INFLUENCE OF SCHOOL BASED FACTORS ON PARTICIPATION OF LEARNERS WITH SPECIAL NEEDS IN PRIMARY EDUCATION IN NAIVASHA MUNICIPALITY, NAKURU, KENYA.

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A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Administration.

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DECLARATION

This research project is my own original work and has not been presented for award of a degree in any other university.

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I dedicate this work to my loving husband Mr. Samuel Magadi, my children Pythia, Stacy, Wheat, Leon and Tracy for their unrelenting patience and support through my academic journey.
ACKNOWLEDGEMENT

I wish to thank God the Almighty for his favour and grace upon me which has enabled me undertake my academic course; Masters of Educational Administration.

Special acknowledgment to Prof. Winston Akala and Dr. Jeremiah Kalai and other lecturers in the department of Educational Administration and Planning for their timely guidance. I acknowledge the headteachers, teachers and pupils of the schools within Naivasha Municipality.
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<thead>
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<th>Description</th>
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<tbody>
<tr>
<td>CWDs</td>
<td>Children with Disabilities.</td>
</tr>
<tr>
<td>D.E.O</td>
<td>District Education Officer.</td>
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<tr>
<td>EARCs</td>
<td>Early Assessment and Research Centres.</td>
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<tr>
<td>ECDE</td>
<td>Early Childhood Development Education.</td>
</tr>
<tr>
<td>EHA</td>
<td>All Handicapped Children Act.</td>
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<tr>
<td>FPE-</td>
<td>Free Primary Education.</td>
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<tr>
<td>GNP</td>
<td>Gross National Product.</td>
</tr>
<tr>
<td>KISE</td>
<td>Kenya Institute of Special Education.</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council.</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education Science and Technology.</td>
</tr>
<tr>
<td>SEN</td>
<td>Special Educational Needs.</td>
</tr>
<tr>
<td>SIMSCs</td>
<td>School Instructional Materials Selection Committees</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee.</td>
</tr>
<tr>
<td>SN</td>
<td>Special Needs.</td>
</tr>
<tr>
<td>SNE</td>
<td>Special Needs Education.</td>
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ABSTRACT

Education has been recognized as basic human right by many world societies. This includes persons with disabilities and special needs in education. Special needs education execution still requires much more on the factors that will enable learners to participate more for its full success. The inclusion of learners with special needs in education is faced with many challenges. This study sought to determine how administrative support, cost of education, school environment, school resources, teachers’ in-service courses influence the participation of children with special needs in primary school education in Naivasha Municipality, Nakuru County. The study targeted all the 28 public schools in Naivasha municipality, six teachers and thirteen learners per school. The study sample in total consisted of 28 headteachers, 168 teachers and 364 pupils yielding a sample of 560 respondents. Stratified sampling was used to sample teachers and pupils to ensure equal representation of the subgroups in form of gender and age. Primary data obtained through interview schedule and questionnaires for head teachers, teachers and learners and observation of learners while secondary data from literature analysis were collected and used for the study. Data was analyzed and presented using descriptive statistics such as frequency distribution tables and percentage and also in narrative form. It was found that there is high participation level of learners with special needs in schools with administrative support as opposed to those without administrative support. The study found that there is high participation level of learners with special needs in schools with high costs as opposed to those without high costs in primary education in Naivasha Municipality. It was evident from the findings that there was a high participation level of learners with special needs in conducive environment as opposed to those less conducive environment. The study found that there is high participation level of learners with special needs in schools with provision of resources as compared to schools without provision of resources. It was found that there is high participation level of learners with special needs in schools with in-service courses as compared to schools without in-service courses. From the findings, the research concluded that school based factors influence the participation of learners with special needs in education.
CHAPTER ONE

INTRODUCTION

1.1 Background of the study

World Health Organization (WHO, 2011), observes that about 15 percent of the world’s population lives with disability, of whom 2-4 percent experience significant difficulties in functioning. The global disability prevalence is higher than previous WHO estimates, which date from the 1970s and suggested a figure of around 10 percent. This global estimate for disability is on the rise due to population ageing and the rapid spread of chronic diseases, as well as improvements in the methodologies used to measure disability.

In 1994, United Nations Educational, Scientific and Cultural Organization (UNESCO) world conference on special needs held in Salamanca, Spain, the idea of inclusive education was given further impetus. Every child has unique characteristics, interests, abilities and learning needs and those with special needs must have access to regular school which should accommodate them with a child-centered pedagogy capable of meeting those needs (WHO, 2011).

In the early 20th century it was argued that a child with disabilities could not learn alongside the other children due to their special educational needs (Randiki, 2002). As a result they were segregated and placed in special programmes. In those institutions, academic standards were low, no social interactions, and the
environment was restrictive and different from that of their community (Randiki, 2002). The special schools were often far from the learners’ homes, hence separating them from family and peers. After training in those institutions they found it difficult to fit in their communities. Parents of child with disabilities and also some persons with disabilities started asking why they were not benefiting from the educational system in their community (Randiki, 2002). During that period, the society had the obligation to care for the persons with disabilities. As a result, their negative attitudes jeopardized education of the persons with disabilities. It was quite clear that the educational needs of the persons with disabilities were not adequately being met. As a result many persons were excluded from meaningful participation in the economic, social, political and cultural life in their communities (UNESCO, 2001).

Ainscow, and Memmenasha,(1999) and Ballard, (1996) assert that some countries in the world such as Canada, Spain. Italy and the United State of America have shown considerable progress in the implementation of the Special needs education programme. Special education programs in the United States were made mandatory in 1975 when the United States Congress passed to Education for All Handicapped Children Act (EHA) in response to discriminatory treatment by public educational agencies against learners with special needs in education.
The Education for All Handicapped Children Act was later modified to strengthen protections to people with disabilities and renamed the Individuals with Disabilities Education Act (IDEA. The federal laws require states to provide special education consistent with deferral standards as a condition of receiving federal funds). Only a small proportion (between 1 percent-10 percent) of the children with special needs have ready access to schooling and those who do typically must attend a segregated school. The U.S. president education plan aims to close the achievement gap in the U.S for minority groups and prepare all pupils for success in the global economy of the 21st century (McFerran, 2005).

Many children of school going age are still out of school. The 2003 United Nations Development Programme (UNDP) Human Development Report as reported by Ncube (2003) showed that about 115 million of the 680 million children of school going age in developing countries were not attending school. Over 80 million of those children live in Africa. Just over half of the children who start primary school complete this level (Ncube, 2003). This is supported by the observations made by a G8 2005 correspondent, McFerran, who reported that one in every ten children in Kenya and in most African countries, has disabilities and 98 percent of those children were not in school (McFerran, 2005).

While countries within the advanced economies have gone beyond categories provisions to full inclusion, most counties 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 (Ainscow 1991 & Ballard, 1996).

Some of the African countries case studies are as follows: The South African government makes provision for special needs education in its education planning. In fact, in December 2008, Treasury announced that it would grant 9.5 billion South African Rand to the development and improvement of education for special needs children, over the next three years. The department says that there are about 88 000 learners with special needs in approximately 400 special schools in South Africa. It is also estimated that a further 288 000 such children are not attending school (UNICEF,2007).

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 (MOEST and S-Uganda 2003). The constitution of Republic of South Africa (1996) legalized special needs education. Their education white paper 6 formulated policy on special needs education (SNE) building on inclusive education and training system (July 2001) and by 2009 there were 392 special schools. According to Eilor (2005) education of children with special needs has been prioritized in Uganda.

Many children of school going age are still out of school. The 2003 United Nations Development Programme (UNDP) Human Development Report as reported by Ncube (2003) showed that about 115 million of the 680 million children of school going age in developing countries were not attending school. Over 80 million of those children live in Africa. Just over half of the children who start primary school complete this level (Ncube, 2003). This is supported by the observations made by a G8 2005 correspondent, McFerran,(2005) who reported that one in every ten children in Kenya and in most African countries, has disabilities and 98 percent of those children were not in school (McFerran, 2005).

In Kenya, despite the government’s order on all regular schools not to reject any child, many CWDs are still waiting for placement in learning institutions (MoEST, 2003). This is an indication that there could be some barriers that hindered them from effective learning. The Ominde Commission (1964) stated “children with mild impairment are capable of receiving education and training in
regular schools provided special considerations are given to their needs by teachers”. Many of the education commissions that have been set up by the government since independence have emphasized the inclusion approach.

By 2007, the percentage of people with disabilities in Kenya was estimated at 10 percent of the total population of 38.6 million. Approximately 25 percent of these are children of school-going age (World Data on Education, 2007). This tends to give a general figure without specifying all categories of children like those with learning difficulties and or emotional and behavioural difficulties. It is not clear how many have been identified and/or assessed. The implication of this data tends to show a relatively low access and participation of children said to have special educational needs, (Republic of Kenya, 2012, World Data on Education, 2007).

There is need for the Kenyan government to put in place programmes and strategies to facilitate the education of children said to have SEN, to remove the barriers to education for these children and to create awareness to eradicate negative beliefs associated with disability. The Kochung Task Force (Kochung, 2003) recommended the development of a special needs policy to cater for the learning requirements of children said to have SEN (United Nations Children’s Education Fund (UNICEF, 2007).

While the government is providing Free Primary Education for all Kenyan children, lack of clear policy guidelines for the provision of Special Needs Education has resulted in situations where special schools and training institutions
are established without proper coordination. According to Fredrickson and Cline (2000), poor coordination of activities of SNE service providers has led to duplication, substandard and unregulated provision of services to learners with special needs. This hinders the realization of the Ministry of Education’s goal of providing accessible quality services to learners with special needs and disabilities. Major challenges have been in the areas of staffing, training, quality assurance, research, examinations, curriculum development and teaching/learning materials. It is against this background that the Government has embarked on the development of the Special Needs Education Policy.

