

**ATTITUDES AND PARENTAL INVOLVEMENT IN EDUCATION OF  
CHILDREN WITH SPECIAL NEEDS IN KAPTUM  
ZONE KEIYO DISTRICT KENYA.**

**A RESEARCH PROJECT PRESENTED TO THE INSTITUTE OF  
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BACHELOR OF EDUCATION IN SPECIAL NEEDS.**

**BY**

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## DECLARATION

I, Limo K. Nicholas Registration No. BED/9995/52/DF hereby declare to the best of my knowledge that this is my original work and has not been produced and submitted to any institution of learning for any award of a Certificate, Diploma or Degree.

Signature

*X Limo*  
.....

**Limo K. Nicholas**

BED/9995/52/DF

*21/07/2008*  
.....

**DATE**

*Approved by*

*[Signature]*

*Nankya OLIVER*

*Supervisor*

*21st. July. 2008.*

## **ACKNOWLEDGEMENT**

I wish to sincerely thank my research lecturer: Dr. Sumil who was able to equip me with research skills.

My sincere thanks also go to Miss Oliver Nankya who tirelessly worked to ensure that my research study and production of the research report document was a success.

My gratitude also goes to all the Head teachers who participated actively in filling the questionnaires lack of which would have paralyzed the research process.

I also wish to thank the parents of children with special needs who exercised patience tolerance and dedication during the interview.

## **DEDICATION**

I dedicate this research document to my dear wife Catherine Kipchumba and my daughter Vivian Jerop.

## **ABSTRACT**

This research paper aimed at investigating the attitudes and parental involvement in education of children with special needs in Kaptum zone Keiyo district Kenya. It was carried out in selected schools of keiyo Zone in Kenya, E. Africa. It is made up of a total of five chapters.

Chapter one is introduction. It gives an insight into a background of the topic Parental involvement and participation in the education of their children with special needs. It also looks into the theory, objectives, statement of the problem, purpose, research questions, and significance of the study.

Chapter two is literature review. It gives a thorough analysis of different ideas of authors who wrote about Parental involvement and participation in the education of their children with special needs which traces back to the 18th century. Specifically, it points out the evidence to the problem, concerns of various stake holders such as Non Governmental Organisations, objectives and significance of the study.

Chapter three is research methodology. It tackles the design, environment, respondents, instruments, data collection procedures and statistical treatment of data. It specifies how data was collected and analyzed to come up with conclusions.

Chapter four is data presentation and analysis. It deals with the analysis and interpretation of data collected from the field and specifies respondents' views about the subject in question.

Chapter five deals with, discussions, and recommendations. . Here, the researcher made discussions, conclusions and recommendations based on his perception.

## **CHAPTER ONE**

### **THE PROBLEM AND IT'S SCOPE**

#### **1.0 Introduction**

This chapter examines the problem and its scope. It looks at the background to the study and the theory on which the study is based. It also examines the significance of the study and the objectives among others.

#### **1.1 Background to the Study**

Public schools have an obligation to provide free educational services in the least restrictive environment to all children with diagnosed conditions of exceptionality. Legislation has dramatically increased the number of children given special educational services in the world.

The term least restrictive environment is often mistakenly understood as a need for all children to be educated in a regular classroom. Normalisation and inclusion are used to describe the education of children with exceptional conditions in the regular education classroom. It is based on the idea that all children regardless of their abilities have the right to participate fully in the most natural settings within their communities.

Parental involvement and participation in the education of their children with special needs can be traced back to 18th century when parents who saw the potential in their children started taking responsibility of teaching them at family level.

Wamacho (1987:10) states that the family is the most important resources in education. Despite the fact that education is considered to be a basic right and need to every child in Kenya, children with special needs in education have been denied the opportunity by their parents especially in Kaptum Zone Keiyo District Kenya.

In the recent past, most children with special needs in education in the zone have been denied access to primary education by their parents. These children stay at home watching their siblings gaining the benefits of education. This has created a lot concern

from Non- governmental organisation, churches and human rights activists. For this reason the researcher intends to investigate why this is so.

The sole purpose of the study is to ensure that parents are involved in the education of their children with special needs in education. The study is also intended to find out the attitudes held by parents, Head teachers and other people towards children with disabilities and possibly suggest solutions, to the problem.

## **1.2 Theoretical Framework**

This study is based on Piaget's theory of cognitive development (Margaret M 2002: 24 and Jeanne E 2003:69). According to this theory, there are four stages that a child undergoes in order to attain cognitive abilities development occur in the same sequence for everyone, but ages at which stages are reached depends on maturation and experience

These stages are:

- Sensor motor
- Pre- operation
- Concrete
- Formal operation

The theory notes that the children develop skills and abilities in a somewhat predictable sequence, although not always at the same rate and their development is a function of both hereditary and environmental factors. The brain continuous to develop through childhood and adolescent although maturation plays a central role in the brain's development, many synapses form as a result of children's learning experiences.

