

Availability of Physical Resources

8. Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking [√] your view. The Value of Scale is given below

SA-Strongly Agree (5), A-Agree (4), U-Undecided (3), D-Disagree (2), SD-Strongly Disagree (1)

	SA 5	A 4	U 3	D 2	SD 1
My school has rumps/ wheelchairs, crutches for easy access by learners with physical disabilities					
My school has conducive open spaces for easy access by learners with physical disabilities					
Lack of physical facilities have hampered effective inclusion by learners with physical disabilities in my school					
Learners with physical disabilities really need a lot of physical resources that are out of reach in my school					
Lack of physical resources have generally created a negative effect on inclusion of learners with physical disabilities in my school					

SECTION D

Teacher Training

9. Have you received any in-service training on special education needs and teaching of your pupils?

   a. Yes ( ) No ( )

   b. What type of training have you received

      Advanced ( ) Intermediate ( ) Basic ( )

Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking [√] your view. The Value of Scale is given below

SA-Strongly Agree (5), A-Agree (4), U-Undecided (3), D-Disagree (2), SD-Strongly Disagree (1)

	SA 5	A 4	U 3	D 2	SD 1
Training in special education positively influences inclusion of learners with physical disabilities					
I am sufficiently trained to effectively handle inclusion of learners with physical disabilities					
There are no in-service training in special education which has created negative effect on inclusion of learners with physical disabilities					
Lack of training makes us unaware about what to do to learners with physical disabilities					
Training in special needs gives us confidence to be secure with inclusion of learners with physical disabilities.					
Lack of training has generally created a negative effect on inclusion of learners with physical disabilities					

SECTION E

Class Size

10. A) Indicate the number of class sizes in your class

    5-20 ( )

    21-40 ( )

    41-60 ( )

    Above 60 ( )

    B) What is the number of learners with disability in your class?

    1-5 ( )

    6-10 ( )

    11-15 ( )

    Above 15 ( )

    C) What types of disabilities are there and the number of learners with such disabilities

Type of disability	Number of pupils
1.Visually impaired	
2.Lame/Physically impaired	
3.Deaf	
4.Dumb	
5.Others(state)_____	

11. Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking [√] your view. The Value of Scale is given below

SA-Strongly Agree (5), A-Agree (4), U-Undecided (3), D-Disagree (2), SD-Strongly Disagree (1)

	SA 5	A 4	U 3	D 2	SD 1
Class size negatively influences inclusion of learners with physical disabilities					
A large class size in this school has made it difficult to effectively handle inclusion of learners with physical disabilities					
The less a class size the more I develop positive perception towards inclusion of learners with physical disabilities in my school					
Less class sizes gives me confidence to be secure with inclusion of learners with physical disabilities in my school					
The current class size is big and makes it difficult to give concerted attention to learners with physical disabilities in my school					
Large class size has generally created a negative effect on inclusion of learners with physical disabilities in my school					

APPENDIX III

INTERVIEW SCHEDULE FOR SUB- COUNTY EDUCATION OFFICER

1. Do you have students with special needs in your schools?

   _____
   _____
   _____

2. Are you aware of the disability / level of disability of students with special needs in your schools?

   _____
   _____
   _____

3. How do you feel about the inclusion of students with special needs in your schools?

   _____
   _____
   _____

4. Do you think that the needs of the majority of children with disabilities are met in your schools by teachers?

   _____
   _____
   _____

5. What is the influence of availability of learning and teaching resources on inclusion of learner with physical disabilities in public primary schools?

   _____

   _____

   _____

6. What is the effect of availability of physical resources on inclusion of learner with physical disabilities in public primary schools?

   _____

   _____

   _____

7. What is the influence of teacher training on inclusion of learner with physical disabilities in public primary schools?

   _____

   _____

   _____

8. What is the influence of class sizes on inclusion of learner with physical disabilities in public primary schools?

   _____

   _____

   _____

9. Have you made adaptations to your planning and teaching program to include the needs of students with special needs and improve teacher perception?

   _____

   _____

   _____

APPENDIX IV

RESEARCH AUTHORIZATION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

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

Our Ref: E55/12828/09

DATE: 20th June, 2015

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

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION JAMES NYARUHUCHA MOSABI – REG. NO.E55/12828/09

I write to introduce Mr. James Nyaruhucha Mosabi who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Educational Management Policy and Curriculum Studies.

Mr. Mosabi intends to conduct research for a M.Ed project proposal entitled, "The School Based Factors that Influence Inclusion of Learners with Physical Disabilities in Public Primary Schools in Kuria East Sub County-Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

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

DNN/rwm

APPENDIX V

RESEARCH APPROVAL FROM KENYATTA UNIVERSITY-GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 20th June, 2015

TO: **James Nyaruhucha Mosabi**
C/o Educational Management, policy &
Curriculum Studies Dept.
Email: ...@...com

REF: E55/12828/09

SUBJECT: **APPROVAL OF RESEARCH PROJECT PROPOSAL**

This is to inform you that Graduate School Board, at its meeting of 17th June, 2015, approved your Research Project Proposal for the M.Ed Degree **Entitled, " The School Based Factors that Influence Inclusion of Learners with Physical Disabilities in Public Primary Schools in Kuria East Sub County-Kenya".**

You may now proceed with your Data Collection, subject to clearance with the permanent Secretary, Ministry of Higher Education, Science and Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

DAVID NJOROGE
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Department of Educational Management, Policy & Curriculum Studies.

Supervisors:

1. Dr. Martin Ogola
C/o Department of Educational Management, Policy & Curriculum Studies
Kenyatta University

2. Prof. Florence Itegi
C/o Department of Educational Management, Policy & Curriculum Studies

DNN/rwm

APPENDIX VI

RESEARCH AUTHORIZATION- NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

30th September, 2015

NACOSTI/P/15/63368/7984

James Nyaruhucha Mosabi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"The school based factors that influence inclusion of learners with physical disabilities in Kuria East Sub-County, Migori County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Migori County** for a period ending **30th September, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Migori County** before embarking on the research project.

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

SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Migori County.

The County Director of Education
M igori County.

APPENDIX VII

RESEARCH CLEARANCE PERMIT -NACOSTI

THIS IS TO CERTIFY THAT:
MR. JAMES NYARUHUCHA MOSABI
of KENYATTA UNIVERSITY, 121-40413
kehancha,has been permitted to
conduct research in *Migori County*

on the topic: *THE SCHOOL BASED FACTORS THAT INFLUENCE INCLUSION OF LEARNERS WITH PHYSICAL DISABILITIES IN KURIA EAST SUB-COUNTY, MIGORI COUNTY, KENYA*

for the period ending:
30th September,2016

Applicant's Signature

Permit No : NACOSTI/P/15/63368/7984
Date Of Issue : 30th September,2015
Fee Recieved :Ksh 1000

Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 6715

CONDITIONS: see back page