FACTORS INFLUENCING THE INTEGRATION OF PUPILS WITH SPECIAL NEEDS IN AN INCLUSIVE SETTING: A SURVEY OF PRIMARY SCHOOLS IN TINDERET SUB-COUNTY, KENYA

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A Thesis Submitted to the Graduate School in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Educational in Education Management of Egerton University

EGERTON UNIVERSITY

NOVEMBER, 2015

DECLARATION AND RECOMMENDATION

DECLARATION

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

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RECOMMENDATION

This Thesis has been submitted for examination with our approval as the university supervisors.

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DEDICATION

This thesis is dedicated to my beloved parents my wife children: the fountain of my inspiration.

ACKNOWLEDGEMENTS

ABSTRACT

The debate about inclusive education has been lessened in many parts of the world and the society in Kenya is trying to digest into the education system the integration of pupils with special needs in an inclusive setting. Despite all these efforts there are still some challenges that affect inclusive education in our society from international level to local level. The purpose of this study was to investigate factors that influence the integration of pupils with special needs in an inclusive setting. The specific objectives of the study were to determine how teacher training, suitability of physical facilities used, teacher perceptions on inclusive education and the support strategies used by school administrators for pupils with special needs influence inclusive education. The findings of this study would help teachers and school administrators strengthen the implementation of inclusive education by correcting any unfavorable attitudes, modifications, provision of resources and improve support strategies in the schools. Education administrators would benefit in the findings and would take appropriate actions for proper implementation. This would lead to improved education for all (EFA). It was hoped the study would provide a significant source of reference to school head teachers, teachers and other stakeholders on integration for pupils with special needs in an inclusive education set up. The study adopted the theory of Multiple Intelligences (MI) (2007). The research adopted a descriptive survey research design to carry out the study since it involved the study of various entities. To ensure adequate representation, a target population of 240 teachers and 40 PTA representatives were used. A sample of 120 teachers and 20 PTA representatives were chosen for the study. The results of the piloting indicated reliability of 0.803 was which is above the 0.70 threshold. This was in agreement with recommendation of Mugenda and Mugenda, (2003). The instrument was pilot tested to improve its validity and relevance of the objectives of the study. The questionnaires and the interview schedules were scrutinized for errors and omissions, ambiguity, legibility and relevance. The data collection instruments used were questionnaires and interview schedules. The data collected was analyzed using both quantitative and qualitative methods. The instruments were piloted in one of the schools in Tinderet sub-county which was not included in the study. Data analysis was done by use of frequency tabulation and percentages. The study findings indicated that most of the teachers were not trained in special needs education and did not frequently attend inservice courses and workshops on special needs education. Further, hearing aids, visual aids, brails and wheelchairs were not available in most of the schools while demonstrations and crutches were available and suitable in most of the schools. The study further indicated that teachers believed that pupils with special needs could not interact with other pupils. Further most of the school administrations rarely supported students with special needs as they rarely provided the necessary resources, clarified to the teachers on how to handle them and they rarely motivated teachers. This study is very significant to the Ministry of Education in the development of policies on inclusive education in Kenya.

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LIST OF ABBREVIATIONS AND ACRONMYS

EARC: Educational Assessment and Resource Center

EARS: Educational Assessment and Resource Services

EFA: Education for All

KCPE: Kenya Certificate of Primary Education

KISE: Kenya Institute of Special Education

KSDC: Kenya Society for Deaf Children

MDG: Millennium Development Goals

NGO: Non-Governmental Organizations

SNE: Special Needs Education

UCEP: Underprivileged Children's Education Program

UNESCO: United Nations Educational Scientific and Cultural Organization

UNICEF: United Nations International Children's Emergency Fund

WFD: World Federation of the Deaf

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to the Salamanca Statement of 1994, every child has a basic right to education; every child has unique characteristics, interests, abilities and learning needs and therefore education services should take into account these diverse characteristics and needs. Children with special educational needs must have access to regular schools. Regular schools with an inclusive ethos are the most effective way to combat discriminatory attitudes, create welcoming and inclusive communities and achieve education for all. In addition, such schools provide effective education to the majority of children, improve efficiency and cost- effectiveness (UNESCO, 1994).

Children with special educational needs are those with learning disabilities, a condition that affects the academic performance. Such children develop more slowly compared to other children of the same age. This is due to the difficulty they undergo with the regular basic processes that are applied in understanding or using spoken and written languages, reading and listening, comprehension, basic reading skills and mathematical reasoning/calculation (Luseno, 1993). Children with special educational needs are of many categories like those with hearing impairments, physical impairments, visual impairments, language impairments among others. Children with mental impairments for example are those who have significantly sub- average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during developmental period (Rhodes, Ochoa, & Ortiz, 2005).

Inclusive education includes the complete integration of the students with special needs into the general education classroom. The student receives all special services in the same general education classroom as all other students. This is very common with students whose needs are easily met in a classroom, such as a modification that allows the student more time to complete written assignments. Here the students classified as disabled remain in general classrooms virtually all the time (Bowe, 2005). Related services are provided via "push in," meaning that professionals enter the classroom and deliver assistance there.

Different professionals sometimes use the terms "integration and mainstreaming" interchangeably. The term integration is mainly used in Europe and Kenya while mainstreaming is commonly used in America. There are three forms of integration: Functional, vocational and social. Functional integration is where a child with special needs is placed in a regular class; Vocational integration occurs when the learner with special needs is placed in a special unit located in the regular school and social integration is the situation where the learner with special needs is placed in a special learning purposes, but join the peers in the regular classes for social activities. Inclusive education faces various challenges in many parts of the world like lack of proper policy structures/guidelines, poor implementation, inadequate itinerant teachers for peripatetic services and above all negative attitudes towards the programme by the stakeholders.

Schools that practice full inclusion for all students have no separate special education classes. However, full inclusion of all students, regardless of their particular needs, is a controversial practice, and it is not widely applied (Hastings, 2003). It is more common for local educational agencies to provide a variety of settings, from special classrooms to mainstreaming to inclusion, and to assign students to the system that seems most likely to help the student achieve his or her individual educational goals.

In recent times, there has been a growing realization in Africa that the greatest problems faced by children with disabilities are prejudice, social isolation and discrimination in society. The study on educating children in difficult circumstances estimated that only eight per cent of children with disabilities in Bangladesh were currently enrolled in various educational institutions (Directorate of Primary Education, 2002). Of these, 48 per cent were seeking formal education, 23 per cent were in integrated schools, 15 per cent were in special education, and five per cent were in inclusive education. Among the enrolled children with mild and moderate disabilities, 79 per cent were enrolled in formal educational settings. Of those with severe and profound disabilities, 83 percent were enrolled in special education (ibid).

Access of formal education for the disabled remains an issue with perception about disability varying from community to community. According to World Bank (2004), people with physical or mental limitations are often disabled not because of a diagnosable condition, but because they

are denied access to education, labour markets and public services. The World Bank looks at disability not as a medical condition, but interaction between human functioning and an environment that does not account for different levels of functioning. The Children's Act (RoK) also recognizes the presence of the child with disability whom it defines as one who has physical or mental handicap that necessitates special care, including provision of formal education. The parliamentary Act (2003) on persons with disabilities defines disability as a physical, sensory, mental or other impairment including any visual, hearing, learning or physical incapacity that adversely affects a person's social, economic or environmental participation. Both the children Act (2001) and the persons with disability Act (2003) provided useful legal instruments in formulation of education policies for the disabled child.

In practice the Kenyan government has put in a lot of efforts in addressing inclusive education as per various policy documents through integration and mainstreaming. Kenya officially, launched the national Special Need Education (SNE) policy on 10th March, 2010 at Kenya Institute of Curriculum Development (KICD) formerly known as KIE. During the launch, education minister pointed out that his ministry remains committed to providing quality education for all learners in a caring and supportive environment to enable them attain their full potential. Providing quality education that is affordable and relevant to the lives of all children including those with special needs is one of the major aims of the ministry (MoE, 2011). The policy framework launched addresses some critical issues which determine delivery of quality and relevant education for learners with special needs. Among the issues are equity and improvement of learning environment in all schools that will ensure that inclusive education becomes a reality and consequently improves the participation and involvement of people with special needs in national development in general.

It should be noted that educational opportunities for learners with special needs and disabilities have been a major challenge to the education sector whereby majority of learners with special needs and disabilities in Kenya have not been accessing educational services. However, this scenario has changed especially after the launch of the National SNE policy on 10th March, 2010 at KICD. For instance, in 1999 there were only 22,000 learners with special needs and disabilities enrolled in special schools, units and integrated programs. This number rose to

26,885 in 2003 and 45,000 in 2008, to more than 60,000 in 2011 (MoE, 2011). With an increase in learners with disabilities, various schools have been struggling to provide quality education. Against this background, the study sought to examine how selected factors influence the integration of special needs pupils.

1.2 Statement of the Problem

Most of the schools in Tinderet sub county have embraced integration of special needs education in their curriculum. However, despite these efforts, inclusive education in Tinderet sub county has not been able to fully provide children with special needs with the quality education and the attention they require. Perhaps these may be due to teachers training, facilities and support provided by school administration. Teacher perception on this issue is pertinent as the teachers are the key implementers of educational programs. In this study, factors influencing the integration of learners with special needs in inclusive education was sought. These factors were intended to improve the quality of education for special needs pupils in inclusive education setting.

1.3 Purpose of the Study

The purpose of the study was to determine the factors that influence integration of learners with special needs in inclusive education. It was a survey of primary schools in Tinderet sub-county.

1.4 Objectives of the Study

This study sought to meet the following objectives

   i) To investigate how teacher training influences the integration of pupils with special needs in inclusive education.

   ii) To investigate how the suitability of physical facilities influence the integration of pupils with special needs in an inclusive education.

   iii) To determine how teacher perceptions influence the integration of pupils with special needs in inclusive education.

   iv) To determine how the support provided by the school administration influences the integration of pupils with special needs in inclusive education.

1.5 Research Questions

The study sought to answer the following research questions:

i) How does the level of training of teachers influence the integration of pupils with special needs in inclusive education?

ii) How does the suitability of physical facilities influence the integration of pupils with special needs in inclusive education?

iii) How do teacher perceptions influence the integration of pupils with special needs in inclusive education?

iv) How do the support strategies adopted by the school administration influence the integration of pupils with special needs in an inclusive setting?

