

**LEARNING CHALLENGES FACED BY SPECIAL NEEDS EDUCATION  
LEARNERS IN PUBLIC PRIMARY SCHOOLS IN MVITA DIVISION,  
MOMBASA COUNTY, KENYA**

**LILIAN WANJA MUTUGI**

**E55/MSA/CE/26907/2011**

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

**JULY, 2018**

## **DECLARATION**

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project report has been complemented by referenced sources duly acknowledged. Where text and data have been borrowed from other sources including the internet, these are specifically accredited and references cited using the current APA system and in accordance with anti-plagiarism regulations.

.....  
**LILIAN WANJA MUTUGI**  
E55/MSA/CE/26907/2011

.....  
**DATE**

This project report has been presented with our approval as university supervisors:

.....  
**DR. GEORGE A. ONYANGO**  
Lecturer,  
Department of Educational Management,  
Policy and Curriculum Studies,  
Kenyatta University

.....  
**DATE**

.....  
**DR. DANIEL MANGE**  
Lecturer,  
Department of Educational Management,  
Policy and Curriculum Studies,  
Kenyatta University

.....  
**DATE**

## **DEDICATION**

I dedicate my research work to my dear husband and children for their immense support over the research period. I also want to dedicate this work to my parents who nurtured the spirit of learning ever since I enrolled for school. They tirelessly struggled to see me achieve my dreams at the cost of their comfort; were it not for their kind sacrifice I would not be where I am today. This work is also dedicated to my head teacher who in my absentia from school delegated my duties faithfully and inspired my journey to further my education.

## **ACKNOWLEDGEMENT**

My deepest gratitude goes to the Almighty Lord, whose everlasting grace has sustained me throughout this challenging research journey. Many people deserve special appreciation for ‘steering’ me on in different ways. I am extremely indebted to Dr. Onyango and Dr. Mange, my supervisors whose professional guidance, patience and unstinting support has, to say the least, been vital for me in my research.

This study would not have been possible without the love, prayers, support, cooperation and encouragement of my dear brothers and sisters, my children who understood that mum had to be away for a while and my spouse who supported me both financially and emotionally, again I salute you all and applaud your kindness and understanding of my absence from home. To the head teachers, teachers, parents and pupils in Mvita division be blessed for the willingness to offer information during the data collection process.

I wish to extend my sincere gratitude to lecturers and colleagues who through their contribution in discussion groups helped to work in this project. I also wish to acknowledge Kenyatta University for giving me a chance to further my studies.

## TABLE OF CONTENTS

|   |           |
|---|-----------|
| DECLARATION .....                                 | ii        |
| DEDICATION .....                                  | iii       |
| ACKNOWLEDGEMENT .....                             | iv        |
| TABLE OF CONTENTS .....                           | v         |
| LIST OF FIGURES .....                             | x         |
| LIST OF TABLES .....                              | xi        |
| ABBREVIATIONS AND ACRONYMS .....                  | xii       |
| ABSTRACT .....                                    | xiii      |
| <br>  |           |
| <b>CHAPTER ONE: INTRODUCTION .....</b>            | <b>1</b>  |
| 1.1. Background of the study .....                | 1         |
| 1.2 Statement of the Problem .....                | 5         |
| 1.3 Purpose of the Study .....                    | 6         |
| 1.4 Research Objectives .....                     | 7         |
| 1.5 Research Questions .....                      | 7         |
| 1.6 Significance of the Study .....               | 7         |
| 1.7 Delimitation of the Study .....               | 8         |
| 1.8 Limitations of the Study .....                | 8         |
| 1.9 Assumptions of the Study .....                | 9         |
| 1.10 Theoretical Framework .....                  | 9         |
| 1.11 Conceptual Framework .....                   | 11        |
| 1.12 Operational Definition of Terms .....        | 12        |
| <br>  |           |
| <b>CHAPTER TWO: LITERATURE REVIEW .....</b>       | <b>13</b> |
| 2.1 Introduction .....                            | 13        |
| 2.2 Social-cultural and Economic Challenges ..... | 13        |
| 2.3 School Based Challenges .....                 | 16        |
| 2.4 Teacher Based Challenges .....                | 18        |
| 2.5 Summary of the Study .....                    | 21        |

|  |           |
|--|-----------|
| <b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>                               | <b>23</b> |
| 3.1 Introduction.....  | 23        |
| 3.2 Research Design.....   | 23        |
| 3.3 Location of the Study.....   | 24        |
| 3.4 Target Population.....   | 24        |
| 3.5 Sample and Sampling Procedure .....  | 24        |
| 3.6 Data Collection Instruments .....  | 26        |
| 3.6.1 Focus Group Discussions.....   | 26        |
| 3.6.2 Head Teacher Interview .....   | 26        |
| 3.6.3 Teachers’ Questionnaire .....  | 26        |
| 3.6.4 Parents Semi-structured interview .....                                  | 27        |
| 3.7 Validity .....   | 27        |
| 3.7.1 Reliability.....   | 27        |
| 3.8 Pilot Study.....   | 27        |
| 3.9 Data Collection Procedure .....  | 28        |
| 3.10 Data Analysis and Presentation .....                                      | 28        |
| 3.11 Ethical Considerations .....  | 29        |
| <br>   |           |
| <b>CHAPTER FOUR: FINDINGS AND DISCUSSIONS .....</b>                            | <b>30</b> |
| 4.1 Introduction.....  | 30        |
| 4.2 General Information about the schools and the Respondent .....             | 30        |
| 4.2.1 Response Rate.....   | 30        |
| 4.3 Demographic Analysis of the Respondents .....                              | 31        |
| 4.3.1 Gender of the head teachers.....   | 31        |
| 4.3.2 Gender of the Teachers .....   | 32        |
| 4.3.3 Academic Qualifications of the Teachers .....                            | 32        |
| 4.3.4 Relationship of the Child with the Guardian or Parent.....               | 33        |
| 4.4.5 School Enrolment status of the CWD.....                                  | 34        |
| 4.4 Social Cultural and Economic Challenges.....                               | 34        |
| 4.4.1 Community Relations with Children with Disability .....                  | 34        |
| 4.4.2 Relatives relations with Children with Disability .....                  | 35        |
| 4.4.3 Isolation and Negative attitude towards Children with Disabilities ..... | 36        |

|       |  |    |
|-------|--|----|
| 4.4.4 | Economic Challenges in access of Education for Children with Disabilities .....      | 36 |
| 4.4.5 | Inadequate Money to buy Special items for Children with Disabilities .....           | 37 |
| 4.4.6 | Special need Children face Community Discrimination .....                            | 38 |
| 4.4.7 | Parents of children with special needs children are alienated by the community ..... | 38 |
| 4.4.8 | Pupils' response on learning challenges .....  | 39 |
| 4.4.9 | Head teacher's response of Cultural challenges .....                                 | 40 |
| 4.5   | School Based Challenges .....  | 40 |
| 4.5.1 | School caring for the children with disabilities .....                               | 40 |
| 4.5.2 | School Condition of Special Unit Facilities.....                                     | 41 |
| 4.5.3 | Access to Disability Related Information .....                                       | 41 |
| 4.5.4 | Challenges of Curriculum and Teaching Style in SNE Learning .....                    | 42 |
| 4.5.5 | Inadequate Instructional Materials for SNE Learning .....                            | 42 |
| 4.5.6 | There are Limited Teachers Trained in SNE .....                                      | 43 |
| 4.5.7 | Equipment's for Children with Disabilities are Expensive.....                        | 43 |
| 4.5.8 | School Retention Rate of CWD.....  | 44 |
| 4.6   | Teacher Based Challenges. ....   | 44 |
| 4.6.1 | Number of SNE teachers per school .....  | 44 |
| 4.6.2 | Usage of cooperative learning in classroom setting .....                             | 45 |
| 4.6.3 | Integrated Learning System is benefitting the SNE Pupils.....                        | 46 |
| 4.6.4 | Untrained Primary School Teachers on SNE.....  | 46 |
| 4.6.5 | Lack of Commitment and Skills among Teachers with regard to SNE Learning.....        | 47 |
| 4.7   | Methods of Improving Learning among Learners in Special Needs Education .....        | 47 |
| 4.7.1 | Special needs children special exams for them.....                                   | 47 |
| 4.7.2 | More Government /well-wisher Funding for Special need Children.....                  | 48 |
| 4.7.3 | Special need Children require fair Treatment from the Community .....                | 48 |
| 4.7.4 | Head Teacher's Strategies.....   | 49 |
| 4.7.5 | Pupils' Strategies .....   | 49 |
| 4.8   | Discussions .....  | 49 |

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

|   |           |
|---|-----------|
| .....   | <b>50</b> |
| 5.1 Introduction.....   | 50        |
| 5.2 Summary of the Findings.....  | 50        |
| 5.2.1 Social cultural and economic challenges facing learners in special<br>needs education in public schools in Mvita division. .... | 50        |
| 5.2.2 School based challenges facing learners in special need education in<br>public schools in Mvita division. ....                  | 51        |
| 5.2.3 Teacher based challenges facing learners in special need education<br>in public primary schools in Mvita division. ....         | 51        |
| 5.2.4 Methods of improving learning among learners in special needs<br>education in public primary schools in Mvita division.....     | 52        |
| 5.3 Implications of the Findings .....  | 52        |
| 5.3.1 Social cultural and economic challenges facing learners in special<br>needs education in public schools in Mvita division ..... | 52        |
| 5.3.2 School based challenges facing learners in special need education in<br>public schools in Mvita division.....                   | 53        |
| 5.3.3 Teacher based challenges facing learners in special need education in<br>public primary schools in Mvita division. ....         | 53        |
| 5.3.4 Methods of improving learning among learners in special needs<br>education in public primary schools in Mvita division.....     | 54        |
| 5.4 Conclusion .....  | 54        |
| 5.5 Recommendations.....  | 55        |
| 5.6 Further Research .....  | 56        |

## **REFERENCES.....57**

## **APPENDICE .....63**

|  |    |
|--|----|
| Appendix I: Focus Group Discussion .....                     | 63 |
| Appendix II: Head teacher's Interview schedule .....         | 65 |
| Appendix III: Teachers' Questionnaire .....                  | 66 |
| Appendix IV: Parents Semi-Structured Interview Schedule..... | 68 |
| Appendix V: Research Schedule .....                          | 70 |

|  |    |
|--|----|
| Appendix VI: Research Budget .....                                 | 71 |
| Appendix VII: Approval From Graduate School .....                  | 72 |
| Appendix VIII: Research Authorization Letter From NACOSTI .....    | 73 |
| Appendix IX: Research Permit .....                                 | 74 |
| Appendix X: Research Authorization From County Director .....      | 75 |
| Appendix XI: Research Authorization From County Commissioner ..... | 76 |

## LIST OF FIGURES

|              |   |    |
|--------------|---|----|
| Figure 1.1:  | Conceptual Framework.....   | 11 |
| Figure 4.1:  | Gender of the head teachers.....  | 31 |
| Figure 4.2:  | Gender of the teachers.....   | 32 |
| Figure 4.3:  | Academic qualifications of the teachers.....                                    | 32 |
| Figure 4.4:  | Relationships with the CWD.....   | 33 |
| Figure 4.5:  | School enrolment status of the CWD.....   | 34 |
| Figure 4.6:  | Isolation and negative attitude towards children with disabilities....          | 36 |
| Figure 4.7:  | Economic challenges in accessing education for children with<br>disability..... | 36 |
| Figure 4.8:  | Inadequate money for learning materials.....                                    | 37 |
| Figure 4.9:  | Community Discrimination.....   | 38 |
| Figure 4.10: | Parents discriminated because of CWD.....                                       | 38 |
| Figure 4.11: | Access to disability related information.....                                   | 41 |
| Figure 4.12: | Challenges of curriculum and teaching style in SNE learning.....                | 42 |
| Figure 4.13: | Inadequate instructional materials for SNE learning.....                        | 42 |
| Figure 4.14: | Limited SNE teachers.....   | 43 |
| Figure 4.15: | Equipment for children with disabilities is expensive.....                      | 43 |
| Figure 4.16: | Classroom cooperative learning.....   | 45 |
| Figure 4.17: | Benefits of integrated learning to CWD.....                                     | 46 |
| Figure 4.18: | Trained SNE Teachers.....   | 46 |
| Figure 4.19: | Lack of commitment and skills among teachers.....                               | 47 |

## LIST OF TABLES

|             |   |    |
|-------------|---|----|
| Table 3.1:  | Sampled Population .....                                | 25 |
| Table 4.1:  | Response .....  | 31 |
| Table 4.2:  | Community Relations with Children with Disability ..... | 34 |
| Table 4.3:  | Relatives Relationship with CWD .....                   | 35 |
| Table 4.4:  | Learning Challenges faced by pupils .....               | 39 |
| Table 4.5:  | School Level care .....                                 | 40 |
| Table 4.6:  | Provision of special unit facilities .....              | 41 |
| Table 4.7:  | Number of SNE teachers per school .....                 | 44 |
| Table 4.8:  | Special Exams .....                                     | 47 |
| Table 4.9:  | Increased funding .....                                 | 48 |
| Table 4.10: | Fair treatment by Community .....                       | 48 |

## **ABBREVIATIONS AND ACRONYMS**

|                |  |
|----------------|--|
| <b>CWD:</b>    | Children with Disability   |
| <b>EFA:</b>    | Education for All  |
| <b>FPE:</b>    | Free Primary Education   |
| <b>OECD:</b>   | Organization for Economic Cooperation Development                |
| <b>SNE:</b>    | Special Needs Education  |
| <b>UNESCO:</b> | United Nations Educational Scientific and Cultural organizations |
| <b>UNICEF:</b> | United Nations Children Fund                                     |
| <b>UPE:</b>    | Universal Primary Education                                      |
| <b>USDC:</b>   | United States Development Center                                 |
| <b>WCEFA:</b>  | World Conference on Education for All                            |

## ABSTRACT

The purpose of this study was to identify learning challenges faced by special need education learners in public primary schools in Mvita division, Mombasa County. The objectives of the study are: 1) To investigate social culture challenges facing learners in special need education in public schools 2) To assess school related challenges facing learners in special needs education in public schools, 3). To determine teacher based challenges facing learners in special need education in public primary schools and 4). To evaluate social-economic challenges facing learners in special need education in public primary schools. The study used the descriptive survey research design. The target populations for this study included all primary public schools head teachers, teachers, parents and special needs education pupils in Mvita division. The main data collection tools for this study were questionnaires, interview schedules and focus group discussions. This study applied both quantitative and qualitative approaches to process, analyze and interpret the data. However, to a larger extent data was analyzed by the use of descriptive statistics. The study found that most schools did not have adequate physical facilities thus disadvantaging a number of children with special needs in the society. The Salamanca statement and framework for action on special needs education of 1994 emphasized the schools need to change and adapt the diverse needs of all learners. Many parents (82.61%) strongly agreed to the suggestion that there should be increased funding in special need education to cater for the instructional materials used by these learners. Majority of the teachers (44.44%) strongly agreed that they lacked commitment and skills with regard to SNE learning. The findings of the study indicated that teachers lack necessary skills and knowledge to implement inclusion of learners with special needs. The study also found that there were inadequate instructional materials for SNE learning. The findings also found out that schools lacked essential facilities that aid learning of SNE pupils, for example ramps for learners who are physically challenged, hearing aids among others. Parents who have children with disabilities are at times alienated by the community as they are perceived to be curse carriers who gave birth to cursed children. There is need to sensitize the community on the importance of inclusion of all and discrimination of none. Teachers perceived that their professional knowledge and skills were inadequate to effectively teach students with disabilities in regular schools. Head teachers suggested that there is need to increase funding in the Free Primary Education to cater for learners with disabilities. The study recommended the teacher training both pre-service and in-service is essential to develop the skills necessary to teach successfully in inclusive settings. This could be done with the collaboration of the Ministry of Education, Kenya Institute of Special Education and local universities.