Information from Educational Assessment and Resource Centers (2010) in Nakuru County indicates that the number of learners with special needs in regular primary schools increased since the inception of Free Primary Education (FPE). For example:
<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Learner with special Needs</th>
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<tbody>
<tr>
<td>2003</td>
<td>51</td>
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<tr>
<td>2004</td>
<td>65</td>
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<tr>
<td>2005</td>
<td>73</td>
</tr>
<tr>
<td>2006</td>
<td>90</td>
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<td>2007</td>
<td>102</td>
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<td>2008</td>
<td>133</td>
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<tr>
<td>2009</td>
<td>161</td>
</tr>
<tr>
<td>2010</td>
<td>206</td>
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</table>

The research found out that schools face a number of challenges; among them; communication barrier, negative attitude, inadequate teaching-learning materials and equipment, and inadequate personnel. Schools in Naivasha face several challenges when integrating children with special needs such as inadequately trained and inexperienced teachers to teach learners with SNE. Naivasha municipality has got the highest number of special units in the county. Despite the fact that Naivasha constituency has special units, there are many children with special needs who have not been integrated in the primary schools as compared to the neighboring Gilgil municipality.

1.2 Statement of the Problem

The school mapping data from the Ministry of Education (2012) shows that there are 3,464 special needs institutions (38.2 percent ECDE, 3.4 percent NFE, 54.1
percent Primary and 4.3 percent) in the country with 2,713 integrated institutions and 751 special schools. These figures show that there are numerous school based factors that influence the participation of children with special needs in education across the country. The emphasis on academic performance and examinations creates an unfavorable learning environment for children with special needs and disabilities and even moderate learning difficulties, this poses a challenge to the interpretation and inclusion of children with such disabilities in regular schools.

Although Kenya is committed to achieve the EFA goal by 2015, it seems that this will hardly be achieved by then, unless measures are taken to ensure that all children including children with special needs in education access and participate in basic quality education without discrimination. There are three schools in Naivasha Municipality that offer special needs education as compared to the neighboring Gilgil municipality with eight schools. This study therefore sought to investigate the factors influencing participation in primary school education among learners with special needs in Naivasha Municipality, Nakuru County.

1.3 Purpose of the Study

The purpose of this study was to investigate influence of school based factors on participation of learners with special needs in primary school education in Naivasha Municipality, Nakuru County.
1.4. Objective of the Study

(i) To establish the extent to which administrative support influences the participation of learners with special needs in education in primary schools in Naivasha Municipality, Nakuru County.

(ii) To assess the extent to which the cost of education influences participation in primary education among learners with special needs in Naivasha Municipality, Nakuru County.

(iii) To examine the extent to which school environment influences participation of learners with special needs in primary education in Naivasha municipality, Nakuru County.

(iv) To establish how the adequacy of school resources influences participation of learners with special needs in primary education in Naivasha municipality, Nakuru County.

(v) To determine the extent to which teachers’ in-service courses influences the participation of children with SNE in primary education in Naivasha Municipality, Nakuru County.

1.5. Research Questions

(i) To what extent did administrative support influence participation in primary education among learners with special needs in Naivasha Municipality, Nakuru County?

(ii) To what extent did cost of education influence participation in primary education among learners with special needs in Naivasha Municipality, Nakuru County?
(iii) To what extent did the school environment influence participation of learners with special needs in primary education in Naivasha Municipality, Nakuru County?

(iv) To what extent did the adequacy of school resources influence participation of learners with special needs in primary education in Naivasha Municipality, Nakuru County?

(v) To what extent did teachers’ in-service courses influence the participation of children with special needs education in primary education in Naivasha Municipality, Nakuru County?

1.6. Significance of the Study

The study findings of this study will be beneficial to different educational stakeholders in many ways. Anyone with an interest in education, disabilities, teaching and children, will also find this study useful since the information obtained is intended to be informative and to contribute to the improvement of the special education system and practice. The study is intended to contribute to the general debate on special needs education and policy making in Kenya. It will also provide the reader with a variety of facts and opinions that will help contribute to better informed discussions. The knowledge generated by this study will therefore enable other researchers to improve and develop a better understanding on the current state of inclusion and participation in special needs education. Particular here to mention is the Kenya Institute of Curriculum Development in designing appropriate instructional goals for special needs education. The information will be of great importance to Kenya Institute of
Special Education who train special needs education teachers in discovering which areas need more manpower an area which they need to work hand in hand with Kenya Education Management Institute. Educational Assessment Resource Centres will benefit in their mission to identify, assess, intervene and properly place learners with special needs.

The study finding would assist policy makers in the county education officers, administrators and teachers to formulate policies that enhance participation of children with special needs in primary schools. The research will benefit the County Education Office by highlighting the current state of the implementation and inclusion of special needs education. The study will help County Education Board to come up with appropriate policies and recommendation pertaining issues of SNE within the county as it is its duty as stipulated in the Basic Education act No. 14 2013 clause 48 section 1 ‘A County Education Board shall in consultation with the Cabinet Secretary make such arrangements as they deem fit to enable a pupil with special needs attend an establishment whether or not a school in or outside Kenya if that establishment makes provision wholly or mainly gifted or talented learners or advantage of the pupil for one or both of his or her parents, or some other person, to be present with him or her at the establishment during the period of the attendance, learners with special educational needs’. With this in place necessary measures would be taken to support the families of disabled children, promote access to education, train teachers to work in inclusive schools, and provide practical help within villages.
and local communities. Such policies should include legal reform, development of policies to promote opportunities for disabled children, reconsideration of budgets and reallocation of resources.

The research may also benefit the teachers, parents and students by giving them information on how to promote access and implement special needs education.

1.7. Limitation of the study

The researcher targeted students with special needs, some of them hesitated to provide information due to the feeling that they are being discriminated against. The researcher overcame this by assuring them that the research findings would be used for academic purpose only. Some of the school administration lacked proper records on special need learners in their schools; this information was very useful to the research. There are inadequate Learning Resource Centres within the municipality inform of library services. Though there was a considerable volume of related literature, it was not enough so the researcher could not get full information from the available materials in the Learning Research Centres hence it compelled the researcher to travel outside the municipality to find information. Considerable time was required to carry out the research as well as the production of the research project, getting the services computer technicians was also hard and expensive.
1.8 Delimitation of the study

The study covered public primary schools in Naivasha Municipality, Nakuru County by looking at training of teachers, cost of education and resources and support services for learners with special needs which are available in primary schools.

1.9 Basic assumptions of the study

The study was carried out on the basis of the following assumptions;

(i) The data collection instruments used in the study had the validity and reliability and measured the desired constructs.

(ii) The respondents answered questions correctly and truthfully; that all the respondents gave genuine, truthful and honest responses to the questionnaires.

(iii) Primary schools administrators are facing challenges related to the implementation of special needs education programme.

1.10 Definition of significant terms

Adequacy of resources—refer to the availability of resources suitable for learners with special needs in education.

Administrative support refers to support given to learners with special needs in education by the educational departments in the country and school administrations to enable them participate in their learning.
**Assistive services** refers to extra assistance provided to parents and their children and the school in helping children with special needs in education to adjust to the environment and activities in order to overcome barriers to learning and development such as special reading machine for the ones with eye problems.

**Children with Special Needs** refers the children with conditions, barriers or factors that hinder their normal learning and their development. The conditions may include disabilities and emotional or health difficulties which may be temporary or lifelong.

**Cost of education** refers to the cost incurred in the process of meeting the special demands/necessities of learners with special needs in education in order to make them participate in learning effectively.

**Inclusion** refers to the system of education used to facilitate teaching and learning of people of children with SNE in a regular program in regular schools by modifying the environment and learning/m methods to suit their individual varied SN.

**Inclusive setting** refers to a situation where all learners including those with special needs participate in all activities in a community that recognizes and addresses the needs of each learner as much as possible.

**Integration** refers to the system used mainly to facilitate children with Special needs attend ordinary schools that provide minimal modification to accommodate them.
**Teachers’ in-service courses** refer to courses that are meant to equip teachers with relevant knowledge and skills on how to effectively handle learners with special needs in education.

**Zero reject** refers to a philosophy which advocates for the acceptance of all children in learning institutions without discrimination.

1.10 Organization of the Study

The study is organized in five chapters;

Chapter one covers background to the study, statement of the problem, objectives of the study, research questions significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of significant terms and organization of the study. Chapter two comprises an in-depth literature review analysis based on the research objective and identifies the theories applicable to this study. This include: the status of special needs education Participation, Administrative Support towards special needs teacher-training, cost of special needs education, the school environment, learning resources, in-service courses for teachers. Chapter three comprises research design, target population, sample and sampling procedure, research instrument, instrument validity, instrument reliability, data collection procedure, data analysis and ethical considerations. Chapter four has data analysis, presentation and interpretations. Chapter five covers summary of the study, discussion of research findings, conclusions, recommendations and suggestions for further research.
CHAPTER TWO
RELATED LITERATURE REVIEWED

2.1 Introduction

This chapter covers related literature reviewed. The chapter comprises the Status of participation of students with Special Needs in education, administrative support towards special needs teacher-training, cost of special needs education and learners’ participation in SNE, school environment and learners ‘participation in SNE, school resources learners’ participation in SNE and in-service courses for teachers and participation in SNE.

2.2 Concept of Inclusion of Learners with Disabilities in education

Education represents both consumption and investment. It is valued for its immediate benefits. Education helps to create income in the future by providing educated individuals with skills and knowledge that enable them to increase their productive capacities and thus receive higher earnings. Education also helps individuals to cope intelligently in the first changing society (UNICEF, 2007). Ingule, Ronoh, and Ndambuki, (1996), say that education is universally accepted as a form of investment in human capital that yields Economic benefits and contributes to a country’s future wealth by increasing the productive capacity of its people. Developing countries realize faster growth of Gross National Product (GNP), high family incomes. Improved participation in wage employment and
higher productivity has economic advantages arising out of educating children (King & Anne Hell, 1993).

About 15 percent of the world’s population lives with some form of disability, of whom 2-4 percent experience significant difficulties in functioning. The global disability prevalence is higher than previous WHO estimates, which date from the 1970 present and suggested a figure of around 10 percent. This global estimate for disability is on the rise due to population ageing and the rapid spread of chronic diseases, as well as improvements in the methodologies used to measure disability (WHO, 2011). In 1994, UNESCO world conference on special needs held in Salamanca Spain, the idea of inclusive education was given further impetus. Every child has unique characteristics, interests, abilities and learning needs and those with special needs must have access to regular school which should accommodate them with a child-centered pedagogy capable of meeting those needs. Ainscow and Memmenasha, (1999) and Ballard (1996) note that some countries in the world such as Canada, Spain, Italy and the United State of America have shown considerable progress in the implementation of special needs educational programme.

