

**FACTORS AFFECTING LEARNERS WITH SPECIAL EDUCATION
NEEDS EDUCATION IN KABARNET ZONE**

**A STUDY ON TEACHER ATTITUDE IN KABARNET ZONE IN
BARINGO DISTRICT KENYA**

BY

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DECLARATION

I Rotich Dinah, declare that this research is my original work and has never been presented to any university or institution for any award.

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APPROVAL

This dissertation has been prepared and moderated through profound commitment of the supervisor and the student and has been submitted for examination with my approval as the supervisor.

Sign: Edson Kamagara

Date: 14/09/07

Mr. EDSON KAMAGARA

DEDICATION

This research is dedicated to my family, my mother Kobilu, sister Winnie, daughter Harriet who have been a source of inspiration throughout my study.

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In preparation of this project, the author is grateful for the advice, help and opinions which the author received directly or indirectly. Now that the project is at a close, the author would like to acknowledge all those who aided her along the way.

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TABLE OF CONTENTS

Declaration	i
Approval	ii
Dedication	iii
Acknowledgement	iv
CHAPTER ONE.....	1
1.0 INTRODUCTION.....	1
1.1 RATIONALE OF THE STUDY	1
1.2 THEORY.....	3
CHAPTER TWO.....	6
2.0 REVIEW OF RELATED LITERATURE	6
2.1 THE CONCEPT OF DISABILITY.....	6
2.2 World overview of historical development of Special Needs Education.	9
2.3 Significance of the study	15
2.4 OBJECTIVES.....	16
2.5 Statement of the Null hypothesis.....	16
CHAPTER THREE.....	17
3.0 RESEARCH METHODOLOGY	17
3.1 Subjects Participants.....	17
3.2 Data collection procedures.....	17
3.3 Environment	18
3.4 Scope of the Study.....	18
3.5 Research Approach.....	19
3.6 Research Design	19
3.7 Sampling procedure.....	20
3.8 Instruments/Tools	20
3.9 Respondents	20
3.10 Statistical Treatment of Data	21
4.0 DEFINITION OF TERMS	25
APPENDICES.....	26
Appendix A: Transmittal Letter	26
Appendix B: Questionnaires	27
Questionnaires for Teachers	29
Appendix C: Time Framework of the Study	31
Appendix D: Map of the Study Area	32

CHAPTER ONE

1.0 INTRODUCTION

1.1 RATIONALE OF THE STUDY

Teachers attitude towards learners with Special Education Needs to be or positive because a teacher is seen as the right of the community since most communities see handicaps as arising from ancestral spirits witches or malevolent gods who must not be offended lest they make the matters worse. It is basically through ritual practices that these evil elements can be placated, therefore the handicapped are viewed as helpless creatures who are to be pitied and handled dedicatedly.

Most of the learners who are neglected in schools choose to drop out since they feel that the school is a wrong place for them. Since education is a basic, all children need to acquire it. Education for all is a compelling goal in March 1990, educators from over 100 countries met in Jomtien, Thailand to review the state of education of the world' children. They issued a statement declaring that education for all is among the most urgent of the world's priorities. They pledged their nations to work towards a future in which all children will have access quality basic education. That is why the researcher world likes to find out the attitude of teachers towards these learners because Kenya would like to implement inclusive Education by the year 2015. Children with special educational needs are part and parcel of our society; therefore these children are not exceptional they should be given equal opportunities as the normal children.

In *Koech report* (1999) it advocated that no teacher, no head teacher or education officer should refuse to register or otherwise unqualified and incompetent child for nations exams.

This research will be based on continued failure by teachers to help learners with special educational needs and how to curb the problem in Kabarnet Zone of Bar in go

District in Rift Valley Province, Kenya. This Zone is at the heart of the town. The continued poor performance of learners in this area has led to most of them being deregistered for national examinations therefore forcing them to drop out and this has made the researcher to research on this area and to appose de - registration of these learners.

The researcher will encourage a vigorous supervision and close monitoring of children with special educational needs during teaching. These learners need a lot of love and encouragements to be able to go through school.

However most of the children do not reach standard eight and hence drop out of school, teacher's attitude towards them could be a possible cause; however, there are no clear reasons for this hence need for research to unearth the underlying problems.