In this theory complementary processes like assimilation and accommodation provide the mechanisms through which children develop and learn. Children often encounter challenges in their physical, social and academic environment as they work to address these challenges. They acquire increasingly logical and sophisticated thinking capabilities.



Piaget focused largely on how children acquire logical thinking capabilities on their own. He also notes that children benefit most from tasks that they can perform only with the assistance of others.

Another perspective of cognitive development is information processing theory; it focuses on how specific cognitive processes and abilities change over time. For instance children become increasingly able to focus their attention on an assigned task, use increasingly sophisticated learning strategies and become more cognitively aware of what they actually know and how they can learn most effectively. In this theory of cognitive development, Piaget states that for a child to benefit fully and learn from her/ his environment, there has to be the intervention of another person in the same environment (mediator) such a person will enrich the interaction between the learner and his/her environment. If the parent therefore fails to perform his role as the mediator their children with special needs in education will be adversely affected.

The theory also suggests that since each child's mental development is different, then every child should be given an opportunity to learn at his/her own pace. The slow learners and those with other special educational needs should not be segregated from educational programs but instead be given a chance to exploit their talents by being enrolled in schools.

It has been proposed that since advances in problem solving tend to be uneven across different types of tasks we should examine stages of cognitive development within different areas of domains (Feldman, 1980, Fischer, 1980). Thus children may be performing at different levels in different domains such as social role taking, perspective taking and various types of classification tasks with different objects, and this unevenness in cognitive performance will be largely attributed to experience (Keil, 1985; Pilo & Linn, 1982). This indicates that there can be considerable unevenness by children of the same age.

### **1.3 Objectives**

**General:** This study will determine whether there is a significant relationship between attitudes and parental involvement in education of children with special needs.

#### **Specific**

1. To find out the different types of special needs children in schools.
3. To determine parents' role in education of children with special needs in school.
4. To examine the problems faced by children with special needs in inclusive education
4. To investigate the relationship between attitudes and parental involvement in education of children with special needs.

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

The results of the study shall be of great benefit to the following people;

The parents will realize the needs to support their children by providing love and other learning materials thus a change in their attitudes towards such children.

Children with special needs will get access to education in regular schools. This will help them develop and exploit their talents as they interact with non disabled children, they will be able to develop self esteem and also benefit from the fruits of education like other Kenyans.

The Ministry of Education will use the results of the study to advocate for the modification of the learning environment to favor children with special needs education. They will also be able to modify the curriculum to suit these learners.

The community will have children with special needs educated since peoples' attitudes towards children with special needs will positively change hence be able to respect and support children with disabilities.

Teachers in regular schools will have the opportunity to interact with children with special needs and have positive attitudes towards them. They will be trained on how to handle these children.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0. Introduction**

This chapter will attempt to review related literature obtained from text books and journals. The review is organized under the following sub-themes.

- Parental involvement
- Attitudes.

#### **2.1 Inclusive Education**

Inclusive education is offering educational services in the least restrictive environment to all children with diagnosed conditions of exceptionality. Karen L. (1998:5). Inclusion is used to describe the education of children with exceptional conditions in the regular education classroom. Inclusion is based on the fact that all children, regardless of abilities have the right to participate fully in the most natural settings within their communities. According to Wamoyo (1987), despite their physical, hearing, sight, speech impairment, all children ought to study in an inclusive setting.

In recognition of the benefits of education in the development of the individual, community and the nation. International declarations in the 1990's continue to urge governments to provide basic education for all their citizens. Despite being signatories, African governments, Kenya included, is yet to achieve the objectives set out in all these declarations. One persisting constraint to the attainment of the goal of education for all (EFA) is parental negative attitudes towards children with special needs hence denying them access to education.

#### **2.2 Parental Involvement**

Parental involvement in the education of their children with special needs is dated back to 18th century when parents who saw the potential in their children started taking responsibility of teaching them at family level. St John of Beverly taught a person with hearing impairment how to articulate and talk. Other people such as Jacob Bernonilli (1654-1705) from Switzerland, Henry Baker (1698 – 1774) from United Kingdom,

Johann Conrad Amman (1699-1730) from Holland, Jacob Rodiriquez (1715-1780), Edward Sequin (1812), Napoleon Bonaparte (1768 – 1780 and Jean Marc – Itard (1798) all from France proved through teaching activities that it was possible to educate children with special needs.