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

Education is an important investment that a country can make and enhancing accessibility to educational services is significant in the development of a nation (Farrant, 2009). This is because education positively affects socio-economic behavior such as productivity, living standards, health and demographic characteristics of any population. Likewise, it opens infinity of possibilities for society that would otherwise be denied namely; a better chance to lead healthy and productive lives, building strong and nurturing families, participating fully in civic affairs of their communities, molding morals and values, creating culture and shaping history. It is a solid foundation for progress and sustainable development, an inherent human rights and critical step towards dismantling the gender discrimination that threatens all other rights catalyzing freedom and democracy within borders and extending its reach as an agent of international peace and security (UNICEF, 2000). It's therefore, societal obligations to make the provision of education to all people according to the nature of their individual's needs and capacity.

Defining the term 'special educational needs' is beneficial since it is used to replace disability categories and includes all children who have developmental difficulties affecting their learning, behaviour, emotional and social development communication and ability to care for themselves and gain independence (Lindsay, 2007). On the other hand SNE was originally used to ensure that pupils with difficulties in learning or accessing the curriculum receive appropriate levels of

support. The introduction of SNE is considered as an attempt to remove the use of labeling and categorization. It is important to understand the factors that influence the ability of children said to have SNE as a crucial aspect to develop more effective provision.

It is estimated that there are 750 million disabled people in the world, approximately 10% of the world's population; 150 million are children and 80% live in low-income countries with little or no access to services. Only 2-3% of disabled children in poor countries go to school (World Bank, 2009). The education for all (EFA) Global Monitoring Report (United Nations Educational, Scientific and Cultural Organization (UNESCO, 2008), estimates that 77 million children are out of school and more than one third are disabled. In Africa fewer than 10% of these children are in school. According to Peters (2007), 'only 1-2% of disabled people in the countries of the South experience equity in terms of access,' (Ibid. P.57). Most developed countries have adopted a policy of greater inclusion of students with disabilities and/or SNE within mainstream schooling (Organization for Economic Co-operation and Development (OECD, 2005).

A report by American Psychiatric Association (2000) cites that of children enrolled in public schools it is believed that 5% have specific learning disabilities. According to Suzanne (2007) including children with special needs in regular classrooms has widened the range of ability represented in groups of young children. These trends have increased the complexity of inclusive early childhood classrooms. The right to education for all children is enshrined in the universal declaration of human rights and more recently in the millennium development goals (MDGs). However, in developing countries, the proportion of disabled children attending school is

estimated between less than 1% and 5%. The UN convention on the rights of people with disabilities which came into force in May, 2008 requires the development of an Inclusive education system for all. Inclusion in education is a process of enabling all children to learn and participate effectively within mainstream school systems without segregation. It's about shifting the focus from altering disabled people to fit into society to transforming society and the world by changing attitudes, removing barriers and providing the right support. The government of Kenya has laid great emphasis on the educational rights of children and has set precedence in favour of inclusive education by establishing special units in regular public primary schools in Kenya. The Salamanca statement and framework for action on special needs education of 1994 emphasized the schools need to change and adapt the diverse needs of all learners. The UN convention established inclusive education as a legal and human right. One of the major concerns of educationists and human rights activists has been the issue of EFA. The inclusive education philosophy ensures that schools learning environments and educational systems meet the diverse needs of all learners irrespective of their learning difficulties and disabilities.

Most African governments' commitments to SNE began in the 1970s. While countries within the advanced economies have gone beyond categorical provisions to full inclusion, most countries in Africa are still grappling with the problem of making provisions for children with special needs even on mainstreaming basis. SNE in Africa is still a new concept to many of its nations. Many African countries have shown theoretical interest in SNE by formulating policies such as mainstreaming, family, community or social rehabilitation and showing the desire to give concrete meaning to the idea of equalizing education opportunities for all

children irrespective of their physical or mental conditions. Dissatisfaction with the progress towards SNE has caused demands for more radical changes in many African countries according to Ainscow (2011) and Ballard (2010).

In South Africa, there are 12 million children in school and approximately 366,000 teachers in approximately 28,000 schools including 390 schools for children with special needs. Teachers in South Africa deal with a remnant of an inherited education system based on segregation and exclusion of particular group of students. The introduction of SNE in South Africa was a direct response to Act 108 of 1996 and a national commitment to the EFA movement as stated in the UNESCO Salamanca statement of 1999. The education white paper 6 is the guiding document for the implementation of inclusive education in S.A. The apartheid government has established about 380 special schools SNE today. In Uganda, the government is constantly adopting its education structure and content to promote quality learning for all learners independent of special learning needs. The overall structure of education to cater for learners with special needs in education introduced in early 1990s is still the backbone in the education for all learners. To ensure that all learners with special needs were given relevant and quality education in inclusive schools, all schools in Uganda were grouped in clusters of 15-20 schools and each cluster had a special needs education coordinator. In 1997, Uganda started UPE with clearly stated aims and objectives for the shift from SNE to inclusion.

In Tanzania, the government is trying to implement the inclusive education programme according to the Salamanca statement of 1994. The MOE is sensitizing parents to send their disabled children to all-inclusive schools. The government is becoming more positive toward the rights of people with disabilities. Today, there

are several primary schools in Tanzania that are involved in inclusive education programmes. Changes towards further integration of children said to have SNE in education are taking place in sub-Saharan Africa. Special education has for a long time been provided in special schools and units attached to regular schools. The demand for services for children said to have SNE has increased at all levels as a result many countries in the region are committed to UPE. The FPE decree has created an opportunity for a large number of children to enroll including those children said to have SNE. Education systems should become inclusive and cater for diversity and SNE while creating equal opportunities. Governments were asked to prioritize the improvement of their education systems by adopting laws and policies which support the principles of inclusivity (UNESCO, 1994).

There were 1341 special units and 114 public special schools in the year 2008 in Kenya which include vocational and technical institutions that cater for learners with special needs and disabilities. This is still inadequate despite the government's commitment to support the provision of equal access to education by all children. By 2007, the percentage of people with disabilities in Kenya is estimated at 10% of the total population of 38.6million. Approximately 25% of these are children of school-going age (World Data on Education, 2007). It was therefore essential to study the learning challenges that pupils in special need education face in public schools.

## **1.2 Statement of the Problem**

Educational opportunities for learners with special needs and disabilities are a major challenge to the education sector. Many learners with Special Needs and Disabilities in Kenya do not access educational services. In 1999 there were only 22,000 learners with special needs and disabilities enrolled in special schools units and integrated

programs. This number rose to 26,885 in 2003 and 45,000 in 2008 which compares poorly with the proportion in general education.

Various research papers in Kenya have sought to provide current details about SNE. The Kochung (2003) report on Special Needs Education (SNE) in Kenya, established that research in special education has not received significant attention because of the lack of specialized technical personnel and incentives. Other researchers (Opini, 2010; Mukuria and Korir, 2006; Wamae and Kang'ethe-Kamau, 2008) assert that more data is required to provide a basis for policy formulation and decision making. Coupled with continuing global campaigns about improving and expanding the quality of education, the Kenyan government has, like other developing countries, agreed to achieve internationally agreed targets; it is inevitable that the governments would rely on teachers in their effort to deliver quality public education. The study therefore, found it essential to assess learning challenges faced by special education in public primary schools for effective policy formulation and decision making as asserted by other scholars.

### **1.3 Purpose of the Study**

The purpose of this study was to assess learning challenges faced by special need education in public primary schools in Mvita division, Mombasa County. Inclusion of special needs education in the public school system has faced various challenges. The study sought to establish SNE learning challenges related to social cultural, school based, teachers based and social economic factors.

#### **1.4 Research Objectives**

- i) To investigate social cultural and economic challenges facing special needs education learners in public schools in Mvita division.
- ii) To assess school based challenges facing special need education learners in public schools in Mvita division.
- iii) To determine teacher based challenges facing special need education learners in public primary schools in Mvita division.
- iv) To identify methods of improving learning among special needs education learners in public primary schools in Mvita division.

#### **1.5 Research Questions**

- i) What are the social cultural and economic challenges facing special need education learners in public schools in Mvita division?
- ii) What are the schools based challenges facing special need education learners in public primary schools in Mvita division?
- iii) What are the teachers based challenges facing special need education learners in public primary schools in Mvita division?
- iv) Which methods can be used to improve learning among special needs education learners in public primary schools in Mvita division?

#### **1.6 Significance of the Study**

The findings of this study may provide valuable insights first to head teachers in the education management of special need education learners in the integrated school system. The findings of the study may also help primary school teacher training colleges to equip teachers with skills and knowledge of managing special need education learners in the integrated school system. The study findings are expected

to stimulate and facilitate the adoption of in-service programmes for teachers to be trained in special education so as to improve learning in classroom. This may enhance their competencies in handling challenged learners and their respective needs. It is further hoped that the study may lead to the creation of awareness among the teachers, parents and the entire community on the benefits of educating special need learners. Finally, the study will add up to the knowledge base of challenged learners and education managers as well as create gaps in research that may prompt other researchers to conduct similar studies in other regions or at other levels of education.

### **1.7 Delimitation of the Study**

This study was delimited to special need education learners who have been integrated in the regular schooling system and the learning challenges they encounter. The study was also limited to public primary school in Mvita division, Mombasa County.

### **1.8 Limitations of the Study**

Limitations are matters and occurrence that arise in a study which are out of the researcher's control. Some respondents may not freely give information because of the sensitivity of the topic. Some parents have not enrolled their children in schools; hence information from such students will not be readily available. Eventually the research findings were limited to the answers given by the respondents. Time for data collection was limited the amount of data collected considering that tight schedules in schools. The researcher was limited in terms of financial resources while moving from one place to another for data collection.

## **1.9 Assumptions of the Study**

The study took into account the following assumptions

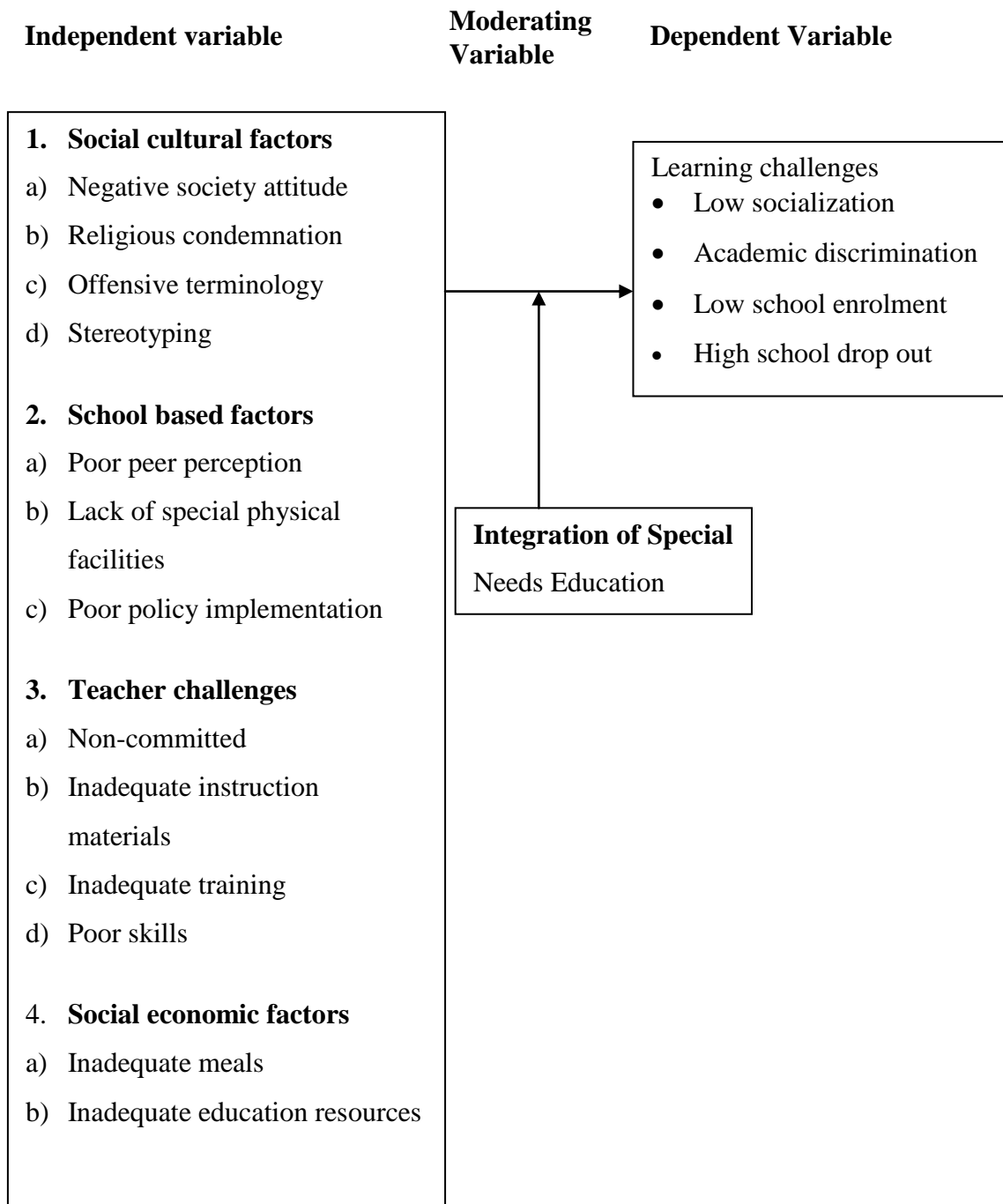
- i) All the sampled respondents were easily accessible during the data collection period.
- ii) All the respondents gave honest and unbiased information.
- iii) There were learning challenges faced by special need education in regular public primary schools.

## **1.10 Theoretical Framework**

This study took the social comparison theory (1954) which is centered on the belief that there is a drive within individuals to gain accurate self-evaluations. The theory explains how individuals evaluate their own opinions and abilities by comparing themselves to others in order to reduce uncertainty in these domains, and learn how to define the self. It was initially proposed by psychologist Leon in 1954. According to Festinger, individuals are motivated to gain accurate evaluations of themselves by examining their opinions and abilities in comparison to others. Such comparisons provide an objective benchmark against which an individual can compare themselves in relevant domains, providing a sense of validity and cognitive clarity. He hypothesized that people who are similar to an individual are especially good in generating accurate evaluations of abilities and opinions. To this, he added that the tendency to compare oneself with some other specific person decreases as the difference between their opinions and abilities become more divergent. He also hypothesized that there is an upward drive towards achieving greater abilities.

Wills furthered the theory by introducing the tenet of proximity to standards. Wills (2001) asserted that when individuals are evaluated where meaningful standards exist, such as in an academic classroom where students are ranked, then competitiveness increases as proximity to a standard of performance increases. When the only meaningful standard is the top, then high-ranking individuals are most competitive with their peers, and individuals at low and intermediate ranks are equally competitive. However, when both high and low rankings hold significance, then individuals at high and low ranks are equally competitive, and are both more competitive than individuals at intermediate ranks. The social comparison theory is therefore very relevant in this study on challenges faced by special needs learners: physically challenged students often face a lot of discrimination from the peers and the society. Their academic performance is mostly poor. As observed the high ranking of pupils challenges the special need education pupils who need extra attention and resources to match up with the others. This theory therefore provided a fertile ground to assess the learning challenges faced by special needs education learner in public primary schools in understanding the challenges that cause the poor performance among them.

