

**FACTORS CONTRIBUTING TO LOW ATTENDANCE OF
EXCEPTIONAL CHILDREN IN SCHOOLS.
A CASE STUDY OF MACHAKOS
DISTRICT OF KENYA**

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DECLARATION

I SAMMY M MUTINDA do hereby declare that this research has never been submitted to any institution of higher learning for any award. All the information is based on my own study and I acknowledge the related literature borrowed from different writers and researchers

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SUPERVISORS APPROVAL

This research report resulted from the study effort in the area of training and was carried out under my supervision, with my final approval for submission for the award of the Bachelor of Education with Special Needs of Kampala International University

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Signature  Date *2nd/02/2010*

DEDICATION

I give special thanks to the almighty God for the life and protection he has granted me in each and every moment till this juncture.

This study is dedicated to my mum Esther Mutinda, my dear sister Irene Mutinda, and my dear brother Raymond Mutinda. Also friends Kampala International University like Namaika Munga, Charity Wambui ,Nelson, Charles, Miriam, mercy, and others who contributed towards coming up with this piece of work

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These include the heavenly Father 'GOD' who granted me a gift of life and health to enable me to carry out the study.

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TABLE OF CONTENT

| TITLES | PAGE |
|---------------------------|-------------|
| DECLARATION..... | i |
| SUPERVISORS APPROVAL..... | ii |
| DEDICATION..... | iii |
| ACKNOWLEDGEMENT..... | iv |
| TABLE OF CONTENTS..... | v |
| ABSTRACT..... | vii |
| ACRONYMS..... | viii |

CHAPTER ONE

| | |
|--|---|
| 1.0 INTRODUCTION | 1 |
| 1.1 BACKGROUND OF THE STUDY..... | 1 |
| 1.2 STATEMENT OF THE PROBLEM..... | 3 |
| 1.3 PURPOSE OF THE STUDY..... | 3 |
| 1.4 OBJECTIVE OF THE STUDY..... | 3 |
| 1.4.1 General objectives..... | 3 |
| 1.4.2 Specific objectives..... | 3 |
| 1.5 SIGNIFICANCE OF THE STUDY..... | 4 |
| 1.6 SCOPE OF THE STUDY..... | 5 |
| 1.7 RESEARCH QUESTIONS..... | 5 |
| 1.8 LIMITATIONS OR ANTICIPATED CONSTRAINS..... | 6 |

CHAPTER TWO.

| | |
|---------------------------------------|---|
| 2.0 LITERATURE REVIEW..... | 7 |
| 2.1 INTRODUCTION..... | 7 |
| 2.2 REVIEW OF RELATED LITERATURE..... | 8 |

CHAPTER THREE

| | |
|----------------------|----|
| 3.0 METHODOLOGY..... | 16 |
|----------------------|----|

| | | |
|-------|--------------------------------------|----|
| 3.1 | RESEARCH DESIGN..... | 16 |
| 3.2 | AREA AND POPULATION OF STUDY..... | 16 |
| 3.3 | SAMPLE SELECTION AND SIZE..... | 17 |
| 3.4 | INTSRUMENTS OF DATE C OLLECTION..... | 17 |
| 3.4.1 | Questionnaires..... | 17 |
| 3.4.2 | Interviews..... | 18 |

CHAPTER FOUR

| | | |
|-------|---|----|
| 4.0 | DATA PRESENTATION, ANALYSIS AND INTERPRETATION. | 19 |
| 4.1 | RESPONDENTS VIEWS..... | 19 |
| 4.1.1 | Problem related to cultural influence..... | 23 |
| 4.1.2 | Problem related to inadequate sensitization..... | 23 |
| 4.1.3 | Problem related to low self esteem..... | 24 |
| 4.1.4 | Problem related to inadequate government support..... | 24 |
| 4.1.5 | Problem related to lack of parental guidance..... | 25 |
| 4.1.6 | Problem related to accessibility of schools....., | 25 |
| 4.1.7 | Problem related to curriculum....., | 25 |
| 4.1.8 | Problem related to teachers....., | 26 |