Wamocho (1987:12) states that the family is the most important resource in education. One of the most significant developments in the field of special needs education over the years has been the recognition of the crucial role of the family. Many rehabilitative programmes world wide now centered on the active participation of parents. Wamocho therefore said that it is important that any relationship between programmes aimed at the full development of a child with special needs be encouraged through parental involvement and participation. In recognition of the benefits of education to the development of an individual declaration in the 1990's, continue to urge governments,

Kenya included the provision of basic education for all citizens. The universal declaration of human rights (1948) states that every child has a right to education and should not be denied the opportunity by anybody whatsoever. It further says that parents have a prior right to choose the kind of education that shall be given to their children. In support to the above the world conference on education for all (EFA) 1990 also affirmed the principles that every child has a right to education. The conference highlighted the range of differences which are present in today's societies and states that many groups are excluded from the mainstream education. These included all children with special needs in education. Other international policies that further support this are world programme of action (1983), children rights chapter (1989) and world conference on special needs education (1994).

Oudheusden (1984) states that although primary education may be compulsory in many countries it is an understandable fact that many parents refrain from sending their handicapped children to school.

In Kenya the provision of special needs education was started in the later years of 1940's. It was started by religious and other voluntary organisation. As in western countries, the education of the handicapped in Kenya started with programmes for the visually impaired

and followed closely by those with mental problems. Educational programmes for the hearing impaired followed in the 1960's.

Gachati (1976) noted with a lot of concern on the quality of education offered to children with special needs. He recommended that every child regardless of their disability, race or social status should be accessible to quality education. Kamunge (1996), Koech (1999) and children Act (2001) are all in support of the above. The persons with disability Bill (1997) states that it is unlawful for anybody or institution to deny admissions to persons with disability to any course of study.

Otiato (2002:7) states that parental support is important in the learning of children with special needs. The support given makes the child feel loved and appreciated as a valuable member of the family, worthy of being educated like other children in the family.

Mwaura and Wanyera (2002:15) states that being a parent is a demanding responsibility that is full of challenges but rewards. They state that parental involvement is very important for the intervention of children living under difficult circumstances. These parents should be involved in the following ways:

- Joint decision making with other stake holders on how to assist these children educationally.
- Guiding and counseling the children.
- Guiding and counseling family members on how to go about children with special needs.

Wamocho (1987) states that a child's physical handicap will not be a tragedy to him/her unless a parent or someone else makes it seem that way. Keviukes (2003:2) states that through parental involvement and participation their children development is enhanced. Parents should be involved in deciding activities and services of early childhood education centers. This will ensure that children receive appropriate care which enhances development. The following are roles of parents in early childhood education.

- Development of play and learning materials.
- Paying school fees and other levies.
- Ensuring that their children are fully immunized.

- Attending community awareness and educational meetings.
- Initiate feeding programs.

Piaget in his theory of cognitive development states that for a child to benefit and learn from his/her environment there has to be the intervention of another person in the same environment (mediator). The mediator can be a teacher or parents. Such a person will enrich the interaction between the learner and his/her environment. If the parent therefore fails to perform his role as the mediator their children with special needs education will be adversely affected.

The classical Liberal theory of equal opportunity and social Darwinism emphasize that every citizen should be given through education the social status to which he/she entitles him inherited aptitudes (organisation for economic cooperation and development 1975)

### **2.3 Relevancy of Inclusive Education**

The classical Liberal theory states that social mobility will be promoted by equal opportunity of education. The roots of this theory can be traced to writers such as Rousseau (1712-1778) who claimed that the “natural” statesmen were born equal and personal qualities should not jeopardize social equity so long as society rewards all people according to their status.

Thus the writers of the African declaration of independence claimed that all people are created equal. It follows from the belief that social institutions such as education should treat all people equally including those with disabilities. Horace Mann is also in support of this. The theory was found relevant to this study because parents have denied their children with special needs access to education. The parents have taken these children as different people who cannot produce and therefore as a liability.

### **2.4 Problems**

It is with great concern that authors like Randiki (2002) noted the major problems challenging the special needs children. Among others, they include difficulties in communication, stigmatization by ‘normal’ children, inability to cope with the regular environment, among others.



## **2.5 Parental Attitudes.**

Negative attitudes towards children with special needs have been great hindrances to their education. Many writers have quoted this as a major cause that has made parents deny their children access to school enrollment. Abila in her article “An insight into special needs in Kenya” notes that so many school going children with special needs stay at home despite the fact that education has been recognized and accepted as a right to all children.

According to Karuiki (1991) in the article; “Negative attitudes of society to the handicapped”, negative attitudes impact negatively on the lives of children with special needs. The society views them as a different class of people with definite stereotype behavior hence these children lead miserable lives. It is true to say being handicapped is not a big burden. It is the attitude of other people which is the hardest burden to bear. However, Kariuki (1991) also notes that some societies and social classes have been found to have positive attitudes towards the handicapped. These include middle class people as opposed to lower class people who are less knowledgeable about factual causes of handicaps and those who live close to the handicapped.