1.2 THEOR Y

Aewitt (991) student's perception for proper learning is by classes and encouragement with immediate personnel direct encouragement with immediate feedback. The high population of students in a classroom cannot allow close attention and interaction of students - teachers. A few students are attached to and majority are unattended yet for a child with special education needs they need closer attention therefore a class with more than 40 pupils is not conclusive for learners with special needs education.

According to *Fulighi (1997)*, young people who are interested in what they learning and those peers' value education are more motivated to succeed. This contrasts with education of learners with special educational needs because learners who do not see well, those who have health problems, those who lack concentration, those who are not fast in learning, those who have little motivation to learn for example a learner who does not see well is not as curious as the child who see well.

Therefore for these learners to be interested they need compensatory or assistive devices these are resources that enhance the function of parts of the person's body. They enable learners with special needs in education, particularly those with motor disabilities or sensory impairments who may not function normally. They are used to enable the learner to use her remaining abilities for normal functioning.

According to report of the presidential working part on education and man partner training for the next decade and beyond special education was to be provided for various types whose educational needs derived from the norm due to impairment.

Formal work in the modern sectors of the economy. Thus it was a predominant belief among the African communities and it is on this tooting that education was perceived, however, as times went by, societies moved from simple to complex, thus the need for education not only to secure jobs but to be able to cope with the

modern world. It was also evident that pupils with special education needs could not cope in normal educational institutions thus it brought about the establishment of Special learning institutions for individuals with Special Education Need.

In his paper, *Oriedo* explains that the practices of integration is traceable to America when in 1975 the American Congress approved a public law titled "Education for all handicapped children Act" children with disabilities were to be provided with education in a non-restrictive environment on an individualized programme basis.

In 1978, the British came up with a similar programme based on the Warnock report, which specifically recommended the integration of children with disabilities in ordinary schools. Efforts have been made to modify the mode of education since the 1970's so that hardships experienced by students can be minimal. However, the most successful way of improving the levels of enrolment for the special needs children.

A proclamation by UNESCO (1994) during the world conference on Special Needs Education in Salamanca, Spain, gave a clear impression of what inclusive education actually implicated and I quote "Those with Special needs in education must have access to regular schools, which should accommodate them within a child -centered pedagogy capable of meeting these needs. Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

This theory is based on a proclamation by UNESCO (1994) during the world conference on special needs education in Salamanca. Spain, it gave a clear impression of what inclusive education actually implicated and I quote "those with special Educational needs in education must have access to regular schools, which should accommodate them within child centered pedagogy capable of meeting these needs. Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society achieving education for all.

According to *Dorothy Balmvin. (2000)* it started that people have changed the cruel attitudes towards handicap and disability and nowadays are encouraged to join normal school if it possible. In Kenya today, education is free for all and it's one of the basic rights of Kenyan children. Education gives children basic life skills, which involve the base of knowledge that enables one to decide important issues facing the society.

It is sensible for each and every child in Kenya to be offered education as a basic need. Children with special educational needs are part and parcel of our society. Therefore the curriculum needs to be modified to suit all the children irrespective of their diversities. One of the national goals of education in Kenya is to provide opportunities for the full development of individual talents and personality. It should help every child develop his/her interests and abilities.

These diversities include those with physical, mental challenges; it also includes those with sensory impairment, and emotional problems. Others are those who are hyperactive, hypoactive and those with attention deficits and those who are gifted and talented among others. It means that the Ministry of Education in conjunction with the Government should see to it that they put into consideration special children in developing of school curriculum. Parents and the entire community need to be sensitized to accept and appreciate children with special educational needs and also to enroll them in schools.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 THE CONCEPT OF DISABILITY

The concept of disability has undergone significant changes. For instance, Payne and Mercer (1975) and Payne and Thomas (1978) stated that the treatment of the disabled has been through five historical eras. The first was the era of extermination. During this era, the Greeks and the Romans killed newly born infants who were found to have physical deformities and severe forms of mental retardation.