CHAPTER FIVE

| | | |
|-----|--|-----------|
| 5.1 | INTRODUCTION..... | 27 |
| 5.2 | DISCUSSION AND RECCOMENDATION FOR FURTHER RESEARCH..... | 27 |
| 5.3 | CONCLUSION..... | 30 |
| 5.4 | RECOMMENDATION..... | 32 |
| | REFERENCES..... | 35 |
| | APPENDICES | 37 |
| | APPENDIX 1..... | 37 |
| | APPENDIX 2..... | 39 |
| | APPENDIX 3..... | 40 |
| | APPENDIX 4..... | 42 |

ABSTRACT

This study generally investigated on factors that contribute to dismal attendance of exceptional children in schools of Machakos district, Kenya.

Theoretically and empirically, literature was reviewed with references to writers in special needs education like Cherono M.(2005), Chieni,S.N (1995) , Rosenberg, B (1969) ,Shakespeare's psychology of handicapped persons [1975] and UN World Declaration on Education for All.

ACYRONYMS

MOE –Ministry Of Education

EARS-Education Assessment Resource Services

SNE -Special Needs Education

PWDS –Persons with Disabilities

Wasiojiweza- The disabled

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The struggle to have exceptional children in school is still a challenge in Kenya today. Education being a basic right for everybody some persons with disabilities find it a problem to access it. The history of disability among many cultural and ethnic groups in Kenya considered it as a bad omen. In African traditional societies when a child was born disabled or when the disability occurred while the parties were still the cause of disability was attributed to the witchcraft. The relationship between the family and its ancestors was believed that a departed ancestor who was not accorded the utmost respect during his funeral or one who was mistreated prior to his funeral, left behind a curse or was reborn with a deformity. However modernization has changed that to some extent.

Beliefs have changed on the perception of exceptional children depending on the strength and intensity of their acceptance by each culture. For instance in Kenya, there has been a trend to replace stigmatizing Kiswahili terms on the disabled persons; for instance 'vipovu' (the blind) has been replaced by 'wasioona' meaning those who cannot see.

Many schools have been established by the government and non-governmental organizations for special education in Kenya today. However, many exceptional children do not get/obtain the basic education in Kenya.

The pragmatic approach that special education takes has been scientifically acknowledged by Kenyan ministry of basic education (1981). The ministry of basic education (1981) in its policy for special education emphasized that innovations in special education have extensive impact on general education

These observations have made special education a multi disciplinary enterprise and it contributes in other areas highly appreciated.

However the exceptional children in Kenya despite having these programmes put in place, most exceptional children do not access education. Most disabled children still lack the basic right.

According to researches that have been carried out by the government to inquire into this basic problem, several factors have been cited. The factors are; low self esteem among the community members to accept the disabled children. These and other factors have therefore led to low or poor attendance of exceptional children's in the schools.

1.2: STATEMENT OF THE PROBLEM

The dismal attendance of exceptional children in Kenyan schools has been attributed to many factors.

1.3: PURPOSE OF THE STUDY

The main purpose of investigation of these factors was to identify them particularly and examine how each factor has led to low attendance of school among many exceptional children. It is also concerned with the effects on the country apart from the children, and also searches for solutions to help both exceptional children to achieve their educational goals respectively.

1.4: OBJECTIVES OF THE STUDY

1.4.1 General objective

The general objective ^{was} is to investigate factors that lead to low attendance of exceptional children in schools in Machakos district Kenya.

1.4.2 Specific objectives.

- (1) To establish the specific factors that contribute~~s~~ to low attendance of exceptional children in school.

- (2) To access the extent to which specific factors have contributed to low attendance of exceptional children in school.
- (3) To establish possible solutions to the problem caused by those factors

1.5: SIGNIFICANCE OF THE STUDY

The findings of this study would contribute information to the researcher, great importance to the exceptional children, community and the entire country. The study will help the community to know how particular factors affect the exceptional children, as far as education is concerned. It will provide solutions to the problems and definitely improve the number of exceptional children in regular and special schools. The study will also help the community to know ways of overcoming these problems and ensure measures are strictly put in place to curb them. The entire community and the country will also benefit in that, it will enable education ministry and other organizations to increase the number of attendance of exceptional children in schools. This will benefit the exceptional children community and the entire society.