1.6 Significance of the Study

The findings of this study would help teachers and school administrators strengthen the implementation of inclusive education by correcting any unfavorable attitudes, modifications, provision of resources and improve support strategies in the schools. Education administrators would benefit in the findings and would take appropriate actions for proper implementation. This would lead to improved education for all (EFA). It was hoped the study would provide a significant source of reference to school head teachers, teachers and other stakeholders on integration for pupils with special needs in an inclusive education set up.

1.7 Scope of the Study

The specific factors that were explored were the level of training offered to the teachers, the suitability of physical facilities used, the influence of attitudes and the support strategies used by primary schools, pupils in the primary cycle of education.

1.8 Assumptions of the study

The study assumed that inclusive education was understood by the teachers and the head teachers in Tinderet Sub county,

1.9 Limitations of the study

This study encountered various limitations:

i) This study was conducted in Tinderet sub-county. Thus the findings of the study can only be generalized to other parts of the country with caution.

ii) Given the nature of topic, some research participants especially pupils thought that they were being probed therefore pupils may not have been honest in their reports. However, the research assured the respondents of the confidentiality of the information in order to overcome that limitation.

1.10 Operational Definitions of Terms

Administration challenges: issue that associated with a sense of difficulty in the act or process of administering, especially the management of a government or large institution.

Administration support: Maintenance and care provided by school authorities for effective teaching and learning process.

Administration: The act management of a government or large institution like a school.

Challenges: Issues that are associated with a sense of difficulty in the pursuit of a course.

Children with special needs: Individuals who require assistance for disabilities that may be medical, mental, or psychological. The disabilities affect their learning abilities.

Hearing Impairment: Difficulty in the external or middle ear, it is known as a conductive hearing. If the trouble lies in the inner ear or the hearing nerve it is known as a sensor neural or nerve hearing loss.

Inclusive setting: An arrangement or environment in which all children receive education together in a regular educational institution regardless of any disabilities.

Integration: Inclusion of the students with the special needs in an inclusive setting together with the 'normal' students.

Mainstreaming: Mainstreaming in the context of education is a term that refers to the practice of educating students with special needs in regular classes.

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Perception: An individual's degree of like or dislike for something. Perceptions can either be favorable or unfavorable.

Training facilities: Training involves the preparation offered to teachers and others for their professional work. It includes short courses, conferences and workshops offered to teachers during their professional lives.

Support strategies: This is the care and maintenance provided by administrators to the members for service delivery. For schools it's the maintenance and care provided to teachers for effective teaching and learning process.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of literature related to the integration of pupils with special needs into inclusive settings. This review begins with a summary of the concepts related to special needs; literature review concerning areas of integration of pupils into an inclusive setting, the roles of school administrators in integrating these pupils, challenges faced by these administrators and the strategies adopted in integration of these pupils. This chapter concludes with a summary of present gaps and challenges in integration strategies.

2.2 Establishment of Integration

Changes in the education systems in Kenya has been closely linked to tendencies and changes occurring in western countries especially Britain which enacted integration in their education policy way back in 1981 and where most of the pioneers of special education in Kenya took their training. On arrival, they pushed for integration policy within the education system. This gave rise to adoption of Educational Sessional Paper No. 1 of 2005, a draft on policy of special needs education which recommended the relevant systems to be put in place for the implementation of inclusive education. In order to realize the recommendations of the sessional paper, the Ministry of Education has developed Kenya Education Sector Support Programme (KESSP) (2005) which aims at providing quality lifelong education and training for all Kenyans. The Basic Education Act (2013) is expected to address issues regarding special needs education.

2.3 Inclusive education

The term inclusive education has attracted much attention in the recent years. An examination of the theory and practice has revealed that the term has come to mean different things to different people. According to UNESCO (2005), the term refers to the diversity of needs of all learners through increased curriculum content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. It is a process of reforming schools and attitudes, which ensures that every child receives quality and appropriate education within

the regular schools. In this way, inclusion is more complex than mere physical placement of children with special needs in the regular classroom.

As Jenkins, Pious and Jewell (1990) put it, integration implies that the regular classroom should change to accommodate all categories of learners and in the process, desirable services be offered to all children within the regular classroom. One major assumption is that in an inclusive setting, the classroom teacher rather than the special needs educator has the primary responsibility for educating all children in the classroom.

How therefore does inclusion differ from the related terms such as mainstreaming and integration? Antia and Stinson (1999) provide a broad but equally simple definition, which considers inclusion as the practice of educating the child with special needs and the "normal" children in the regular classrooms, while integration refers to the results of such practice.

Friend and Bursuck (1996) advice that in order to make the classroom inclusive for all learners, regular teachers should work in partnership with special needs educators to make adaptations in the curriculum and to structure the classroom in a manner that allows for effective learning by a diverse group of learners. Inclusion means enabling all students to participate fully in the life and work of mainstream settings, whatever their needs. For inclusive education to be effective, governments, schools and all stakeholders have to adapt their approach to curriculum, teaching support, funding mechanism and the built environment. Biklen, Lehr, Searl, and Taylor, (1978) have identified some of the philosophical premises that advocate for inclusion and these include: preparing individuals for life, learning from typical peers, having normal life experiences, changing attitudes of individuals without disabilities, challenging societal rejection and teaching democracy.

In inclusive education, all learners learn in an environment almost similar to that they will eventually live and work in. In this way, all learners and teachers gain the virtues of being accommodative, patient and cooperative. Other children gain some valuable virtues such as being considerate, patient and humble as they support their peers with special needs. We find that in some cases learners with specials needs are gifted with special abilities, which their peers

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can benefit from. Similarly, teachers get to share ideas and knowledge with each other, parents and significant others, thus making education a meaningful aspect of everyday as a life. They also develop their skills and abilities when working as a team to address the challenges. This may also develop their skills and abilities when working as team to address the challenges. This may boost their status in the community too.

At the core of inclusive education human being has the right to education and this is pronounced in the Universal Declaration of Human Rights in 1949. A logical consequence of these rights is that all children have the rights to receive the kind of education that does not discriminate on any grounds such as caste, ethnicity, religion, economic status, refugee status, language, gender and disability. Specifically the rights include access to free and compulsory education, equality, inclusion, non-discrimination, the right to quality education, content and learning process.

2.4 Integration of Children with Special Needs in Inclusive Settings in Kenya

For inclusive education to succeed, educational policies at all levels should stress that a child with special needs should attend the neighboring schools with provision of appropriate support services. The needs for flexibility in the curriculum delivery and evaluation should be spelt out in an inclusive policy.

According to UNESCO (2001) inclusive for all takes the education for agenda forward by Finding Liu, Saur and Long (1996) have reported deaf children in inclusive settings experiencing a number of problems some of which include; rapid rate at which tasks in the classroom are discussed, abrupt and quick turn taking in the discussions, rapid change of the conversational theme or topic, the high numbers of speakers involved in a group discussion. Although a section of special needs learners (especially the post-lingually deaf and those who are hard of hearing) can be educated with their hearing counterparts in public schools, Antia and Stinson (1999) have empirically documented that the outcomes of the academic and social integration are not satisfactory. It has been pointed out that there are some difficulties that are inherent in inclusive practices such as the regular classroom teachers who possess negative attitudes towards inclusion. Further, although the rationale of inclusion is to foster friendship and provide access to full curriculum, Jones (2006), has reported that this only works for some deaf groups of children

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where there are viable groups to support and befriend one another and where they are nurtured in communicating naturally in signs. It has also been noted that placing a deaf child in a regular classroom requires increased instructional, collaboration and management demands on the part of the regular classroom teacher. According to Pious and Jewell (1990), there is a need for a true culture of collaboration between the teachers of the learners with special needs and the regular teachers.

The exact nature of the collaboration as observed by Antia and Stinson is influenced by the culture of the instruction and can be impossible when collaboration is not valued or actively pursued. The benefit of collaboration and teaming according to Pious and Jewell (1990), is that both the classroom teacher and the specialist teacher of the learners with special needs can broaden their perspectives and can examine their stereotypes about their students and classrooms. The process develops students' expectations based on their shared abilities rather than their differences. The perceived equality of status between teachers is an essential component for successful collaboration.

Recent research have emphasized the importance of deep meaningful learning that is associated with hypothesis construction, problem solving and conceptual organization as opposed to memorization and retention of facts. This kind of learning has been found to be more effective in in-group activity discussions. For inclusive education to succeed, educational policies at all levels should stress that a child with special needs should attend neighboring schools with appropriate support services and assistive devices. In Kenya there is no clear policy on inclusive education but depends on educational commissions, and policy documents, these include sectional paper such as No. 6 (1988) and No. 1 of (2005) and a draft on policy of special needs education (1988).

2.5 Influence of Integration of learners with Special Needs in Inclusive settings
Pious and Jewell (1990) argue that at-risk students are often placed in classes with learners who have disabilities. Critics assert that placing at-risk students in the same classes as students with disabilities may impede the educational progress of people with disabilities. Some special education classes have been criticized for a watered-down curriculum.

The practice of inclusion (in mainstream classrooms) has been criticized by some parents of children with special needs because some of these students require instructional methods that differ dramatically from typical classroom methods (Friend & Bursuck, 1996). Critics assert that it is not possible to deliver effectively two or more very different instructional methods in the same classroom. As a result, the educational progresses of students who depend on different instructional methods to learn often fall even further behind their peers.

Parents of typically developing children sometimes fear that the special needs of a single "fully included" student will take critical levels of attention and energy away from the rest of the class and thereby impair the academic achievements of all students (Friend & Bursuck, 1996). Some parents, advocates, and students have concerns about the eligibility criteria and their application. In some cases, parents and students protest the students' placement into special education programs. For example, a student may be placed into the special education programs due to a mental health condition such as obsessive compulsive disorder, depression, anxiety, panic attacks or ADHD, while the student and his parents believe that the condition is adequately managed through medication and outside therapy. In other cases, students whose parents believe they require the additional support of special education services are denied participation in the program based on the eligibility criteria.