## 1.11 Conceptual Framework



**Figure 1.1: Conceptual Framework**

Source (Researcher, 2016)

## 1.12 Operational Definition of Terms

- Beliefs:** refers to the customized notions that people have towards learners with disabilities
- Counseling:** offering advice to disabled learners
- Disability:** refers to any restriction or lack of ability to perform in a manner or within a range considered normal for a human being
- Handicapped:** it refers to learners who are disadvantaged in one way or another.
- Inclusiveness:** refers to the integration or incorporation of children with disability in the mainstream education system.
- Physically challenged:** refers to learners who are not able to walk properly as others and may use special devices to aid mobility.
- Rumps:** refers to special amenities in school which aid the mobility of physically challenged learners
- Special education:** education meant for learners who are challenged, mentally, physically, visually and in hearing.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Learners with disabilities have immense difficulties exercising the right to education. First, the right to education has tended to favour children without disabilities. This chapter highlights social cultural and economic challenges, school based challenges and teacher based challenges facing special needs education. The chapter winds up with the summary of the study.

#### **2.2 Social-cultural and Economic Challenges**

The disabled child is unable to access meaningful education because society is organized to meet the needs of non-disabled people as manifested by the negative attitude that hampers their efforts to lead ordinary lives (UNESCO, 2003). The Religious influence among the Christian Community and its treatment of disability particularly in the Old Testament further stigmatizes the disabled. A quotation from Leviticus 21:16 – 20 is perhaps the best distilled example of the thread of uncleanliness and inherited sin” that runs throughout the Bible in its segregation towards the disabled persons. The Old Testament believers and some non-Christians today still hold similar sentiments against the disabled. This religious condemnation, an independent variable in the study will be tackled in this study.

Traditionally and culturally, African society held negative attitudes and beliefs towards disability and the CWDs. Often disability is associated with witchcraft and promiscuity during pregnancy and punishment by ancestral spirits (Florien, 2008). More still, the negative attitude to CWDs of both teachers and Peers has affected the

retention of CWDs in schools (Nabasa, 2004). Amongst the most common attitudes are those of disabled people are incapable, aggressive, in need of charity, and of low intelligence. The use of offensive terminology and stereotypical views of disabled people such as “twisted bodies result into twisted minds” and representation of disability as monstrous and horrific, partly explains the low retention (Kato, 2000).

The use of abusive words like “rema” (Shona language of Zimbabwe) and “kiwete” (Swahili word for physically handicapped) dehumanizes and reduces them to objectives. (Devlinger, 2008). Ainscow (2008) says that the use of labels to describe individual pupils and summarize the nature of their disability makes cooperative learning with their peers in inclusive classes a nightmare. Intra-house relations also affect access to all inclusive education services by CWDs. Parents with low education levels tend to have less interest in education and maybe reluctant to invest in the education of their children especially those with challenges (UNSECO, 2003).

Children with Disabilities even at family level are neglected and rejected by their families whereby the disabled are rarely sent to school, in the uncaring society with a notorious global reputation for hypocritical piety and institutionalized neglect of the poor and disadvantaged. For example it’s believed that across the Sub continent of India’s estimated 40 million children aged four – sixteen years with mental and physical disabilities are out of School. The overwhelming majority of them are vagabonds not out of volition but because of callous communities and parents (UNESCO, 2003). In Kenya, as observed by Opini (2010) children with disability have been viewed as outcasts who are limited to begging on the streets.

The introduction of Free Primary Education facilitated fertile grounds for all children to join the education system. The overpopulated classes in public primary schools have been cited as sources contributing to poor learner retention in public primary school. As per the United

Nations, “poverty is fundamentally a denial of choices and opportunities, and a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed and clothe a family, not having a school or clinic to go to; not having the land on which to grow one’s food or a job to earn one’s living, not having access to credit. It means insecurity, powerlessness and exclusion of individuals, households and communities. It means susceptibility to violence, and it often implies living on marginal or fragile environments, without access to clean water or sanitation” (The World Bank 2008).

The high levels of poverty among the parents of pupils in special education have left so many children without a midday bite; whole day without a meal is a big challenge to survival of and completion rates of learners in special education need (Parisner, 2003). There is general lack of knowledge on existing policies that could enforce special needs education inclusiveness in education (Khrais, 2005). For instance the limited involvement of special needs education and their caregivers in policy formulation not only hinders the realization of their rights, and equal treatment but also denies them effective participation, as they cannot demand for services deemed fit for their education (Goodley,2009).

The high cost of instructional materials of CWDs further makes the access to all-inclusive education services a challenge as they compete unfavorably with those of

normal children (Kavale, 2002). For example on average educational and instructional materials for a child with visual impairment for primary school could include; cubes for arithmetic cubartithm board games, wheelchair and mobility cane. Poor students also wear tattered clothes to school and feel ashamed associating with their peers who may be well dressed. Thus, it becomes hard and torturing for such students to participate in class group engagement because they lack essential learning materials.

Poverty index in Kenya is high, there are people who cannot afford all the meals of a day while at the same time there are people languishing and dying due to hunger (MOE, 2012). According to Opini (2010), the coast region is among regions which are characterized by high levels of poverty impacting negatively on learners with disabilities because of the expensive materials they need for learning. Many studies have been done on the impact of social economic status and social cultural impact on learning of pupils. However, there are limited studies done on how the social cultural and economic factors challenge learning in SNE in regular publics schools in Mvita. This study sought to fill this gap.

### **2.3 School Based Challenges**

Although presently primary education targets CWDs as one of the priority groups, there is no matching infrastructure necessary for the inclusion of CWDs in schools. There is acute a shortage of teachers and they generally lack training on how to accommodate CWDs in their regular classroom activities. Moreover, the class sizes are too big. Kristensen (1997) and Clark and Shore (1998) found that it is not realistic to integrate special needs students in huge class with more than fifty

children as it reduces teacher pupil contact and makes the selection of suitable teaching methods impossible.

However, the situation is different in Lesotho where the government produced a teacher curriculum and materials for teachers giving basic information on disability education for both pre and in service trainings. Though children with disabilities are enrolled in primary schools, very few complete the primary cycle of education. This is attributed to the curriculum that does not serve the needs of the disabled and school infrastructure which is not supportive. According to USDC (2003) the current curriculum and examination system are not flexible and do not cater for SNE as the assessment of CWDs has not been standardized. In the development of the curriculum and examination system inadequate attention is paid to SNE.

Assessment of CWDs has not yet been standardized where instructional materials are concerned, yet their capabilities differ from those of mainstream school children. Oketch, Mutisya & Ngware (2009) note that the assessment is often unfair, and does not assess these children according to their capabilities. Yet in order for SNE and inclusion to work well, it is necessary for flexibility. This concurs with the argument of (Skjorten, 1995) that teaching and learning process becomes a success if the equipment helps to understand abstraction, differentiate, motivate and repeat in many different ways.

A study by Mutisya *et al* (2009) observed that most Kenyan schools did not have ramps, rails and stare cases that made mobility impossible for CWDs. A similar situation is observed in India where most public buildings are neither friendly nor accessible to disabled people and serve to exclude them from participating in the

public discourse. Though the Salamanca Statement and Framework for Action (UNESCO, 1994) re-affirms the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renews the pledge made by the world community at the 1990 World Conference on Education for All.

Gregory *et al* (2008) also concurs, that children who find themselves unacceptable to their peers or in unsatisfactory relationship with their teachers, life in school becomes a punishing experience. As without friends many of the activities they undertake are meaningless. People without friends are an exceptionally vulnerable group, their health and welfare is constantly at risk. For example in India the National Resource Centre for Inclusion (NRCI) successfully developed a model of desegregation which enables able-bodied children to study happily with the physically and mentally challenged.

Education to children irrespective of ability is a right. Unfortunately, world over for the children with disabilities this has not been satisfied it is only a few lucky ones who get this opportunity. School administrators are currently being faced by huge challenges on how best they can address the educational needs of SNE children owing to the fact that most of them are not properly trained to handle any challenged learners (Verspoor, 2008). This study sought to fill the gap on the school related challenges facing learning in SNE in regular public schools in Mvita.

#### **2.4 Teacher Based Challenges**

The implementation of integration curriculum has considerably pressured many individual teachers (Florien, 2008). Australian research has since the early days of implementation, revealed that many teachers philosophically accepted the notion but

resisted the student with significant problems like intellectual disability, emotional and behavioral disorders (Conway, 2002, Graham & Prock, 2007). A study by Goodley (2007) indicated that, the impact of students with severe emotional and behavioral disorders on classrooms contributed to resignation of one third of beginning teachers in many schools. The classroom teachers are less enthusiastic about the inclusion of the students with more severe disabilities because of the daily responsibilities they face.

Studies from other countries indicate similar findings. For example Bowman (2006) in a survey of 14 countries found that teachers welcomed students with medical and physical disabilities, but resisted the inclusion of special need students who had more significant disabilities. The study also noted that the teacher's integration attitude was favorable. A study by Hallahan and Kauffman (2001) gave contrary findings as majority of British teachers reported a negative attitude towards integration of special need students. A meta-analysis study examining the attitude of over 10,500 teachers found two third ready to integrate students requiring no significant additional skills or time (Stanley & Porte, 2002).

The argument of most teachers was that the policy makers were not in touch with the realities of the classroom. The pull-out model was favored by many teachers who supported that special need education department was responsible for student with disabilities (Berryman, 2009). Few teachers (21%) believed that it was their responsibility to modify the curriculum for learners with special education needs. Non-committed teachers find special education need learners to be more demanding and have the tendency of neglecting their academic matters (Khrais, 2005). When neglected, such learners isolate themselves and create a low social esteem even

among peers because they appear to be “stress” to teachers and seem to be “out of the learning context”.

There are many causes in field of integration and inclusion which lead to teacher resistance to the learning system. Center and Ward (2007) indicated that the resistance of the teacher towards integration and inclusion was a reflection of lack of confidence in their own instructional methodologies and the quality and amount of support they receive. As a result, teachers seem reluctant towards any learner placing additional demand on them. Nabasa (2004) noted that majority of the teacher trainings lacked mandatory special education units in the pre-service training period. This is because they were not expected to instruct learners with special needs. Many of the teachers lack necessary skills to teach special need education and lack the desire to gain such skills.

The policy changes that have occurred recently have put teachers out of the learning context in regard to special needs education. It is more challenging especially when they are handling pupils with wide range of disabilities, learning difficulties and extremely challenging behaviors like ADHD (Berryman, 2009). New teachers with special education training find that the pre-service courses offered in colleges not enough for teaching realities of students with special need. Oketch (2003) observes that a one semester course certainly raises the awareness and introduces prospective teachers to strategies that expand a teacher’s repertoire. These courses however, rarely result in high levels of teacher confidence and expertise. Gould & Vaugh (2002) show that teacher’s feel inadequate in regard to handling learners with special educational needs.

Few teachers have adequate expertise in the management of challenging behaviors among special need education learners. Carr *et al* (2001) asserts that it is such behaviors that are key causative factors in the failure of the integration and inclusion programme. Many teachers assert that the pre-service and in-service courses that are meant to address their skills and attitudes are insufficient (Bartak and Fry, 2004). Sigel and Jausovec (2004) noted that the in-service training was effective than the pre-service training because it was based on actual classroom findings. There are significant information gaps between teaching practice and the stated policies of educational bodies (Eraclides, 2001).

Many teachers also struggle with the tension between accommodating the special needs of some students and disadvantaging other students. Some teachers believed that making any accommodations was unfair on other students (Lavoie 2009). They cited that it is time consuming especially in practical classroom activities. The handicapped pupils were slower compared to the non-handicapped. However, some teachers support the inclusive or rather integrated learning while others do not. The study aimed to establish how the inconsistent teacher preparedness challenges learning in SNE in regular public primary schools in Mvita division.

## **2.5 Summary of the Study**

Poor school infrastructure and inadequate teaching facilities challenges learning in SNE in public primary schools. Non-committed teachers view SNE learners as extra burden hence they tend to campaign against the inclusion process. The in-service training has been found effective than pre-service because it focuses on classroom experiences. SNE learners from low social economic status lack necessary learning materials and wear tattered schools uniforms which embarrass them among their

peers. This lowers their self-esteem and lowers their academic participation. As observed by Opini (2010), there is poor management of the inclusive learning among the SNE pupils who are sometimes ignored and frustrated. Some SNE pupils end up dropping out of school before completing their course. Few schools have proper records on their academic progress times teachers do not include them in the end of term exam results because they feel that they will drop the mean score of the class. This study therefore sought to investigate the challenges in depth and identify methods of improving learning among learners in special needs education in public primary schools in Mvita division.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides details on the research design and methodology that was applied in the sourcing, processing and analysis of the data. The methodology shed light on the target population, sampling procedures and sample size, research instruments, validity and reliability issues, pre-testing, data collection procedures as well as data processing and analysis techniques. Consequently, this chapter shall address the ethical considerations of the study.

#### **3.2 Research Design**

A design was used to structure the research, to show how all major parts of the research project work together to try to address the central research questions. It was the scheme or plan that was used to generate answers to research problems. The study used the descriptive survey research design. The research structure entailed gathering information from a relatively large group of cases. According to Mugenda & Mugenda (2003), survey is an attempt to collect data from members of a population with respect to one or more variables. Survey research is a self-report study which requires the collection of quantifiable information from the sample. The information is collected from a sample rather than from every member of the population. Being a quantitative and qualitative study, the design was appropriate since the study involved interviewing or administering questionnaire to sample individuals

### **3.3 Location of the Study**

Mvita Division is found in Mombasa County in the coastal region of Kenya. It lies between latitudes 3°56' and 4°10' south of the equator and longitudes 39°34' and 39°46' east. The main economic activity in the region was tourism and fishing. The researcher chose Mvita Division because it was cosmopolitan with pupils from diverse backgrounds. The different social economic groups from almost all ethnic and religious backgrounds were reflected in these schools. Thus, the study yielded uniform findings with no ethnicity of race biasing. The researcher was familiar with the region and was able to personally visit the schools in the sample and administer questionnaires to make observations and have in depth interviews with some students. Hence, the researcher found it effective to conduct the study in the area.

### **3.4 Target Population**

Target population is defined as all the members of a real hypothetical set of people, events or objects to which a researcher wishes to generalize results of the research study (Orodho & Kombo, 2002). The target populations for this study included all primary public schools head teachers, teachers, parents and special needs education pupils in Mvita Division.

### **3.5 Sample and Sampling Procedure**

Sampling was necessary because in a study of this nature, it is neither desirable nor possible to cover the entire population. Non-probability sampling procedures were used through purposive and snow ball sampling techniques in order to capture information from a knowledgeable group of respondents. Purposive sampling focuses on particular characteristics of a population that are of interest and which enable in answering research questions. The purposive sampling allowed people

assumed to be aware of the CWD situation get interviewed. These included primary school head teachers and teachers. Snowball sampling is used by researchers to identify potential subjects in studies where subjects are hard to locate (Mugenda, 2003). The snowball sampling technique allowed the respondents to direct the researcher to the next potential respondents like parents of CWDs as locating them was difficult.

According to Mombasa County Education statistics there were 9 public primary schools in Mvita Division and a student population of 6,500. The teacher population was 180 (Mombasa County Education Office). The exact number of CWD was not known. This study sampled 7 the schools in the region. The remaining two were used in the piloting stage. To achieve the sample size of the teacher the researcher used 10% of the total population; hence a total number of 18 teachers were used. A sample size of 50 parents was used for the study. Twenty five pupils were sampled from each of the seven schools all from upper primary classes. Fifteen of the sampled students were handicapped while 10 were not handicapped.