Clough and Corbert, argue that participation to education for pupils with special needs in education is generally low while children with learning difficulties are not mentioned. The question is how children with other learning difficulties other than the physical and sensory impairments access learning. One of the aims of this
study is to explore what strategies teachers apply to meet the diverse needs of children with SEN in the classrooms. From the data provided below it shows that the Special Education sector is slowly expanding. The vision of the Ministry of Education (MoE) is to build a society in which all persons regardless of their disabilities and special needs receive education to realize their full potential. The number of children said to have SEN was reported to have ‘risen from 22,000 in 1999, 26,885 in 2003, 29,228 in 2007 and 45,000 in 2008’ (MoE, 2009).

It is estimated that three quarters of pupils with SEN are in special schools while only a quarter are in special units within mainstream schools (Republic of Kenya, 2012). Grants are provided to each special education unit to facilitate the procurement of the necessary teaching, learning materials and equipment. Children with physical impairments get KES 1,020 to 2,000 (MoE, 2009). Children with learning difficulties seem not to benefit from the grant. One of the aims of this study is to establish what strategies teachers use to meet the needs of children said to have SEN. The government spends 0.2 percent of the education budget on special education (Republic of Kenya, 2012) and this is associated with the lack of appropriate infrastructure, facilities and equipment which further exacerbates the challenges in the provision of special education.
2.3 Administrative Support towards special needs teacher-training.

The United Nations Standard Rules (1993) argues: high quality education requires sufficient recruitment of teachers who are trained, supported, paid and managed as professionals’. An estimated 1.7 million more primary teaching positions need to be created in the period 2010–2015. Policy-makers also need to better understand teacher attrition (the number of teachers leaving the profession) and work to reduce it. However, improving recruitment levels and reducing attrition must not lead to countries employing less qualified teachers or lowering national standards. Of 100 countries with data on primary education, 33 have less than 75 percent of teachers trained to the national standard (UNICEF 2005).

A fundamental reason for poor quality education is the severe lack of well-trained teachers who are adequately supported and managed throughout their careers. In Niger, for instance, there are just 1,059 trained teachers for 1.4 million children—that’s 1,322 children for every trained teacher. Compare this with a pupil to (trained) teacher ratio in the UK of approximately 16:1 in secondary education, and the massive shortage of trained teachers in developing countries like Niger becomes very obvious (UNICEF 2005).

The Education Act authorizes the MoE to manage Early Childhood Development Education (ECDE), in primary, secondary and tertiary sectors. The main tasks include: employment of teachers for government schools, distribution of learning resources and implementation of education policies. Each primary school has a
School Management Committee (SMC). The committee comprises of elected representatives of two parents and eight class teachers and the head teacher who is the secretary (Ngugi, 2002). This encourages parents to participate in the decision making process. The SMC monitors the use of funds and monitors how the school works in terms of funds and school infrastructure. This committee prepares and recommends the school development plan, budget, hygiene and monitors the utilization of grants received from the government or local authority, employs extra teachers to cater for shortages or performs other decisions about education in which case the head teacher has to agree with the SMC. It has to get approval from the education authorities through the Director of Education Board and Provincial Director of Education (Ngugi, 2002).

National standards for teacher training can vary considerably between countries, and are often inadequate. Teacher training for regular teachers also rarely prepares teachers for working in diverse classrooms, and in particular does not equip them with the confidence, knowledge and skills to effectively support learners with disabilities. This is a key reason why so many children with disabilities remain out of school, or excluded from the learning process within school. If we are to reignite progress towards quality basic education (early childhood, primary and lower secondary schooling) for all, then regular teachers need to be prepared to meet the learning and participation needs of children with disabilities (UNICEF 2007).
There are very few teacher-training programmes in Kenya that address the needs of children with special needs in education (MoE 2012). In cases where children have been mainstreamed, they are often placed in classrooms with teachers who are not trained to teach children with special needs (UNICEF, 2007). Teachers without specialized training are unaware of specific strategies and tools developed specifically for dealing with the challenges of teaching an inclusive classroom and can be detrimental to children with disabilities. There are similar challenges with the lack of appropriate and specialized school buildings for inclusion. While a lack of funding is often the cause of this, the importance of facilities must be emphasized. For example, in some inclusive classroom, children are mainstreamed into a classroom with no wheelchair accommodations. Because of this, the children’s parents have to go to the schools four times a day to help move them and take them to the bathroom (UNESCO, 1994). While the students were active participant in inclusive class, the schools had not yet provided the facilities to ensure a successful transition for the students. This example illustrates the lack of structures in place for the transition to more inclusive education. This gap in policy and on-the-ground implementation is a challenge to achieving inclusive education in Armenia.

2.4 Cost of special needs Education and learners’ participation in SNE

The Government of Kenya spends 0.2 percent of the total education budget on special education which is inadequate (Ministry of Education, 2012). Despite the introduction of FPE in 2003 in Kenya, some parents have been facing financial
crisis because of the hidden costs of education such as provision of school uniforms, health care among other basic needs. This has led to many parents holding back their children and especially those with learning disabilities. Children from a poor economic background are in most cases left out in national development and this has continued to widen the gap between the rich and the poor and it has further widened the gap between the developed and the developing countries in quality education attainment. Costs are important determinants of educational provision.

Hegarty (1984), observed that Educational resources are scarce and those required in special educations are in some instances exceedingly rare. This scarcity at any given time is in part a function of society’s commitment to providing resources to meet special educational needs. The fact remains that economic constrains persist and loom larger. According to Knight (1990), even within education, there no agreed format for school costing and therefore comparisons between one school and another are difficult to make. Republic of Kenya (1999) and UNESCO (2004c) indicated that the cost sharing policy in Kenya reduced the number of children enrolled in education hence making some students drop out of school and worse those in SNE.

2.5 School Environment and learners ‘participation in SNE

Teaching children with diverse abilities is a big challenge, especially in terms of creating a friendly environment. UNESCO (2004a; 2001) points out that; learners
have diverse needs and inaccessible environment within or outside the school may contribute in excluding them from learning institutions (Ogot, 2004). Further accessible environment helps to keep learners with special needs in schools unlike where schools have inaccessible environment. To alleviate this problem, then the environment should be adapted to suit the diverse learners’ needs. This involves organizing the classroom and the school compound.

Special needs education requires the adoption, innovation as well as the installation of special immovable and movable facilities in the school to cater for these specific needs of the learner Ndurumo (1993). This move makes the school physical environment friendly to the learners with special needs UNESCO (2004a). Also more important is the school social environment, it calls for an awareness and sensitization of the school fraternity to shun from any form of discrimination or stigmatization due to ignorance. With such an environment, the learners with special needs would to a greater extent exploit their potential.

2.6 School resources learners’ participation in SNE

Moodley (2002), says that in order for learners to be active participants in learning and teaching process, institution must ensure that teaching and learning materials are used as well as made available to all learners with special needs. UNESCO (2004b) points out that the learners must be provided with learning materials in formats that meet their individual needs. In an inclusive setting, learners would require other resources over and above what is provided by the school. These include resources to enhance mobility and communication such as
wheel chairs, crutches, positioning devices, optical and non optical devices and hearing devices (Randiki, 2002).

In inclusion it is emphasized that teachers should use locally available resources to support learning (Moodley, 2002). Randiki (2002) & Ogot (2004a) advised that, the available resources should be placed at a central place, where several schools could access them. Making use of local artisans to make and repair the devices can also help in reducing the problem (Otiato, 2002). Noting that these devices are very expensive and others are not locally available, it is uncertain if regular primary schools have the appropriate resources for all the learners with special needs. It is also not yet determined if this could affect enrolment and retention of children with SNE. This was established through this study.

2.7 In-Service Courses for teachers and participation in SNE

Orodho (2005) states that, “problem behaviors have been identified consistently as perhaps the greatest impediment to effective educational services”. These researchers look at the importance of implementing individualized behavior plans for students with the most severe behavioral problems, specifically emotional disturbance, in helping them succeed within the public school setting. Special Education has a very unique and important place within the education field. It is unlike any other type of education because of the students it caters to. Each student with a disability requires a different type of education with different techniques and practices Kothari, (2004). One way of educating one student may
not work for another, even if they have similar disabilities. Much research has been done on public schools and the inclusion model, where special needs students are integrated into the same classroom and school as regular students.

There are mixed ideas about whether the inclusion model is the most beneficial learning strategy for students with special needs. The arguments supporting the inclusion model are that it is a less restrictive environment and students are able to participate in all of the activities that general education students do. But while the inclusion model may be more beneficial for some students, it does not necessarily work for everyone. Some students need a restrictive environment, even if it is temporary, in order to learn Fredrickson and Cline (2000). But, more research needs to be done on schools that specialize in special needs and practices for an accurate comparison.

The existence of well-established separate provision in special schools and classes creates complex policy dilemmas, leading many countries to operate what Pijl, Meijer and Hegarty (1991) refer to as “two tracks”. In other words, these countries have parallel but separate segregation and integration policies, something that may well become a trend in Central and Eastern Europe. A rather obvious problem here, of course, is the costing implications of maintaining such parallel arrangements. Dissatisfaction with progress towards integration has caused demands for more radical changes in many countries (Ainscow 1991, Ballard 1996). One of the concerns of those who adopt this view is the way in
which pupils come to be designated as having special needs. They see this as a social process that needs to be continually challenged.

More specifically, they argue that the continued use of what is sometimes referred to as a “medical model” of assessment within which educational difficulties are explained solely in terms of child deficits, prevents progress in the field, not least in that this distracts attention from questions about why schools fail to teach so many children successfully. Such arguments lead to proposals for a reconceptualization of the special needs task (Ainscow 1991).

This suggests that progress will be much more likely when it is recognized that difficulties experienced by pupils come about as a result of the ways in which schools are currently organized and the forms of teaching that are provided. In other words, as Ballard (1996) puts it, pupils with special needs are “artifacts of the traditional curriculum”. Consequently, it is argued, the path forward must be to reform schools and improve pedagogy in ways that will lead them to respond positively to pupil diversity, seeing individual differences not as problems to be fixed, but as opportunities for enriching learning (Ainscow 1991).

The National Special Needs Education Policy Framework, (2009), advocates for provision of education for children with special needs through inclusive education. The government places emphasis on inclusive for education through regular schools for learners with special needs and disabilities as opposed to the practice of using special schools and special units (MoE, 2009). The MoE shall
Recognize and Reinforce inclusive education as one of the means for children with special needs to access education (MoE, 2009). It should be noted that together with all these major commitments by the government, Kenya is signatory to all major international policies and declaration noted above. However, it would be difficult to achieve the set EFA goals by 2015, unless measures are taken to ensure that children with special needs in education access basic quality education without discrimination as advocated for by those statements.