1.6: SCOPE OF THE STUDY

The geographical scope of the study was confined to Machakos district in Kenya. Machakos district is approximately eighty kilometers squared and is composed with a number of exceptional children and special schools. The study was primarily focus on the investigation of the problem

That caused many exceptional children not to attend school between the year 2000 and 2005. The extent of the study was also including the identification of what as been done to curb those problems as well as remedies to promote the basic right on exceptional children.

1.7: RESEACH QUESTIONS

The study was to address the following research questions

1. Which factors those contribute to poor attendance of exceptional children in school?
3. What are the impact of these factors to individual, community and the entire country?
4. What are the possible solutions to the problems of the problems of PWDs not joining schools?

1.8: LIMITATIONS OR ANTICIPATED CONSTRAINTS

Since the study was not be the first of its kind the researcher did not anticipates a lot of the problems but few of them need to be taken care of. The researcher anticipated a form of antagonistic behavior from the exceptional children this is because they have low self esteem and lack of good communication skills, so this hindered some of the information needed by the researcher.

Financial constraints was also be another limitation to the study, as the researcher was expected to travel to most homes and schools in the district to distribute the questionnaires, and carryout interviews on the research problem in date collection process.

CHAPTER TWO:

2.0: LITERATURE REVIEW.

2.1: INTRODUCTION

It is important to note that currently education has become a window to the modern world. In sub-Saharan Africa and Kenya and other East African countries in particular, the search for knowledge has been emphasized. This is due to the fact that education is an important aspect for economic growth. Not only in East Africa and Kenya in particular, special needs education has been emphasized, other countries like India, South Africa and others have done the same.

Regarding Western Europe, bras well (1987), observes that special education is being influenced more by the American outlook in areas such as teaching strategies, non-categorical movement, integration and in types of service delivery systems.

Thus the directions in special education that emerge in the united nations in the mid 1970's especially with the enactment of public law (94-142),are worth studying since they are influencing the general outlook and practice in other countries.

2.2: Review of related literature

The concept of disability has under viewing the disabled as incapable of gainful employment is embedded in the Kiswahili term 'wasiojiweja' used in Kenya to refer to the disabled. The literal translation of the term means 'those incapable of performing' which agrees with Muchiri (1982) observation of the negative treatment of the disabled. The term according to Kalungula (1984), however, also has a wider meaning for it was additionally used to refer to all disabled persons including the deaf, the blind and the physically impaired.

Devlieger (1989) states that the state of disabled in African countries was also dependent upon the cultural practices and beliefs of various ethnic communities. He provided a detailed analysis of practices of Sonsye tribe in Zaire where the cause of disability is viewed in terms of family members. Payment of dowry relationship, sorcery environment, god and the ancestor's relationship between the families.

Haring (1978) reviewed literature on what constitutes special education. He noted that according to Dr Leo O'Connor 1968 the traditional definition of special education meant accepting children who were considered unfit for regular school programs. Dunn 1968 questioned this approach which resulted in the establishment of ill-conceived self contained class rooms

for the mildly retarded. He argued that such a traditional view was educationally, professionally and morally wrong because it made professionals helpless and ineffective as children who would not cope in regular schools were transferred to special classes.

Dunn 1968 sentiment was shared by Haring 1978 who observed that the traditional approach had made special education serve as a form reinforcement system of regular education inability to provide a systematic and equal opportunity to PWDs.

Kirri 1972 on the other hand observed that special education programmes benefit not only PWDs but also persons without disabilities. Furthermore special education served as the workshop and laboratory for developing specialized teaching aids and tools which are eventually used with non handicapped children.

It is noteworthy that the Kenya education commission right at the beginning of Kenya's independent history appears to have had clear view of the needs of PWDs that it also saw the need to introduce special education program component in the regular teacher training programmes.