**Table 3.1: Sampled Population**

| <b>Category of respondents</b> | <b>Sample size</b> |
|--------------------------------|--------------------|
| Head teachers                  | 7                  |
| Teachers                       | 18                 |
| Parents                        | 50                 |
| Students                       | 175                |
| <b>Total</b>                   | <b>250</b>         |

Source: Researcher, 2014.

### **3.6 Data Collection Instruments**

The main data collection tools for this study were questionnaires, interview schedules and focus group discussions. Questionnaires were used because the target population was literate and hence was able to answer the questions. Two questionnaires were employed in the study, one for the pupils and the other for teachers. Interviews were used because they allow respondents to give “extra” information which the researcher may not be aware of (Gay, 1993).

#### **3.6.1 Focus Group Discussions**

The focus group discussions offered more insight on the subject being studied and facilitated many people to participate in giving information without appearing discriminative. This tool was thus appropriate for pupils who were handicapped. It is attached herein as Appendix 1.

#### **3.6.2 Head Teacher Interview**

Interviews are known for soliciting “extra” information which the researcher may not be aware of. School administrators answered questions related to school factors. This tool was viewed effective for the head teachers because of the managerial experiences they have regarding the inclusion programme. It is attached herein as Appendix II.

#### **3.6.3 Teachers’ Questionnaire**

This questionnaire collected data from teachers in relation to the research objectives. It also collected data on possible and realistic approaches of quality education of physically challenged learners in public primary schools. It is attached herein as appendix III.

### **3.6.4 Parents Semi-structured interview**

This tool collected data from parents who had children with disabilities. It is attached herein as Appendix II.

## **3.7 Validity**

Validity of an instrument refers to the extent to which it actually captures what it purports to measure (Mugenda and Mugenda, 2003). To ascertain content, validity questionnaires were given to two experts in the education administration department of Kenyatta University.

Suggestions made by the experts were considered by the researcher. Work colleagues of the researcher assisted her in ascertaining face validity of the research instruments.

### **3.7.1 Reliability**

According to Koul (2004), reliability is the ability of a research instrument to consistently measure the characteristics of interest over time. The researcher used the pilot study to check the reliability of the research instruments, thus data collected from the pilot study was thoroughly analysed to see if the instruments were collecting reliable information for the study. Coefficient tests were also carried out whereby a coefficient test of 0.78 was attained and considered reliable.

## **3.8 Pilot Study**

The researcher carried out a pilot study in three schools in the adjacent Bamburi Division to ascertain the validity and reliability of the research instruments. Bamburi Division has the same features as Mvita Division hence was believed to be an

appropriate area for piloting. From the pilot study the researcher was able to reconstruct some parts of the research instruments which did not match the objectives of the study and some which made respondents shy away from answering the questions appropriately.

### **3.9 Data Collection Procedure**

The researcher got an introduction letter from Kenyatta University explaining the purpose of the research. She then got a research permit from the National Commission for Science Technology Innovation. Copies of the introductory letters were distributed to the sampled primary schools targeting the head teachers three weeks before the commencement of the research field work. The researcher used research assistants who were inducted in a one day seminar on research collection procedure by trained and experienced research personnel. The research assistants were responsible for distributing questionnaires and collecting. Filled questionnaires were collected from the schools while the researcher engaged the head teachers and parents in interviews aimed at collecting more data.

### **3.10 Data Analysis and Presentation**

This study applied both quantitative and qualitative approaches to process, analyze and interpret the data. However, to a larger extent data was analyzed by the use of descriptive statistics. The data was coded and analyzed using descriptive statistics such as frequencies and percentages. The results obtained were used to describe and summarize the raw data while the chi-square was used to assess the relationship between research variables. The Statistical Package for Social Sciences (SPSS) programme was used to compute the data collected, and produce frequency distributions, percentages and measures of central tendency.

### **3.11 Ethical Considerations**

The researcher complied with the ethical principles which aim at protecting the dignity and privacy of every individual who, in the course of the research work provided personal information about themselves or others. Before an individual becomes the subject of the research they were notified of the aims, methods and anticipated benefits of the research. The right of individuals to abstain from participation in the research and the confidential nature of the responses given were addressed by the researcher in the study. No pressure or inducement of any nature was applied to encourage an individual become a subject of the research.

The identity of individuals from whom information was obtained in the course of the project was strictly kept confidential and any information that revealed the identity of individuals who were subjects of the research were destroyed unless the individual concerned consented in writing to its inclusion in the final draft.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter discussed the findings of the study in relation to the questionnaires, which the researcher had set. They were presented in forms of tables, pie charts and graphs. The study was guided by the following objectives:

- i) To investigate social cultural and economic challenges facing learners in special needs education in public schools in Mvita Division.
- ii) To assess school based challenges facing learners in special needs education in public schools in Mvita Division.
- iii) To determine teacher based challenges facing learners in special needs education in public primary schools in Mvita Division.
- iv) To identify methods of improving learning among learners in special needs education in public primary schools in Mvita Division.

#### **4.2 General Information about the schools and the Respondent**

##### **4.2.1 Response Rate**

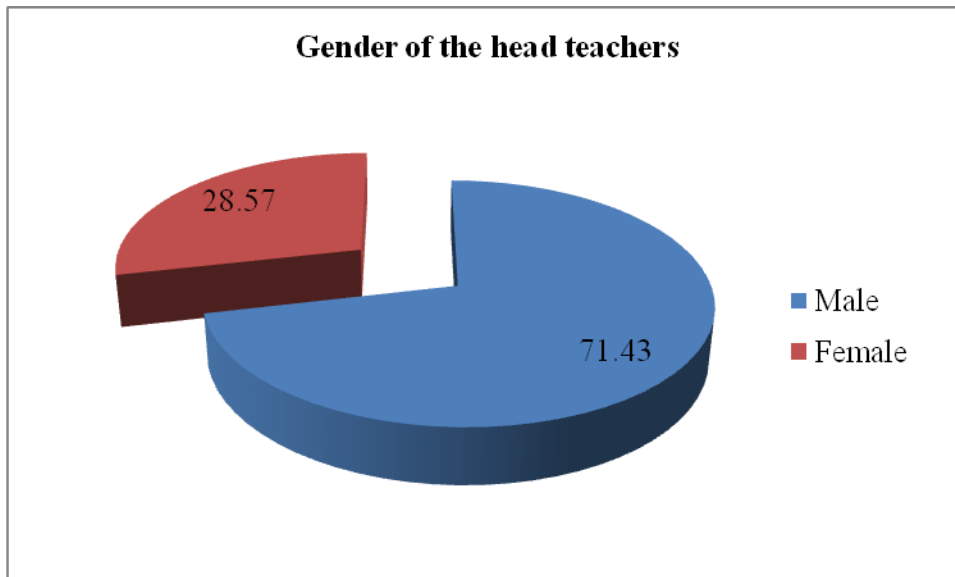
Out of 250 questionnaires which had been administered to the interviewees, 246 of them were returned for analysis. This translates to 98.4% percent return rate of the respondents. Overall, the response rate can be considered to have been very high as shown in Table 4.1. According to Mugenda & Mugenda (2003) a 50% response rate is adequate, 60% good and above 70% rated very good. Based on this assertion; the response rate in this case of 98.4% is excellent.

**Table 4.1: Response**

| <b>Category</b>      | <b>respondents of<br/>Sample size</b> | <b>Questionnaires<br/>returned</b> | <b>Percentage return<br/>rate</b> |
|----------------------|---------------------------------------|------------------------------------|-----------------------------------|
| <b>Head teachers</b> | 7                                     | 7                                  | 2.85%                             |
| <b>Teachers</b>      | 18                                    | 18                                 | 7.32%                             |
| <b>Pupils</b>        | 175                                   | 175                                | 71.14%                            |
| <b>Parents</b>       | 50                                    | 46                                 | 18.70                             |
| <b>Total</b>         | 250                                   | 254                                | 98.4%                             |

### **4.3 Demographic Analysis of the Respondents**

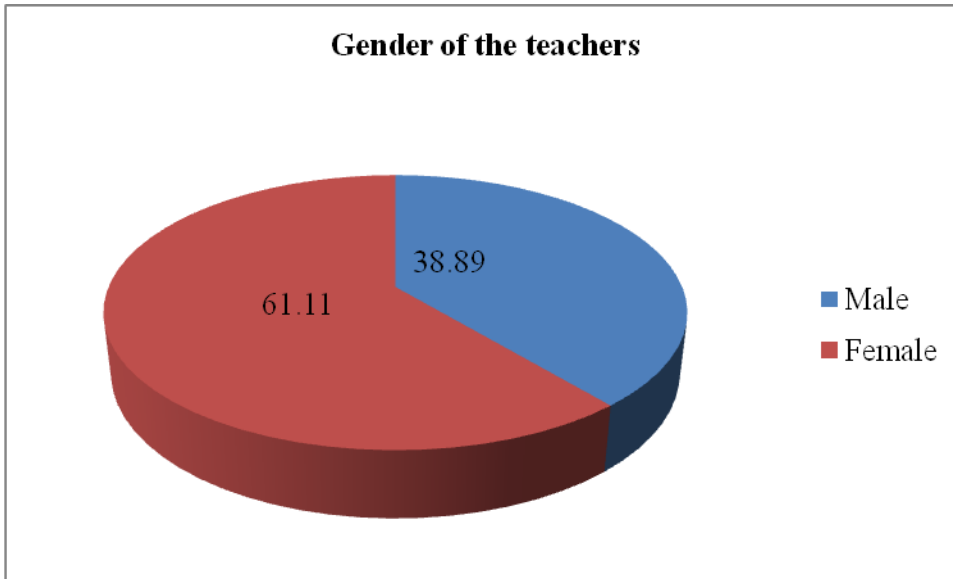
#### **4.3.1 Gender of the head teachers**



**Figure 4.1: Gender of the head teachers**

As shown in figure 4.1 majority of the head teachers (71.43%) were male while 28.57% were female.

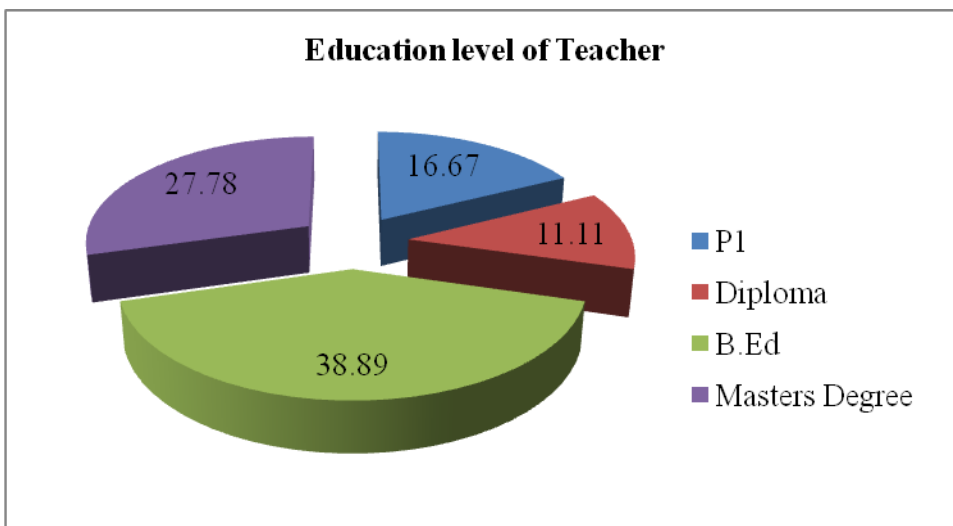
### 4.3.2 Gender of the Teachers



**Figure 4.2: Gender of the teachers**

Majority of the teachers were female (61.11%) while 39.89% were male.

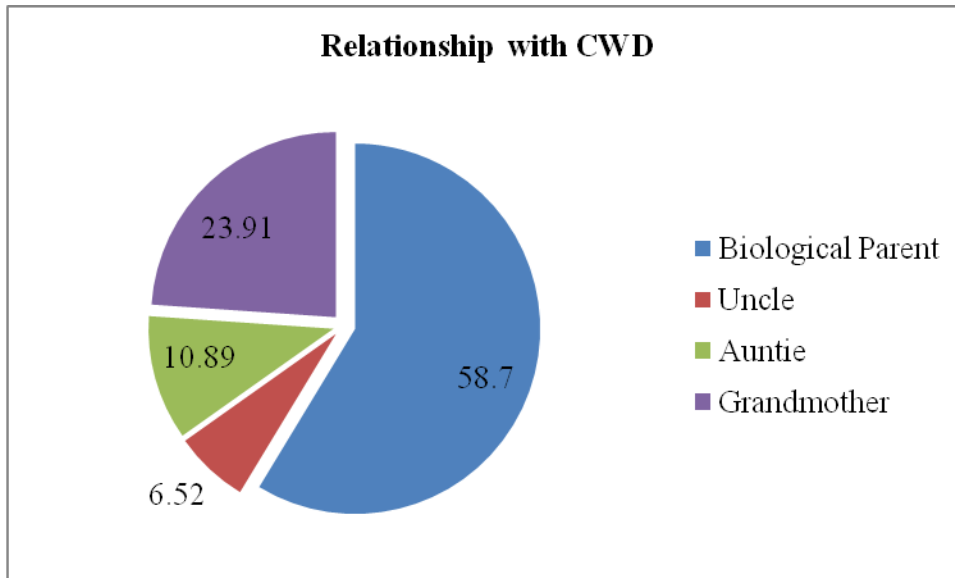
### 4.3.3 Academic Qualifications of the Teachers



**Figure 4.3: Academic qualifications of the teachers**

The study as shown in Figure 4.3 found that majority of the teachers (38.89% had a Bachelor's degree, the rest had Master's degree (27.78%), P1 (16.67%) and Diploma (11.11%) respectively.

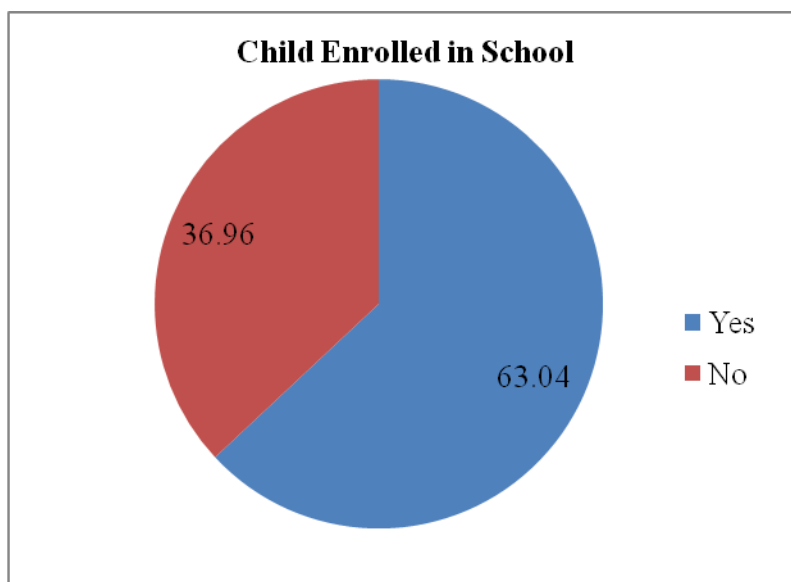
#### 4.3.4 Relationship of the Child with the Guardian or Parent



**Figure 4.4: Relationships with the CWD**

The study as indicated in Figure 4.4 found that majority of the respondents were biological parents (58.7%), other significant members included grandmothers (23.91%), auntie's (10.89%) and uncle's (6.52%).