During the second era the disabled were ridiculed. The physically handicapped and the mentally retarded were made court clowns and were used to entertain the privileged class. During the Middle Ages, a social conscience took over. Instead of ridiculing them, the church decided to put the disabled in asylums and accorded them humane and charitable care. The final periods were the eras of education and vocational adequacy. These periods, which stretch to the present, perceive the disabled as capable of benefiting from education, vocational training, self reliance, and other societal norms. The treatment of the disabled in African and other developing countries is not well documented. However, Muchiri (1982) reviewed literature which showed in East Africa the disabled were perceived as incapable of engaging in gainful employment. She cited Anderson (1968) who lamented that the disabled were made to sit idly on their family farms and watch helplessly "as months and years passed by while crops were planted and reaped"

This practice of viewing the disabled as incapable gainful employment is embedded in the original Kiswahili term *wasiojiweza*, used in Eastern Africa to refer to the disabled. The literal translation of the term means "those incapable of performing", which agrees with Muchiri's (1982) observation of the negative treatment of the disabled. The term, according to Kalugulaet et al (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 fate of the disabled in African countries was also dependent upon the cultural practices and beliefs of various of various ethnic communities. "He provides a detailed analysis of the practices of the Songye tribe in Zaire where the cause of a disability is viewed in terms of relationships.

First is the relationship between family members of one lineage and family members of another lineage through the dowry system. In this context, the child's disability is attributed to the father's inability to pay the dowry for his wife. In African societies, dowry was traditionally given in the form of cattle, sheep and goats. When the bridegroom failed to give the prescribed number of stock, it was expected that he would fulfill his obligation at an agreed future date.

However, if he took a long time and children were born to him, it was perceived as an act of ingratitude to his in-laws. Therefore, when a child was born disabled, the unpaid dowry was deemed to be the cause of the misfortune. However, if the man had paid the dowry in full, and his father-in-law failed to distribute it equally among his brothers and others as prescribed by cultural practice, the disability would have been caused by the father-in-laws selfishness. In this case the man's clan was obliged to inquire how the dowry had been distributed.

Second is the relationship between family members of one lineage involved with sorcery. It was expected of traditional society that family members would maintain cordial relationships. When the relationships became sour, the aggrieved party sought the services of a witch-doctor to dispense a curse on the perceived offending member. Therefore, when a child was born disabled or when the disability occurred while the parties were still on bad terms, the cause of the disability was attributed to the witchcraft.

Third is the relationship between the family and its physical environment. A traditional belief accepted the role of the physical environment in influencing the physical growth of a person. For instance, an expectant woman was forbidden to eat snakes lest she should bear a child unable to walk upright. Similar taboos included eating sheep's meat which was believed to result in a woman bearing weak children, particularly the mentally retarded and the cerebral palsied. Thus taboos were examined to ascertain the cause of a disability.

Fourth is the relationship between the family and its ancestors through incarnation. In this relationship, the belief was 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. This deformity was seen as the ancestor manifesting his wrath or taking vengeance on the family. Therefore, a possibility existed that the cause of a disability may be rooted in the past, especially the quality of the relationship with the departed member of the family.

Fifth is the relationship between the family and God. In this relationship, a child born with a disability was certain to have been sent by God. Instead of letting the matter rest there, the child was killed and sent back to God so that He might send another child without a disability. Such children were killed with the full approval of the community and the question of infanticide never arose.

Beliefs such as these have changed, and others are still changing, depending on the strength and intensity of their acceptance by each culture. For instance, in Kenya and Tanzania there has been a trend to replace the previous stigmatizing Kiswahili terms referring to the disabled with less stigmatizing ones. Kalugula et al. (1984) state that in Tanzania terms such as *wasiojiweza*, which means "those incapable of doing anything", have been replaced with *walemauu*, which means "handicapped persons", without reference to the severity of their disability. The stigmatising term *uipouu* (the blind) has also been replaced with *wasioona* (those who cannot see).

Kennedy (Personal Communication, April 1988) concurs with the above observations. She notes that in Kenya similar developments have taken place. For instance, the mentally retarded were in the past called *wajinga* (fools, idiots), but now are called *walwpungukiwa na akili* (those with low intellectual ability). The hearing impaired were in the past called *bubu* (deaf and dumb) and later on *uiziwi* (deaf), but are now referred to as *wasiosikia* (those who cannot hear), while the physically handicapped were in the past called *uiwete* but are now called *walemauu*. The term *waliiolemaa* is now used to refer to the disabled population in general instead of *wasiojiweza*.