However the enrolment of special needs children in regular and special schools in 1980, 1981, 1983 up to 1990 was not to a big percentage. By 1973 the enrolment had raised to 2,1662 exceptional children in Kenya although up to 1990s the number of special schools remained roughly the same.

More than 40 years ago, the nations of the world, speaking through the universal declaration of Human Rights, asserted that "every one has a right to education". Despite notable efforts by countries around the globe to ensure the right to education for all. Therefore, participants in the world conference on Education for All assembled in Thailand

Recalling that education is a fundamental right for all people, women and men, of all ages, throughout our world
Understanding that education can help ensure a safer, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic, and cultural progress, tolerance, and international cooperation;

Knowing that education is an indispensable key to, though not a sufficient condition for, personal and social improvement;

Recognizing that traditional knowledge and indigenous cultural heritage have a value and validity in their own right and a capacity to both define and promote development;

Acknowledging that, overall, the current provision of education is seriously deficient and that it must be made relevant and qualitatively improved, and made universally available;

Recognizing that sound basic education is fundamental to the strengthening of higher levels of education and of scientific and technological literacy and capacity and thus to self-reliant development.

Recognizing the necessity to give to present and coming generations an expanded vision of, and a renewed commitment to, basic education to address the scale and complexity of the challenge;

World Declaration on Education for All:

Meeting Basic Learning Needs

Education for All:

Article 1 - meeting Basic Learning Needs

Every person- child, youth and adult- shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy oral expression, numeric, and problem solving) and basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the

quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures and inevitably, changes with the passage of time.

1. The satisfaction of these needs empowers individuals in any society and confers upon them a responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage, to promote the education of others, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political, and religious systems which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world.
2. Another and no less fundamental aim of educational; development is the transmission and enrichment of common cultural and moral values. It is in these values that the individual and society find their identity and worth.
3. Basic education is more than an end in itself. It is the foundation for lifelong learning and human development,

on which countries may build, systematically, further levels and types of education and training.

Education for all To serve the basic learning needs of all requires more than a recommitment to basic education as it now exists. What is needed is an "expanded vision" that surpassed present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in current practices.

Article 11- Universalizing Access and Promoting Equity

1. Basic education should be provided to all children, youth and adults. To this end, basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.

Article iv- Focusing on Learning

Whether or not expanded educational opportunities will translate into meaningful development- for an individual or for society- depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values.

Article v- Broadening the means and scope of Basic Education

The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessitates

broadening and constantly redefining the scope of basic education to include the following components:

Article vi- Enhancing the Environment for Learning

Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education.

Article vii- Strengthening Partnerships

National, regional, and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for this task. New and revitalized partnerships at all.

Article viii- Developing a supportive Policy Context

Supportive policies in the social, cultural and economic sectors are required in order to realize the full provision and utilization of basic education for individual and societal improvement.

Article ix- Mobilizing Resources

If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human

Article x- Strengthening International Solidarity. Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economic disparities. All stations have valuable knowledge and experiences to share designing effective educational policies and programmes.

CHAPTER THREE

3.0 INTRODUCTION

This chapter describes the methodology that was employed by the researcher in carrying out this study. It gives description of the research design and the instruments of the data collection.

3.1 RESEARCH DESIGN

The study was both qualitative and quantitative. This included description of qualitative data and representation of quantitative data on graphs and tables.

3.2 AREA AND POPULATION OF STUDY.

The study was being conducted among special schools of Machakos district in Kenya. The machakos school of blind, Machakos School for deaf, metropolitan school for the mentally retarded, central mental unit, Kangundo School of deaf. Other areas include some homes which exceptional children in the district.

3.3 SAMPLE SELECTION AND SIZE

The five schools were chosen on the basis of location, foundation and on gender basis. The state of being located in the urban areas for example the first two schools. The state of being in rural areas for the other three schools. Other factors like state of being day, mixed were to be considered. For each of these schools the director is to be selected and any other staff member. 20 students will be selected I those schools in urban areas and 10 students in those rural schools. Also 20 homes randomly (with exceptional children) both in rural and urban areas will be selected.