#### 4.4.5 School Enrolment status of the CWD



**Figure 4.5: School enrolment status of the CWD**

The study as shown in Figure 4.5 indicated that majority (63.04%) of the children with disability were enrolled in schools while 36.96% were not enrolled in any school.

#### 4.4 Social Cultural and Economic Challenges

##### 4.4.1 Community Relations with Children with Disability

**Table 4.2: Community Relations with Children with Disability**

|           | Frequency | Percentage frequency |
|-----------|-----------|----------------------|
| Very good | 12        | 6.86%                |
| Good      | 20        | 11.43%               |
| Average   | 34        | 19.43%               |
| Bad       | 74        | 42.29%               |
| Very bad  | 35        | 20%                  |

The study as indicated in Table 4.2, found that community relationship with children with disability was negative. The pupils cited that 42.29% of the community treated them bad, 20% treated them very bad, 19.43% average, 11.43% good and only 6.86% as very good.

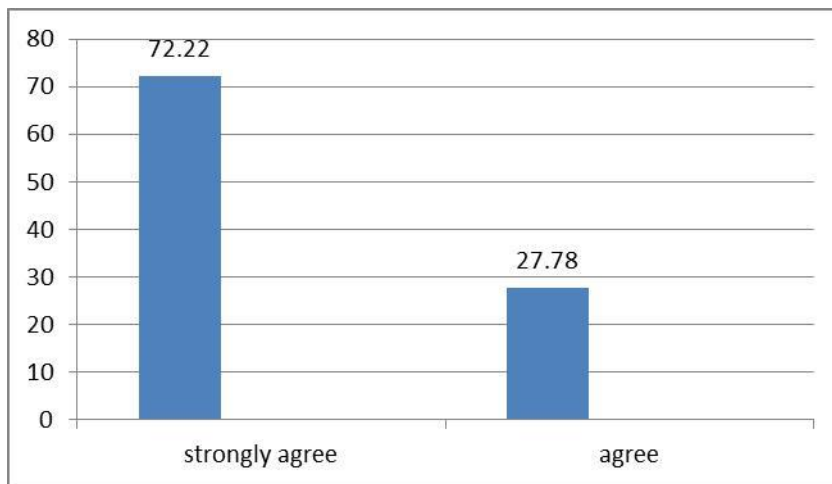
#### 4.4.2 Relatives relations with Children with Disability

**Table 4.3: Relatives Relationship with CWD**

|                  | Frequency | Percentage frequency |
|------------------|-----------|----------------------|
| <b>Very good</b> | 21        | 12%                  |
| <b>Good</b>      | 17        | 9.71%                |
| <b>Average</b>   | 75        | 42.86%               |
| <b>Bad</b>       | 40        | 22.86%               |
| <b>Very bad</b>  | 22        | 12.57%               |

The study as shown in Table 4.3 found out that 42.86% of the relatives of children with disabilities treated them average, 22.86% treated them bad, 12.57% treated them very bad, 9.71% treated them good and only 12% gave them very good treatment.

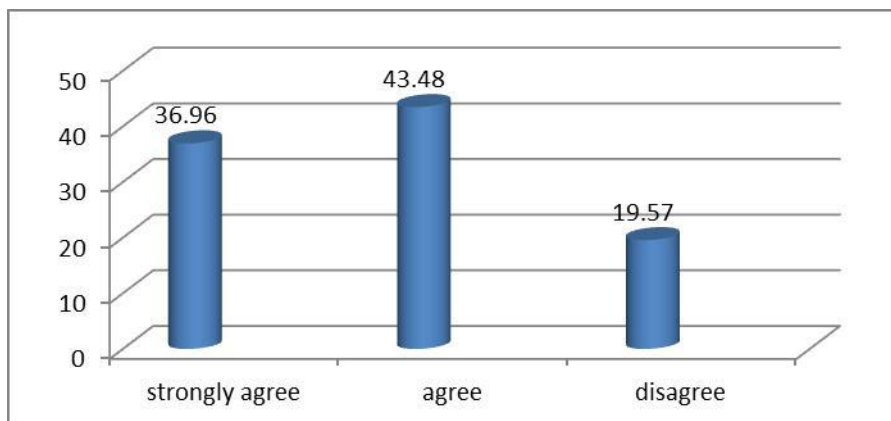
#### 4.4.3 Isolation and Negative attitude towards Children with Disabilities



**Figure 4.6: Isolation and negative attitude towards children with disabilities**

As shown in Figure 4.6 majority of the teachers (72.22%) strongly agreed that children with disability were isolated and received negative attitude from the community while 27.78% agreed to the same.

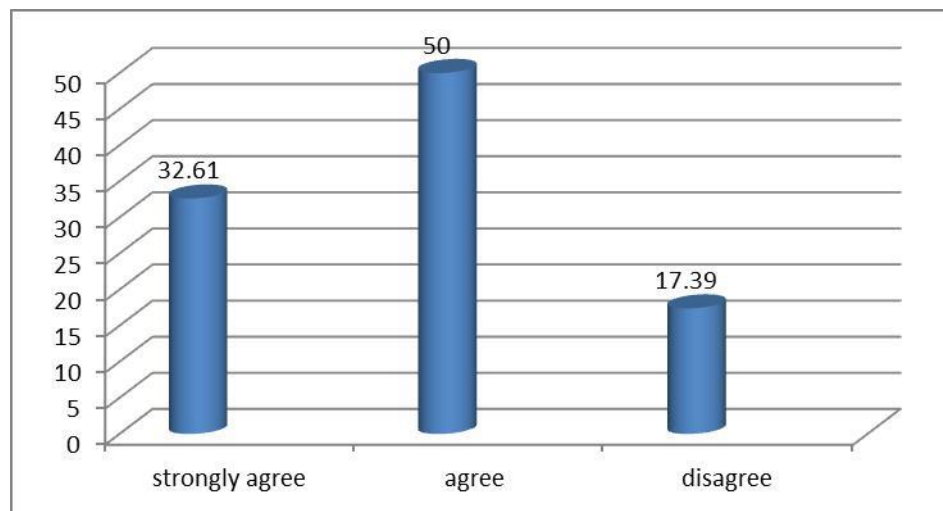
#### 4.4.4 Economic Challenges in access of Education for Children with Disabilities



**Figure 4.7: Economic challenges in accessing education for children with disability**

Data from the parents in Figure 4.7 indicated that (36.96%) strongly agreed that they encountered economic challenges in trying to access education for their children with disabilities. Others (43.48% agreed to the same but 19.57% disagreed with this opinion.

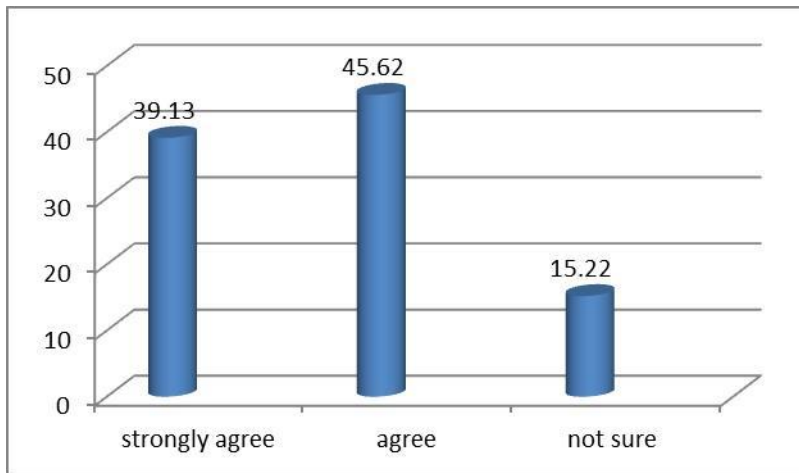
#### 4.4.5 Inadequate Money to buy Special items for Children with Disabilities



**Figure 4.8: Inadequate money for learning materials**

As shown in Figure 4.8 majority of the parents (50%) agreed that it was expensive to buy learning materials for the children with disabilities. while 32.61% strongly agreed to the opinion 17.39% of the parents disagreed citing issues like society discrimination as strong opponents than monetary challenges.

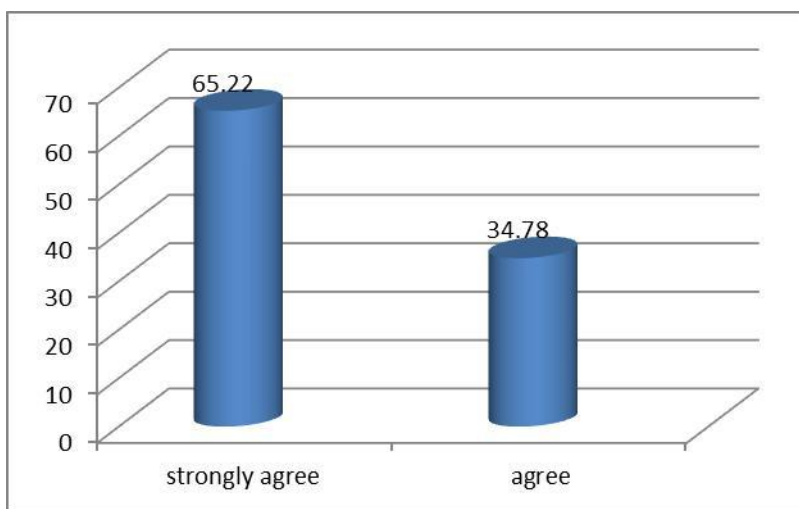
#### 4.4.6 Special need Children face Community Discrimination



**Figure 4.9: Community Discrimination**

As shown in Figure 4.9, majority of the parents (45.62%) agreed that special needs children faced community discrimination, 39.13% of the parents also strongly agreed while 15.22% were not sure on this opinion.

#### 4.4.7 Parents of children with special needs children are alienated by the community



**Figure 4.10: Parents discriminated because of CWD**

Majority of the parents (65.22%) strongly agreed that parents of children with disabilities were alienated by the community. This was further supported by 34.78% who also agreed to the same opinion.

#### 4.4.8 Pupils' response on learning challenges

**Table 4.4: Learning Challenges faced by pupils**

| <b>Statement</b>                               | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagreed</b> | <b>Strongly Disagree</b> | <b>Not Sure</b> |
|--|-----------------------|--------------|------------------|--------------------------|-----------------|
| <b>Poor parental involvement</b>               | 36%                   | 42.86%       | 11.43%           | 9.71                     |                 |
| <b>Discrimination by others</b>                | 62.86%                | 22.86%       | 10.86%           | 4%                       |                 |
| <b>Isolation</b>                               | 50.29%                | 41.71%       | 4%               |                          | 4%              |
| <b>Teachers avoid them</b>                     | 25.71%                | 32%          | 21.14%           | 11.42%                   | 9.71%           |
| <b>Lack of adequate learning materials</b>     | 66.86%                | 33.14%       | -                | -                        | -               |
| <b>Face school travelling challenges</b>       | 30.86%                | 59.43%       | 11.43%           | -                        | -               |
| <b>Have small sitting allowance in classes</b> | 49.71%                | 42.86%       | 4%)              |                          | 4.57%           |

As indicated in Table 4.4, inadequate learning materials were the major issue that challenged learners with disabilities. This was followed by social discrimination by others (63.86%) and inadequate sitting allowance in class (49.71%). Teachers avoiding them was the least challenge they encountered.

#### **4.4.9 Head teacher’s response of Cultural challenges**

According to the head teachers’ interview analysis the enrolment rate of the children with disability was low in Mvita, this had been contributed with the cultural beliefs of witchcraft.

Some parents opted to keep children with disabilities at home while taking them to seers and other traditional healers for healing processes. They believed that once the children were healed they will get them back to school. Others just hide their children because of fear of discrimination and out of shame.

#### **4.5 School Based Challenges**

##### **4.5.1 School caring for the children with disabilities**

**Table 4.5: School Level care**

|                  | <b>Frequency</b> | <b>Percentage frequency</b> |
|------------------|------------------|-----------------------------|
| <b>Very good</b> | 23               | 13.14%                      |
| <b>Good</b>      | 36               | 20.57%                      |
| <b>Average</b>   | 88               | 50.29%                      |
| <b>Bad</b>       | 21               | 12%                         |
| <b>Very bad</b>  | 7                | 4%                          |

As shown in Table 4.5, 50% of the pupils were given an average level caring methods, 20.57% gave them good care, 13.14% very good care, 12% bad and 4% had very bad caring methods for these children.

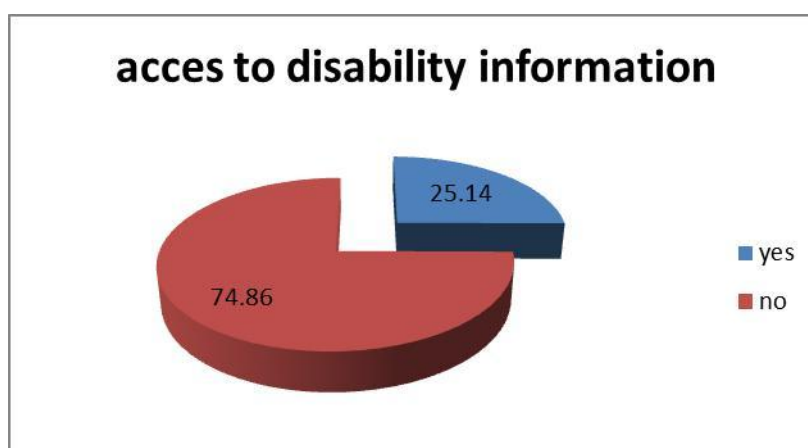
#### 4.5.2 School Condition of Special Unit Facilities

**Table 4.6: Provision of special unit facilities**

|                  | Frequency | Percentage frequency |
|------------------|-----------|----------------------|
| <b>Very good</b> | 8         | 4.57%                |
| <b>Good</b>      | 16        | 9.14%                |
| <b>Average</b>   | 66        | 37.71%               |
| <b>Bad</b>       | 79        | 45.14%               |
| <b>Very bad</b>  | 7         | 4%                   |

As shown in table 4.6, majority of the schools (45.14%) had special unit facilities that were bad, 37.71% had average special unit facilities. 9.14% good, 4.57% very good and 4% very bad.

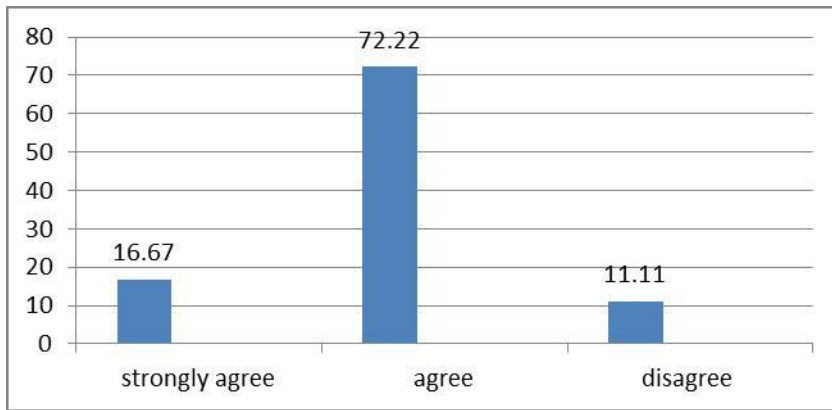
#### 4.5.3 Access to Disability Related Information



**Figure 4.11: Access to disability related information**

As shown in Figure 4.11 only 25.14% of the pupils had access to disability information. The rest (74.86%) had no access to such information more so with regard to self-esteem and personal development.