It should be noted that two parameters have led to the change of terms. First and foremost is societal sensitivity due to the dissemination of information. Parallel to this is the interaction between the disabled and the non-disabled. Second, there has been a better understanding of the human worth of the disabled. The old terms followed, for the most part, the root terms derived from the first two letters in Kiswahili words. In Kiswahili, the *ki* and *vi* classes refer to objects rather than human beings. For instance *kitu* means thing, *vitu*, things. By contrast, for a person, the first letters start with *m* or *wa*, e.g. *mtu* (person), *watu* (persons), *motto* (child), *watoto* (children) and so on. Therefore ascribing to the disabled terms that are used to refer to things rather than persons was inconsistent and out of context. This explains the reason why the visually handicapped were previously called *vipovu*, but are now called *wasioona*, while the hearing impaired reject the term *viziwi* in preference for *washioska* (Ndurumo, cited by Devlieger, 1989).

2.2 World overview of historical development of Special Needs Education.

Before 17th century people with disabilities all over the world were considered socially and physically less capable; many people with disabilities suffered neglect and rejection, they regarded disability to be caused by witchcraft, curses or as a punishment from God for wrongs done.

punishment from God for wrongs done.

In the 18th Century individuals and families who saw the potentials in children with disabilities started teaching children with Special needs at family level for example St. John of Beverly who was a Bishop taught a person with hearing impairment how to articulate and talk.

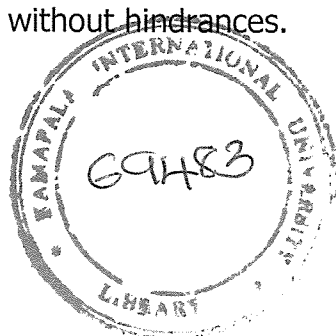
In the 19th century still a facility was put UP to house children with varied Special needs to protect them from stigmatized society that visit them with neglect. It aimed at providing higher-level care and corrective rehabilitation with the objective of returning them to society after improvement.

In the early 1960s, creation of learning and social environment to be normal as possible for children with Special needs was created. One of the objectives among many was to create arrangement that brings persons with disability as close as possible to the society and cultural mainstream.

That slowly graduated into deinstitutionalization, which is the process of releasing children with Special needs from confinement of residential schools into the local community. It was felt that children had to be within their community settings, therefore this led to pupils being put in special classes within the regular units.

The regular education initiative was introduced in 1986 in the US by Madeleine C. Will, that stated that general education rather than Special education should be primarily responsible for the education of learners with disabilities. During this integration, children with Special needs had to pass an exam to qualify for integration; it was still seen as discriminative.

In the stage of least restrictive environment when children with Special needs were brought back into the society, it became evident that learning environment was to be modified first so that children with Special needs learn without hindrances.



This brought about integration or mainstreaming. It involves the movement of children with disabilities from Special schools to regular schools and from Special classes to regular classes. This environment was not still accommodative to children with Special needs since teachers and pupils needed to be sensitized so as to accept children with special needs as part of the school community.

This now brought in the current method by the name inclusion, which is addressing the learner's needs within the mainstream of education using all available resources thus creating opportunities for learning in preparing them for life. This placed emphasis on equality, access and opportunity to education by reviewing schools and changing them rather than trying to change the learners. This philosophy evolved early in this century claiming with the Salamanca statement during the World Conference on Special Needs Education held in Salamanca, Spain in 1994.

Inclusive education practices in Europe

Britain

This is the country where children with Down syndrome were not seen as able to succeed in primary. This began when a parent with a child suffering from down syndrome that they campaigned rigorously to have all the Special schools to be closed down because they argued that they are a form of 'apartheid'.

Learners with Special needs are catered for through the pupils retention grant, through this grant, the individual schools practicing inclusion are provided with resources for individual learners within the system.

Parents in Britain have a very noble role to play in the development of inclusive education. When statements detailing the recommended placement and service provision is given out, the parents are allowed by the law to express their wishes, which justified and overrode that of the assessment team, they also participate fully in the monitoring and

evaluation of their children's learning.