According to Randiki (2002:16) people with disabilities are not adequately provided by their families. They regard their disability as a just punishment from God. Hence these children were isolated. Some philosophers such as Plato and Socrates condemned children with disability as not capable of reasoning and therefore could not learn. However, Randiki also notes that by 18th century some parents developed positive attitudes towards children with special needs. He cited St. John of Bevery, Didynus and Juan Martin Pabloonet who taught children with learning disabilities.

Ngugi (2002:10) states that negative attitudes towards children with special needs usually arise from ignorance and fear of the unknown. He says the effects of these attitudes may be reflected on parents as follows.

- Parents prioritizing taking children without special needs to school and only considering the ones with special needs if finances are still available.

- Low expectation from the learners with special needs by parents leading to low self esteem in the learner.
- Some parents may be over protective towards the children with special needs education thus preventing him/her from taking part in daily life activities.
- Some parents of learners without special needs may oppose having those with special needs in the same class fearing that the education of their children will be adversely affected.

Mwaura and Wanyera (2002:15) states that parents have the role of reducing the impact that negative attitudes have towards children with disabilities by:

- Seeing the child of a human being first with dignity and respect.
- Creating a situation in which the child feels accepted and enjoys being a member of the family.

According to Erick Erickson's psychosocial theory of personality development, Margaret MC (2002:3) the influence of the family members and significant others on the growing child's personality is evident. Children with special needs are likely to experience emotional and behavioral problems if parents, peers and teachers deny them opportunity to engage in Play, social activities, failure to encourage and train such children to acquire Literacy skills of learning and writing and failure to train them on expectations of the society in terms of their future adult roles (Margaret M 2002:36).



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This is the third chapter of this research paper. It specifically looks at the research methodology in form of design, environment, population, data collection procedures, treatment of data among others.

#### **3.1 Research Design**

The researcher used quantitative approach in collecting data. This is because the data collected was mainly described in numerical terms. The researcher also used qualitative approach in analyzing the questionnaires and interview responses which needed frequencies and percentages. The approach used aimed at retrieving information on people's attitudes, behavior and parental involvement in education of children with special needs.

#### **3.2 Research Environment**

The study was carried out in Kaptem zone, Tambach Division, Keiyo district, Kenya.

The researcher chose this environment as it had a number of special needs children who are not enrolled in schools. The zone is 20 kilometers from Iten which is the headquarters of Keiyo district. The research environment is composed of twelve schools out of which the researcher only used ten schools to carry out his study. It was noted that the findings from the chosen schools would reflect the situation in the entire zone. The zone has a total of 3000 pupils with a total of 120 teachers. There are four administrative sub-locations which make up a location in the research environment.

#### **3.3 Respondents**

The target population from which the study was undertaken consisted of ten Head teachers from ten schools in the zone. All parents with special needs children within the zone also made the target population. The ten Head teachers filled the questionnaires which were analyzed to represent the twelve schools in the entire zone. The parents were drawn from every part of the zone. The zone has four administrative sub-locations and therefore the researcher opted to interview all parents in every sub-location to avoid biasness.

The researcher chose to use Head teachers as they have first hand information on the enrollment and other information on children with special needs. The parents were

chosen as they directly interact with their children and also could provide all the information on education and the attitude they hold on these children.

### **3.4 Research Instrument**

The researcher used researcher made questionnaires and an interview guide to collect data. The interview guide was used to interview parents as some were illiterate. The questionnaires were meant for head teachers as they were literate and could be able to read and answer the questions as required. The interview guide was prepared for parents of children with special needs as most of them are not conversant with reading and writing.

### **3.5 Data Collection Procedure**

The researcher collected an introduction letter from the institute of continuing and distance studies from Kampala International University which was presented to the authorities of the selected schools asking for permission to conduct research inside their school premises.

The researcher then distributed the questionnaires to the ten Head teachers in the zone to be filled and returned. To ensure that a hundred percent of the questionnaires were returned the researcher took them in person to the target population.

Using an interview guide the researcher visited the homes of parents with children with special needs and interviewed them. All the information required was recorded for the purpose of data analysis. The interview and questionnaire responses were gathered analyzed and a final report written on the same.

### **3.6 Statistical Treatment of Data**

The frequency and percentage distribution was used to determine the impact of attitudes and parental involvement in education of children with special needs in Kaptum Zone, Keiyo District Kenya.