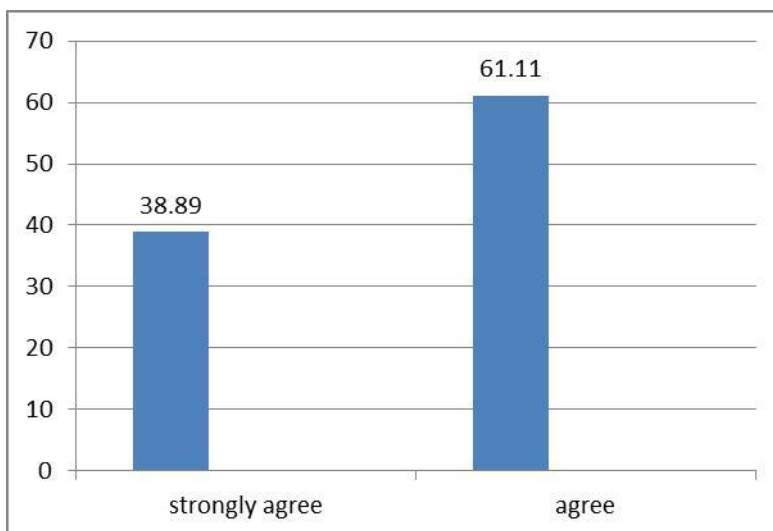
#### 4.5.4 Challenges of Curriculum and Teaching Style in SNE Learning



**Figure 4.12: Challenges of curriculum and teaching style in SNE learning**

The study as shown in Figure 4.12 found out that 72.22% of the teachers had curriculum and teaching challenges with regard to SNE, 16.67% strongly agreed that the current system of curriculum did not cater well for the children with learning disabilities. However, 11.11% of the teachers did not agree to the opinion.

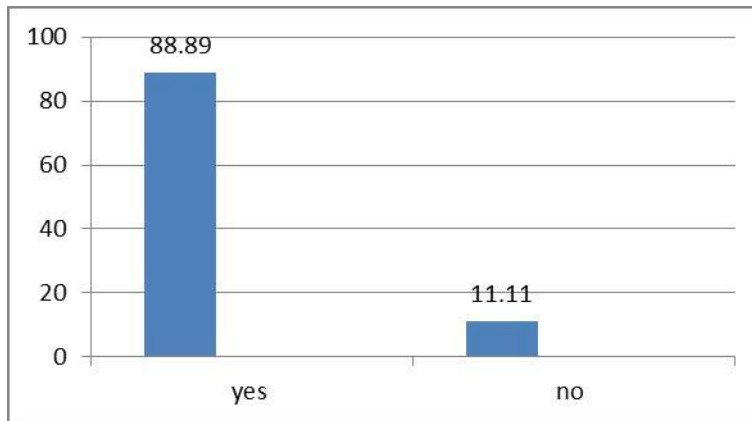
#### 4.5.5 Inadequate Instructional Materials for SNE Learning



**Figure 4.13: Inadequate instructional materials for SNE learning**

Majority of the teachers (61.11%) as indicated in Fig 4.13 agreed that there were inadequate instructional materials for SNE learning. They were also supported by 38.89% of the teachers who strongly agreed to the similar opinion.

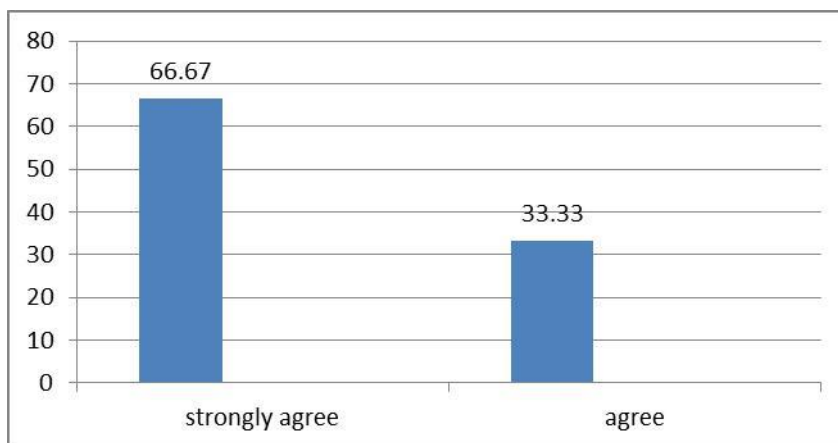
#### 4.5.6 There are Limited Teachers Trained in SNE



**Figure 4.14: Limited SNE teachers**

From the study finding as indicated in Figure 4.14, majority of the schools did not have trained teachers in SNE. Only 11.11% school in Mvita had adequate SNE teachers.

#### 4.5.7 Equipment's for Children with Disabilities are Expensive



**Figure 4.15: Equipment for children with disabilities is expensive**

The learning equipment for the children with disabilities were found to be expensive by the majority of the teachers (66.67%) as indicated in Figure 4.15. this was supported by 33.33% of the teachers who agreed to the same opinion.

#### **4.5.8 School Retention Rate of CWD**

The retention rate of the majority of children with disabilities was very low. Schools failed to follow up on such learners because of the financial constraints they faced. Facilities like latrines and classrooms were not equipped to fit be conducive for the learning environment of special needs children. The parents also discouraged CWDs from regular school attendance because of the exhaustion they endured while of preparing them for every morning school as compared to the other children without special needs.

#### **4.6 Teacher Based Challenges.**

##### **4.6.1 Number of SNE teachers per school**

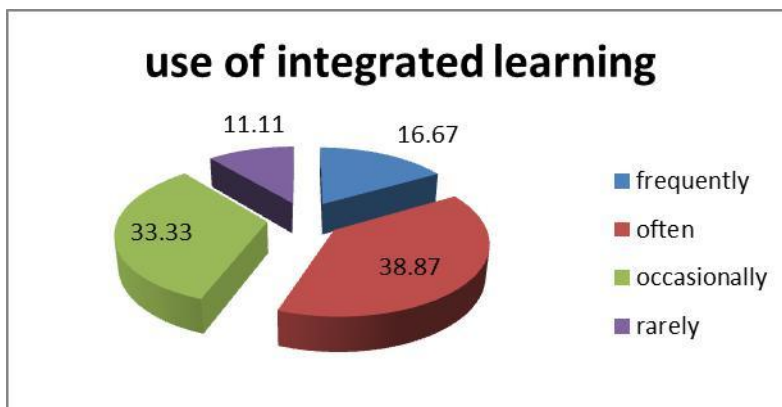
**Table 4.7: Number of SNE teachers per school**

| <b>Number of SNE teachers</b> | <b>Frequency of SNE teachers</b> | <b>Percentage Frequency</b> |
|-------------------------------|----------------------------------|-----------------------------|
| <b>0-3</b>                    | 5                                | 62.5%                       |
| <b>4-5</b>                    | 3                                | 37.5%                       |
| <b>Above 5 teachers</b>       | 1                                | 12.5%                       |

The study findings from the head teacher’s interview schedule indicated that that there were inadequate SNE teachers in the school although the number of SNE pupils is high and it keeps growing daily because of the Free Primary education. Most teachers were not adequately trained to teach SNE learners, only 10-15% of

the teachers had essential skills to manage and educate the SNE learners but again this number was too little compared to the number of learners that the schools had. Most of the teachers who were highly trained in SNE had moved to county offices because of their academic credentials. Majority of those remaining had Certificate and Diploma level of education while others had just attended in-house training seminars for SNE learners.

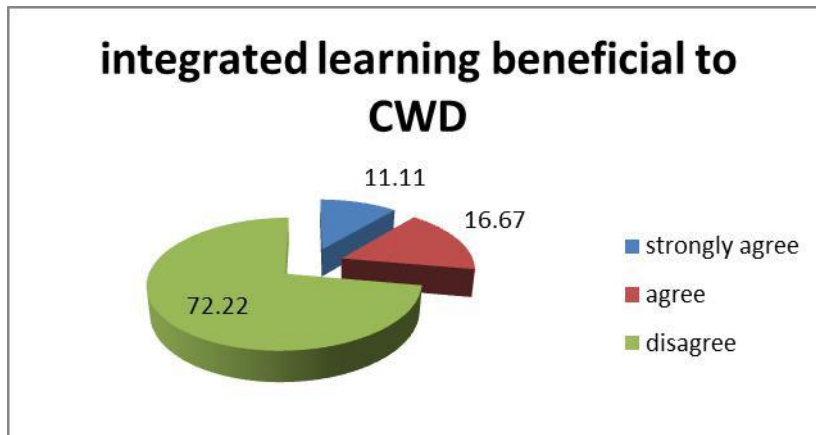
#### 4.6.2 Usage of cooperative learning in classroom setting



**Figure 4.16: Classroom cooperative learning**

As shown in Fig 4.16, majority of the teachers (38.87%) used co-operative learning often, 33.33% used it occasionally, and 16.67% used it frequently while 11.11% of the teachers used it rarely. Time limit was a major constraint in using this method of learning as well as the availability of learning resources.

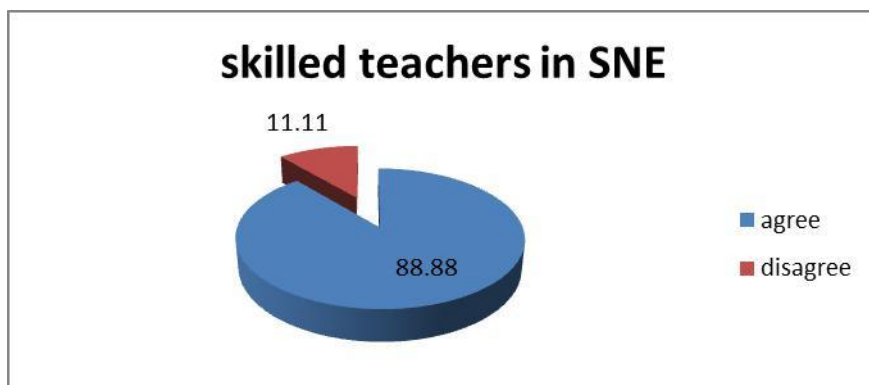
#### 4.6.3 Integrated Learning System is benefitting the SNE Pupils



**Figure 4.17: Benefits of integrated learning to CWD**

As shown in figure 4.17, majority of the teachers (72.22% disagreed that integrated learning was benefitting children with disabilities, 16.67% agreed while 11.11% strongly agreed that integrated learning was helping children with disabilities.

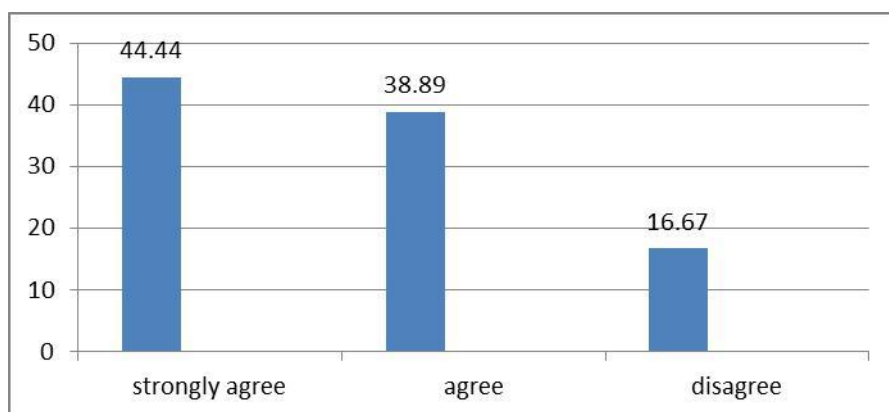
#### 4.6.4 Untrained Primary School Teachers on SNE



**Figure 4.18: Trained SNE Teachers**

As shown in figure 4.18 majority of the primary school teachers (88.88%) were untrained on SNE while only 11.11% were trained on SNE.

#### 4.6.5 Lack of Commitment and Skills among Teachers with regard to SNE Learning



**Figure 4.19: Lack of commitment and skills among teachers**

As shown in Fig 4.19 majority of the teachers (44.44%) strongly agreed that they lacked commitment and skills with regard to SNE learning. They were supported by 38.89% of the teachers who agreed to the same. However, 16.67% disagreed with this opinion.

#### 4.7 Methods of Improving Learning among Learners in Special Needs Education

The parents suggested the following to be done to improve learning among children with disabilities.

##### 4.7.1 Special needs children special exams for them

**Table 4.8: Special Exams**

|                       | Frequency | Percentage Frequency |
|-----------------------|-----------|----------------------|
| <b>Strongly agree</b> | 31        | 67.39%               |
| <b>Agree</b>          | 15        | 32.61%               |

Majority of the parents (67.39%) as shown in Table 4.8 strongly agreed to the suggestion that children with disabilities should have special exams apart from the common exams used to test other regular learners. This opinion was supported by 32.51% of the parents who agreed to the same.

#### 4.7.2 More Government /well-wisher Funding for Special need Children

**Table 4.9: Increased funding**

|                       | <b>Frequency</b> | <b>Percentage frequency</b> |
|-----------------------|------------------|-----------------------------|
| <b>Strongly agree</b> | 38               | 82.61%                      |
| <b>Agree</b>          | 8                | 17.39%                      |

Many parents (82.61%) strongly agreed to the suggestion that there should be increased funding in special needs education to cater for the instructional materials used by these learners. the instructional materials were expensive to most of the parents, this opinion was further supported by 17.39% of the parents who agreed to the same.

#### 4.7.3 Special need Children require fair Treatment from the Community

**Table 4.10: Fair treatment by Community**

|                       | <b>Frequency</b> | <b>Percentage frequency</b> |
|-----------------------|------------------|-----------------------------|
| <b>Strongly agree</b> | 29               | 63.04%                      |
| <b>Agree</b>          | 17               | 39.96%                      |

As shown in Table 4.10 majority of the parents (63.04%) strongly agreed to the suggestion that the community should treat children with disabilities fairly without discrimination. This opinion was supported by 39.96% of the parents who agreed to the same.

#### **4.7.4 Head Teacher's Strategies**

The head teachers suggested that school funding should be increased to allow construction of special facilities for such children in public schools. The devolved funds in the county can also be mobilized to enhance the teaching and learning of the CWD more so the fund kitty of people with special needs.

#### **4.7.5 Pupils' Strategies**

According to the pupils 85.14% cited that there is need for improved transportation to school, 87.43% wanted the classrooms to be spacious while 93.14% opted for improved sanitation in the school as well as provision of walking equipment, hearing aids and special education teachers.

#### **4.8 Discussions**

There were constraints noted by resource teachers, which included steep stairs, pit latrines, absence of rails along open drains, lack of special play fields, problems of striking a balance in lighting of classroom, absence of labels on important places, lack of orientation and mobility training and the need to have proper seating arrangement in the classroom. The finding of this study is consistent with the findings of studies conducted by Mukhopadhyay, Nenty & Okechukwu (2012). These researchers found that the majority of the classrooms were inaccessible to learners with physical disabilities; for example, although some schools had ramps, some of the ramps were too steep for students with physical disabilities to move up independently. Necessary facilities such as toilets were inaccessible. Structural barriers tend to limit independent access to classroom and school activities, and impact negatively on participation and competence in the curricular and co-curricular activities.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter discusses the summary of the project, implications of the findings, conclusion, recommendations and further research to fill the gaps which the researcher identified during her research.