2.8 Summary of related literature reviewed

From the literature reviewed, it emerges that education of special needs children is still a big challenge to the world. (Randiki, 2002) notes that for a long time learners with special needs had been learning in segregated institutions. Although so much has been done to enable the children with special needs acquire basic education, at the same time it has been realized that segregation is alienating them from their families and communities.

Learning resources, environment, curriculum, training of teachers, teachers awareness as well as their attitude have direct influence on inclusion of learners with special needs (UNESCO, 2001; 2004c; 2004e; Moodley, 2002; Ogot, 2004). However research to be done may be limited as most of it will be conducted in regular schools where teachers do not have the real experience of interacting with learners with special needs. The response of the majority may be influenced by fear of the unknown. Negative teachers’ attitude may also be influenced by
contribution of various factors that influence inclusion of the learners with special needs. Another limitation is that many researchers have concentrated on finding out the benefits and teachers attitudes towards inclusion of learners with special needs. Major issues in stigmatization of learners with special needs, a lack of funding to equip teachers with resources, materials and support required to meet learners’ needs with special needs, a lack of adaptations, inappropriate instructional methodology, unqualified personnel, in appropriate and biased assessment measures and the misdiagnosis of learning needs. This has led to the misplacement of many learners into special units.

**2.9 Theoretical Framework**

This study is based on the classical liberal theory of equal opportunities advanced by Sherman and Wood (1982) who expressed the view that there should be equal opportunities in education for all. This theory asserts that each individual is born with a given amount of capacity. According to this theory, educational systems should be designed with a view to removing barriers of any nature for example, barriers based on socio-economic factors, socio-cultural factors, geographical factors, school-based factors which prevent learners who have a learning disability to take advantage of their inborn talents since disability is not inability.

The theory demands that opportunities be made available for individuals to go through all levels of education (Primary, secondary and tertiary) to which participation will not be determined by the special needs of the learners but on the
basis of individuals’ capability. In this way, education would at least provide
equality of economic opportunities where all classes, races and gender could
benefit economically from excellent academic performance (Sherman & Wood,
1982). The theory further states that social mobility will be promoted by equal
opportunity for all citizens to education. Many economists have supported the
policy on Free Primary Education (FPE), started by the government in 2003
which advocates for a radical reform of the schools in terms of curriculum,
assessment, pedagogy and groupings of pupils.

The theory generalize the weakness of human capabilities, it is evident that many
men are weak and that much of human race is of relatively low intelligence. This
is inescapable given. Burken conversation answers the problem of weakness by
urging a benevolent hierarchical society, intending that the lower order should be
subordinated to the higher and that all should live happily within an organic
whole (Sherman & Wood, 1982). Anarchists outlined the strength of the theory of
the right, the “anarcholo-capitalists,” posit, as do classical liberals, that men are
not invariably considerate of the rights of others; they argue, however, that market
type institutions can perform all the present functions of government and that such
institutions can certainly do no worse than the state. A classical liberal accepts
neither of these theses. He certainly does not think men innately loving; nor does
he think the essential functions of order and of respect for reciprocal rights can be
performed without a center of superior strength, the state.
This theory is applicable in this study because once the learners with special needs in education are included in the regular school; they will interact and be supported by the teachers and peers in the learning process. The improved curriculum and methods of instruction with the appropriate facilities will assist the learners with special needs in education to develop to their highest level of independence. Once this is done, those learners will be able to realize their full potential since disability is not inability.

2.10 Conceptual Framework

The conceptual framework illustrates the relationship between the independent and the dependent variables in a diagrammatical presentation (Orodho, 2005).

![Conceptual Framework Diagram](image)

**Figure 2.1 Conceptual framework: School based factors and Participation of learners with special needs.**
The model identifies the variables under study and shows their relationship. The administrative support, school environment, school resources, cost of education and in-service courses for teachers are the school based factors that influence participation of learners with special needs in education in their learning process. In the model the dependant variable is the participation of learners with special needs in education in the learning process. Improvement of the school based factors therein increases the participation of learners with special needs in education in the learning process whereas failure to improve the school based factors decreases the participation of learners with special needs in education in the learning process.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the type research methodology that was applied. It covers research design, target population, sample and sampling procedure, research instruments, validity of instruments, reliability of instruments, data collection, data analysis techniques and ethical consideration.

3.2 Research design

The research design has been defined as the process of creating an empirical test to support or refute a knowledge claim. Borg and Gall (1989) define research design as a plan showing how the problem under investigation was solved. The study employed a descriptive survey design. The choice of this design is based on the fact that the purpose of the study is to examine the factors influencing access to primary education among learners with special needs in Naivasha Municipality, Nakuru County. Gay (2006) observes that descriptive survey is concerned with practices that prevail, believes, points of view, attitude that are held, processes that are going on, effect that are being felt, or trends that are developing in an attempt to include learners with special needs in education in regular schools. It is for this reason that the study used descriptive research design to examine the factors influencing participation of special need learners in primary education in Naivasha Municipality, Nakuru County.
3.3 Target population

Borg and Gall (1989) defines the target population as the population to which the researcher wants to generalize the result of the study. The target population for this study was schools within Naivasha Municipality. Naivasha has 28 Public Schools with a total of 322 teachers and an enrolment of 6,440 pupils (Educational Statistics, Nakuru, 2014). Stratified sampling technique was used to ensure age and gender was equally represented in the research.

3.4 Sample size and sampling procedures

A sample is a representation proportion of the target population (Kothari, 2004). Sampling means selecting a given number of subjects from a defined population as representatives of that population. Any statements made about the sample should also be true of the population (Orodho, 2005). It is however agreed that the larger the sample the smaller the sampling error. The study targeted 28 Public Primary Schools and 28 Head teachers. When the population is small, the whole population is taken as the sample.

The head teachers in the selected schools were purposively selected because they are all actively involved in managing and teaching learners in an inclusive setting. Stratified sampling was used to sample teachers and pupils to ensure equal representation of the subgroups in form of gender and age. The population of the teachers was further put in strata of trained and untrained teachers. Pupils were also further put in strata of those with special needs and those without. Simple
random sampling was then used to select the required number of teachers and pupils from the strata to participate in the study. This gave each learner and each teacher an equal opportunity to participate. This was used to select 168 teachers that is fifty two percent, 364 pupils were selected. This number was divided by the number of Public Schools (28) yielding 6 teachers and 13 learners per school. The study sample in total consisted of learners, teachers and head teachers as respondents.

3.5 Research instruments

The research instruments that were used consisted of questionnaires and interview schedule. Gay, (1992) states that a questionnaire offers considerable advantages in its administration. The questionnaire was considered as the best method to collect data because it can be used for large numbers of population simultaneously and also provide the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinions and also make suggestions.

Interview schedule for teachers was used because according to McMillan and Schumacher (2004) interview schedule is flexible and adaptable as it involves direct interaction between the individuals. Interview schedule enables the researcher to collect detailed information. Documents such as admission registers, fees registers and class registers were used to counter check the dropout, transition, retention and completion rates among the enrolled pupils.
3.6 Validity of instruments

Validity is the degree to which a test measures what it is supposed to measure (Kothari, 2004; Talbot & Edwards, 1999). Content validity was tested to ascertain whether the items in the questionnaire were suitable for the task. Questions which were ambiguous to the respondents were identified and modified to ensure clarity of the information in the questionnaires. Difficult questions were sorted and reframed using appropriate language which was easily understood by the respondents. Consultations with research experts; lecturers were also done and the instruments modified and redesigned accordingly so as to ensure they were well refined to achieve the intended task during the main study.

3.7 Reliability of instruments

The instrument is said to be reliable if it consistently yields similar results when re-tested with similar subjects (Mugenda and Mugenda, 1999; Orodho, 2004). Carmines, David and Jon, (1979) view reliability as the extent to which an experiment, test or any measuring procedure yields the same results on repeated trials. Sharma and Drawney, (1989) observe that for a research data to be reliable it must have the ability to consistently yield the same results when repeated measurements are taken under the same conditions. To test the reliability of the instruments administered to the respondents, the researcher used a test and pretest method. This involved administering nine questionnaires in another location that had the same characteristics. This was done in Gilgil municipality which is
adjacent Naivasha Municipality. The pilot project involved three public primary schools within Gilgil municipality and three head teachers of the three schools were used for the pilot study. Three teachers and three pupils; one teacher and one pupil per school were also selected from the same schools as the head teachers. This guided the researcher to adjust the language and reframe questions that seemed ambiguous in the questionnaires and interview schedule. The research was able to have a prerequisite knowledge on the challenges bound to be met.

3.8 Data collections

A permit for data collection was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). Thereafter the D.E.O Nakuru County was contacted to give and introductory letter to school head teachers and the people involved. The head teachers of the schools participating in the study were contacted to inform them of the study and make prior arrangements to see their class teachers.

3.9 Data analysis techniques

Data from the field was edited and coded according to themes which emanated from the research objectives and questions, primary data as well as secondary data was analysed from content. Qualitative data was derived from open-ended questions in the questionnaires while the qualitative data was derived from closed ended questions. The quantitative data was analyzed and presented using descriptive statistics such as frequency distribution, tables and percentage and
also in narrative form. Qualitative data was presented in narrative form. The responses from the Likert scale were sorted and coded. Similar responses from the Likert scale were grouped together during presentation. That means the agree and strongly agree responses and the disagree and strongly disagree responses were combined together as either positive or negative responses depending on the question. In some cases where it was deemed necessary, emphasis was given to all responses individually. The undecided responses were taken to mean neutral. For the items which required ranking, measures of central tendency (the mode) was used to determine the most highly ranked contributing factor.