Formular

$$\frac{f}{n} \times 100$$

Where

F- frequency

N – total number of respondents

100 – constant

## CHAPTER FOUR

### DATA PRESENTATION, INTERPRETATION AND ANALYSIS.

#### 4.0 Introduction

This is the fourth chapter of the research report. In this chapter the researcher analyzed ten questionnaires that were collected from the Head teachers from Kokwao, Kipyegor, Salaba, Kaptum, Kibendo, Kabulwo, Kapechel, Kipkulot, Chegi;et and Cheptorit Primary schools.

All the questionnaires were filled and returned to the researcher without defaulters. The researcher also analyzed interview responses from eight parents who have children with special needs. All the parents responded positively hence showing 100% response. The researcher therefore based his analysis on the eight interview responses from parents and ten questionnaires from the head teachers.

The researcher analyzed the data using simple tables and the pie-charts. The table below bears the frequencies and percentages of the questionnaire and interview responses.

RESPONDENT	NO. OF QUESTIONARES DESPATCHED	NO. OF QUESTIONARES RETURNED.	PERCENTAGE
HEADTEACHER	10	10	100%

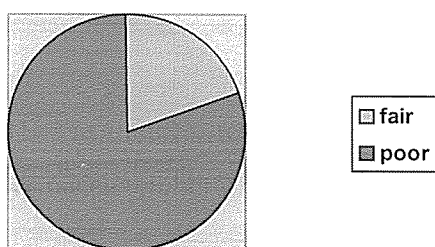
RESPNDENTS	NO. OF PARENTS INTERVIEWED	NO. OF PARENTS INTERVIEWED SUCCESSIVELY	PERCENTAGE
PARENTS	8	8	100%

The Head teachers who were able to fill the questionnaires successively were ten, who consisted of 8 male teachers and two female teachers. The ages were between 32-38 years except one head teacher who was between 39-45 years.

Seven head teachers had ATS 3 as their professional qualification while the rest were P1 teachers. Their teaching experiences fell between 15-19 years and 10-14 years.

#### **View of Head teachers on the enrollment of children with special needs in schools.**

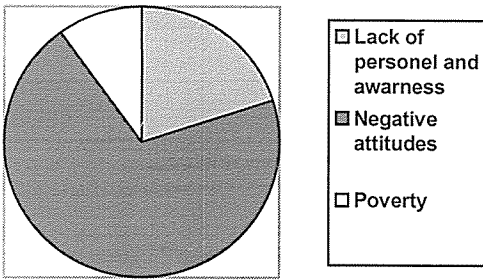
RESPONSE	FREQUENCY	PERCENTAGE
POOR	8	80%
FAIR	2	20%
GOOD	0	0%
TOTAL	10	100%



It is evident from the table and the pie chart that the enrollment of children with special needs in schools is extremely low. The table indicates that 80% of the head teachers hold the view that there is poor enrolment of these children in schools while only 20% indicate that there is fair enrolment. However 0% of the Head teachers indicate good enrolment.

#### **The view of Head teachers as to why many children with special needs are not enrolled in schools.**

RESPONSE	FREQUENCY	PERCENTAGE
- Negative attitudes.	7	70%
- Lack of personnel and awareness.	2	20%
- Poverty.	1	10%
TOTAL	10	100

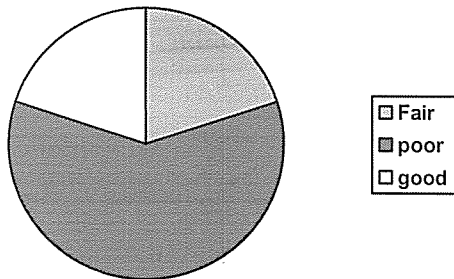


It is evident from the table and pie chart that 70% of the Head teachers hold the view that parents do not send their children with disabilities to school due to negative attitudes and low expectations.

20% of the head teachers hold the view that due to lack of personnel and public awareness parents tend to refrain their children with special needs from being enrolled in schools. While 10 percent indicates poverty as a cause to poor enrollment of these children in schools.

#### View of head teachers on fees payment for children with special needs.

Poor	6	60%
Fair	2	20%
Good	2	20%
TOTAL	10	100%

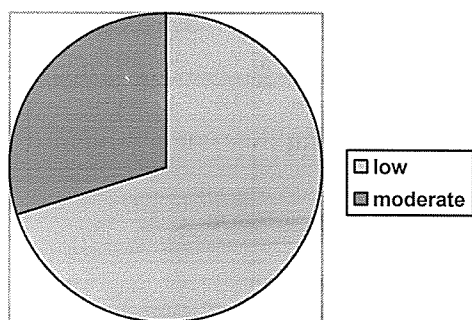


From the findings it is evident that 60% of the Head teachers hold the view that parents respond poorly to fees payment of their children with special needs while 20% hold the

view that parents respond fairly to their children's payment of fees. However 20% of the Head teachers indicated good response.