#### **5.2 Summary of the Findings**

##### **5.2.1 Social cultural and economic challenges facing learners in special needs education in public schools in Mvita division.**

The study found that majority of the community members treated children with disabilities very bad with 42.29% rating the treatment as bad and 20% as very bad. Relatives who had children with disabilities gave them a fair treatment as opposed to the members of the community who were not related to the children with disabilities. Majority of the teachers (72.22%) strongly agreed that children with disability were isolated and received negative attitude from the community. The study found 36.96% of the parents strongly agreed that they encountered economic challenges in trying access education for their children with disabilities. Majority of the parents and guardians agreed that it was expensive to buy learning materials for the children with disabilities. Conclusively, this objective found out that children with disabilities faced community discrimination and rejection. As a result, these children feel unwanted and are not motivated to learn.

### **5.2.2 School based challenges facing learners in special need education in public schools in Mvita division.**

The study found that 50% of the pupils with disabilities were given a fair treatment in schools with only few schools treating them very bad. The schools special unit facilities were in a very bad shape thus not able to offer effective learning for the children with disabilities. Majority of the schools in Mvita did not offer access to disability information.

There were no literature materials that supported children with disabilities. The classrooms were small thus learners with disabilities found it challenging while moving in the classroom.

The schools desks and lockers were not disability friendly as some were too high or too low. The school sanitation did not cater effectively for the learners as there were no special washrooms for learners with disabilities.

### **5.2.3 Teacher based challenges facing learners in special need education in public primary schools in Mvita division.**

Majority of the teachers in primary schools in Mvita were not trained in SNE thus used trial and error method while teaching children with disabilities. The teachers agreed that the current national curriculum in primary schools did not cater for the SNE learners effectively. This could be seen from the books that the learners used. Few books had pictures illustrating children with disabilities participating in the teaching and learning. Most teachers were not adequately trained to teach SNE learners, only 10-15% of the teachers had essential skills to manage and educate the SNE learners but again this number was too little compared to the number of

learners that the schools had. Most of the teachers who were highly trained in SNE had moved to work with the county governments because of their academic credentials.

#### **5.2.4 Methods of improving learning among learners in special needs education in public primary schools in Mvita division**

Children with disabilities should have special exams apart from the common exams used to test other regular learners. There should be increased funding in special need education to cater for the instructional materials used by these learners. The instructional materials were expensive to most of the parents the community should treat children with disabilities fairly without discrimination. The head teachers suggested that school funding should be increased to allow construction of special facilities for such children in public schools. The devolved funds in the county can also be mobilized to enhance the teaching and learning of the CWD more so the fund kitty of people with special needs. Pupils with disabilities suggested that that there is need for improved transportation to school, constructing spacious classrooms and improved sanitation in the school as well as provision of walking equipment, hearing aids and special education teachers.

### **5.3 Implications of the Findings**

#### **5.3.1 Social cultural and economic challenges facing learners in special needs education in public schools in Mvita division**

The fact that only few members of the community 6.86% treated children with disability better implies that the communities still hold on the traditional perspective of children with disabilities as a curse. This was further supported by the fact that majority of the parents with children with disabilities 65.22% were alienated by the

community. This implies that there is low awareness of caring for children with disabilities without discrimination.

### **5.3.2 School based challenges facing learners in special need education in public schools in Mvita division**

From the findings, it is evident that most schools do not have adequate physical facilities thus disadvantaging a number of children with special needs in the society. Yet basic education of acceptable quality is crucial in equipping the learner with special needs with means to acquire skills for life. The findings show that over 70% of classroom teachers interviewed did not agree that the current curriculum suits learners with special needs. Though attempts have been made by the Kenya Institute of Curriculum Development (KICD) to come up with inclusive curriculum, much is yet to be realized. This strongly implies that the needs of learners with special needs are not adequately catered for.

### **5.3.3 Teacher based challenges facing learners in special need education in public primary schools in Mvita division.**

The teachers' beliefs about inclusion suggest that they did not regard students with disabilities, particularly those with sensory impairments as belonging in regular classes and would rather prefer them being educated in existing special schools, Teachers also believed that including students with disabilities limits the amount of teaching work they could do thereby resulting in incompleteness of the syllabuses, teachers also believed that if students with disabilities were included in regular classes it would affect the academic performance of their peers without disabilities. Teachers perceived that their professional knowledge and skills were inadequate to effectively teach students with disabilities in regular schools. Further, the teachers

expressed fear and concern, that because they do not have the required knowledge and expertise to teach students with disabilities who are included in their regular classes; it is contributing to a reduction in the academic success of their schools.

#### **5.3.4 Methods of improving learning among learners in special needs education in public primary schools in Mvita division**

Head teachers suggested that there is need to increase funding in the Free Primary Education to cater for learners with disabilities. This finding implied that there are inadequate facilities for the learners with disabilities. Pupils with disabilities suggested for the improved sanitation in the schools as elaborate transport service to schools. This therefore implied that the low enrolment of learners with disabilities could be contributed by challenges of going to and from school, inadequate learning facilities in the schools.

#### **5.4 Conclusion**

From the forgoing findings of the study, it can be concluded that teachers lack necessary skills and knowledge to implement inclusion of learners with special needs. The findings also found out that schools lacked essential facilities that aid learning of SNE pupils, for example ramps for learners who are physically challenged, hearing aids among others. Teaching/learning materials were also found to be inadequate and in other schools were unavailable. Learners with disabilities face challenges in learning, the community discriminates them and some perceive them as a curse that needs to be cleansed from the community. Parents who have children with disabilities are at times alienated by the community as they are perceived to be curse carriers who gave birth to cursed children. There is need to

sensitize the community on the importance of inclusion of all and discrimination of none. The study further showed the need for the curriculum content to be revised to accommodate learners with disabilities.

## **5.5 Recommendations**

- i) Teacher training, both pre-service and in-service is essential to develop the skills necessary to teach successfully in inclusive settings. This can be done with the
- ii) collaboration of the Ministry of Education, Kenya Institute of Special Education and local universities.
- iii) Awareness and sensitization programmes on inclusive education should be launched to sensitize all stakeholders. This will help to dispel the negative attitude that some head teachers, teachers and learners have towards learners with special needs. The school heads and staff must together make a commitment that all learners are welcome in the school regardless of the special need.
- iv) The Ministry of Education should adopt more effective mechanism of monitoring schools to oversee effective learning among learners with disabilities.
- v) The Ministry of Education should ensure that policies supporting the provision of barrier – free and child friendly physical infrastructure are conducive to a good learning environment for learners with disabilities.
- vi) Accessible and flexible curriculum can be a key to creating schools that meet the needs of all learners. Curriculum must take into consideration the different abilities and needs of all learners.

## **5.6 Further Research**

- i) A similar study can be carried out in other parts of the country for comparison.
- ii) The emerging challenges faced by stakeholders in enhancing effective learning of SNE pupils in public primary schools
- iii) The role of curriculum adaptations and instructional practices in implementation of inclusive education

## REFERENCES

- Agbenyega, J. (2006). *Examining Teachers' Concerns and Attitudes to Inclusive Education In Ghana*. Prentice Hall.
- Ainscow, M. (2008). *Improving schools, developing inclusion*. London: Routledge
- Ainscow, M. (2011). *Effective schools for all*. London: Fulton.
- Al-Zoubi S, Bani Abdel Rahman M, Ismail H. (2010). *The Effect of in-Service Training Program in Improving Performance Competencies for Learning Disabilities Resource Room Teachers in Jordan*. *Educators Digest*. 10: 4-11.
- American Psychiatric Association (2000). *New Perspective in Special Education: A Six Country Study of Integration*. Routledge, London
- Avrimidis, E., Bayliss, P., & Burdon, R. (2000). *A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority*. *Educational Psychology*, 20(2), pp191-212.
- Ballard, R. (2010). *The hunt for disability: The new eugenics and the normalization of school children*. *Teachers College Record*, 104, 663-703.
- Bartak, L., & Fry, J. (2004). Are students with special needs in mainstream classes adequately supported? *Australian Journal of Learning Disabilities*, 9(1), pp16-21.
- Bayliss, P. D. (2008). (2<sup>nd</sup> edition). *Models of complexity: Theory driven intervention practices*.
- Clark A. Dyson, & A. Millward (Eds) *Theorising Special Education* (pp.661-78) London:Routledge.
- Berryman, J. D. (2009). *Attitudes of the public towards educational mainstreaming. Remedial and Special Education*, 10, pp 44-49.
- Bowe, F. (2005). *Making Inclusion Work*. Merrill Education/Prentice Hall.
- Bowman, I. (2006). (3rd edit) *Teacher training and the integration of handicapped pupils: Some findings from a fourteen nation UNESCO study*. *European Journal of Special Needs Education*

- Business-Higher Education Forum. (2006, Summer). *The American competitiveness initiative: Addressing the STEM teacher shortage and improving student academic readiness*. Retrieved August 2, 2008, from [http://www.bhef.com/publications/summer06\\_issue\\_brief\\_3.pdf](http://www.bhef.com/publications/summer06_issue_brief_3.pdf)
- Center, Y., & Ward, J. (2007). (3rd edit) *Teachers' attitudes towards the integration of disable children into regular schools*. *The Exceptional Child*, 34, pp 41-56.
- Chambers B, de Botton O, Cheung A, & Slavin R. (2013) *Effective Early Childhood Programmes for Disadvantaged Children*. A Systematic Review and Case Studies, in B Spodek & O Saracho (eds), *Handbook of Research on the Education of Young Children* (3rd edn). Abingdon: Routledge.
- Conco Z (2004). *How effective is in-service training for teachers in rural schools*. Unpublished master thesis. University of Pretoria.
- Conway, T. (2002). *Teaching pre-service teachers to design inclusive instruction: A lesson planning template*. *The International Journal of Inclusive Education*. Vol 12, No. 4, pp.381-399
- Dart, B. C., Burnett, P. C., Purdie, N., Boulton-Lewis, G., Campbell, J., & Smith, D. (2000). Students' conceptions of learning, the classroom environment, and approaches to learning. *The Journal of Educational Research*, 93(4), 262-270.
- Davis S, Davis B (2008). *Effective training strategies*. San Francisco:Barrett-Koehler Publishers.
- Deng, Z. (2004). Beyond teacher training: Singaporean teacher preparation in the era of new educational initiatives. *Teaching Education*, 15(2), 159-173.
- Dilts R (2002). *Training, modeling and consulting*. Santa Cruz: CA.
- Directorate of Primary Education [DPE] & CSID. (2002). *Educating children in difficult circumstances: Children with disabilities*. Dhaka, Bangladesh: CSID UNESCO (1994).
- Ewing, R. (2002). Keeping beginning teachers in the profession. *Independent Education*, 31(3), pp30-31.

- Eraclides.T (2001).Teachers attitudes towards learners with little or no functional speech using alternative / augmentative communication devices. *South Africa Journal of Education*. 21(2), 116-120.
- Farrant, J.S. (2009). *Principles and practices of Education* (5th Edit) London. Longman Publishing House Ltd.
- Florien, L. (2008). An examination of the practical problems associated with the implementation of inclusive education policies. *Support for Learning*, 13, pp 105-108.
- Goodley, D. (2007). Locating Self Advocacy in Models of Disability: Understanding disability in Support of Self Advocates with Learning Difficulties. *Disability and Societies*.Longman.
- Graham, L., & Prock, L. M. (2007). Support teachers and collaborative consultation: insights from a Canadian case study. *Australian Journal of Learning Disabilities*, 2 (2), pp 6-12.
- Hallahan. D. P. and & Kauffman J. M (2001). *Exceptional Children Introduction to Special Education* (5th Ed.) Englewood Cliffs: Prentice – Hall
- Hastings. R.P. & Oakford, S. (2003). *Student teachers' attitudes toward the inclusion of children with special needs*. Educational Psychology, page 23, 87-95
- Heppner, F. (2007).*Teaching the large college class: A guidebook for instructors with multitudes*. San Francisco: Jossey-Bass.
- Huitt, W., & Hummel, J. (2003).*Piaget's Theory of Cognitive Development*. Retrieved May 23, 2008, from Valdosta State University Web site: <http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html>
- Johnson, D. W., Johnson, R. T., & Smith, K. (2007). *The state of cooperative learning in postsecondary and professional settings*. Educational Psychology Review, 19(1), 15-29.
- Kauffman, J. M., McGee, K., & Brigham, M. (2004). *Enabling or disabling? Observations on Changes in special education*. *Phi Delta Kappan*, April, pp 613-620.
- Kato (2000). *Findings on Children with Disabilities in Primary Schools, Parliament of Uganda Ministry of Education, Uganda* (2003).*Poverty Eradication through Education*, UNESCO.

- Kavale, K.A. (2002). *Mainstreaming to full inclusion: From orthogenesis to pathogenesis of an idea. International Journal of Disability, Development, and Education*, page 49, 201-214.
- Kristensen K. (1997). *Proposals for Adjustment of Education of Learners with Barriers to Learning and Development into Ordinary School Settings*. Ministry of Education and Sport: Kampala, Uganda.
- Khrais M (2005). *The effect of a training program in modifying parental attitude toward their learning disabled children*. Unpublished Master's thesis. Yarmouk University.
- Kochung, E. (2003) Ministry of Education Science and Technology, '*Report of the Task Force on Special Needs Education Appraisal Exercise*', Nairobi, Kenya
- Koul, L. (2004). *Methodology of Educational Research*. New Delhi: Vani Educational Books. Lindsay, G. (2007). *Inclusive education: a critical perspective*. British Journal of Special Education.
- Mansett, G., & Semmel, M. I. (2007). Are inclusive programs for students with mild disabilities effective? A comparative review of model programs. *Journal of Special Education*, 31, pp 155-180.
- Mathekgga A (2004). *The impact of in-service training: A reassessment of the cascade model*. Unpublished Master's thesis. University of Pretoria.
- Ministry of Education (2005).*Quality Education for Development, Universal Primary Education (UPE) by 2005 and Education for All (EFA) by 2015*  
<http://www.education.go.ke/2011>
- Ministry of Education (2012). '*Taskforce on the Re-alignment of the Education Sector to the Constitution of Kenya 2010 Report: 'Towards globally competitive quality education for sustainable development*.
- Mukudi, E. (2004). Education for all: A framework for addressing the persisting illusion for the Kenyan context. *International Journal of Educational Development* 24 (231-240).
- Mukuria, G. & Korir, J. (2006). 'Education for Children with Emotional and Behavioural Disorders in Kenya: Problems and Prospects', *Preventing School Failure*, Vol.50 (2), pp 49-54

- Mukhopadhyay, H., Nenty, J. & Okechukwu, A. (2012). *Inclusive Education for Learners with Disabilities in Botswana Primary Schools*. SAGE Open.
- Mutisya, M., Oketch, M., Ngware, M., Ezeh, A., Epari, C. (2009) 'Free primary education policy and pupil school mobility in urban Kenya', *International Journal of Educational Research* Vol49, pp173-183
- Nabasa Sarah (2004). *Challenges faced by teachers in teaching learners with Autism in Inclusive classes in Bushenyi and Mushunga Primary School*. MOE.
- Nnakaweesi Kimbugwe S (2002). Uganda Society for Disabled Children (USDC). *A report on Accessibility and Relevance of Education of Children with Disabilities in Uganda*. MOE
- OECD. (2005). *Education Policies for Inclusion in South Eastern Europe: Challenges and Opportunities, Issues paper for an international conference in Vienna (22 –23 May 2007), and Children and Disability in Transition in CEE/CIS and Baltic States*, UNICEF, Geneva, 2005
- Okech JB (2003). *Special Needs Education in Uganda*. DANIDA/UNISE.
- Orodho, A. J., Kombo, D. K. (2002). *Research Methods*. Nairobi: Kenyatta University, Institute of open learning.
- Opini B. (2010). 'A review of the participation of disabled persons in the labor force: the Kenyan context', *Disability and Society* Vol. 25 (3) pp271-287.
- Peters, D. (2007). *Educating exceptional children*. (10thed.). New York: Houghton mifflin Co
- Praisner, C. L. (2003). *Attitudes of elementary school principals toward the inclusion of students with disabilities*. *Exceptional Children*, page 69, 135-145.
- Scheyer et al. (2006). (2nd edit). *The Inclusive Classroom Teacher*. Created Materials, Inc.
- Scruggs, T. E., & Mastropieri, M. A. (2006). Teacher perceptions of mainstreaming-inclusion 1958- 1995" A research synthesis. *Exceptional Children*: 63, pp 59-74.
- Semmel, M., Abernathy, T., Butera, G., & Lesar, S. (2001). Teacher perceptions of the Regular Education Initiative. *Exceptional Children*, 58(1), pp 9-24.