A few of the ways in which Britain has been able to overcome some of the greatest perceived challenges include systematic rehabilitation of the old buildings to conform to the needs of the learners, since funds has always been a major barrier, every Local Education Authority (LEA) has a responsibility to ensure that sufficient funds *are* availed to every school to support the learning of all children.

Uganda

This is the country which has demonstrated success of inclusion with large class and few resources, this has been possible since class teachers were sensitized and knew the needs of learners with Special needs. The teachers varied their teaching methods which included implementing IEP, peer tutoring, group discussion and other approaches.

Many children with Special needs had access to quality education due to the dedication of teachers and understanding of other pupils to accept children with Special needs as part of school community. In its endeavor to achieve education for all (EF A), Uganda adopted a universal primary education (UPE) policy in 1997. Through this arrangement, primary education is compulsory and free for all children.

The arrangement favors even the girl child as a child with a disability within the family. The criteria is such that if the children are more than four, then the disabled child should be among the four to be given free primary education. The above phenomenon coupled with the fact that their schools are designed to accommodate learners irrespective of their Special needs is another factor that ensures access and equity, so as to make inclusive education a reality. The assessment for learners with Special needs emphasizes individual learning needs rather than disability.

To emphasize the determination of the Government of Uganda to achieve goals of inclusive education, it is worth noting that every teacher trainer gets introduced to the unique needs of learners with Special needs. These way the teacher trainees graduate with a capacity to handle learners with disabilities in regular education

system.

The curriculum plays a very important role in education, the curriculum in place now is meant for learners without disabilities and it has to be amended to suit learners with or without disabilities.

Cultural beliefs and taboos

Some communities believe that children who are, for example, mentally challenged are a curse from god and will bring bad omen to the community, therefore such children were killed, abandoned or offered as a sacrifice.

Resources

Some learners with learning difficulties need Special equipment to help them in the learning process, for example, the mobility devices wheelchair, hearing devices are not found in the schools. This equipment is very expensive to acquire.

Funds

The economic status of most parents is low, therefore most parents find it hard to afford the devices and without these vital aids most learners will remain at home making inclusive education out of reach.

Training

Most of the teachers are not trained in Special Needs Education. Most deserving learners will be left without the necessary qualified personnel.

Teacher's attitudes

This is a factor that hinders inclusion, since teachers still see children with disabilities as a barrier to their academic achievement.

Infrastructure

Most schools have inhibiting facilities and structures like stairs etc, the environment and infrastructure was not designed with disabled learners in mind.

To quote Hegarty (1993), "what pupils who have learning difficulties need is education, not integration placing them in an ordinary school is not an end in itself but a means to the end of securing that an appropriate education". This implies that integrating children with special educational needs, the child might not stand to benefit at all. Therefore we will need teachers who are acquainted with special education who will be able to cater for needs of children.

To ensure that children have access to quality education in regular schools, FJSE in the year 2000 embarked on aggressive national wide Distance learning training programme for primary schoolteachers are those working with children with special educational needs. It is hoped that by the year 2015, all schools in Kenya will have at least one trained teacher in special needs and a resource person for learners with special needs.

According to Iubfa (1987) he observed that, among the factors contributing to the general apathy and neglect of children with disabilities in emergent African countries and superstitions that regard disability as a curse from the gods, that is why disabled children are hidden away from the general public. As such, these children will not be taken to any school where they will be exposed to public scrutiny. In some extreme cases, families have insured that disabled children are kept completely out of sight to avoid embarrassment to the family.

Moreover they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system.

Our institutions would therefore be most efficient and results-oriented if the inclusive education approach was adopted and regular schools can be used to deal with an otherwise different problem.

In this chapter, data collected from the field during study was analyzed and presented in tabular form for clarification.

2.3 Significance of the study

The study will be beneficial to the following:

Ministry of Education will use it as a guide, when training teacher - trainees they will instill the right attitudes and acquaint trainees with some knowledge on learners with special needs.

Provincial Education office whose responsibility is that of further implementing policy guidelines as directed by the Ministry will use it as a guide before practicability of any education plan.