3.10 Ethical consideration.

Ethical issues were also considered to promote the aims of the research, truth thereby avoiding errors. The consideration also aimed at prohibiting against fabricating, falsifying, or misrepresenting research data. The respondents were assured of confidentiality and anonymity; that the shared information was to be used only for the purpose of the study. The research ensured that all the respondents for the study voluntarily agreed to participate in the research and their safety while participating in the research was also assured. Impartiality and independence of the research was also ensured in recruiting the study sample. Research instruments were framed diligently to ensure that they achieved this ethical consideration.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction
This chapter presents the result of the findings of the study guided by the set objectives. These include: To what extent did administrative support influence participation in primary education among learners with special needs, to what extent did cost of education influence participation in primary education among learners with special needs, to what extent did the school environment influence participation of learners with special needs in primary education, to what extent did the adequacy of school resources influence participation of learners with special needs in primary education, to what extent did teachers’ in-service courses influence the participation of children with special needs education in primary education in Naivasha Municipality, Nakuru County?

Instrument return rate.
Research was conducted among 28 head teachers, 168 teachers and 364 pupils; totaling to 560 respondents and obtaining 100 percent response rate.
Table 4.1 Questionnaire return rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample</th>
<th>No. returned</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>28</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>168</td>
<td>168</td>
<td>100</td>
</tr>
<tr>
<td>Pupils</td>
<td>364</td>
<td>364</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>560</strong></td>
<td><strong>560</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

This response was excellent for statistical inference as it conforms to Mugenda and Mugenda (1999) stipulation that a response of 50 percent is adequate for analysis and reporting, a rate of 60 percent is good and a response rate of 70 percent and over is excellent. The excellent response rates were attributed to extra efforts made to personally collect filled questionnaires and clearly record observations.

4.3 Demographic data

The study was keen to balance the sample demographics involved in the study. Demographic characteristics such as gender, age, relevant training in special education and special need learners were considered to facilitate their suitability in answering questions and facilitate observation.

4.4 Influence of administrative support on learner participation in SNE.

A friendly learning environment is very crucial in the learning process of any learner. This is achieved through the presence of relevant human, physical and instructional resources as well as relevant SNE policies. The support streamed from the MoE; 0.2 percent of the total education budget set aside for special
education. Through the relevant bodies, the national government supports the provision of SNE financially and ensures that human resource is maintained through training, recruitment, deployment and in-service courses by Kenya Institute of Special Education as the main government training body. County Education Board, Sub-County Education Board followed, they are mandated and have function of monitoring education issues in the county and sub-county respectively (Basic Education Act No. 14 of 2013). Staffing needs are currently coordinated by the County Staffing Officer in consultation with the TSC.

School Management Committees recommend the purchase of relevant instructional materials and equipment during the budgeting stage by the School Instructional Materials Selection Committees (SIMSCs) which ensured that learners with special needs in education could participate to a considerable extent in educational activities using this purchased materials and equipment. School administrations outlined guidelines and rules and were able to achieve a conducive environment. School administrations had identified and assigned those trained teachers and interested teachers in SNE to assist those learners with special needs in the schools as well as carried out guidance and counseling to ensure successful inclusion process. It was noted that many of the schools had adopted The Persons with Disabilities Act 2003 as there were well written rules and anti-stigmatization guidelines of learners with special needs by the other learners, teachers and the school community at large. Through such positive
campaigns, most of the special needs learners had full inclusion in the schools’ systems to a point where it was hard to pick them out.

The research sought to establish to what extent had the different school administrations tried to support the inclusion process of the learners with special needs.

Table 4.2: Types and sources of administrative support to SNE.

<table>
<thead>
<tr>
<th>Description of support</th>
<th>Source of support.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finances</td>
<td>Government of Kenya, parents, community.</td>
</tr>
<tr>
<td>Human resource</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>Instructional resources</td>
<td>Community, school administration, parents</td>
</tr>
<tr>
<td>Moral support</td>
<td>School administration, teachers, other learners, community and parents.</td>
</tr>
<tr>
<td>Physical resources</td>
<td>School Management Committees, parents, community</td>
</tr>
</tbody>
</table>

The data in Table 4.2 shows that financial support came from the national government through educational budget allocation to education through the treasury. Parents and the community also had a hand in raising funds when called upon by the schools to purchase materials and equipment in the schools to support
special needs education. Human resource; trained SNE teachers were trained, recruited and deployed by the Teachers Service Commission. Physical resources; modified play fields, adaptive equipment and relevant installations to aid in their play, mobility and comfort within and outside the school were provided by the School Management Committees, parents and the community. Instructional resources entail relevant special educational needs teaching and learning materials which were provided by the community, school administration and parents. Moral support which was highly needed to ensure successful inclusion of the special learners so that they could overcome self-denial and despair and to boost their self esteem was continually provided by the parents, school administration, teachers, other learners as well as the community; counselors, mentors and motivational speakers.

Figure 4.2 Extent of school administrations’ support of SNE programme.
The data in Figure 4.2 shows that many of the schools had little school administrative support with 78 percent. Eighteen percent of the schools had moderate support of the administration while two percent had great support and only one percent of the sample schools had very great support of the administration towards the inclusion of learners with special needs. This was found out to be caused by the lack of inadequate funds to support the inclusion programmes from the national government as well as lack of clear guidelines on the policy of special education inclusion in public schools in Kenya. Currently, the country faces an acute shortage of teachers in totality, this trickles down to the special needs teachers recruitment and deployment.

The ratio of SNE provision to the other learners without special needs in education is low hence many of the SMCs did not see the need to pull resources for the SNE programmes and concentrated more on the learners without special needs in education at the expense of the special needs learners. Some of the school administrations seemed ignorant on the appropriate intervention support for these learners with special needs in education.
### Table 4.4 Influence of school heads’ support on the participation in SNE.

<table>
<thead>
<tr>
<th>Level of support</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Participation level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little support</td>
<td>20</td>
<td>71.4%</td>
<td>Very low</td>
</tr>
<tr>
<td>Considerable support</td>
<td>8</td>
<td>28.6%</td>
<td>Average</td>
</tr>
</tbody>
</table>

N= 28

The data in Figure 4.3 shows that 20 out of the 28 schools had very little head teachers’ support with 71.4 percent and led to very low participation of learners with special needs evident in low enrolment, low motivation and high dropout rates. The teachers’ motivation to facilitate the SNE programme was also very low. Eight schools had a considerable school heads’ support accounting for 28.6 percent of all public schools in Naivasha Municipality. The participation rates of special needs learners and teachers were at an average rate.
Table 4.3: Participation Levels of Learners with Special Needs

<table>
<thead>
<tr>
<th></th>
<th>Schools with Administrative Support</th>
<th>Schools without Administrative Support</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Frequency</td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td>131</td>
<td>37</td>
<td>168</td>
</tr>
<tr>
<td>Psychological</td>
<td>136</td>
<td>32</td>
<td>168</td>
</tr>
</tbody>
</table>

From Table 4.3 above, 136 teachers indicated that participation level of learners with special needs is high on schools with psychological administrative support on SNE programs while 131 teachers indicated that participation level of learners with special needs is high on schools with financial administrative support on SNE programs. The findings indicate that there is high participation level of learners with special needs in schools with administrative support as opposed to those without administrative support.

4.5 Cost of special needs education and learners’ participation in SNE.

The cost of special education was analyzed under the following areas: cost to the government, administration, the parents, school community.

4.5.1 Cost of special needs education to the government.

The education of learners with special needs in Kenya has been embraced by the Kenya government as reflected in several policy documents including the Children’s Act 2001, the declaration of Free Primary Education in January 2003,
the provisions of the Disabilities Act 2003 and the Sessional Paper No. 1 of 2005 on the Policy Framework for Education, Training and Research which guarantee the education and employment of all persons without discrimination (KNEC). Through the adoption of the various international conventions, legal frameworks and the constitution, the government is compelled to provide equal educational opportunities to its population. More important to this is Article 26 of the Universal Declaration of Human Rights (1948) and the Framework for Action on Special Needs Education MoE, (2009).

The research found out that the government incurred huge costs in providing special needs education to its population. The purchasing of relevant equipment and establishment of special needs facilities in the schools is quite costly. The training of teachers either through pre-service and in-service courses planned and executed by the government to improve expertise of the special needs manpower adds to the already high expenses.

The Kenya National Examination Council over the years has been forced to go an extra mile to print special needs examination scripts such as large print for the partially blind as well as hire special markers as recommended by The Task force on Special Needs Education 2003 and implemented by Kenya National Examination Council. The Task Force recommended examinations for candidates with low vision be adapted considering their different visual acuity; brailled examinations be marked directly without de-brailling; supervision and invigilation
of candidates with SNE be done by personnel qualified in the various areas of special needs education; school based examinations be developed to provide certification for learners with SNE who may not be in a position to sit for national examinations; sign language be examined at both KCPE and KCSE levels once the curriculum is developed and approved; examination for learners who are blind be presented using different grades of Braille to cater for their diversity; examinations for candidates with low vision be adapted considering their different visual acuity; brailled examinations be marked directly without de-brailling; supervision and invigilation of candidates with SNE be done by personnel qualified in the various areas of special needs education.

School based examinations be developed to provide certification for learners with SNE who may not be in a position to sit for national examinations; sign language be examined at both KCPE and KCSE levels once the curriculum is developed and approved; examination for learners who are blind be presented using different grades of Braille to cater for their diversity; language examinations especially in literature and other subjects for hearing impaired be adapted; taped examinations be developed for candidates who may require them; time allocation for learners with SNE be determined on the basis of the nature and severity of disability; alternative modes of communication such use of computers and typewriters be allowed for candidates who require them (KNEC). This has increased the participation of learners with special education needs.
4.5.2 Cost of special needs education to school administration.

School administrations were compelled to erect special facilities for the learners with special needs. Though the research found out that few schools had made effort to comply, some had extra vacant rooms where tutorial lessons were offered while others had resource rooms with few specialized equipment and further to aid in the mobility of the wheeled learners, ramped paths had been constructed for schools with sloppy terrains. Rails in the toilets/ latrines had been installed and parts of the playgrounds modified to meet some special needs requirements. Such modifications had been done with consultation of the Early Assessment Research Centers, School Management Committees, the head teachers and teachers in many of the schools which had learners with special needs.

4.5.3 Cost of special needs education to the parents.

Parents have to make an effort to purchase the relevant equipment for their special needy children to assist them in their educational process and socialization process. Such devices that were identified in the research process in the schools included hearing aids, the Braille Machines, the white cane, magnifying glasses among others had been provided for by the parents. Further the parents made an effort to ensure their special needy children got to school safely either by personally escorting them or hiring transportation means to and from school. The research established that some of the learners had been taken through an
assessment and identification process for appropriate educational intervention and placement in their later academic lives.