3.4 INSTRUMENTS OF DATA COLLECTION

The instruments of data collection were questionnaires, interviews and observation. The researcher distributed a total of 120questionnaires to the selected school.

3.41 QUESTIONNAIRES

Questionnaires were used to collect non- observable aspects and those were not be willing to be direct personal interviews with the interviewer. The questionnaires were structured in a way that it can help personal problems that hinder the attendance/ enrolment of the exceptional children in both regular and special schools. The researcher requested

assistance from teachers in distribution of questionnaires to all respondents who are selected.

3.42 INTERVIEWS

The researcher was to request for permission from the location chiefs, in order to visit different homes. Also he was to seek permission from the administration of each school in order to conduct the interviews among the exceptional children.

CHAPTER FOUR

4.0 DATA PROCESSING, ANALYSIS AND INTERPRETATION

This chapter is largely concerned with data analysis presentation and interpretation.

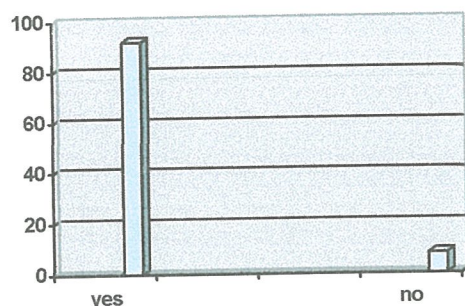
It analyses and interprets data concerning the factors that contribute to low attendance of exceptional children in schools in Machakos district in Kenya.

Respondents on cultural influence as a factor contributing to low attendance of exceptional children in school.

| Respondents | Total numbers | Frequency |
|-------------------|---------------|-----------|
| Teachers | 10 | 8 |
| Community members | 60 | 52 |
| Total | 70 | 60 |
| | | |

From the table above it can be deducted that 80% of teachers interviewed agreed that indeed cultural influence is a problem in attendance of exceptional children in school. In total 85% of the respondents agree cultural influence contributes to low

attendance of exceptional children in Machakos district schools.

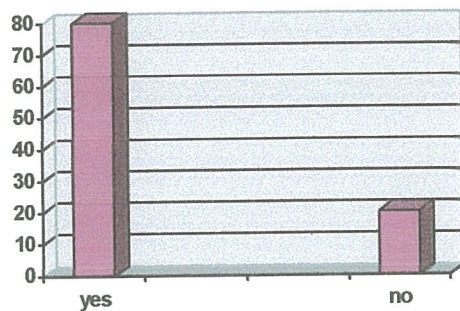


The above show that 85% of the respondents accept that cultural influence has negative effects on the attendance of exceptional children in schools.

Respondents view on the curriculum problem effect of inadequate community sensitization of community members on the low attendance of exceptional children in schools..

A Table and a bar graph showing how respondents gave their responses

| Respondents | Total number | Frequency | Percentage |
|-------------|--------------|-----------|------------|
| Teachers | 10 | 8 | 80 |
| | | | |
| Total | 70 | 58 | 100 |
| | | | |
| | | | |



Source: primary source

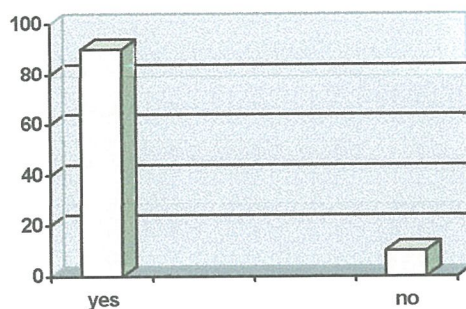
From the table above, it can be concluded that 80% of teachers who were interviewed agreed that indeed curriculum problem contributes to low attendance of exceptional children in schools.

Therefore, it can be dedicated that 80% of all respondents agree that indeed curriculum problem contributes to low attendance of exceptional children in schools.