Curriculum is one of the obstacles or tools that need to be carefully designed and adapted in order to facilitate the development and implementation of a proper inclusive system. It facilitates the development of more inclusive settings when it leaves room for the center of learning or when the individual teacher makes adaptations to enhance sense in the local context for the individual learner.

Special institutions in Kenya follow the regular curriculum, which is extensive and demanding, centrally designed and rigid, leaving little flexibility for adaptations for teachers to try out new approaches. The timing for the completion of the curriculum is also unrealistic for learners with special needs as the teaching and learning processes are slowed down due to the processes involved.

Kenya needs to emulate Uganda, which has designed a curriculum for its semi-nomadic cattle keepers living in North Eastern Uganda. In Uganda, the Education Strategic Investment Plan 1998-2003 includes a strategic priority of access and equity in education. It is reported that the introduction of the Universal Primary Education programme in 1996 has led to much higher numbers of learners with special educational receiving mainstream education. Most of our schools may not be able to accommodate learners with various diversities of learning needs. This is because of challenging barriers in our administration in school system which includes unfriendly learning environment and classroom factors, delayed identification and intervention, learner factor (severity, onset and nature), negative attitude of teachers including lack of specialized training, curriculum barriers, rigid education approaches, evaluation and promotion, insufficient material resources and insufficient human resources.

2.6 Relevance of Training Offered to Teachers of Learners with Special Needs

The practice of inclusion means substantial changes to teaching as a teacher teaching learners with various needs should have basic knowledge related to the diverse needs of children (Friend & Bursuck, 1996). Teacher training is a pre-requisite for the inclusion of learners in the regular school. The government with other stakeholders has great responsibilities of training teachers through both pre-service and in-service education. There is need that appropriate skills and competencies are developed in teachers during the years of training.

Specialist training on inclusive education should continue after general teacher training. This facilitates a teacher to understand the nature of learners with special needs thereby implement inclusive education well (Jenkins, 1990). In-service training should be centered on the existing school environment as whole so that important changes in school culture may be realized.

According to Jenkins, Pious and Jewell (1990) the role of teachers in meeting the special needs of children with learning disabilities vary from one disability to another. However, there are certain common roles. These include: Identification of the children with disabilities in the classroom, placing the children in the classroom in proper places so that they feel comfortable

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and are benefited by the classroom interaction and involving the children with disabilities in almost all the activities of the classroom.

The administrators can perform the above roles only when essential competencies are developed among them. This calls for intensive training of the administrators and teachers with adequate practical component. Education for all, means the education system should bring all the category of the children in the age group of 6-14 years into the school fold. No one should be denied access to education. In this context, efforts are being made to integrate children with all "disorders" into the school system and to facilitate their learning by making the curriculum adaptable. This "facilitation" calls for a systematic planning with regard to children, teachers, teaching learning materials, classroom management and material management, starting from classroom to state level (Jenkins, 1990).

Research in the field of integration and inclusion has identified some of the causes leading to the widespread resistance of teachers to the inclusion of students with significant disabilities. Center and Ward (1987) propose that teachers' resistance on inclusive education reflect a lack of confidence in their own instructional methodologies, and in the quality and amount of support offered to them. This can lead to reluctance to integrate any students who can place additional demands on them. In Kenya, many teachers were trained in a period when mandatory special education units were not included in their pre-service training. They had not expected to teach students regarded as "special needs". Such teachers require in-service education with the advent of inclusive education in Kenya. Such teachers may lack the skills to teach students with widely varying abilities, nor do they have the desire to do so. Policy changes however, have overtaken them, and they find themselves facing students with a wide range of disabilities, learning difficulties, and in some cases, extremely challenging behaviours. Those teachers in Kenya who trained more recently are finding that pre-service courses were not enough to prepare them for the realities of teaching students with a wide range of abilities and behaviours. One-semester pre-service course can certainly raise awareness and introduce prospective teachers to strategies that expand a teacher's repertoire, but they rarely result in high levels of teacher confidence and expertise. The foregoing discussion supports the importance of in-service training of teachers on inclusive education in Kenya.

Teachers report significant feelings of inadequacy in regard to teaching students with special educational needs (Carol et al.., 2003; Gould and Vaughn 2000; Schumm and Vaughn 1992). Moreover, few teachers have adequate training in the management of challenging behaviours, and it is such behaviour that is a key causative factor in the failure of many inclusive programs (Carr et al., 1991; Chandler 2000; McMahon and McNamara 2000; Peck et al., 1998; Reichle et al., 1996; Stephenson et al., 1999).

2.7 Suitability of Physical Facilities Used in the Inclusive Setting

Inadequate teacher aide time and curriculum support in the form of modified materials were highlighted by a number of researchers as affecting inclusive education (Avrimidis et al., 2000; Westwood and Graham 2003). Teachers need greater access to differentiated resources. Different instructional techniques are used for some learners with special educational needs. Instructional strategies are classified as being either accommodations or modifications. An accommodation is a reasonable adjustment to teaching practices so that the learner learns the same material, but in a format that is accessible to the student (Friend & Bursuck, 1996). Accommodations may be classified by whether they change the presentation, response, setting, or scheduling. For example, the school may accommodate a student with visual impairments by providing a large-print textbook; this is a presentation accommodation.

A modification changes or adapts the material to make it simpler. Modifications may change what is learned, how difficult the material is, what level of mastery the learner is expected to achieve, whether and how the student is assessed, or any another aspect of the curriculum (Avrimidis et al., 2000). For example, the school may modify a reading assignment for a student with reading difficulties by substituting a shorter, easier book. A student may receive both accommodations and modifications.

2.8 Influence of perceptions on Integration of learners with Special Needs in an Inclusive Setting

According to Smith (1998) perceptions usually depend on social context concerning particular groups of people such as the mentally disabled or even the trends in society generally.

Inequalities in a community are facts of life. Studies have reported that teachers who were experienced with inclusion tended to have positive opinions about inclusion. However, there was also research reporting that the majority of teachers surveyed believed that was a realistic possibility for their school district (Mastropieri, 1996). This new data will continue to affect social change because now school administrators and school teachers have more information about general teacher's perceptions toward inclusion. The success of inclusion is crucial to a successful education of students with special needs. There is need for better understanding of teachers' perceptions toward inclusion and how the inclusive environment can be improved. Special education students have a right to a free and appropriate public education (FAPE). Its significant to explore teachers' attitudes towards inclusive education and special education students in general and do a re-examination of how special and general education teachers can work together to fulfill the academic needs of all students.

2.9 Support Strategies Adopted for Integration of Pupils with Special Needs in an Inclusive Setting

Many support strategies can be adopted in inclusive education settings. These include the ones discussed here in:

2.9.1 Mainstreaming

Mainstreaming in the context of education is a term that refers to the practice of educating students with special needs in regular classes during specific time periods based on their skills. According to Johnson et al (1989) this means regular education classes are combined with special education classes. Schools that practice mainstreaming believe that students with special needs who cannot function in a regular classroom to a certain extent "belong" to the special education environment. Access to a special education classroom, often called a "self-contained classroom or resource room", is valuable to the student with a disability. Students have the ability to work one-on-one with special education teachers, addressing any need for remediation during the school day. Many researchers, educators and parents have advocated the importance of these classrooms amongst political environments that favor their elimination.

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Proponents of both mainstreaming and the related philosophy of educational inclusion assert that educating children with disabilities alongside their non-disabled peers fosters understanding and tolerance, better preparing students of all abilities to function in the world beyond school (Carr et al., 1991; Chandler 2000).

2.9.2 The concepts of integration

There are many kinds of integration as discussed by Friend & Bursuck (1996). Functional integration is a form of integration where the learner with special needs is placed in the regular classroom where modified instruction and resourceful teachers in the area of special needs. Physical integration is where the learner is placed in a special units located in the regular school. Here special needs child have little interaction in the school except in break time, lunch time among others. Special interaction is a form of interaction the learner with special needs are placed in a special area for learning purposes but join the others in class for social activities for example physical education, games among others.

2.10 Critical Reviews

In an effort to achieve the goals of Education For All in Kenya, awareness on inclusive education should be created and benefits of inclusion should be articulated to all stakeholders in Kenya. Personnel involved in teaching in an inclusive setting with should be appropriately trained and supported by the government and school administrators. Regular and special needs teachers should acquire competence in strategies for effective inclusion for the learners with special needs, which deal with attitudes, instructional methods and behaviors of professional staff (Carr et al., 1991; Chandler 2000). Additionally, regular teachers should create a healthy communicative environment for the entire class and they should encourage classroom participation as well as be able to control the pace of discussion with pauses in between communication turns.

This will assist the regular teacher and may enhance the establishment of effective communication and culture. The information so provided can also promote understanding and will create positive attitudes to other hearing and deaf students. Children in the inclusive settings should have access to deaf adults. Social contact and support to the children and their parents is

crucial for the social-emotional and linguistic development. In the absence of an established deaf indigenous sign language, the inclusive process can be very challenging and requires careful facilitation.

Russel-Fox (2001) has observed that for an effective inclusion process, a professional relationship should be developed with audiologist, hearing specialists, sign language interpreters, and speech and language therapists. In addition communication lines should be kept open. Visual and tactile aids should be used as much as is possible, in the classroom. Language in-group activities should be encouraged by allowing time for children to start and finish communication. For learners who have a hearing challenge, Kenyan deaf adults should be involved as sign language instructors in inclusive settings as they are often the best teachers in sign language. This way, both deaf and hearing children should be encouraged to use sign language for social interaction and for academic purposes.

Books and written materials to the level of pupils should also be provided (Johnson et al,1989d). The schools infrastructure e.g. paths should be made appropriate for training in orientation and mobility, taking care of the architectural barrier that could hamper mobility and that also pose threats to safety especially for the deaf blind. Strong policies, documented goals and objectives governing the implementation of inclusion process should be put in place. Such policies should address issues regarding language of instruction in an inclusive setting, language with a negative connotation towards the excluded, requirements on competence and quality of teachers in inclusive settings.

There should be awareness campaigns/workshops geared towards attitude change by the teachers and normal children should be expanded (Mastropieri, 1996). The change should involve significant changes in conceptions and role behavior. Strong awareness of the need to go inclusive should be created. Stakeholders (parents, pupil's managers, communities) should be consulted and involved in the elaboration of the plans. Social mobilization and development of communication strategies/ materials to support and create awareness for inclusion of learners with special needs in the communities should be put in place.