- Stanley, P & Porte, R. (2002). *International experience in including children with disabilities in ordinary schools*. <http://www.eenet.org.uk/theory/practice-internet-exp.shtml>.
- Suzanne, M.W. (2007). *Inclusive Early Childhood Education: A collaborative Approach*. New York. Open University Press.
- The Salamanca World Conference on Special Needs education. (2005). *Access and Quality*, UNESCO and the Ministry of Education, Spain. Paris, UNESCO.
- The World Bank Group (2007) [Online] Available at <http://www.worldbank.org/data/count> [Online] Accessed 20 April 2014
- UNESCO (2003). *Overcoming Exclusion through Inclusive Approaches in Education: a Challenge, a vision-Conceptual Paper*, Spain Paris, UNESCO
- UNESCO (1994). *Access and Quality: World Conference on Special Needs Education*, Salamanca, Spain. Paris: UNESCO.
- United Nations (2006). *Convention on the rights of persons with disabilities*. New York. UNICEF, 2005, *Children and Disability in Transition in CEECIS and Baltic States*, UNICEF. Innocenti Research Centre, Florence, <http://www.unicef.org/ceecis/Disability-eng.pdf>.
- Verspoor, A. 2008. *At the Crossroads: Choices for Secondary Education in Sub-Saharan Africa*. World Bank Publications
- Wamae, I. M. G. and Kang'ethe-Kamau, W. R. (2004). 'The concept of inclusive education: teacher training and acquisition of English language in the hearing impaired', *British Journal of Special Education*, Vol.31 (1), pp 33-39.
- Wills, J. (2002). *International trends in inclusive education: The continuing challenge to teach each one and everyone*. *European Journal of Special Needs Education*, 23(2), 109-120.

## APPENDICE

### Appendix I: Focus Group Discussion

The focus group discussion guide here under, comprises of a sample of questions that will be answered by the children with disabilities in primary schools and non-disabled children. All your responses and information will be treated with utmost confidentiality and only be used for analytical purposes of the study. Please, give your view by filling in the blank spaces or putting a tick [√] in the appropriate spaces that corresponds with your response

#### BACKGROUND INFORMATION

1. Group number..... **B. EDUCATION**
2. Below are some of the problems believed to be facing children with disabilities in schools (kindly give your opinion).

| STATEMENT                               | Strongly agree | Agree | disagree | Strongly disagree | Not sure |
|---|----------------|-------|----------|-------------------|----------|
| Poor parental involvement               |                |       |          |                   |          |
| Discrimination by others                |                |       |          |                   |          |
| Isolation                               |                |       |          |                   |          |
| Teachers avoid them                     |                |       |          |                   |          |
| Lack adequate learning materials        |                |       |          |                   |          |
| Face school travelling challenges       |                |       |          |                   |          |
| Have small sitting allowance in classes |                |       |          |                   |          |

**SCHOOL BASED CHALLENGES**

3. How does that school take care of children with special needs?

Very Good [ ] Good [ ] Average [ ]  
Bad [ ] Very Bad [ ]

4. What is the condition of special unit facilities in the school?

Very Good [ ] Good [ ] Average [ ]  
Bad [ ] Very Bad [ ]

5. Do you have access to Disability related information

Yes [ ] No [ ]

**Cultural challenges**

6. How do people relate to you outside the school?

Very Good [ ] Good [ ] Average [ ]  
Bad [ ] Very Bad [ ]

7. How do your relatives treat you at home?

Very Good [ ] Good [ ] Average [ ]  
Bad [ ] Very Bad [ ]

8. Which ways can be used to improve your learning in school?.....

.....  
.....

**Thank you**

## **Appendix II: Head teacher's Interview schedule**

Please, give your view by filling in the blank spaces or putting a tick [√] in the appropriate spaces that corresponds with your response.

1. Gender: Male            [ ]            Female            [ ]
2. How many Special Needs Education (SNE) teachers do you have in the school?

### **Teacher Based**

3. Are there sufficient SNE teachers in the school?
4. Are the teachers adequately trained for SNE learners?
5. What is the professional status of trained teachers of SNE?

### **Social Cultural challenges**

6. How can you describe the enrolment of CWD

### **School based challenges**

7. What is the retention rate of CWD?
8. Which strategies can be used to improve the learning of CWD?

**Thank you**

### Appendix III: Teachers' Questionnaire

All your responses and information will be treated with utmost confidentiality and only be used for analytical purposes of the study. Please, give your view by filling in the blank spaces or putting a tick [] in the appropriate spaces that corresponds with your response.

1. Gender: Male    []    Female    []
  
2. What is your highest level of professional qualification?  
S1    []    P1    []    Diploma    []    Masters    []
  
3. How can you rate your use of cooperative learning in classroom setting  
Frequently    []    Often    []    Occasionally    []  
Rarely    []
  
4. Integrated learning system is benefitting the SNE pupils  
Strongly agree    []    Agree    []    Disagree    []  
Strongly Disagree    []    Not sure
  
5. Many primary school teachers have received training on special education  
Strongly agree    []    Agree    []    Disagree    []  
Strongly Disagree    []    Not sure

#### School based Challenges

6. The curriculum and teaching style challenges SNE learning in public primary schools  
Strongly agree    []    Agree    []    Disagree    []  
Strongly Disagree    []    Not sure
  
7. There is inadequate instructional materials for SNE learning  
Strongly agree    []    Agree    []    Disagree    []  
Strongly Disagree    []    Not sure
  
8. There are limited teachers trained in SNE    Yes    []    No    []

9. There is lack of commitment and skills among teachers with regard to SNE learning

Strongly agree            [ ]    Agree            [ ]    Disagree            [ ]  
Strongly Disagree            [ ]    Not sure

10. Equipment's for children with disabilities are expensive

Strongly agree            [ ]    Agree            [ ]    Disagree            [ ]  
Strongly Disagree            [ ]    Not sure

### **Cultural**

11. There is isolation and negative attitude towards children with disabilities

Strongly agree            [ ]    Agree            [ ]    Disagree            [ ]  
Strongly Disagree            [ ]    Not sure

**Thank you**

## Appendix IV: Parents Semi-Structured Interview Schedule

1. What is your relationship with the child (Tick✓ as appropriate)

| Relation            | Tick |
|---------------------|------|
| Biological Parent   |      |
| Uncle               |      |
| Auntie              |      |
| Grandfather         |      |
| Grandmother         |      |
| Sister              |      |
| Brother             |      |
| Guardian/caregivers |      |

2. The child/children with disability are enrolled in school

Yes                            No     

### Economic challenges

3. There are economic challenges in trying to access education for children with disabilities

Strongly agree            Agree            Disagree        
 Strongly Disagree            Not sure

4. There is inadequate money to buy special items for children with disabilities

Strongly agree            Agree            Disagree        
 Strongly Disagree            Not sure

## **Cultural challenges**

5. Special need children face community discrimination

Strongly agree      [ ]    Agree      [ ]    Disagree      [ ]  
Strongly Disagree      [ ]    Not sure

12. Parents of children with special needs children are alienated by the community

Strongly agree      [ ]    Agree      [ ]    Disagree      [ ]  
Strongly Disagree      [ ]    Not sure

## **Strategies**

13. Special need children need to have special exams for them

Strongly agree      [ ]    Agree      [ ]    Disagree      [ ]  
Strongly Disagree      [ ]    Not sure

14. There is need for more government /well wisher funding for special need children

Strongly agree      [ ]    Agree      [ ]    Disagree      [ ]  
Strongly Disagree      [ ]    Not sure

15. Special need children require fair treatment from the community.

Strongly agree      [ ]    Agree      [ ]    Disagree      [ ]  
Strongly Disagree      [ ]    Not sure

**Thank you**

## Appendix V: Research Schedule


### TIME PLAN

| OCT (2015)-JULY (2017)                               |     |     |     |     |     |     |       |     |     |
|--|-----|-----|-----|-----|-----|-----|-------|-----|-----|
| Activity   | OCT | NOV | DEC | JAN | FEB | MAR | APRIL | MAY | JUL |
| Identification or research topic                     |     |     |     |     |     |     |       |     |     |
| Literature review                                    |     |     |     |     |     |     |       |     |     |
| Drafting research proposal                           |     |     |     |     |     |     |       |     |     |
| Developing research instruments                      |     |     |     |     |     |     |       |     |     |
| Proposal writing                                     |     |     |     |     |     |     |       |     |     |
| Proposal presentation and correction of the proposal |     |     |     |     |     |     |       |     |     |
| Data collection                                      |     |     |     |     |     |     |       |     |     |
| Data analysis and report writing                     |     |     |     |     |     |     |       |     |     |
| Submission of report                                 |     |     |     |     |     |     |       |     |     |
| Graduation   |     |     |     |     |     |     |       |     |     |

## Appendix VI: Research Budget

|   | Item description  | Subtotal                          | Total              |
|---|---|-----------------------------------|--------------------|
| 1 | Proposal writing.....<br>Desk research from various libraries, stationary, computer,<br>photocopy, printing and<br>binding..... | 5,000<br><br>5,000                | <br><br>10,000     |
| 2 | Research instruments, questionnaire and discussion guide...   | 4,000                             | 4,000              |
| 3 | Data collection.....  | 13,000                            | 13,000             |
| 4 | Data analysis fee.....  | 7,000                             | 7,000              |
| 5 | Final draft printing and binding.....<br>Typing, photocopying, binding.....   | 4,000<br>3,000                    | <br>7,000          |
| 6 | Miscellaneous.....<br>Transport.....<br>Stationary.....<br>Airtime.....   | 7,000<br>10,000<br>1,000<br>1,000 | <br><br><br>19,000 |
|   | Grand Total   |                                   | <b>60,000</b>      |

## Appendix VII: Approval from Graduate School

  
**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke) P.O. Box 43344, 00100  
NAIROBI, KENYA  
Website: [www.ku.ac.ke](http://www.ku.ac.ke) Tel. 8710901 Ext. 4150

---

Our Ref: E55/MSA/CE/26907/2011 DATE: 21<sup>st</sup> September, 2015

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
**NAIROBI**

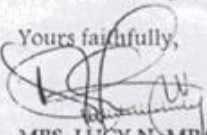
Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION LILIAN WANJA MUTUGI - REG.  
NO.E55/MSA/CE/26907/2011**

I write to introduce Ms. Lilian Wanja Mutugi who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Educational Management Policy and Curriculum Studies.

Ms. Mutugi intends to conduct research for a M.Ed project proposal entitled, "Learning Challenges Faced by Special Needs Education Learners in Public Primary School in Mvita Division, Mombasa County, Kenya".

Any assistance given will be highly appreciated.

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

*LNm/rwm*

## Appendix VIII: Research Authorization Letter from NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

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

Ref. No: **NACOSTI/P/17/76990/16405**

Date: **27<sup>th</sup> March, 2017**

Lilian Wanja Mutugi  
Kenyatta University  
P.O. Box 43844-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Learning challenges faced by special needs education learners in public primary schools in Mvita Division, Mombasa County,”* I am pleased to inform you that you have been authorized to undertake research in **Mombasa County** for the period ending **27<sup>th</sup> March, 2018**.

You are advised to report to the **County Commissioner and the County Director of Education, Mombasa 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.




  
BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO



Copy to:

The County Commissioner  
Mombasa County.


The County Director of Education

## Appendix IX: Research Permit

|   |  |
|---|--|
| <p><b>THIS IS TO CERTIFY THAT:</b><br/> <b>MS. LILIAN WANJA MUTUGI</b><br/> <b>of KENYATTA UNIVERSITY, 0-60103</b><br/> <b>RUNYENJES, has been permitted to</b><br/> <b>conduct research in Mombasa County</b></p> <p><b>on the topic: LEARNING CHALLENGES</b><br/> <b>FACED BY SPECIAL NEEDS EDUCATION</b><br/> <b>LEARNERS IN PUBLIC PRIMARY</b><br/> <b>SCHOOLS IN MVITA DIVISION, MOMBASA</b><br/> <b>COUNTY</b></p> <p><b>for the period ending:</b><br/> <b>27th March, 2018</b></p> <p style="text-align: center;"><br/> <b>Applicant's</b><br/> <b>Signature</b></p> | <p><b>Permit No : NACOSTI/P/17/76990/16405</b><br/> <b>Date Of Issue : 27th March, 2017</b><br/> <b>Fee Received :Ksh 1000</b></p> <div style="text-align: center;"></div> <p style="text-align: center;"><br/> <b>Director General</b><br/> <b>National Commission for Science,</b><br/> <b>Technology &amp; Innovation</b></p> |
|---|--|

|   |   |
|---|---|
| <p style="text-align: center;"><b>CONDITIONS</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Government Officer will not be interviewed without prior appointment.</li> <li>3. No questionnaire will be used unless it has been approved.</li> <li>4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.</li> <li>5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.</li> <li>6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice</li> </ol> | <div style="text-align: center;"> <br/> <b>REPUBLIC OF KENYA</b> </div> <div style="text-align: center;"> <br/> <b>National Commission for Science,</b><br/> <b>Technology and Innovation</b> </div> <p style="text-align: center;"><b>RESEARCH CLEARANCE</b><br/> <b>PERMIT</b></p> <p style="text-align: center;">Serial No. <b>13452</b><br/> <b>CONDITIONS: see back page</b></p> |
|---|---|

**Appendix X: Research Authorization from County Director of  
Education**

  
**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION, SCIENCE  
AND TECHNOLOGY**

Telegrams: "SCHOOLING",  
MOMBASA  
Telephone: Mombasa 2312420  
When replying please quote  
Email: deomombasa@yahoo.com  
Ref. No: .....EDU/MSA/26/6  
And date

**SUB-COUNTY EDUCATION OFFICER,  
MOMBASA COUNTY,  
P. O. BOX 83429,  
MOMBASA.**


**5<sup>TH</sup> MARCH, 2017.**

**TO THE HEADTEACHERS,  
MOMBASA COUNTY.**

**RE: LILIAN WANJA MUTUGI**

The above named wishes to conduct research on "Learning challenges faced by special needs education learners in Public Primary Schools in Mvita Division Mombasa County." The duration of the research is one year starting from 27<sup>th</sup> March 2017 to 27<sup>th</sup> March 2018. This is for academic purpose only. Kindly accord her the necessary support.

Thanking you in advance



**JOSEPHINE LOMATA  
CHIEF EDUCATION OFFICER  
FOR: SUB COUNTY DIRECTOR OF EDUCATION  
MOMBASA.**

**Appendix XI: Research Authorization from County Commissioner**