4.5.4 Cost of special needs education to the school community.

The community more so the school community also had its share of the cost of having these learners amidst them. Many teachers reported that they took more time to address the educational needs of the learners with special needs. Similarly, the other learners incurred cost in terms of as were in most cases required to assist the special needy learners to perform different personal and educational issues such as toileting, mobility around the school, communication among other aids offered. Due to the absence and inadequacy of these inclusion measures in the schools in Naivasha Municipality, the education of learners with special needs was adversely affected. The community had also been called upon to help in raising funds to purchase some of the resources or facilities as well as provide labour in the modification and installation process.
The results in Figure 4.3 show that the parents bore the highest burden in educating their children with special needs, with 35 percent. This was especially in the purchase of tailored equipment to meet their children's needs. Hearing aids, magnifying eye glasses, wheelchairs, the white stick, Braille, and crutches were among the equipment observed to have been provided to the special needy learners during the research. The government followed due to the scattered nature of the location of the learners with special needs in education with 28 percent. This was met in providing finances to promote the access of education by such learners in fulfillment of its commitment of education to all. The government also incurred a cost as it had subsidized the cost of most of the special equipment. Lower there was the school community, as the children spend a considerable time
in the school compound with 25 percent though most of it was in terms of time and not financial. The other children and teachers had to take a considerable amount of their time when in school to assist the special needs learners to do personal activities as well as academic assignments. The school administrations with 12 percent as few additional inclusive facilities had been adopted and most of the cost for this trickled down from the national government, donors or had the aid from the community.

Table 4.4 Perception of SNE cost by head teachers and teachers

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
<th>Participation levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very expensive</td>
<td>22</td>
<td>78.6</td>
<td>Very low</td>
</tr>
<tr>
<td>Expensive</td>
<td>5</td>
<td>17.9</td>
<td>low</td>
</tr>
<tr>
<td>Cheap</td>
<td>1</td>
<td>3.5</td>
<td>High</td>
</tr>
<tr>
<td><strong>N= 28</strong></td>
<td><strong>28</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Many of the schools; 22 schools found and viewed the provision of SNE to be very expensive in terms of securing the relevant resources, facilities and equipment for special needy learners. They ignored the fact that some of these facilities and equipment can be modified and improvised. Those schools were represented by 78.6 percent. Consequently there were very low participation rates
in terms of enrolment and motivation. The schools which found and viewed as expensive were 17.9 percent; few improvisations had been done to cater for the needs of the special learners attaining low participation rates. Only one school had the perception that SNE was cheap, this was due to donor support from an agency supporting needy learners as well as the fact that they had few cases of these special needy learners. This school was represented by 3.6 percent and the special learners were highly motivated and participated to a large extent to the educational process.

4.5.5: Cost of Education and Learners Participation Levels

Table 4.5 Cost of Education and Learners Participation Levels

<table>
<thead>
<tr>
<th>Cost of SNE to the</th>
<th>Schools with High Costs Frequency</th>
<th>Schools without High Costs Frequency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>government</td>
<td>84</td>
<td>84</td>
<td>168</td>
</tr>
<tr>
<td>school administration</td>
<td>113</td>
<td>55</td>
<td>168</td>
</tr>
<tr>
<td>parents</td>
<td>97</td>
<td>71</td>
<td>168</td>
</tr>
<tr>
<td>school community</td>
<td>121</td>
<td>47</td>
<td>168</td>
</tr>
</tbody>
</table>

From Table 4.3 above, equal number of teachers stated that the cost of SNE to the government had equal contribution levels on learners with special needs in both
Schools with High Costs and Schools without High Costs. However, the study found that majority of teachers (113) indicated high Cost of SNE to school administration leads to high learner’s level of participation on school with high costs. Cost of SNE to the school community and Cost of SNE to the parents also led to a high contribution of learners with special needs in schools with high costs with frequencies of 121 and 97 respectively. The findings indicate that there is high participation level of learners with special needs in schools with high costs as opposed to those without high costs in primary education in Naivasha Municipality.

4.6 Influence of school environment on learners’ participation in SNE.

School environment was found to be an important determinant in the participation of learners with special needs. In schools where the needs of these learners had been considered, either through the curriculum instructional goals or physical needs, learners with special needs seemed to a greater extent to realize their potentials. Though the research established that the schools had a challenge to meet individual needs of the special needs learners due to their diversity and complexity of their special needs, a considerable effort had been made in most of the schools. The social environment was found to have a considerable awareness and tended to have positively identified with the learners with special needs. Fellow learners assisted these special needs learners to perform different personal and curriculum activities within the school. To determine the influence of the
school environment on the participation of special needs learners, an inquiry and observation was done on how friendly the schools’ environments were.

**Figure 4.4 Extent to which school environment is considered learner friendly**

Research established that out of the total population of twenty eight schools, eighteen schools representing 64.3 percent were highly friendly. Eight schools representing 28.6 percent had unfriendly physical and social environments to the learners with special needs, and only two representing 7.1 percent were highly friendly. The level of friendliness was measured on the availability and adequacy of teaching and learning resources, trained teachers in special needs, relevant physical facilities and modified installations coined to meet specific needs of the
special need learners. The social environment; other learners, teachers and school administration was positive regard and support to the learners with special education need was also analyzed. The research found out that the level of inclusion was directly correlating to these factors hence termed such schools as friendly to the learners while the absence of the same in some of the schools made them to be branded unfriendly.

**Figure 4.5 Social and physical environments and learners participation in SNE.**

![Pie chart showing participation in SNE with 54% physical environment and 46% social environment](image)

The data in figure 4.5 shows that both environments were vitally important in the inclusion process of learners with special needs. The physical environments within the schools led in the influence with 54 percent and then social environment followed with 46 percent. This yielded a difference of 8 percent.
between the two environments. Social environment was taken to comprise of the
parents, other learners, teachers, the school administration, the school
management committee as well as the outside community all of who imparted
positively in the special learners lives and educational progress. Through their
positive contribution either directly or indirectly they were able to promote these
learners participation in education. The physical environment viewed in the study
included modified play fields, special need installations such as rails in toilets,
ramps in buildings and steep terrains as well as special need equipment specific to
each learner with special needs.

**Figure 4.6 Friendliness of the school environment and SNE participation.**

The data in figure 4.6 indicates that friendly school environment contribute to
about 80 percent of the success of the SNE in the schools within the municipality.
In schools that had unfriendly environments, the success in the participation and inclusion programme was quite low at 8 percent. The friendliness was measured on the availability and adequacy of physical, human and learning resources as well as the social environment. The special need children tended to be at ease within these friendly environments and their performance both in and out of the class was quite commendable.

Table 4.6: Influence of Environment on Learners Participation Levels

<table>
<thead>
<tr>
<th></th>
<th>Schools with Conducive Environment</th>
<th>Schools with unconducive Environment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Frequency</td>
<td></td>
</tr>
<tr>
<td>Social Environment</td>
<td>156</td>
<td>12</td>
<td>168</td>
</tr>
<tr>
<td>Physical Environment</td>
<td>150</td>
<td>18</td>
<td>168</td>
</tr>
</tbody>
</table>

From Table 4.6 above, 156 teachers indicated that participation level of learners with special needs is high on schools with social environment while 150 teachers indicated that participation level of learners with special needs is high on schools with physical. The findings indicate that there is high participation level of learners with special needs in conducive environment as opposed to those with unconducive environment.
4.7 Influence school resources on learners’ participation in SNE.

School resources were found to be a strong factor influencing the participation of learners with special needs. A considerable effort had been made to avail appropriate adaptive learning equipment for the learners with special needs. The research sought to establish the adequacy in the schools owing to the significance of teaching and learning resources in any educational curriculum.

**Figure 4.7 SNE resources in the primary schools in Naivasha Municipality**

![Bar chart showing resource adequacy](image)

The findings in figure 4.7 established that twenty two schools representing a 78.6 percent had totally inadequate resources. Four schools representing 14.3 percent were found to have m inadequate resources while two schools representing a 7.1 percent had moderately adequate SNE resources and none of the schools had adequate SNE resources to meet specific demands of the learners hence
represented by a value of 0 percent. This showed that there was much expected from the concerned stakeholders. The availability and adequacy of resources impacted either positively or negatively depending on the degree of availability or unavailability, adequacy or inadequacy. Schools which had moderately adequate resources witnessed a relatively high degree of participation and had achieved a considerable inclusion progress whereas those schools which had inadequate and moderately inadequate resources were lagging behind in the success of inclusion and participation of learners with special needs.

**Figure 4.8 Influence of resource adequacy on SNE participation.**

The data in figure 4.8 sought to find out the influence of resource availability and adequacy on special needs education participation by correlating it with the success emanating from such availability and adequacy. The availability of and
Adequacy resources contributed to about seventy-eight percent of the witnessed success of the participation and inclusion process. In schools that the resources were unavailable and inadequate, they lagged behind in succeeding in the participation of learners in special needs education. Where the resources were unavailable, there was only six percent of success in participation in special needs education while where the resources were inadequate the success rated at 28 percent.

**Table 4.7: Influence of Provision of Resources on Learners Participation**

<table>
<thead>
<tr>
<th></th>
<th>Schools with Provision of Resources</th>
<th>Schools without provision of Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Frequency</td>
</tr>
<tr>
<td>Learning and Teaching Resources</td>
<td>161</td>
<td>7</td>
</tr>
<tr>
<td>Physical Resources</td>
<td>156</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 4.7 shows that majority of teachers (161) were in agreement that provision of learning and teaching resources influenced the level of participation of learners with special needs on a higher extent. The respondents also strongly agreed that physical resources highly influenced the level of participation of learners with special needs. The findings indicate that there is high participation level of learners with special needs in schools with provision of resources as compared to schools without provision of resources.
4.8 Influence of in-service courses on participation of learners with special needs.

In-service courses are meant to improve and increase the manpower for SNE by imparting necessary skills for this programme. Through such training the teachers were able to carry out behavioural interventions on the learners with special educational needs. It was found out that teachers who had undergone the training were able to use significant knowledge derived from educational research and other sources and readily adopted promising practices, materials and technology. However it was noted that not all who had undergone the in-service courses had the zeal to spearhead or carry out the SNE inclusion in their schools. Some of the school administrations were also found to be stumbling blocks in the inclusion process as they never assigned the right teachers for to programme; the trained in SNE.