According to Friend & Bursuck (1996), the curriculum should be flexible to allow for appropriate adaptation with a content that is relevant to real lives and future, taking cognizance of gender, cultural identity and language background. Categories of children suitable for inclusion should be clearly defined, as not all children with special needs can be included in a regular classroom. Issues of class size and availability of resources and facilities in the schools should be of prime concern as well.

2.11 Curriculum Implementation process

The school curriculum and exam system need to be relevant to all children. Where there is a flexible curriculum, all children have a chance to learn and benefit from education, and their achievements can be recognized. Inclusive education call s for adequate planning, follow ups on implementation and subsequent evaluation. In the planning process, it is therefore important to analyze where change is needed to cater base line information, inclusive policy making, accepting responsibility, and learning environment. Effective implementation of school programs calls for teacher training, positive attitudes buy the implementers, provision of relevant resources and management support (Shuiundu & Omulando, 1992).

2.12 Theoretical Framework

This study was guided by the theory of Multiple Intelligence by Howard Gardener (2007). This theory holds that people learn, represent, and utilize knowledge in many different ways. These differences challenge an educational system which assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. According to Gardner, "the broad spectrum of students" and perhaps the society as a whole would be better served by including students, with intellectual disabilities in regular education classrooms. Schools should cater for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioral problems. All schools should be specifically designed, staffed and resourced to provide the appropriate education for children with additional needs as is the requirement in inclusive education. Students attending special schools generally do not attend any classes in mainstream schools. Special schools provide individualized education, addressing specific needs. This theory advocates for inclusive education which was the focus of this study.

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2.13 Conceptual framework

The relationship between the variables of this study on perception of teachers on the influence of selected factors on the integration of learners with special needs in an inclusive setting is shown by the conceptual framework here in.

Independent Variables

Teacher training	**Dependent variable**

Teacher training

Physical facilities used

Teacher perceptions

Support strategies provided by the school administration

Integration of special needs pupils in inclusive education.

- Number of special need pupils in inclusive setting
- Availability of resources
- Support from the government

Intervening variables

-Government policies

-Acts of parliament

-Enactments of laws by the ministry of education

Figure 1: Conceptual framework

From figure 1, the Independent Variables were the influence of teacher training, physical facilities, attitudes and support strategies in the integration of learners with special needs in an inclusive setting. Whereas, the dependent variable was integration of learners with special needs in an inclusive setting. The intervening variables included government policies, Acts of parliament and enactments of laws by the Ministry of Education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodological procedures used in data collection and analysis. It describes in detail research design, location and population of the study, sample and sampling procedures, research instruments.

3.2 Research Design

The researcher adopted the descriptive survey. It involved in depth study of several entities in order to gain insights in descriptions and explanations rather than making predictions. It involved collecting empirical data from only one case. According to Mugenda, (1999), a survey study generally aims to provide insight into a particular situation and often stresses the experiences and interpretations of those involved.

3.3 Location of the Study

The research was conducted in public primary schools in Tinderet Sub-County. The study was carried out in schools where they had implemented inclusive education as per the directive of the government through the Ministry of Education. Tinderet Sub-County, can be a representative of other sub-counties in the country.

3.4 Population of the Study

According to Goshi (1982), target population is the sum total of the group in which the researcher has an interest. In this case, the research covered a target population of all teachers and PTA members of public primary school in Tinderent zone, Tinderet sub-county. Tinderet zone had two zones: Mbogo Vale and Tinderet. The illustration on the target population is as shown in Table 1.

Table 1:

Target Population

ZONE	PUBLIC SCHOOLS	TEACHERS	PTA
Mbogo Vale	9	90	18
Tinderet	11	150	22
TOTAL	**20**	**240**	**40**

(DEO Tinderet, 2013)

3.5 Sampling Procedures and Sample Size

Purposive sampling technique was used to sample schools because some do not have inclusive components. The advantage of purposive sampling is that it ensured inclusion, in the sample of schools (subgroups), which otherwise, would have been omitted entirely by other sampling methods because of their small numbers in the population (Mugenda, 1999). The study used half of teachers from each school which was perceived to be an adequate sample size. Teachers were selected using simple random sampling technique while PTA Chairmen were purposely selected. As a result, a total of 120 teachers and 20 PTA representatives were used.

Table 2:

Sample Size

ZONE	PUBLIC SCHOOLS	TEACHERS	PTA
Mbogo vale	9	45	9
Tinderet	11	75	11
TOTAL	**20**	**120**	**20**

(Source: DEO Tinderet, 2013)

3.6 Instrumentation

3.6.1 Questionnaire

This is a collection of items to which a respondent is expected to react in writing. The designed questions or items in word format are distributed to the respondents. This method collects a lot of information over a short period of time (Mugenda and Mugenda, 2003). The method is suitable

when the information needed can be easily described in writing and if time is limited. The questionnaire included both structured and semi-structured questions. This format was suitable as teachers were allowed to give their own views. The questionnaire was in two parts, general information of the teachers and questions on specific objectives.

3.6.2 Interview Schedule

The study also used interviews as a method of collecting data. The reason for use of interviews is that they allow a great deal of information to be gathered in a short period of time. Interviews also eliminate many sources of bias common to other instruments like observations. In addition, interviews help seek clarification. Above all the data collected through interviews were highly amenable to statistical manipulation to (Ogula, 2005). The arrangement of events on questions asked and answers obtained allowed easy tabulation and correlation statistically.

3.7 Validity and reliability of instruments

The content validity of the research was established in order to make sure that the content of the selected factors on integration of special needs pupils in an inclusive setting. The researcher went through the instruments and compared them with the set objectives and ensured that they contained all the information that answered the set questions and address the objectives. Secondly, experts from the department of Curriculum, Instruction and Education department validated the items. A pilot study was carried out in one school outside the actual area of the study to test the validity of instruments. This was done in Labuiywa Academy in Meteitei Division in a neigbouring Tinderet Division. It was assumed that they experienced similar educational and environmental conditions and ensure that objects were not exposed to test items before the study, thereby enhancing objectivity. The results of the pilot study were then subjected to Cronbanch's coefficients. The results of the piloting indicated reliability of 0.803 was which is above the 0.70 threshold. This was in agreement with recommendation of Mugenda and Mugenda, (2003).

3.8 Data Collection Procedures

Permission to carry out the study in Tinderet Sub County was sought from National Council of Science and Technology and innovation (NACOSTI) and from the D.E.O of Tinderet sub-county as a representative of the Ministry of Education in the District. The sampled schools were visited and the researcher self-administered the questionnaires to the respondents. The respondents were given enough time to study and respond appropriately to the instruments before they were collected.

3.9.1 Data Analysis and presentation

The collected data was analyzed and interpreted. The researcher used descriptive statistics that included frequencies and (%)s. Data was analyzed using computer package the statistical package for Social Sciences (SPSS) for Windows.

Table 3:

Summary of Statistical data Analysis

	Objectives	Independent variable	Dependent variable	Statistical methods
1	To investigate how teacher training influences the integration of pupils with special needs in inclusive education.	• Teachers' training	Integration of learners with special needs in inclusive education	Frequencies and percentages
2	To investigate how the suitability of physical facilities influence the integration of pupils with special needs in an inclusive education.	• Physical facilities	Integration of learners with special needs in inclusive education	Frequencies and percentages
3	To determine how teacher perceptions influence the integration of pupils with special needs in inclusive education.	• Teachers perception	Integration of learners with special needs in inclusive education	Frequencies and percentages
4	To determine how the support provided by the school administration influences the integration of pupils with special needs in inclusive education.	• Support strategies	Integration of learners with special needs in inclusive education	Frequencies and percentages

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings and discussion of the study carried out in Tinderet Sub-County. This chapter presents the results and discussions for this study.

4.2 Respondents' background Information

4.2.1 Gender of the Respondents

The study sought to find out gender of the teachers. Majority 78 (65%) indicated female while 42 (35%) indicated male as shown in figure 2 below.
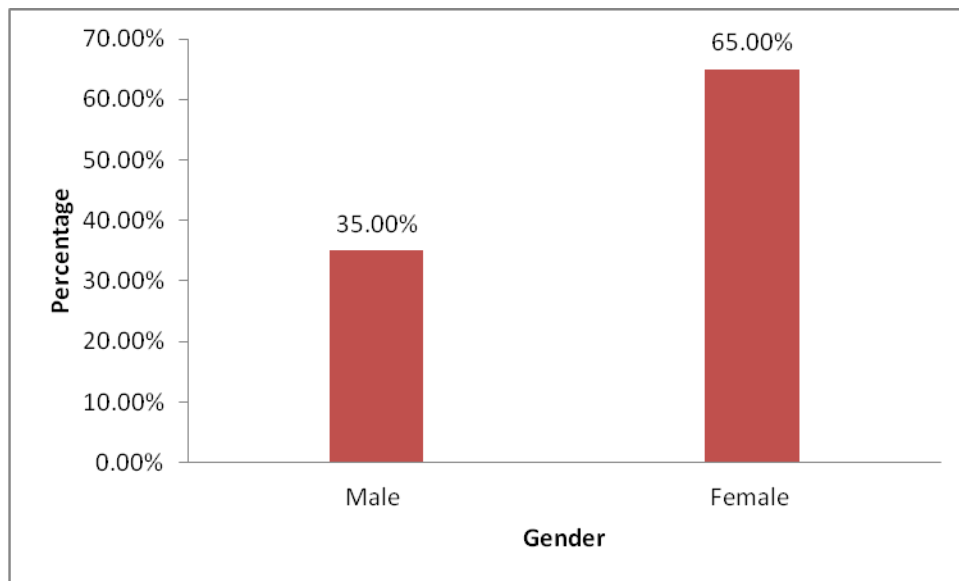
Figure 2: Gender of the Respondents

The findings from this study imply that most of the teachers were female. This implies that most female respondents were conversant with integration of special needs pupils.