**View of head teachers on parents' expectations of their children with special needs.**

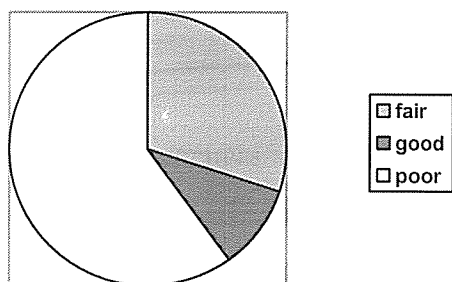
RESPONSE	FREQUENCY	PERCENTAGE
Low	7	70%
Moderate	3	30%
High	0	0%
TOTAL	10	100%



From the data collected it is evident that 70% of the head teachers hold the view that parents have low expectations of their children with special needs while 30% hold the view that the parents expectations are moderate. None of the head teachers indicated high expectations.

**View of the head teachers on parental provision of personal effects to their children with special needs.**

RESONSE	FREQUENCY	PERCENTAGES
Poor	6	60%
Fair	3	30%
Good	1	10%
TOTAL	10	100%

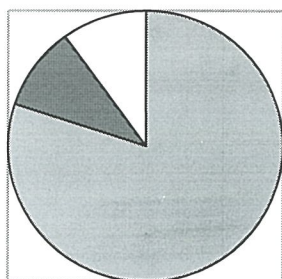


It is evident from the data shown on the table that 60% of the head teachers hold the view that parents poorly provide personal effects to their children with special needs, while 30% indicate fair provision. However 10% of the Head teachers hold the view that parents are good in the provision of personnel effects to their children.

**View of Headteachers on whether parents assist their children with special needs in areas of difficulty.**

RESPONSE	FREQUENCY	PERCENTAGE
Poor	8	80%
Fair	1	10%
Good	1	10%
TOTAL	10	100%

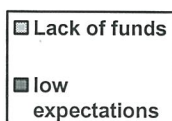
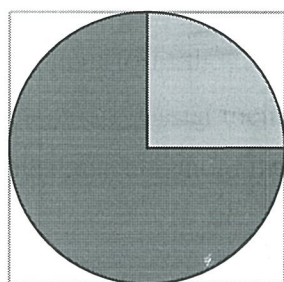




It is evident from the table and pie chart that 80% of the head teachers hold the view that parents poorly assist their children with special needs in areas of difficulty, while 10% of the Head teachers hold the view that parents are good in assisting these children.

#### Parents reasons as to why children with special needs are not enrolled in schools.

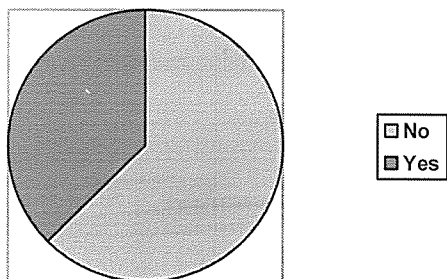
RESPONSE	FREQUENCY	PERCENTAGE
NO	6	75%
YES	2	25%
TOTAL	8	100%



From the findings it is evident that 75% of the parents have low expectations of their children with special needs hence denies them access to education. 25% of the parents indicate poverty and lack of funds as a major cause that has hindered enrollment of these children in schools.

**Response of parents on monitoring their children with special needs progress in schools.**

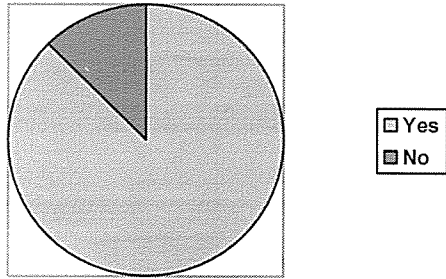
RESPONSE	FREQUENCY	PERCENTAGE
NO	5	62.5
YES	3	37.5
TOTAL	8	100%



It is evident from the table and the pie chart that 62.5% of the parents do not monitor their children's progress in school while 37.5% of the parents interviewed monitor their children's progress.