District education officers whose responsibility is to directly implement educational plans at divisional and grassroots level, will use it to advice its staff in directing the nature of instructional resources to be used when having in mind learners with special educational needs.

The results of this study will be used by head teachers to improve quality of education.

It is intended to help teachers handle children 1-vith special educational needs in order to perform better.

It will also be used to sensitize parents and the entire community to accept, help and appreciate children with special education need and also to enroll them in schools.

The results will also be used to enlighten teachers to see the importance of educating and giving equal opportunities in school to all children irrespective of their diversities. It is also intended also to help parents/guardians cope with learners who do not perform to their expectations.

It's also meant to help teachers in modifying the environment to suit learners with special needs.

2.4 OBJECTIVES

General: the study is to determine the teachers' attitude and the performance of learners with special needs in selected primary schools in Kabarnet zone.

The study aims at investigating how attitudes contribute towards academic achievements. This is by use of instructional resources to enhance learning.

The study also aims at determining significant relationship between attitudes and performance of learner with special educational needs.

To find out what hinders implementation of inclusive education in Kabarnet Sub-location

- To find out the type of curriculum used in the field.
- The study aims at investigating training teachers receive before being posted to teach

2.5 Statement of the Null hypothesis

There is no significant difference between attitudes of teachers and performance of learners with special needs.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

The study involved description method. Data collection was done by administering questionnaire in which research questions and objectives were used and later data was analyzed.

The researcher conducted research in Kabamet Sub- Zone which is in Kabamet Division. This particular Sub- Zone has five schools and the researcher choose three Zones Namely Kamgoin, A.I.C Visa Oshwal and Mumol Primary.

The researcher sent questionnaires to the three one for the head teacher and seven each for the teachers in those schools.

3.1 Subjects Participants

The researcher chose Kabarnet Sub-zone which consists of five schools out of the five schools the researcher choose three to represent them, this was arrived at by use of random sampling procedure.

The researcher was not able to get views of every individual in the Sub-zone. Therefore the researcher chose a sample population to represent the whole population of the stakeholders in the Sub-zone.

3.2 Data collection procedures

The researcher sought permission from the Divisional education offices. A letter was sent for this purpose.

The researcher forwarded transmittal letters to the head teachers of the sample schools in order to carry out research in their areas of jurisdictions.

The researcher forwarded research instruments to the respondents personally. The collection of the already completed questionnaires was also done by the researcher herself in order to minimize losses and because the area covered was not large to require assistance.

3.3 Environment

Kabarnet Sub-Zone is the part of the large Kabarnet zone in Kabarnet division of Baringo District. It is within Kabarnet municipality. The Sub-Zone has five schools. This sub-zone has children with special needs of all diversities. The diversities include those who are physically, mentally challenged. It also has children who have sensory impairment, emotional problems and others. All the schools have one teacher per class, which makes it nearly impossible to take care of children who have special needs. A handful of the teachers have special education needs children.

3.4 Scope of the Study

The researcher conducted research in Kabarnet Sub-County, which is in Kabarnet division. This Sub-Zone has five schools and the researcher chose three schools namely Kamgoi, A.I.C Visa Oshwal and Mumol Primary School. The researcher sent questionnaires to the three schools, one each for the head teachers, seven for teachers in those schools. Since the schools were near to each other and to the researcher, the researcher had to walk to reach the schools.

The results of this study will be used by head teachers to improve the quality of education. It is also intended to help teachers handle children with special education needs in order to perform better.

It will also be used to sensitize parents and the entire community to accept, help and appreciate children with special education needs and also to enroll them in schools.

The results will also enlighten teachers to see importance of educating and giving equal opportunities in school to all children irrespective of their diversities.

It also aims at guiding learners with special needs in education, vocational and career taking and also provides parents with information on medical care availability and also referral such as going to assessment centers for advice and right placement.

Finally, it is meant to help teachers in modifying the environment to suit learners with special needs in education in an inclusive setting.

3.5 Research Approach

The researcher used both qualitative and quantitative research approaches. He/she used qualitative approach in explaining and describing how he/she carried out the research and quantitative approach in presenting and analyzing the questionnaires.