4.2.2 Age of the Respondents

The study sought to find the age of the teachers in years. Majority 48 (38%) of the teachers indicated in 35-40 years, 42 (36%) 30-34 years, 22 (19%) 25-29 years, While 8 (7%) represent teachers below 25 years as shown below in Table 3.

Table 3:
Age of the Respondents

Age Bracket	Frequency	Percentage
Below 25 years	8	7%
29-25 years	22	19%
30-34 years	42	36%
35-40 years	48	38%
Total	120	100%

This indicated that most of the teachers were aged 35-40 years. The study further established that the average age of the respondents was 31 years. This therefore indicates that most respondents are mature enough and going by the years, then it is believed that they have accumulated enough skills and experience in the teaching and learning process.

4.2.3 Duration in the Teaching Profession

The study sought to find the duration the respondents have been in the teaching profession. Majority 35(38%) of the teachers indicated 11-15 years, 30 (25%) 16-20 years, 25 (20%) 6-10 years, 20 (17%) 0-5 years while 10 (8%) over 20 years as shown in Table 4.

Table 4:

Duration in the Teaching Profession

Duration	Frequency	Percentage
0-5 years	20	17%
6-10 years	25	20%
11-15 years	35	30%
16-20 years	30	25%
Over 20 years	10	8%
Total	**120**	**100%**

The findings imply that most of the teachers have been teaching for 11-15 years. This therefore show how much experience they have had particularly with integration of children with special needs and therefore were the right people for the study as information given was reliable.

4.2.4 Duration in the Current Position

The study sought to find the duration the teachers have been in their current position. Majority 75 (62%) of the teachers indicated over 10 years, 25 (21%) indicated 6-10 years while 20 (17%) indicated 5 years as shown in Figure 3.
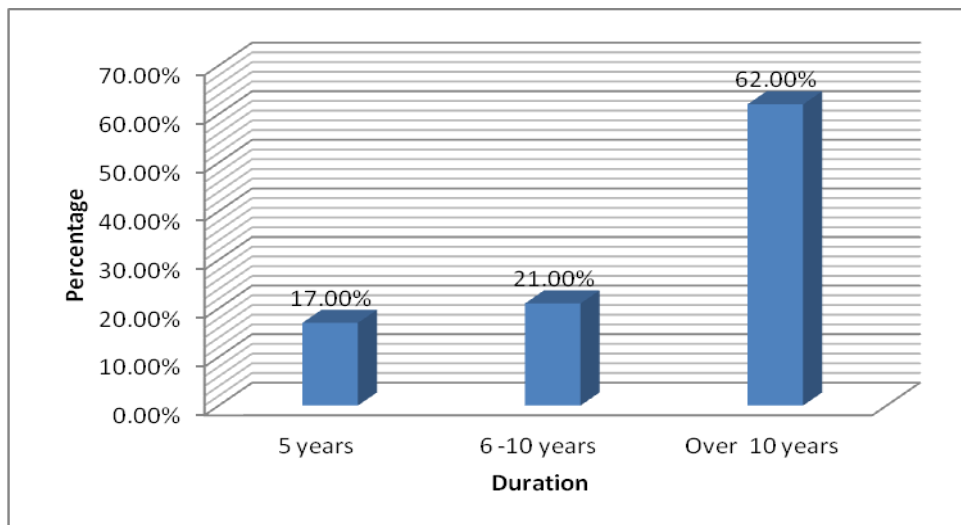
Figure 3: Duration in Current Position

This implies that most teachers have been in their current position for over 10 years. Just like teaching years, duration in the current job also show how stable teachers have been in their profession and as a result it proves the knowledge, skills and experience that teachers have gathered over time regarding the integration systems in their schools. This therefore made them able to know and understand the problem of the study thus proving valuable information which was vital for the study.

4.2.5 Teachers' Highest Professional Qualifications

The study sought to find the highest professional qualification of the teachers. Majority 70 (58%) of the teachers indicated Diploma in Education (DIP in ED), 35 (30%) indicated Primary Teacher 1 (P1), 10 (8%) indicated Primary Teacher 2 (P2) while 5 (4%) indicated Masters in Education (MED) as shown in Table 5.

Table 5:
Teacher's Highest Professional Qualifications

Professional Qualifications	Frequency	Percentage
P1	35	30%
P2	10	8%
DIP (ED)	70	58%
MED	5	4%
PHD	0	0%
Total	**120**	**100%**

This implies that most teachers had DIP (Ed) as their highest professional qualification. Results showed that most teachers have been trained above the required training for primary teachers (P1 or P2 certificate) with majority have diplomas and few others having master degree in education. Thus, most of the teachers are very qualified in providing education.

4.3 Teachers Training

The first objective of the study was to determine how teacher training affected the integration of learners with special needs in inclusive education. This objective has been analyzed extensively from section 4.3.1 to section 4.3.3.

4.3.1 Responses from Teachers on Their Training on Special Needs Education

The study sought to find out from the teachers whether they were trained in special needs education. Majority 80 (67%) of the teachers did not agreed while 40 (33%) agreed as shown in figure 4 below.

Figure 4: Responses from Teachers on Their Training on Special Needs Education

This implies that most of the teachers were not trained in special needs education. This was echoed by the PTA representatives when they were interviewed by stating that though the chances have been offered for teachers to be trained in special needs many of them were not willing to.

Van Reusen, Soho, and Barker (2001), observed that general education teachers' lack of training in working with students with special needs is not only a disadvantage to these students in the sense they are not given the opportunity to demonstrate their full potential, but it is also a disadvantage to them in the sense the amount of training a general education teacher has, has been linked to general education teachers' overall attitudes towards working with students with special needs.

Furthermore, in an interview from PTA representatives over whether their teachers receive training on special needs, majority (67%) said that they do not receive any training. '*Rarely do they go for training because of shortage of teachers. If you let a teacher to go for a training of say three or six months, who will take his/her position?*' implying that one of the challenges that teachers especially from inclusive environment is shortage of teachers which is a stumbling block for teachers to receive more training services.

4.3.2 Responses from Teachers on Their Attendance of In Service Courses and Workshops
The study sought to find out from the teachers whether they attend in service courses and workshops on special needs education. Majority 70 (58%) of the teachers did not agree while 50 (42%) agreed as shown in Figure 5.
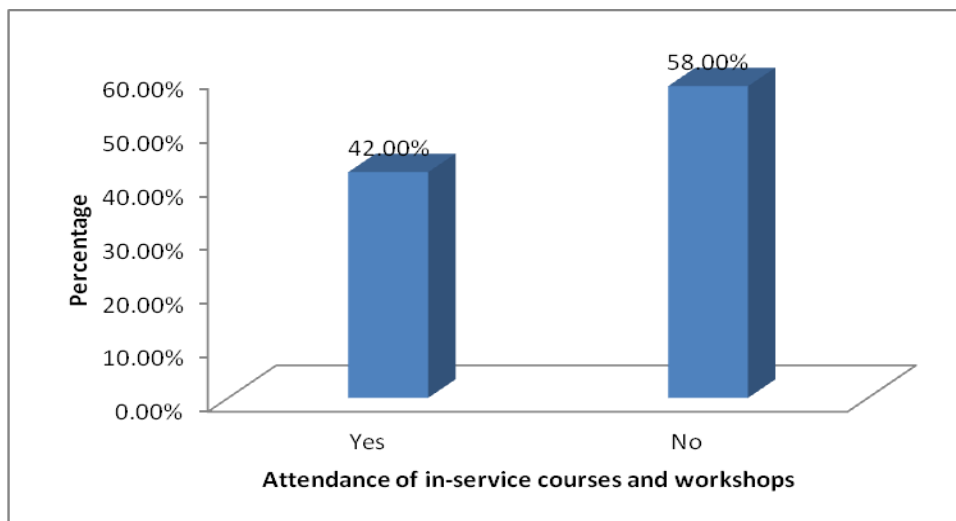
Figure 5: Responses from teacher on their attendance of in service courses and Workshops

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This indicates that most of the teachers did not attend in service courses and workshops on special needs education. A study by Cohen and Hill (2001) found that teachers whose in-service training is focused on the curriculum can teach well when what has been learnt is applied in the classroom.

4.3.3 Number of Times that teachers attended in service training

The study sought to find the number of time in the year teachers have attended in service courses and workshops on special needs education. Majority 70 (58%) of the teachers indicated thrice, 25 (21%) indicated four times, 20 (17%) indicated twice while 5 (4%) indicated once as shown in Table 6.

Table 6:
Number of Times Attended In Service

Number of Times	Frequency	Percentage
Once	5	4%
Twice	20	17%
Thrice	70	58%
Four Times	25	21%
More than Four Times	0	0%
Total	**120**	**100**

This implies that most of the teachers who attended in service courses and workshops on special needs education do it thrice in a year. These findings were alarming because Deborah McCutchen (2002), through an experimental study, analyzes the impact of continuing training on teacher effectiveness in the field of early reading. A group of teachers were assigned either to a control group (no particular training) or to a two-week workshop of subject-matter pedagogy (phonology, phonological awareness, among others). She then analyzed the performances of the students. She put into evidence significant differences in their performances between both groups

and concluded that students taught by the teachers that had attended the workshop performed significantly better than the others (Hill, 2007).

4.4 Suitability of Physical Facilities

The second objective of the study was to determine how the suitability of physical facilities influenced the integration of learners with special needs in an inclusive setting. This objective has been adequately covered in section 4.4.1 and 4.4.2 respectively.

4.4.1 Extent of Understanding Inclusive Education

Majority 60 (50%) of the respondents indicated adequately, 30 (25%) fairly adequately, 20 (17%) very adequately while 10 (8%) indicated not at all as shown in Table 7.

Table 7:
Extent of Understanding inclusive education

Extent	Frequency	Percentage
Very Adequately	20	17%
Adequately	60	50%
Fairly Adequately	30	25%
Not at all	10	8%
Total	**120**	**100**

This implies that most teachers adequately understand the objectives of integrating learners with special needs in regular public schools. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom, or in the most appropriate or least restrictive environment (LRE), that students of all ability levels are taught as equals, and that teachers must adjust their curriculum and teaching methodologies so that all students benefit. This also avoids wasting resources, and "shattered hopes," which often occurs in classrooms that are "one size fits all." Studies have shown that systems that are truly inclusive reduce drop-out rates and repetition of grades, and have higher average levels of achievement, compared to systems that are not inclusive.