**Response of parents on monitoring of their children without disabilities progress in school.**

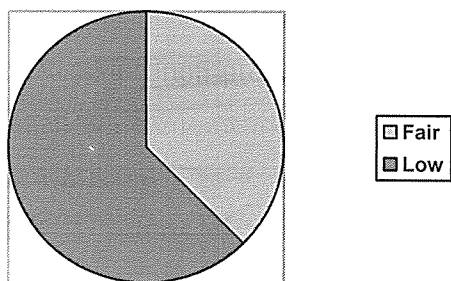
RESPONSE	FREQUENCY	PERCENTAGE
Yes	7	87.5%
No	1	12.5%
TOTAL	8	100%



From the findings, it is evident that most of the parents monitor their children's without special needs education progress in schools. The table shows that 87.5% of the parents monitor their children's work while 12.5% neglect the responsibility of monitoring their children's work

#### **Response of parents on expectations of their children with special needs.**

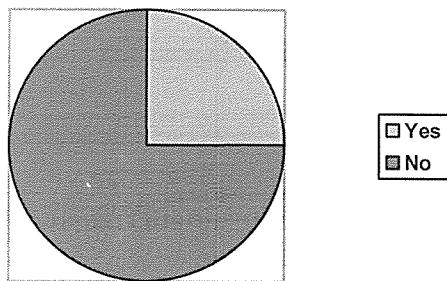
RESPONSE	FREQUENCY	PERCENTAGE
Low	5	62.5%
Fair	3	37.5%
High	0	0%
Total	8	100%



It is evident from the table and the pie chart that most parents have low expectations on their children with special needs. The table indicates that 62.5% of the parents hold low expectations on their children with special needs while 37.5% hold fair expectations from these children. However 0% of the parents indicated high expectations

**Response of parents on the provision of learning materials to their children with special needs.**

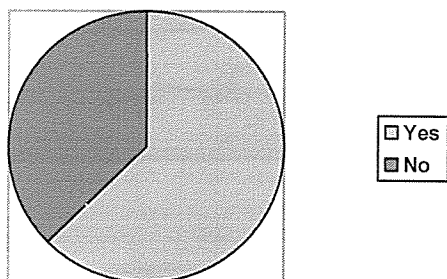
RESPONSE	FREQUENCY	PERCENTAGE
NO	6	75%
YES	2	25%
TOTAL	8	100%



From the findings on the table it is evident that 75% of the parents do not provide learning materials to their children with special needs. However 25% of the parents do provide learning materials to their children.

**PARENTS RESPONSE ON SCHOOL ENROLLMENT OF CHILDREN WITH SPECIAL NEEDS.**

RESPONSE	FREQUENCY	PERCENTAGE
No	5	62.5%
Yes	3	37.5%
TOTAL	8	100%



From the findings it is evident that 62.5% of the parents refrain their children with special needs from being enrolled in schools while 37.5% of the parents have enrolled their children in school.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS.**

#### **4.0 Introduction**

This is the last Chapter of this research paper entitled “Attitudes and parental Involvement in education of learners with special needs”. It deals with discussions, conclusion based on findings and recommendations.

#### **5.1 Discussion**

The first objective of this study was to find out the different types of special needs children in schools. According to literature available, Wamocho (1987:12) states that the major types of disability (special needs cases) include; hearing impairment, sight impairment, speech impairment and lameness. Respondents also agreed with the available literature about types of disability.

The second objective was to determine the parents’ role in education of children with special needs in school. Authors especially Wamocho (1987:12) state that the family is the most important resource in education. One of the most significant developments in the field of special needs education over the years has been the recognition of the crucial role of the family. Many rehabilitative programs world wide now centered on the active participation of parents. Wamocho therefore said that it is important that any relationship between programs aimed at the full development of a child with special needs be encouraged through parental involvement and participation. In recognition of the benefits of education to the development of an individual declaration in the 1990’s, continue to urge governments.

The above implies that parents together with the whole family have got a big role to play as far as supporting the special needs children are concerned. However, the literature also suggests that little has been done to make this a reality thus; “Despite being signatories, African governments, Kenya included, is yet to achieve the objectives set out in all these declarations. One persisting constrain to the attainment of the goal of educations for all

(EFA) is parental negative attitudes towards children with special needs hence denying them access to education”

According to respondents, it is evident that parents role in the education of special needs learners is still lacking. This is indicated by the statistics from the field for instance, 60% respondents say that the school fees payment is poor, 70% say that parents have got low expectations for such children, 60% confessed the poor provision for these children and 80% say that the general assistance is actually poor.

The third objective sought to examine the problems faced by children with special needs in inclusive education. According to Randiki (2002:16) people with disabilities are not adequately provided by their families. They regard their disability as a just punishment from God. Hence these children were isolated. Specifically however, the major problems challenging the special needs children among others include difficulties in communication, stigmatization by ‘normal’ children, inability to cope with the regular environment. Respondents’ views were not different from those of authors. However, they also added that these children lack enough material and facilitation, unprompt school fees payment and low expectations from parents.

The last as well as the last objective of this study was to investigate the relationship between attitudes and parental involvement in education of children with special needs. Kariuki (1991) says that negative attitudes towards children with special needs have been great hindrances to their education.