4.8.1 Teacher training levels

The study sought to establish the training of teachers in SNE through the in-service courses organized by the MoE and their subsequent distribution rates across the primary schools in Naivasha Municipality.
Table 4.4 SNE teacher training levels

<table>
<thead>
<tr>
<th>Description</th>
<th>Untrained in inclusive programme</th>
<th>Certificate</th>
<th>Diploma</th>
<th>Degree</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of trained teachers</td>
<td>12</td>
<td>53</td>
<td>72</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>Mean distribution per school</td>
<td>0.4</td>
<td>1.9</td>
<td>2.8</td>
<td>0.8</td>
<td>0.3</td>
</tr>
</tbody>
</table>

The data in table 4.4 shows that there were different levels of training among teachers in SNE in the schools in Naivasha Municipality. SNE diploma holders were seventy two, a sample mean of 2.8, those who had a certificate in SNE were fifty three representing a sample mean of 1.9, SNE degree holders were twenty two which represent a sample mean of 0.8. Twelve teachers representing a mean of 0.4 were not trained in SNE education though they were executing the inclusive programme in their schools and masters holders in SNE education were nine; a sample mean of 0.3. The research found out that the more trained in SNE the teachers were the better they applied related pedagogical methods therein leading to more participation of the learners with special education in the inclusion process.
4.8.2 Influence of training and in-service courses of teachers on SNE participation.

The research correlated the training of teachers with the rates of participation of learners with special educational needs. It found out that there was a positive correlation between training and participation. The higher trained the teachers were the higher the degree of inclusion and participation in SNE.

Figure 4.9 Teachers training and in-service courses on SNE participation

The results in figure 4.9 established that the more the teachers were trained in SNE the more the success of the participation and inclusion process. Those with masters training in SNE displayed a high degree of knowledge on different issues affecting SNE, adopted
more relevant methodologies and were more motivated as compared to those below them inform of training.

**Figure 4.10 Influence of in-service courses on SNE participation**

The data in figure 4.10 indicates a comparison of the impact of schools whose teachers were exposed to in-service courses with those schools whose teachers were not exposed to these in-service courses was done. The research showed a significant positive impact of in-service courses on the influence on the participation rates in SNE for both the special need learners and the trained teachers. In-service courses impacted up to 80 percent of the participate rates while in schools where teachers were not exposed to in-service courses, they trailed with 20 percent of participation rates.
4.7.3 State of motivation and inclusion levels in SNE.

To establish the state of the SNE programme, the study investigated the levels of the teachers’ motivation, the levels of inclusion in the schools and the special needs learners’ motivation. All this was rated on a Likert scale where numerical values were used: 5- to very great extent, 4- to a great extent, 3- to a moderate extent, 2- to a little extent, 1- to no extent.

Table 4.5 State of motivation and inclusion levels in SNE.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ Motivation</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>7.1</td>
<td>28.6</td>
<td>35.7</td>
<td>28.6</td>
</tr>
<tr>
<td>Learners’ motivation</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>7.1</td>
<td>17.9</td>
<td>46.4</td>
<td>25</td>
</tr>
<tr>
<td>Inclusion levels</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>%</td>
<td>3.6</td>
<td>10.7</td>
<td>42.9</td>
<td>22.4</td>
<td>14.3</td>
</tr>
</tbody>
</table>

The data in table 4.5 showed that majority of the teachers had little motivation; 35.7 percent. Inclusion levels had achieved a moderate level 42.6 percent while most of the learners had little motivation 46.4 percent. It is upon such
dissatisfaction with the progress towards SNE which make Ainscow 1991 & Ballard 1996 to demand for more radical changes in many African countries. This indicates that the teachers’ motivation needs to be raised in order to realize increased participation in SNE by the respective school administrations as well as by the government through special schools allowances. This would go to a large extent in enhancing the motivation of the learners to participate in SNE therein increasing the inclusion levels in the schools within Naivasha Municipality.

Table 4.8: In-Service Courses on learner’s participation Level

<table>
<thead>
<tr>
<th></th>
<th>Schools with In-service Courses</th>
<th>Schools without In-service Courses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>167</td>
<td>1</td>
<td>168</td>
</tr>
<tr>
<td>Motivation</td>
<td>144</td>
<td>24</td>
<td>168</td>
</tr>
</tbody>
</table>

Table 4.8 shows that majority of teachers (167) were in agreement that provision of internal training programs influenced the level of participation of learners with special needs on a higher extent. The respondents also strongly agreed that motivational programs highly influenced the level of participation of learners with special needs. The findings indicate that there is high participation level of learners with special needs in schools with in-service courses as compared to schools without in-service courses.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the main findings, conclusions and suggestions for further research.

5.2 Summary of study

The purpose of the study was to investigate school based factors influencing the participation of learners with special needs in education. The study sought to answer the following questions: to what extent did administrative support, cost of education, the school environment, learning resources adequacy, teachers’ in-service courses influence the participation of children with SNE in primary education in Naivasha Municipality, Nakuru County. The study sampled 28 Public Primary Schools, 28 headteachers, six teachers and 13 learners per school were sampled for the study. The research was able to conduct and collect data from all the targeted samples yielding a 100 percent response. Data collected was mainly quantitative in nature and there by clearly analyzed using descriptive statistics.

The analysis of the data obtained from the Head teachers, teachers and pupils show that school based factors influence participation of learners with special needs in primary school education in Naivasha Municipality, Nakuru County.
5.2.1 Administrative support influence on special needs education participation

From the study findings, it was established that schools administrations play an important role in ensuring a friendly environment to learners with special needs in education. Financial support was cited to come from the government, parents and the community. The training, recruitment and deployment of human resource inform of teachers was done by the Teachers Service Commission. Physical resources were availed by School Management Committees, parents and community as well as modified ones by the school administrations in collaboration with learners and teachers. Instructional resources were provided by the parents to a greater extent as well as community and school administration. The school administration, teachers, other learners, community and parents were found to be very useful in providing moral support to the learners with special needs. Administrative support was found to be very important in promoting the participation in SNE. Schools heads support was highlighted as been very important in the success of the inclusion process and participation in SNE by the teachers, trained teachers and special need learners. It was found that there is high participation level of learners with special needs in schools with administrative support as opposed to those without administrative support.
5.2.2 Cost of special needs education

Research findings indicated that the cost of SNE was borne by four stakeholders; the government, administration, the parents and the school community. Analysis showed that parents to the children with special needs bore the highest burden in educating them with 35 percent as they were compelled to by specific equipment needed by their children vital for their survival, communication and mobility. Such equipment was quite expensive. It was followed by the government with 28 percent; it was compelled to finance education of such learners from its treasury as it recognizes basic education as a basic need of all children. Examinations for special learners were cited to add to the government expenditure on SNE. The school community came lower with 25 percent; the children spend a considerable time in the school compound though most of it was in terms of time and not financial. The other pupils and teacher were compelled to assist the special need learners to meet their personal needs and educational needs within the school. School administrations had 12 percent as few additional inclusive facilities had been adopted and they few had a hand from the government, sponsors or the community. Many of the schools viewed and actually found the cost of providing SME to be quite expensive while only one found it cheap as it had donor support from a children-based agency working in the area. The study found that there is high participation level of learners with special needs in schools with high costs as opposed to those without high costs in primary education in Naivasha Municipality.
5.2.3 Influence of the school environment on the participation of learners with special needs.

From the research findings, it was found out that the nature of the school environment in terms of friendliness were core to the inclusion process in the schools. The friendliness was analyzed in terms of the special need facilities adopted and the social environment. It was established that out of the total population of 28 schools, eighteen schools representing approximately sixty four percent were highly friendly eight schools representing approximately twenty eight percent had unfriendly physical and social environments to the learners with special needs and only two schools representing approximate of seven percent were highly friendly. In those schools that had friendly environments, the research showed that a large percentage of participation in SNE had been achieved. Further on the vitality of the social and physical environments, the influence stood at fifty four percent and forty six percent respectively with more credence on the physical environment; personalized equipment, modified facilities, relevant installations. The social environment was taken to constitute the parents, other learners, the teachers, the school administration and the wider outside community. These environments were shown to greatly influence the participation of learners with special needs. Administrative guidelines and rules were found to be important aspects in achieving this friendly environment thus promoting the inclusion process in the primary schools. It was found out that some school administrations had identified and assigned the trained teachers and interested
teachers in SNE to assist those learners with special needs in the schools. The Persons with Disabilities Act 2003 guided many of special need learners’ activities in many schools, further there were well written rules and anti-stigmatization guidelines of learners with special needs by the other learners, teachers and the school community at large. A considerable percentage of inclusion was found to have been achieved. It was evident from the findings that there was a high participation level of learners with special needs in conducive environment as opposed to those with unconducive environment. This conforms to Ominde Commission (1964) where they stated that “children with mild impairment are capable of receiving education and training in regular schools provided special considerations are given to their needs by teachers”.

5.2.4 Influence of school resources on the participation of learners with special needs.

School resources were found to be important in the instruction process of learners with special needs. The research sought to establish the adequacy of relevant resources to SNE. From the research findings it showed that twenty two schools representing an approximate percent of seventy nine had inadequate resources. Four schools representing approximately fourteen percent were found to have moderately inadequate resources while two schools representing approximately seven percent had moderately adequate SNE resources. None of the schools had adequate SNE resources to meet specific demands of the learners hence
represented by a value of zero percent. The availability and adequacy of the school resources greatly influenced the participation process as well as the entire inclusion process. Schools that had available SNE resources and their adequacy was considerable had a considerable degree of participation had been achieved. Those schools that lacked or had inadequate resources had low participation rate in SNE. The study found that there is high participation level of learners with special needs in schools with provision of resources as compared to schools without provision of resources.

5.2.5 In-service courses influence on participation of learners with special needs.

In-service courses were found to be a major source of necessary skills, knowledge and drive to innovations in inclusion process. The study found that that there were different levels of training among teachers in SNE in the schools in Naivasha Municipality. Special needs education diploma holders were seventy two; sample mean of 2.8. Those had a certificate in SNE were fifty three representing a sample mean of 1.9, Twelve teachers representing a mean of 0.4 were not trained in SNE education though they were executing the inclusive programme in their schools. SNE degree holders were twenty two which represent a sample mean of 0.8 and masters holders in SNE education were nine; a sample mean of 0.3. The research established that there was a linear correlation between the level of training and the participation rates of learners with special educational needs. The highly trained
seemed to interpret educational issues better and also applied varied pedagogical strategies. Inquiry on the levels of the teachers’ motivation, the levels of inclusion in the schools and the special needs learners’ motivation showed that majority of the teachers had little motivation; 35.7 percent. Inclusion levels had achieved a moderate level 42.6 percent while most of the learners had little motivation 46.4 percent. A policy on teachers motivation needed to be worked on hence this would improve the participation rates of learners with special needs in education in the schools. It was found that there is high participation level of learners with special needs in schools with in-service courses as compared to schools without in-service courses.