4.4.2 Facilities Availability and Suitability for Pupils with Special Needs

In relation to the suitability of facilities available to pupils with special needs, the study found that majority of the respondents said that crutches, demonstrations and cane stick were available and suitable. Table 8 presents a summary of the findings.

Table 8:

Facilities Availability and Suitability for Pupils with Special Needs

Facilities	Available & suitable	Available & not suitable	Not available
(i)Hearing aids	20(17%)	30(25%)	70(58)
(ii)Visual aids	30(25%)	10(8%)	80(67%)
(iii)Crutches	70(58%)	20(17%)	30(25%)
(iv)Brails	25(21%)	5(4%)	90(75%)
(v)Wheelchairs	30(25%)	20(17%)	70(58%)
(vi)Cane stick	90(75%)	20(17%)	10(8%)

When the teachers were asked about the availability and suitability of hearing aids, majority 70 (58%) of the teachers indicated not available, 30 (25%) indicated available and not suitable while 20 (17%) indicated available and suitable as shown in Table 8. This implied that hearing aids are not available in most of the teachers' schools.

When the teachers were asked about the availability and suitability of visual aids, majority 80 (67%) of the teachers indicated not available, 30 (25%) indicated available and suitable while 10 (8%) indicated available and not suitable as shown in Table 8. This implied that visual aids are not available in most of the teachers' schools.

When the teachers were asked about the availability and suitability of crutches, majority 70 (58%) of the teachers indicated available and suitable, 30(25%) indicated not available while 20 (17%) indicated available and not suitable as shown in Table 8. This implied that crutches are available and suitable in most of the teachers' schools.

When the teachers were asked about the availability and suitability of brails, majority 90 (75%) of the teachers indicated not available, 25 (21%) indicated available and suitable while 5 (4%) indicated available and not suitable as shown in Table 8. This implied that brails are not available in most of the teachers' schools.

When the teachers were asked about the availability and suitability of wheelchairs, majority 70 (58%) of the teachers indicated not available, 30 (25%) indicated available and suitable while 20 (17%) indicated available and not suitable as shown in Table 9. This implied that wheelchairs are not available in most of the teachers' schools.

When the teachers were asked about the availability and suitability of cane stick, majority 90 (75%) of the teachers indicated available and suitable, 20 (17%) indicated available and not suitable while 10 (8%) indicated not available as shown in Table 8. This implied that cane sticks are available and suitable in most of the teachers' schools.

According to Westwood and Graham (2003), facilities are very vital in ensuring smooth and efficient mentoring of pupils with special needs. According to them, integration is only possible if teachers can have an access to diverse resources that may enable them handle integrated classes while at the same time, there need to be facilities which are suitable for students with special needs to use. In addition, they observed that teachers were not convinced of the benefits for either the regular students or those with disabilities due to their lack of appropriate teacher preparation and resourcing. Furthermore, different instructional techniques are used for some learners with special educational needs and therefore, instructional strategies are classified as being either accommodations or modifications.

In an interview with PTA representatives over the availability and suitability of facilities some stated that most of their schools did not have adequate facilities while others said that the physical facilities available were not suitable to be used to teach pupils with special needs. One interviewee said, '..*tusiende mbali, hii shule unayoiona hii, haina vifaa speciali za watoto wenye ulemavu kutumia. Tuko na mtoto mmoja ambaye hasikii itakuwaje?*' that this school (referring to the school the research was during data collection) has no special facilities to cater for learner with special needs. We have one child who is deaf, how will it be without special equipment for

handling the student? This therefore implies that most schools are lacking special facilities and equipment for learners with special needs.

4.5 How Attitudes influence Teachers teaching pupils with Special Needs

The third objective of the study was to determine how the perceptions of teachers influenced the integration of pupils with special needs in an inclusive setting. This objective was covered using a Likert scale format with seven variables which effectively exhausted and measured the objective as shown in Table 9.

Table 9:
How Attitudes influence Teachers teaching pupils with Special Needs

Views in which attitudes influence school administrators	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
(i) I feel that learners with special needs cannot learn effectively	65(54%)	35(29%)		15(13%)	5(4%)
(ii) I feel that learners with special needs require special equipment	55(46%)	35(29%)		10(8%)	10(8%)
(iii) I feel that learners with special needs cannot interact with others	45(38%)	25(21%)	10(8%)	20(17%)	20(17%)
(iv) I feel that learners with special needs have difficulties in attending to school regularly	10(8%)	5(4%)		35(29%)	65(54%)
(v) I feel that learners with special needs require special teachers	80(67%)	25(21%)		5(4%)	5(4%)
(vi) I feel that learners with special needs require special education environment	75(63%)	30(25%)	5(4%)	5(4%)	5(4%)
(vii) I feel that learners with special needs have problems with communication	30(25%)	40(33%)	10(8%)	15(13%)	25(21%)

In relation to the teachers feelings that learners with special needs cannot learn effectively, the study found that majority, 65 (54%) of the teachers strongly agreed, 35 (29%) agreed, 15 (13%) disagreed while 5 (4%) strongly disagreed as shown in Table 9. This shows that a child who has a special need affects teachers teaching.

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In relation to the teachers feelings that leaners with special needs required special equipment, the study found that majority 55 (46%) strongly agreed, 35 (29%) agreed, 10 (8%) disagreed while 10 (8%) strongly agreed as shown in Table 9. This shows that a child needing special equipment is an attitude affecting teachers' teaching.

In relation to the teachers feelings that leaners with special needs have difficulties interacting with others, it was established that majority 45 (38%) of the teachers strongly agreed, 25 (21%) agreed, 20 (17%) disagreed, 20 (17%) strongly disagreed while 10 (8%) were undecided as shown in Table 9. This implies that learners cannot interact with others is an attitude affecting teachers' teaching.

In relation to the teachers feelings that leaners with special needs having difficulties in attending schools regularly, it was established that majority 65 (54%) of the teachers strongly disagreed, 35 (29%) disagreed, 10 (8%) strongly agreed, 5 (4%) agreed as shown in Table 9. This implies that learners cannot go to school is not an attitude which affects their teaching.

In relation to the teachers feelings that leaners with special needs require special teachers, the study found that majority 80 (67%) of the teachers strongly agreed, 25 (21%) agreed, 10 (8%) strongly disagreed while 5 (4%) disagreed as shown in Table 9. This implies that learners need special teachers is an attitude which affects their teaching.

In relation to the teachers feelings that leaners with special needs require special environment, the study found that majority 75 (63%) of the teachers strongly agreed, 30 (25%) agreed, 5 (4%) disagreed, 5 (4%) strongly disagreed while 5 (4%) were undecided as shown in table 9. This implies that learner's need special environment is an attitude which affects their teaching.

In relation to the teachers feelings that learners with special needs have problems with communication, the study established that majority 40 (33%) of the teachers agreed, 30 (25%) strongly agreed, 25 (21%) strongly disagreed, 15 (13%) disagreed wile 10 (8%) were undecided as shown in Table 9. This shows that learners' difficulty in communication is an attitude which affects their teaching.

When PTA representatives were interviewed indicated that most teacher have a negative attitude towards pupils with special needs. The further said that the major reason is lack of appropriate training as well as facilities. "….*how can you be happy teaching a pupil with poor eyesight for example without visual aid, or learners with hearing problems without hearing aids? It is problematic*" according to the information obtained from the interview schedule, it showed that most teachers have negative attitudes due to not only external factors like lack of training and lack of physical facilities but also internal like lack of skills and knowledge ability for handling learners with special needs.

Research has found that the nature and type of the disability can influence teachers' attitudes towards inclusion (Ryan, 2009). Avramidis et al. (2000) explain, "Multiple interpretations of labels occurs when teachers attribute different characteristics to a label based on their experience which could be positive or negative". It was discovered that the nature and severity of the disabilities in the study and the perceived stress that would be put on the teacher significantly influenced the educators' opinions toward including the students with special needs in the classroom. According to Lopes et al. (2004), students with special needs "present serious challenges to teachers because they are difficult, time-consuming, and frustrating". Children with autism and emotional behavioral disorders generally exhibit different behaviors in the classroom than their typically developing peers and require individualized attention from professionals.

4.6 Influence of the Support strategies adopted by the school administration

The fourth objective of the study was to determine how the support strategies adopted by the school administration influenced the integration of pupils with special needs in an inclusive setting. This objective has been analyzed effectively in sections 4.6.1 and 4.6.2 respectively.

4.6.1 How the School Administration Supported Integration of Students with Special Needs

The study sought to find from the teachers how often the administration of the school support integration of students with special needs. Majority 70 (58%) of the teachers indicated rarely, 40 (33%) indicated often, 8 (7%) indicated very often while 2 (2%) indicated never as shown in Figure 6.
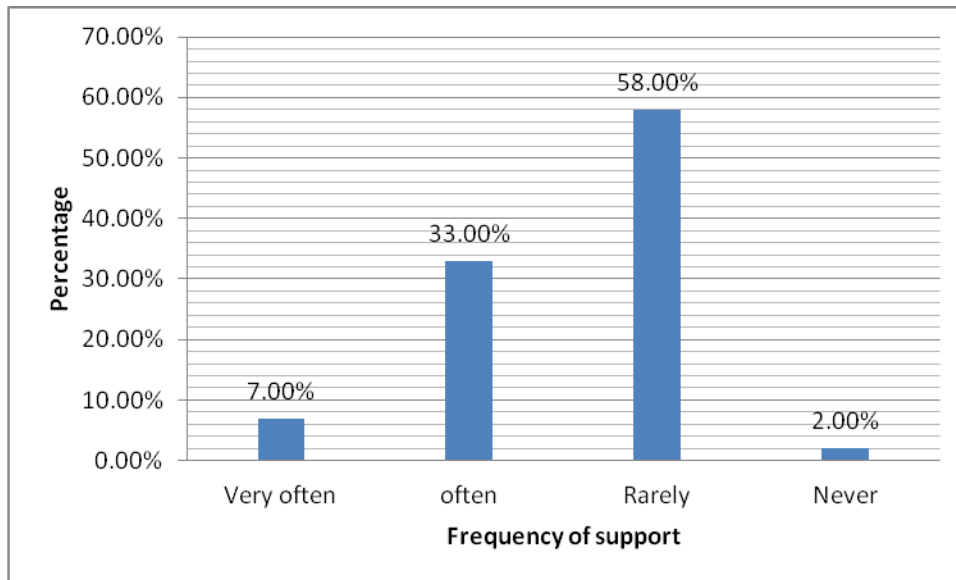
Figure 6: How the School Administration Supported Integration of Students with Special Needs

This shows that the administration of the school rarely support integration of students with special needs. According to Hasting, & Oakford, (2003) administration support to the management of special needs is essential. A whole school approach seeks to ensure that all members of staff accept a commitment to work together to provide the best possible education for children with special needs with every teacher accepting responsibility for assessment and providing for those children, (Hasting, & Oakford, 2003).