Many respondents agreed with the respondents and noted that because of the poor parental attitudes, such children find school fees payment problems, they lack materials, and they are stigmatized and other problems. Poor parental attitudes specifically explain the low enrolment patterns of these children in schools.

## **5.2 Conclusion.**

From the findings of this study it may be concluded that, parental negative attitudes, and lack of enough trained teachers are the major setbacks to the education of children with special needs. To alleviate this problem the government, non-governmental organisations, churches and professionals in the field of special needs education should come together

to sensitize and educate the community on the needs of children with disabilities. The government should train more teachers to handle these children in regular schools.

### **5.3 Recommendations**

It is evident from the findings from the study that parents' attitudes are the major hindrances to the education of children with special needs. The researcher therefore recommends that the government enacts and enforces strict laws to ensure that all children with special needs are not denied access to education.

Guidance and counseling Programmes should be put in place for all parents, children with special needs and the entire community. This should be done by professionals in the field of special needs education who will be able to foster positive attitudinal change towards children with disabilities.

The government with the assistance of non-governmental organisations and churches should organize workshops and seminars in order to sensitize the community on the needs of the government to increase budgetary allocation for sensitization, training of teachers and making regular schools disability friendly.

From the research findings it is also noted that parents are not conversant with the opportunities and services available for their children with special needs. This has made them have low expectation from their children. Parents therefore should be educated on the same thus parents develop positive attitude and expectations from their children.

### **5.5 Areas for further Research**

The researcher suggests the following topics for following research

1. Discipline and academic performance of special needs learners
2. Physical handicap and learners' performance in co curricular activities.



**APPENDIX A**

**TRANSMITTAL LETTER FOR THE HEADTEACHER.**

SALABA PRIMARY SCHOOL

P.O. BOX 175

ITEN

6TH AUGUST 2007

**TO THE HEAD TEACHER  
KAPTUM PRIMARY SCHOOL  
ITEN, KENYA**

Dear sir/Madam

RE: PERMISSION FOR DATA COLLECTION.

I am a graduating student of Kampala International University. I humbly write to you to permit me to carry out research data collection of children with special needs in your institution.

I hope you will acknowledge my request.

Yours faithfully,



Limo K. Nicholas.

## **APPENDIX B QUESTIONNAIRE.**

Dear Respondent,

I am Limo K Nicholas a student at Kampala international University investigating on attitudes and parental involvement in education of children with special needs in Kaptum Zone, Keiyo District, Kenya.

This is purely an academic exercise and your sincere responses will be highly appreciated and treated with confidence both during and after the study.

Thank You.

### **QUESTIONNAIRE FOR HEAD TEACHERS.**

#### **SECTION A**

You are kindly requested to fill in the bank spaces at the end of each question or simply put a tick ( ✓ ) were appropriate.

1. Gender

Male ☐

Female ☐

2. What is your age?

18-24 ☐

25-32 ☐

32-38 ☐

39-45 ☐

45+ ☐

3. Level of professional qualification

P1 ☐

P2 ☐

ATS 3 ☐

ATS 2 ☐

ATS 1 ☐

4. Teacher's experience

20-24 ☐

15-19 ☐

10-14 ☐

5-9 ☐

**SECTION B**

Information about children with special needs in the school and parental involvement in their education. Please respond to the following question by ticking (✓) or filling the blank spaces.

5. Have disabled children been enrolled in your school?

Yes ☐

No. ☐

6. If your answer is yes in the question above then give the total number of disabled children enrolled and list the types of disabled learners you have in your school

.....

7. (a) In your opinion, are there children with disabilities who have not been enrolled in any school within the school environment/community?

(b) If yes give reasons why this is so.

.....

.....

8. How often do parents of disabled children monitor the progress of their children in school?

Very often ☐

Often ☐

Not at all ☐

9. How often do these parents monitor the progress of their non-disabled children in the same school?

Very often ☐

Often ☐

Not at all ☐

10. (a) Do the parents pay school fees for their disabled children promptly?

Yes ☐

No ☐

(b) Give reasons as per your opinion

.....  
.....

11. In your opinion give comments on educational provisions given to children with disabilities as compared to their siblings (non-disabled) in school.

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

## **PARENTS INTERVIEW GUIDE.**

1. How many children do you have?
2. Do all your children go to school?
3. Why are children with special needs not enrolled in schools?
4. Do you monitor your children with special needs progress in school?
5. Do you monitor your children without disabilities progress in school?
6. What are your expectations on your children with special needs in school?
7. Have you enrolled your children with special needs in school?
8. Do you fully provide learning materials to your children with special needs?

If not, why?

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MAP OF THE RESEARCH ENVIRONMENT