5.3. Conclusions

The study concludes that administrative support influence the participation in special needs education; presence of administrative support inform of finances, provision of physical and learning resources were found to positively influence the participation in SNE while the absence of such support slowed down the participation and SNE inclusion process. The cost SNE influenced the participation, the government, school administrations, school community and parents incurred this though at different magnitude. Many of the schools found the cost to be high thereby limiting the participation of learners with special educational needs. School environment both physical and social were found to influence participation in SNE. Friendly environments were achieved by providing relevant physical facilities as well as conducive social environment
school resources were used in the instruction process and their availability and adequacy proportionally influenced the participation in SNE. And In-service courses influence the participation of learners with special needs. The research showed that the level of training were directly proportional to the participation rates; the higher the trained the higher the participation rates. The research concludes assertively that school based factors influence the participation of learners with special education in primary school education in Naivasha Municipality, Nakuru County, Kenya.

5.4 Recommendations.

Based on research findings, the recommendations are as follows.

The government to provide more facilities and resources for SNE in all schools with special need learners to facilitate their adaptability in their school activities therein enhancing their participation.

EARCs to make an early assessment, identification, intervention and for appropriate placement of special learners to avoid such learners lagging behind in academic issues as well as avoid issues of improper placement.

KISE to offer in-service courses for SNE to a larger number of personnel so that these teachers can be deployed to schools to undertake SNE programme.
The government to offer financial, material and moral support to parents to the learners with special educational needs to ensure that the learners do not remain at home due to lack of appropriate adaptive equipment.

The Ministry of Education to have a close supervision and continuous improvement strategy for SNE to ensure that this programme is successful and benefits the targeted learners with special needs.

5.5 Suggestions for further research.

Although this study has achieved its aim and objective of determining school based factors influencing participation of learners with special needs in primary school education in Naivasha Municipality, Nakuru County, Kenya, a further study is recommended to:

i. Find out the forms of the special need learners in the country.

ii. Investigate the inclusion rates of learners with special needs across the county.

iii. Investigate the exact number of trained teachers in SNE.

iv. Investigate the best cost sharing strategy among Stakeholders in SNE.

v. Investigate the best educational policy to promote SNE.
REFERENCES


APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION.

Linette A. Opere,
University of Nairobi,
Kikuyu Campus,
P.O Box 92,
Kikuyu.
April-May, 2015.

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH.

I am a postgraduate student at University of Nairobi pursuing a master’s degree in Educational Administration. I request you to permit me to collect data in your school. I am researching on influence of school based “Factors on participation of learners with special needs in primary education in Naivasha municipality, Nakuru, Kenya.” Kindly fill the attached questionnaire and respond to all items please. You are also free to withdraw from filling in the questionnaire without being penalised.

Thank you.

Yours faithfully.

Linette A Opere.
APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

Please answer all the following questions.

Tick or write as appropriate.

1. Do school learning facilities influence students with special needs participation in primary school education? Yes [ ] No [ ]
   b) If yes, please explain: ________________________________________________________________

2. Rate the school administration support SNE? Adequate [ ] inadequate [ ]
   List down the on areas of support: ______________________________________________________

3. What school learning facilities have been adopted to enhance participation of students with special needs? ________________________________________________________________

4. What extent do you rate the cost involved in the primary school education?
   Very high [ ] High [ ] Low [ ] Very low [ ] Not at all [ ]

5. Rate the cost of SNE incurred by the government, school administration, parents, school community?
   i. ............. ii. .............. iii. ..............
   iv. .............. V. ...........

6. In your opinion, what do you think can be done to reduce these costs so as to enhance students with special needs participation in secondary education?
   ___________________________________________________________________________________

7. Rate the success of the inclusion programme in your school.
Very successful ( ) successful ( ) fairly successful ( ) not successful ( )

8. What is your view on the cost of SNE education?

Very expensive ( ) expensive ( ) cheap ( )

9. How many SNE trained teachers do the school have? ...........

10. Comment on teachers commitment to SNE execution..............................

11. Please, give any other useful information on SNE.................................
APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Please answer all the following questions.

Tick or write as appropriate.

1. Have you been trained in special needs education? Yes ( ) No ( )

2. What is your highest professional qualification in SNE:
   Certificate ( ) Diploma ( ) B.E.D ( ) M.E.D ( ) any other specify-

3. If trained, what is your teaching experience in years as a special education trained
teacher? 1- 5 years ( ) 6 -10 years ( ) 10 -15 years ( ) Over 15 years ( )

4. Do you support SNE?
   Yes [ ] No [ ]

5. Where children with special education should needs be educated?
   (i) Special schools ( ) (ii) Integrated schools ( ) (iii) Regular schools (inclusive
   schools) (iv) At home( ) (v) Others (specify)..... . . . . . . . . . . . .

6. Between the social and physical environment which is more important in SNE?
   Social environment ( ) Physical environment ( )
   Explain…………………………

7. What is the state of SNE resources in the school?
   (i) Learning and teaching resources
      Adequate ( ) Moderately adequate ( ) Moderately inadequate ( ) Inadequate ( )
   (ii) Physical resources
      Adequate ( ) Moderately adequate ( ) Moderately inadequate ( ) Inadequate ( )
8. What is your level of motivation to execute SNE programme?
   Very high ( ) high ( ) low ( ) very low ( )

9. How friendly is the school environment to learners with special needs?
   (i) Social environment
       Highly friendly ( ) friendly ( ) Unfriendly ( )
   (i) Physical environment
       Highly friendly ( ) friendly ( ) Unfriendly ( )

10. Rate the school administration support on SNE.
    (i) Financial - Very great support ( ) Great support ( ) Moderate support ( )
        Little support ( )
    (ii) Psychological - Very great support ( ) Great support ( )
        Moderate support ( ) Little support ( )
    (iii) Provision of resources - Very great support ( ) Great support ( )
        Moderate support ( ) Little support ( )

11. Rate the success of the inclusion programme in your school.
    Very successful ( ) successful ( ) fairly successful ( ) not successful ( )

12. What is your view on the cost of SNE education?
    Very expensive ( ) expensive ( ) cheap ( )
APPENDIX IV

QUESTIONNAIRE FOR PUPILS

Please answer all the following questions.

Please fill in or tick the appropriate.

1. State your age: ............ years

2. Do you have any form of special need? Yes........... No ............

3. If yes, please state...........................

4. Do you believe that learners with special needs should learn together with those without special needs in the same class? (a) Yes .............. (b) No.................

5. If your answer is No, where do you think children with special needs should be educated?
   (a) Special schools (b) regular schools (inclusive schools) (c) integrated programmes (d) at home others (specify)...........................................

Key  [ SD- Strongly Disagree]  [ D- Agree]  [UD- Undecided]  [A- Agree]  [SA- Strongly Agree].
6. Everyone in my class is readily willing to help each other in class activities.

7. Learners in this school are friendly to each other regardless of whether they have special needs or not.

8. In our class all children have text books that match their educational learning needs.

9. My school the environment is adapted to enable all the learners including those with special needs learn comfortably and effectively.

10. Teachers in our school respond to everyone’s needs without discrimination.

11. Do the school learning facilities have any positive influence to your education access? Yes [ ] No [ ]

If yes, in what ways do the school learning facilities influence your access to education?

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

..............................................................................................................................................
APPENDIX V

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MUGET ENO SOPHIE
A STUDENT OF THE UNIVERSITY OF NAIROBI,
1934-2017 NAIVASHA, has been
approved to conduct research in
Nakuru County
on the topic: SCHOOL BASED FACTORS INFLUENCING PARTICIPATION OF LEARNERS WITH SPECIAL NEEDS IN PRIMARY EDUCATION IN NAIVASHA MUNICIPALITY, NAKURU COUNTY, KENYA.
for the period ending:
6th November, 2019

Permit No.: NACOSTI/P/15/5106/6355
Date Of Issue: 17th June, 2015
Fee Received: Ksh. 1,000

[Signature]

Applicant’s Signature

CONDITIONS

1. You must report to the County Commissioner and Education Officer of the area before

embarking on your research. Failure to do that

may lead to the cancellation of your permit.

2. Government Officers will not be interviewed

without prior appointment.

3. No questionnaire will be used unless it has been

cleared and approved.

4. Excavation, filming and collection of biological

specimens are subject to further permission from

relevant Government Ministries.

5. You are required to submit at least two (2) hard

copies and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to

modify the conditions of this permit including

its cancellation without notice.

[Signature]

Director General

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.: 5411

CONDITIONS: see back page
APPENDIX VI

RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref: No.

NACOSTI/P/15/5106/6155

Linette Atieno Opere
University of Nairobi
P.O Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “School based factors influencing participation of learners with special needs in primary education in Naivasha Municipality, Nakuru County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nakuru County for a period ending 6th November, 2015.

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

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

Said Hussein
FOR: DIRECTOR-GENERAL/CEO

Copy to

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

APPENDIX VII

RESEARCH AUTHORIZATION

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telephone: 0502030125
Email: naivashadeo@gmail.com

SUB-COUNTY EDUCATION OFFICE,
P. O. BOX 2053 – 20117.
NAIVASHA.
24TH JUNE, 2015.

Ref. MOE/NVS/GEN/112/152

Linette Atieno Opere,
University of Nairobi,
P.O Box 30197- 00100.
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your request to conduct a research on “School based factors influencing participation of learners with special needs in primary education in Naivasha Municipality,” authority is hereby granted to visit schools and interact with the school communities for a period ending 6th November, 2015.

You will however be required to give a copy of your findings to this office on completion of your studies.

SUB COUNTY EDUCATION OFFICER
P.O. Box 2053, NAIVASHA
TEL: 020 2352776

LEONARD M. KABAKI
SUB COUNTY DIRECTOR OF EDUCATION
NAIVASHA

MOE-ISO 9001:2008 Certified