4.6.2 School Administration Strategies

The participants were requested to rate the frequency in which school administration applies certain strategies. The results are presented in Table 10.

Table 10:

School Administration Strategies

Strategies	Very Often	Often	Rarely	Never
(i)Provision of the necessary resources	10(8%)	30(25%)	60(50%)	20(17%)
(ii)Provision opportunities for in-service education	30(25%)	50(42%)	15(13%)	25(21%)
(iii)Clarification of ways of handling children with special needs	15(13%)	30(25%)	70(58%)	5(4%)
(iv)The administration involves parents of children with special needs in decision making	60(50%)	30(25%)	20(17%)	10(8%)
(v)The administration is motivating teachers of pupils with special needs adequately	5(4%)	20(17%)	90(75%)	5(4%)

On how often the school provides the necessary resources in support of integration of learners with special needs in regular classrooms. Majority 60 (50%) of the teachers indicated rarely, 30 (25%) indicated often, 20 (17%) indicated never while 10 (8%) indicated very often as shown in Table 10. This shows that most schools rarely provide the necessary resources in support of integration of learners with special needs in regular classrooms.

On how often the school provides opportunities for in-service education in support of integration of learners with special needs in regular classrooms. Majority 50 (42%) of the teachers indicated often, 30 (25%) indicated very often, 25 (21%) indicated never while 15 (13%) indicated rarely

as shown in table 4.8 above. This implies that most schools often provide opportunities for in-service education in support of integration of learners with special needs in regular classrooms.

On how often the school provides clarification of ways of handling children with special needs in support of integration of learners with special needs in regular classrooms. Majority 70 (58%) of the teachers indicated rarely, 30 (25%) indicated often, 15 (13%) indicated very often while 5 (4%) indicated never as shown in table 4.8 above. This means that most schools rarely provide clarification of ways of handling children with special needs in support of integration of learners with special needs in regular classrooms.

On how often the school administration involves parents of children with special needs in decision making in support of integration of learners with special needs in regular classrooms. Majority 60 (50%) of the teachers indicated very often, 30 (25%) indicated often, 20 (17%) indicated rarely while 10 (8%) indicated never as shown in table 4.8 above. This implies that most school administration very often involves parents of children with special needs in decision making in support of integration of learners with special needs in regular classrooms.

On how often the school administration is motivating teachers of pupils with special needs adequately in support of integration of learners with special needs in regular classrooms. Majority 90 (75%) of the teachers indicated rarely, 5 (4%) indicated very often, 20 (17%) indicated often, 5 (4%) indicated never as shown in table 11 above. This implies that most of the school administration was rarely motivating teachers of pupils with special needs adequately in support of integration of learners with special needs in regular classrooms.

Various strategies adopted by the administration is very vital in ensuring that children with special needs enjoy learning environment just as the normal learner. According to Bowe (2005), for an integration to work appropriately, the school management need to provide support to teachers through in-service trainings, as well as involving all the stakeholders in terms of decision making. Bowe also stated that there is need for the school management to ensure that facilities and resources supporting learners with special needs are available.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The cumulative data was analyzed using quantitative analysis and presented in form of tables. This chapter presents a summary of the findings, conclusions and recommendations. Recommendations are made to the schools and the government on how to feel the gap relating to integration of learners with special needs in inclusive education and what exist in practice so as to improve the practice. This will enable the management and all stakeholders involved in administration of schools to come with new ways of integrating these pupils within school set up.

5.2 Summary of Findings

The following is the summary of the findings of this study.

5.2.1 The influence of Teachers' Level of Training

The first objective investigated teacher training influenced the integration of learners with special needs in inclusive education. The study found that that majority 67% of the teachers had not undergone any training on special needs education. This means that most of these teachers did not have the necessary skills to handle learners with special needs. In addition, majority 58% of the teachers had never attended in service courses and workshops on special needs education. This was found to concur with the study findings of Sharma et al., (2006) who found out that many pre-service teachers in Australia felt that they were insufficiently trained to teach a diverse range of students. Training teachers on SNE allows them to effectively handle learners in inclusive setting. This supports the work of Heward (2003); Kauffman & Hallaham, (2005) and Zigmond (2003) who argued that for effective inclusion, teachers need training in special education to include students with disabilities.

5.2.2 The influence of suitability of physical Facilities

The second objective investigated the influence of suitability of physical facilities on the integration of learners with special needs in inclusive education. Majority (58%) of the teachers indicated that hearing aids were not available in their schools. This implied that hearing aids

were not available in most of the respondents' schools. Further, majority (67%) of the teachers indicated visual aids were not available an implication that visual aids were not available in most of the teachers' schools. Similarly, majority (58%) of the teachers indicated that crutches were available and suitable in most schools. This study findings indicated that most facilities for special needs education were not available in most schools. This echoed the UNESCO (2010) report which indicated that the vast majority of learning centers lacked facilities for special needs education hindering effective implementation of special needs education.

Majority (75%) of the teachers indicated brails were not available. This implied that brails were not available in most of the teachers' schools. Majority (58%) of the teachers indicated wheelchairs were not available. This implied that wheelchairs were not available in most of the teachers' schools. Majority (75%) of the teachers indicated cane sticks were available and suitable. This implied that cane stick were available and suitable in most of the teachers' schools.

5.2.3 The influence of teacher perceptions

The third objective investigated the influence of teacher perceptions on the integration of learners with special needs in inclusive education. The study findings revealed that majority (54%) of the teachers strongly agreed that a child who had special needs affected their teaching. This means that a child who has a special need is an attitude which affects teachers teaching pupils with special needs. In addition, majority (46%) of the teachers believed lack of special equipment for special needs children influences the teaching of special needs children. In addition, majority teachers strongly agreed that learners cannot interact with others was an attitude affecting their teaching. Majority (67%) of the teachers strongly agreed that learners need special teachers was an attitude which affects their teaching. This implies that learners need special teachers was an attitude which affects their teaching. Majority (63%) of the teachers strongly agreed that learners need for special environment is an attitude which affects their teaching. This implies that learners need for special environment is an attitude which affects their teaching. Majority (33%) of the teachers agreed that learner do not respond and cannot learn is an attitude which affects their teaching. This shows that learner do not respond and cannot learn is an attitude which affects their teaching.

5.2.4 The influence of support strategies adopted by the school administration

The fourth objective investigated the influence of support strategies adopted by the school administration on the integration of learners with special needs in inclusive education. Majority (58%) of the teachers indicated that the administration of the school very oftenly supported integration of students with special needs. In addition, Majority (50%) of the teachers indicated schools rarely provided the necessary resources in support of integration of learners with special needs in regular classrooms. Further, majority of the teachers indicated schools oftenly provided opportunities for in-service education in support of integration of learners with special needs in regular classrooms. Similarly, majority (58%) of the teachers indicated schools rarely provided clarity of ways of handling children with special needs in support of integration of learners with special needs in regular classrooms. This means that most schools rarely provide clarification of ways of handling children with special needs in support of integration of learners with special needs in regular classrooms.

Majority (50%) of the teachers indicated school administration very often involves parents of children with special needs in decision making in support of integration of learners with special needs in regular classrooms. This implies that most school administration very often involves parents of children with special needs in decision making in support of integration of learners with special needs in regular classrooms.

Majority (75%) of the teachers indicated the school administration was rarely motivating teachers of pupils with special needs adequately in support of integration of learners with special needs in regular classrooms. This implies that most of the school administration was rarely motivating teachers of pupils with special needs adequately in support of integration of learners with special needs in regular classrooms.

5.3 Conclusions

Based on the study findings the following conclusions were made:

i.   It is clear from the study that most of the teachers were not trained in special needs education. Inadequate teacher training was found to have an influence in the integration of learners with special needs in inclusive education.

ii. Physical facilities such as hearing aids, visual aids, brails and wheelchairs were not available in most of the schools while demonstrations and crutches were available and suitable in most of the schools. Lack of sufficient physical facilities was found to be affecting the integration of learners with special needs in inclusive education.

iii. That teachers have varying feelings (attitudes) to learners with special needs. These attitudes affect integration. Lack of favorable perceptions by teachers on inclusive education affected its implementation.

iv. Most of the school administrations rarely supported integration of students with special needs as they rarely provided the necessary resources, clarified how to handle children, rarely motivated teachers of pupils with special needs in support of integration of learners with special needs in regular classrooms. Some of those schools often provided opportunities for in-service education and they very often involved parents of children with special needs in decision making, in support of integration of learners with special needs in regular classrooms. Inadequate support by the school administration was affecting the integration of learners with special needs in inclusive education

5.4 Recommendations

The following recommendations were made based on the study findings:

i. Teachers in most schools should be trained in special needs education for them to effectively implement inclusive education. The training should be both pre-service and in-service.

ii. Schools need to acquire physical facilities which are suitable for use by learners with special needs. These include hearing aids, visual aids, brails, wheel chairs among others.

iii. Teachers should be guided and counseled in order to develop positive attitudes towards learners with special needs in order for them to teach them effectively. Through training, teachers can develop favorable attitudes as well.

iv. The school administration should come up with effective strategies of integrating learners with special needs through provision of the necessary resources, provision of opportunities to teachers for in-service education for their teachers, clarification of ways

of handling children with special needs and motivating teachers of pupils with special needs adequately.