3.6 Research Design

The collection of data was done by researcher using survey method; the researcher got his/her views from three school of Kabarnet Sub-Zone namely A.I.C. Visa Oshwal, Kamgoi and Mumol primary schools. The gathered information was taken to represent the whole zone in problems hindering implementation of inclusive education.

The researcher handed to the three schools a total of twenty-one questionnaires. Teachers in those schools received six questionnaires while the head teacher got one each.

All the questionnaires were delivered personally to the school. Since they are a walking distance from the researcher's working station. Sixteen of the respondents returned the questionnaires to the respective head teachers, six of the respondents

did not return leaving with no alternative but to analyze the received questionnaires at hand.

3.7 Sampling procedure

The researcher could not be able to get the views of every individual in the Sub-Zone; she had to choose a sample population to represent the whole population of the stakeholders in the Sub-Zone. The targeted population was arrived at by use of random sampling method whereby the researcher used three schools out of five schools in Kabarnet Sub-Zone.

3.8 Instruments/Tools

The researcher used questionnaire to carry out the research. A questionnaire is a well designed and typed instrument, which is designed for each target group. The researcher used questionnaires since all the respondents were teachers who are literate; the respondents got own free time to fill since the researcher collected them after a day.

It was also easy to use questionnaire since they could be carried easily from one place to another. They are also cheap to administer since they needed short answers only, which were also closed and open minded.

Collected views through use of questionnaires is good since they can be stored for later use. The researcher also used secondary method of collecting data, which observation; this in itself was able to strengthen the existing information.

3.9 Respondents

The researcher chose Kabarnet Sub-Zone, which consists of five schools. The researcher chose three schools to represent the whole Sub-Zone. This was arrived at by sampling.

Sample – The researcher chose to work with three head teachers, six teachers in all the three schools.

3.10 Statistical Treatment of Data

Analysis of the responses of the questionnaires was done after collection from respondents. The researcher collected data analyzed and presented in Tabular form for clarification.

Table 1 Questionnaires delivered and received

Respondents	No. of Questionnaires dispatched	No. of Questionnaires received	Percentage (%)
Head teachers	3	3	100%
Teachers	24	13	54%

From the above table, it is clear that some respondents did not return the questionnaires. The head teachers returned theirs. The researcher was left with sixteen questionnaires to analyze.

Table 2 How many learners with special needs are in your school?

Response	Frequency	Percentage (%)
A.I.C. Visa Oshwal	200	77%
Kamgoin	40	15%
Mumol	20	8%
Total	260	100%

The table above shows that there are children with special needs in all the three schools.

Table 3 How many teachers are there in your school?

Response	Frequency	Percentage (%)
Male	16	35
Female	30	65
Total	46	100

From the above table, it is evident that there are more female teachers than male teachers in the Sub-Zone.

Table 4 Have you attended any special education training?

Response	Frequency	Percentage (%)
Yes	6	38
No	10	62
Total	16	100

From this table, it is clear that this Sub-Zone has teachers who can at least handle with special needs in education.

Table 5 If your answer to the question 4 is yes, to what level?

Response	Frequency	Percentage (%)
Certificate	2	13
Diploma	4	25
Others	10	62

From the table most of the respondents have not attended courses for special educational needs.

Table 6 How many periods per week do you teach?

Response	Frequency	Percentage (%)
Less than 20	3	19
Over 20	3	19
Over 30	10	62

Table 7 How often do you use teaching/learning resources in your lessons?

Response	Frequency	Percentage (%)
Every lesson	6	38
Once per week	10	62
None	0	0
Total	16	100

Thirty eight percent of the teachers use teaching/learning resources in every lesson and 62% use them ones per week.

Table 8 What criteria do you use in grouping learners during class activity?

Response	Frequency	Percentage (%)
Ability	4	25
Peer	4	25
Random	2	13
Gender	6	27
Total	16	100

The table shows that 27% of the teachers use gender criteria and others use ability and peer with 25% each and a paltry 13% use random.

Table 9 Have you done any environmental adaptation to suit these learners?

Response	Frequency	Percentage (%)
Yes	3	19
No	13	81
Total	16	100

It's clear from the table that most schools do not bother to adapt the environment to suit their learners.

Table 10 Do parents support these learners with special needs in education?