The following set of other factors was noted also to contribute to low attendance of exceptional children in schools

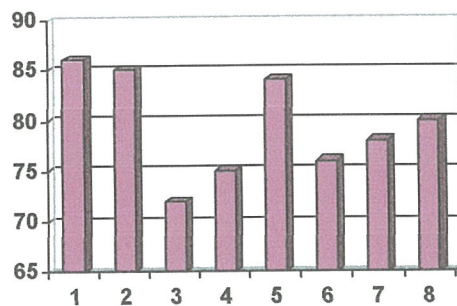
- inadequate government support
- inadequate sensitization
- low self esteem
- accessibility of schools problem
- few teachers of SNE
- lack of parental guidance

Respondent's views given by community members, teachers and selected exceptional children on the above is expressed by the graph below.



Source: primary date.

Bar graph showing specific percentage number of respondents views per factor, on the factors contributing to low attendance of exceptional children in Machakos district.



Key

- 1 cultural influence
- 2 inadequate sensitization
- 3 few teachers
- 4 low self esteem
- 5 curriculum problem
- 6 accessibility problem
- 7 lack of parental guidance
- 8 inadequate government support

Respondents view on the factors that contribute to low attendances of exceptional children in schools.

Problem related to cultural influence, many teachers in the 5 urban and rural schools agreed that cultural influence in this particular place 'Kamba' contribute to low attendance of exceptional children in schools. The education and life of exceptional children in Kamba community influenced by traditional attitude, beliefs and customs. Disabilities in this community are thought to be caused by witches, ancestral spirits and thus negative attitude towards exceptional children education.

Problem related inadequate sensitization, the data gathered from teachers and community members indicate that inadequate community sensitization in the district contributes a lot to the low attendance of exceptional children in the Machakos district. Teachers and community members admit that parents are not encouraged to bring their children to EARS/SNE centre for assessment. This makes them not to take action in taking their children to /the relevant units or schools for education out of the 60 respondents drawn from the community members 52 admitted that they lacked sensitization in the community.

Out of the 10 teachers interviewed in schools 8 agreed that inadequate sensitization contributed to low attendance of exceptional children in school.

Problem related to low self esteem.

It was reported that low self esteem among the exceptional children in the region contributed to low attendance of exceptional children in schools. Lack of appreciation and acceptance of the exceptional children in the region contributed to low self esteem among the exceptional children.

Out of the 10 exceptional children interviewed in homes 8 agreed that due to lack of appreciation/ acceptance of them in the community made them to consider themselves as inferior compared to the rest of the children in the community.

Problem related to inadequate government support.

From the data gathered from the interviews, it indicated that government has not given enough support to all special education units in the district. This has made them unable to operate effectively. Also the number of units and institutions of special education were very few and with inadequate resources such as teachers, books and buildings. Yet the ministry of education of Kenya was not supportive to those units by provision of the necessary resources to such units.

Out of the 10 teachers interviewed in the selected schools 9 agreed that the government was not supportive to these units.

Problems related to lack of parental guidance

From the data collected, the researcher found out that the low attendance of exceptional children in schools was due to parents who do not value education most of the parents in the region where not educated and thus had no value towards education. Most of the parents interviewed agreed that they don't give their children guidance on the importance of education.

Problem related to accessibility of schools

Community members interviewed lamented that some of the schools were not accessible. For example special schools for the deaf and blind were located only in urban areas. This has led to exceptional children in rural areas not to join schools because of geographical location/lack such schools in rural area. This was identified as a problem leading to low attendance of exceptional children in school in Machakos district.

Problem related to curriculum.

Teachers interviewed lamented lack of curriculum review. They complained that the current curriculum put more emphases

on subjects matter instead of real needs and ability of the learners.

The Curriculum does not consider the needs and ability of the exceptional children. All the teachers interviewed both in the urban and rural schools agreed that there was need to review the current curriculum and reform to be made to take into account the real needs and ability of individual learners. This would attract the exceptional children in homes to join the schools in the district

Problem related to few teachers

From the data collected, the researcher found out that the dismal attendance was also attributed to few trained teachers on special needs education.