5.5 Further Research

There are important issues that this study was unable to address due to its scope. In view of this, the following are recommended for further research:

i. There is need for further research on the relationship between availability of resources for special needs education and pupils' academic performance.
ii. There is need for a study on the relationship between teachers' competencies and implementation of special needs education.
iii. A nationwide research to be carried out in order to determine the perception of teachers on the integration of special needs pupils.

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APPENDICES:
APPENDIX I
INTRODUCTORY LETTER

Dear Head Teacher,

I am a Masters student in Degree of Educational Management and Administration Department of Educational Management and Administration school of education, carrying out a research on Challenges Facing the School Administration in the Integration of Pupils with Special Needs in an Inclusive Setting: A Survey of Public Primary Schools in Tinderet sub county.

The information collected was used to make recommendations for the improvement of teaching special education.

You are among those who have been selected to participate in this study. Your co-operation and assistance was appreciated. All the information obtained as a result of your responses of this questionnaire was used only for the purpose of this study and was treated confidential.

Let me take this opportunity to thank you in advance for taking part in this study.

Yours sincerely,

Stephen Kipsang Kirui

MED/EM/15//001/10

QUESTIONNAIRES FOR TEACHERS

Please do not write your name anywhere on this questionnaire. Information provided was treated with utmost confidentiality. You are requested to read each question carefully and provide your honest response. Please tick (√)on your appropriate response.

A. BIODATA

1. **What is your gender?**

    Male [ ]   Female [ ]

2. **What is your Age in Years**
    a) below 25 years   [ ]
    b) 25 – 29 years   [ ]
    c) 30-34 years   [ ]
    d) 35 -40 years   [ ]
    e) above 40 years

3. How long have you been in the teaching profession?
           (a) 0-5 years   [ ]
           (b) 6-10 years
           (c) 11-15 years
           (d) 16-20 years
           (e) Over 20 years

4. For how long have you taught in your current position?
    a) 5yrs   [ ]
    b) 6 -10yrs   [ ]
    c) 0ver 10 yrs   [ ]

5. Indicate your highest professional qualification

(a) P1   [ ]

(b) P2   [ ]

(c) DIP (ED)   [ ]

(d) MED   [ ]

                                            [ ]

(e) Others specify ………………………..

TEACHERS TRAINING

1. Are you trained in special needs education? (Tick the one applicable)

(i) Yes   [ ]

(ii) No   [ ]

2. Do you attend in service courses and workshops on special needs education?

i) Yes   [ ]

ii) No   [ ]

3. If yes how many times in the year have you attended?

Once   [ ]

Twice   [ ]

Thrice   [ ]

Four times

More than four times   [ ]

4.To what extend do you understand the objectives of integrating learners with special needs in regular schools?

a) Very adequately   ( )

b) Adequately   ( )

c) Fairly adequately   ( )

d) Not at all   ( )

5. Indicate if the following facilities are available and suitable for pupils with special needs? Tick in the boxes provided appropriately.

Facilities	Available and suitable	Available and not suitable	Not available
(i) Hearing aids			
(ii) Visual aids			
(iii) Crutches			
(iv) Brails			
(v) Wheelchairs			
(vi) Cane stick			

Other materials available are

_____

_____

_____

6. In which ways do attitude affect teachers teaching pupils with special needs? Tick in the boxes provided appropriately

Views in which attitude affect school administrators	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
(i) I feel that learners with special needs cannot learn effectively					
(ii) I feel that learners with special needs require special equipment					
(iii) I feel that learners with special needs cannot interact with others					
(iv) I feel that learners with special needs have difficulties in attending to school regularly					
(v) I feel that learners with special needs require special teachers					
(vi) I feel that learners with special needs require special education environment					
(vii) I feel that learners with special needs have problems with communication					

Any other comment

_____

_____

_____

7. How often does the administration of the school support integration of students with special needs?

very often   ( )

Often   ( )

Rarely   ( )

Never   ( )

8. How often does the school administration provide the following in support of integration of learners with special needs in regular classrooms?

| Strategies	Very Often	Often	Rarely	Never
(i) Provision of the necessary resources				
(ii) Provision opportunities for in-service education				
(iii) Clarification of ways of handling children with special needs				
(iv) The administration involves parents of children with special needs in decision making				
(v) The administration is motivating teachers of pupils with special needs adequately				

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Any other comment

_____

_____

_____

INTERVIEW SCHEDULE FOR PTA REPRESENTATIVES

1. How is the level of training offered to teachers of pupils with special needs education in public primary schools in Tinderet Sub County?

2. What is the suitability of physical facilities used in the teaching of pupils with special needs in an inclusive setting?

3. What are the ways in which attitudes influence teachers teaching pupils with special needs into an inclusive setting?

4. What are the support strategies adopted by the school administration in integration of pupils with Special needs in an inclusive setting?

APPENDIX IV:

EDUCATIONAL AND ADMINISTRATIVE BOUNDARIES OF TINDIRET DISTRICT
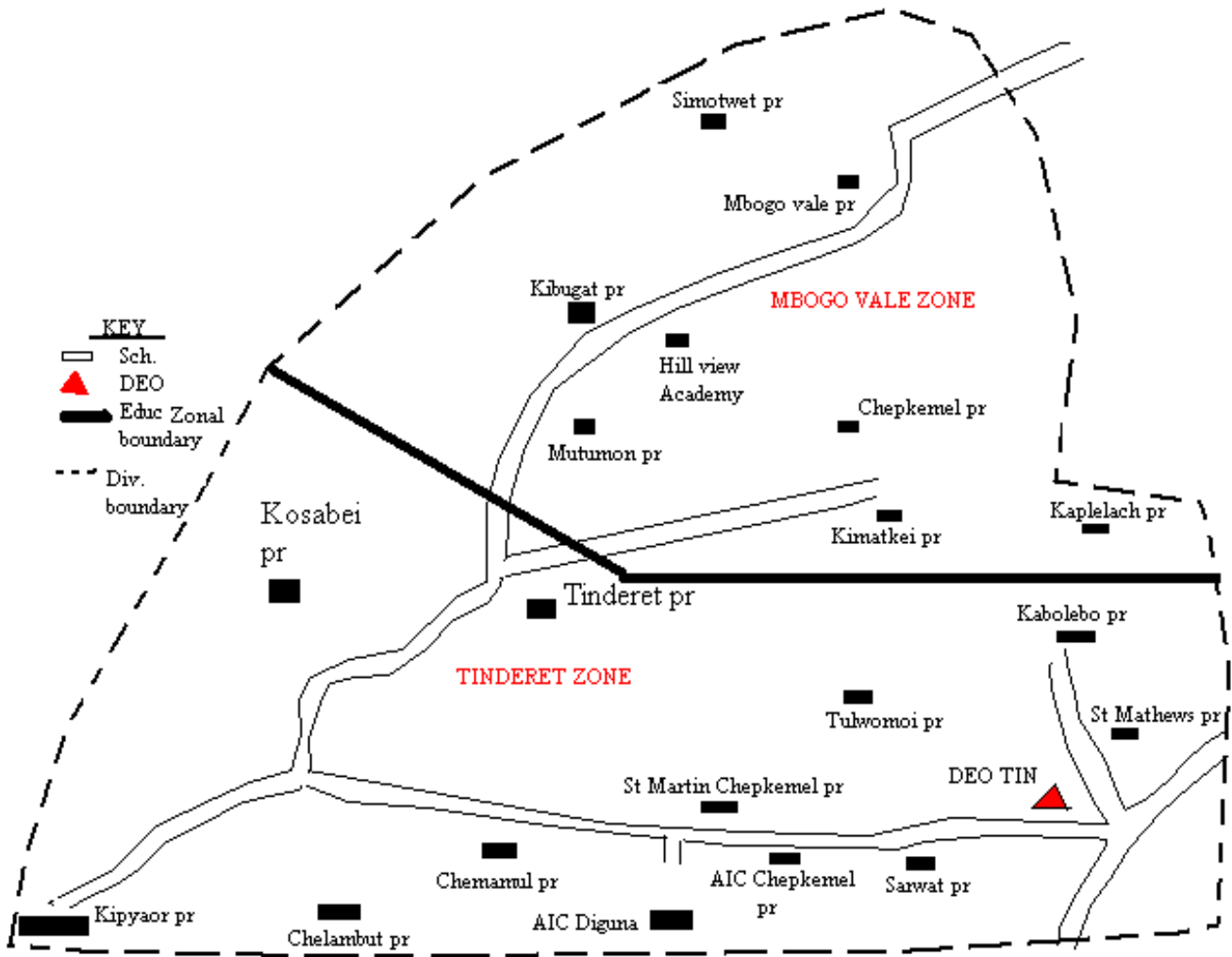
Latitude. 0.0667°, Longitude. 35.3500°

APPENDIX V

RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2241349, 20-267 3550,
0713 788 787, 0735 404 245
Fax: +254-20-2213215

Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke

When replying please quote

Our Ref: NACOSTI/RCD/14/013/1631

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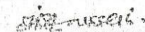NAIROBI-KENYA

Date:

18th September, 2013

Stephen Kipsang Kirui
Egerton University
P.O Box 536-20115
Egerton.

RE: RESEARCH AUTHORIZATION

Following your application dated *3rd September, 2013* for authority to carry out research on *"To investigate selected challenges facing school administration in the integration of pupils with special needs in an inclusive setting in public primary schools in Tinderet District, Kenya."* I am pleased to inform you that you have been authorized to undertake research in Nandi County for a period ending 31st December, 2013.

You are advised to report to **the County Commissioner and County Director of Education, Nandi 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: SECRETARY/CEO
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nandi County.

National Commission for Science, Technology and Innovation is ISO 2008: 9001 Certified

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APPENDIX VI

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Stephen Kipsang Kirui
of (Address) Egerton University
P.O.Box 536-20115, Egerton.
has been permitted to conduct research in

Location

District

Nandi   County

On the topic: To investigate selected challenges
Facing school administration in the integration of
pupils with special needs in an inclusive setting
in public primary schools in Tinderet District, Kenya.

for a period ending: 31st December, 2013.

PAGE 3

Research Permit No. NACOSTI/RCD/14/013/1631
Date of issue   18th September, 2013
Fee received   KSH. 1000

Applicant's   For: Secretary
Signature   National Commission for Science
                       Technology & Innovation