Response	Frequency	Percentage (%)
Yes	6	38
No	10	62
Total	16	100

The table above shows that few parents i.e. support their children while 62% do not offer any support.

Table 11 Do you like working with learners with special needs?

Response	Frequency	Percentage (%)
Yes	3	19
No	13	81
Total	16	100

The above table suggests that a handful of teachers like working with children with special needs in education, while 81% exhibit apathy in working with them.

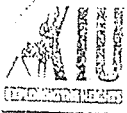
Table 12 Is there any extra time to assist/attend to learners with special needs in education?

Response	Frequency	Percentage (%)
Yes	2	13
14	13	87
Total	16	100

The above table shows that most of the teachers do not have time to assist learners with special needs in education.

APPENDICES

Appendix A: Transmittal Letter



KAMPALA
INTERNATIONAL
UNIVERSITY

Ggaba Road, Kansanga * PO BOX 20000 Kampala, Uganda
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FACULTY OF EDUCATION

introducing letter

December 11, 2006

TO WHOM IT MAY CONCERN.

Dear Sir/Madam,

This is to introduce to you Mr. /Ms. ROTHCH DUKAH Registration No. ED/8919/SL/DF who is a student of our University in the Faculty of Education.

He/She is undertaking a resource project which requires your input as part fulfillment for the completion of his/her programme of study.

I kindly request you to avail him/her with all the necessary assistance.

Thank You.

With kind regards,

OKIRIMA MICHAEL
DEAN, Faculty of Education
Kampala International University

Appendix B: Questionnaires

KAMPALA INTERNATIONAL UNIVERSITY QUESTIONNAIRES FOR HEAD TEACHERS.

Please tick where appropriate and give comments when possible. The researcher will treat the response with utmost confidentiality,

1 How many learners with special needs are in your school?

Boys

☐

Girls

☐

Total

☐

2 How many teachers are in your school?

Female

☐

Male

☐

3 Have you done any environmental adaptation to suit these learners?

Yes

☐

No

☐

If Yes, specify.....

4 What criteria do you use in enrolling learners to your school?

Age

☐

Age and ability

☐

Ability

☐

Other (specify)

☐

5 What are your attitudes towards the handicapped learners?

.....

.....

- 6 What provision does the community give in support of learners with special needs?

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

- 7 Is there support that you get from Non-Governmental Organizations? If yes, specify the NGO and the kind of support

NGO.....

Kind of Support provided.. ..

- 8 Are there learners who use devices in your school?

Yes

☐

No

☐

If Yes, specify

.....
.....

KAMPALA INTERNATIONAL UNIVERSITY

Questionnaires for Teachers

Please tick where appropriate and give comments where possible. The researcher will treat the response with utmost confidentiality,

1 How many learners with special needs are in your school?

Boys

☐

Girls

☐

Total

☐

2 How many lessons do you take per week?

Below 10

☐

11 - 20

☐

21 - 30

☐

31 - 45

☐

3 Have you attended any Special training to cater for learners with Special education needs? If yes, to what level of training?

Certificate

☐

Diploma

☐

Degree

☐

4 Is there any extra time to attend/assist learners with special educational needs?

☐

Yes

☐

No

If yes, what do you do with these learners?

.....

5 How many children with Special Needs Education are your school

Disability

Number

Hearing impaired

Visually impaired

Physically challenged

Mentally handicapped

Children living under difficult conditions

6 Do you like working with learners with Special Needs? If yes, how are you involved?

.....

.....

If No, why?

.....

.....

7 What criteria do you use in grouping learners during class activities?

Ability

Peer

Gender

Random

8 How often do you use teaching aids when teaching?

In every lesson

Once a week

Any other

9 What are your attitudes towards learners with Special educational needs?

.....

.....

"Thank You for Your Participation"

Appendix C: Time Framework of the Study

NO.	ACTIVITY	APRIL	MAY	JUNE	JULY	AUGUST	SEPT.
1	Introduction to Research						
2	Literature Review						
3	Appraisal of the Study Area						
4	Designing of Data Tools						
5	Pre-Testing Questionnaires						
6	Visiting Research School						
7	Data collection						
8	Data Compilation						
9	Feedback Presentation						
10	Final submission of the Written research						

Appendix D: Map of the Study Area