Data collected showed that there was a high school dropout in the region. Out of 50 respondents, mainly community members blamed inadequate teachers of SNE teacher as one of the cause of low attendance of exceptional children in schools.

In conclusion therefore majority of the respondents blamed the low attendance of exceptional children on the following factors.

- i) cultural influence
- ii) inadequate sensitization
- iii) low self esteem

- iv) inadequate government support
- v) parental influence/ guidance
- vi) inaccessibility of units
- vii) curriculum problem
- viii) Few and incompetent teachers.

CHAPTER FIVE

5.1 INTRODUCTION

This chapter presents the discussion concerning the facts that contribute to low attendance of exceptional children in schools. It provides a conclusion drawn from the findings and some recommendation on how to improve the situation. Lastly the topic contains the researcher proposal for further research.

5.2 Discussion and recommendation for further research.

According to the findings, there is low attendance of exceptional children attributed due to the following factors

These are:

Low self-esteem; has a negative influence on learners and contribute to low attendances of exception children in schools. From the analysis, seventy percent of the respondents drawn among the community members admitted that low self-esteem contribute to low attendance of exceptional children schools. As elaborated by the respondents especially teachers, low self-esteem interferes with learning and a learner tends to have a negative altitude towards themselves.

Cultural influence; to a large extent culture influence contribute to low attendance of exceptional children in schools.

Due to its negative influence, cultural influence in this case "kamba" contributed to low attendance of exceptional children in schools.

From the findings, the education and life of exceptional children are influenced by traditional attitudes, beliefs and customs of many small nation groups (tribes) in Machakos, disability are thought to be caused by witchcraft, ancestral spirits or local gods who have been offended/ annoyed. Rituals are performed to appease the spirits and gods in order to avoid further disabilities in the families. Cultural influence has led to negative attitudes of the community towards exceptional children. This has led to low attendance of exceptional children to schools.

Lack of adequate government support on special education in the region has lead to low attendance of exceptional children in schools. Government has not given adequate support to many institutions offering special education to enable them operated more effectively. From the findings, 80% of the respondents agree that there was inadequate government support on special education resources in schools and this has led to low attendance of exceptional children in schools.

Parental influence, EARS recognize the importance of parents in providing their children with a home base education programs. Most Parents of this district have negative attitude

towards the exceptional children which leads to low attendance of exceptional children in schools.

Curriculum problem being a subject centered curriculum lead to dismal attendance. 80% of all the respondents agree that the current curriculum does not cater for individual needs. Teacher interviewed gave a situation where by learners are made to cram materials instead of internalizing. They cited the over burdening of the learners though a subject centered kind of learning. Freire 1983 is of the views that education should endeavor to inculcate the sense of confidence on the part of the learner by equaling him or her with the right tool to combat all forces of oppression and should be based on his ability and needs.

Few SNE teachers in the district. From the findings 80% respondents agree that there is limited teacher to handle the special need children. Most of the teachers in Integrated School are not equipped with knowledge of handling exceptional children. This has discouraged the exceptional children in the district to go to schools.

5.3. Conclusion

From the above findings , it can be concluded that several factors contribute to low attendance of exceptional children in schools in Machakos district in Kenya.

Findings show that almost all the identified and stated factors contribute quite highly to low attendance of exceptional children in schools. Cultural influence, low self esteem, inadequate sensitization are identified as factors causing a challenge towards attendance of exceptional children in schools.

There is need for the stakeholders (teachers, school administration, parents, community members and government) to ensure policies are put in place to control the above three factors in the region by creating awareness to the community the value of education. Parental guidance, community sensitizing, adequate assessment of exceptional children, educational placement and adequate units need to be put in place. This would curb the challenge of attendance of exceptional children in schools.

High percentage of respondents however blames the government for not putting in place many units and school of SNE in the district. There is need for government to establishment new units and SNE schools to solve the problem.

Again from the findings, the problem of inadequate sensitizing and lack of parental guidance was sited. There is need therefore as elaborated in the discussion to ensure the

stakeholders in the special needs education programs work on programs which ensure that there is community based rehabilitation, education and sensitization to all the community members the need for educating exceptional children.

Recommendations

In view of the finding of the results the researcher made the following recommendations.

The governments though the ministry of education should establish new units of special classes and programmes to curb the situation. This would increase the number of the units and also solve accessibility problems. The ministry should work on curriculum problem also make to meet the ability and needs of all children.

The government though the ministry of education should address the issue of sensitization of community members on education of exceptional children. This would also encourage parent's guardians and the community at large to bring their children to schools.

The researcher recognizes the influence of mass media sensitization through mass media, seminars, and workshop on the community by educating the importance of education to all

children. This can be done by state through television and radio station by introducing programmes that educate the needs/ importance of education to the exceptional children and also the right of all the children including the exceptional children. This will also change the situation.

The government through the (MOE) should ensure that course, in service training and seminars targeted to teachers in integrated schools is provided. This would equip these teachers with relevant knowledge on how to handle exceptional children in school. This would solve the problem of few SNE teachers in the district.

EARS should sensitize parents and on value of education. EARS are also supposed to work to increase the number of school places for children with special needs. It should also encourage the establishment of places units in the main stream schools and also promote the inclusion to those children.

Parents/ guardians should bring their children to the EARS/SNE centers for assessment, or specialists may visit their homes and carry out the assessment from there. Children disabilities are assessed to decide upon the best programs for them. This may involve the EARS referring to assessed children to other services like medical, educational,

and social. Thus it should promote the education of exceptional children in the district.

Lastly, the researcher recommends exceptional children to be provided with free and appropriate public education by the government. The government should work programmes such that exceptional children are provided free primary, secondary and collage education. This would attract more exceptional children in schools not only in this district but also the rest of the county.

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UN World Declaration on Education For All.



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FACULTY OF EDUCATION
Office of the Dean

Tuesday, February 2, 2010

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RESEARCH INTRODUCTORY LETTER

Mr. /Ms. /Mrs MUTINDA SAMATY-M. BED/11829/DF Reg.No. is a student in the Faculty of Education. He/She is now carrying out a study about FACTORS CONTRIBUTING TO LOW ATTENDANCE OF EXCEPTIONAL CHILDREN IN SCHOOLS: A CASE STUDY OF NIAHARA DISTRICT IN KENYA as one of the requirement for the completion of his/her studies. He/She is thus introduced to you.

Kindly help him/her accordingly.

Thank you.


DR. S.A. OYEBADE

DEAN, FACULTY OF EDUCATION

INSTRUCTIONS

The questionnaire consists of both closed and opened questions.

- i) Tick the most appropriate opinion
- ii) When necessary elaborate and give your personal view in certain areas/ issues

Appendix 2

Oral interview to community members

1. What is your name?
2. Do you value education?
Yes.....
No.....
3. Is the attendance of exceptional children in school in the district?
Very high.....
Low.....
Very low.....
4. What do you think are the factors that contribute to the above?
I.....
ii.....
iii

Appendix 3

Oral interview questions for teachers

1) a) How does cultural influence affect education for the exceptional children?

li how does inadequate sensitization hinder the education of the exceptional children in the district?

lii Does your school have teachers trained in special education?

IV Does the government gives support to your school on the exceptional children education?

V) What are the other major factors that contribute to poor/ low attendance of exceptional children in school?

Vi) How have you tried as a teacher in order to remedy the situation?

Vii) What do you think are the other solutions to solve the problem?

Viii) Do you think the curriculum is good for all learners including the exceptional children?

Yes.....

No.....

ix) What do you think make it above?

x) Do you think your school has enough resources to handle the exceptional children?

Yes.....

No.....

xi) What is the effect of the above on the attendance of exceptional children to school?

x) Do you think your school has enough resources to handle the exceptional children?

Yes.....

No.....

xi) What is the effect of the above on the attendance of exceptional children to school?

Appendix 4

Oral interview questions to some exceptional children who had not joined the school in the district.

1. What is your name?

2. Do you like education?

Yes.....

No.....

3. What reasons made you not to join school?

I

li

lii