

**FACTORS THAT HINDER INCLUSION OF LEARNERS WITH SPECIAL NEEDS  
IN EDUCATION YATTA DIVISION YATTA DISTRICT  
KENYA**

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**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENT OF A BACHELOR OF EDUCATION IN SPECIAL NEEDS  
INSTITUTE OF OPEN AND DISTANCE LEARNING OF KAMPALA  
INTERNATIONAL UNIVERSITY, KAMPALA UGANDA**

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## DECLARATION

I, *Peter N. Mutungi*, Adm. No. *BED/13 505/61/DF* hereby declare that this research is my own original work and not a duplication of similarly published work of any scholar for academic purpose. It has therefore never been submitted to any other institution of higher learning.

Signed.....*Peter N. Mutungi*.....Date.....*26/8/08*.....

## APPROVAL

This research proposal is presented to the Institute of Open and Distance Learning (ICDL), Kampala International University, through approval of my supervisor,

Sign.  Date. 26/08/08

Name KENT-R. KIRYA

## **DEDICATION**

This research work is dedicated to my mother Beatrice, wife Catherine and my children for their encouragement and support both spiritual and material.

## **ACKNOWLEDGEMENT**

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## ABSTRACT

Inclusion has always been a dream in Kenya despite the fact that the country has been a signatory towards international policies and conventions on special needs education. There is enough empirical evidence to support that negative attitudes towards learners with special needs in education still exist among the local people in Kenya. This being one of the major barriers of inclusion among others can only be overcome by way of realizing and implementing inclusion on the ground in order to make the parent more responsible to special educational needs. The belief that people with disabilities cannot be productive is still more attitudinal than real. The first choice of placement for children with special needs in education should be in a regular school within their community. This would ensure provision of quality education to special needs learners through inclusive approach that would remove barriers so that all children learn together. Before the actual inclusive education is fully implemented there is dire need to predetermine the possible barriers that are likely to hinder the formal inclusion. The researcher has used questionnaires to carry out a research on possible barriers that are likely to hinder inclusion of learners with special needs (SNE) in his own local division. The researcher has gone further collecting data on these possible barriers. Using sample eight primary schools within the division. According to the respondents inclusive education is faced by many barriers which should be first addressed ahead of the rest in terms of introducing and sustaining inclusive practices in our education system. Certain barriers as focused in the researcher's findings would take substantial time to overcome. The researcher would therefore urge the Kenya government to conduct an overhand research to ascertain these barriers and lay possible strategies to overcome them. This would open doors of inclusion wide open hence ensure quality education to all in Kenya. Inclusive education requires the educational system to meet the needs of the child as normally and inclusively as possible rather than the child with special needs in education being made to adapt to suit the needs of the system. This is a clear indication of the need to ensure modifications and adjustments are worked before hand. The main barriers that are likely to hinder the implementation of inclusive education includes negative attitudes, rigid curriculum content, lack of teaching and learning resources, lack of support for teachers, schools, inappropriate policies and legislation, lack of community and parental involvement, in accessible environment among others.

## ACRONYMS

SNE	Special Needs Education
E.F.A	Education for all
PWD	People with Disabilities
M.H	Mentally Handicapped
P.H	Physically Handicapped
V.I	Visually Handicapped
NGO	Non Governmental Organizations
CWDs	Children with Disabilities
SLD	Specific Learning Difficulties

## **CHAPTER: ONE**

### **INTRODUCTION**

#### **1.0 Overview**

This chapter provides a detailed description, plan, structure and strategies that were used in this study. This covered the back ground information, statement of the study, purpose of the study, objectives of the study, research questions, scope and significance of the study.

#### **1.1 Introduction**

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#### **1.2 Background Information**

Globally before 17<sup>th</sup> Century people with special needs were seen socially and physically as humans of little or even of no significance. Social factors throughout the history of disability have isolated people with Disabilities and delayed their development. People with disabilities have ever since suffered psychological torture and rejection due to negative attitudes towards disability. Parents of children with disability viewed their own children as liabilities and punishment from God. In African communities such children were at the mercy of wild animals because they were thrown in the bush. Women were expected to give birth to healthy babies. People with disabilities were isolated and their needs were not adequately provided for by families

and communities from which they hailed. During this period of neglect CWDS were seen as burdens and of lesser importance to the community. This was the error of "Exclusion" when such children were given labels. The history of exclusion persisted throughout the history of the special needs. 18<sup>th</sup> Century was a century of "hope" for children with special needs in education because some individuals and families saw the need to start intervention strategies for integration. Integration according to Randiki (2002) is the provision of educational services to children with special needs within the regular school system. 19<sup>th</sup> Century was the birth of inclusive education. This was a brainchild of the world conference on special needs held in Salamanca (Spain) in 1994. This Century was famous for institutionalization era whereby residential facilities were put in place to house children with varied special needs to protect them from neglect. This was a wake towards a positive direction because it was the earliest formal education to people with disabilities. This education was purely rehabilitative and upheld medical care. Emphasis were made with the hope to take the disabled person back to normal or rather taken them out of the disability world. Variable time was wasted at the expense of educational provision by trying to reverse disability all in vain. In Kenya churches, service providers, introduced custodian approach soon after World War II. The concerned were offered so much vocational and rehabilitation at the expense of Academic work. In 1968, sessional paper No. 5 focused on care and rehabilitation of children with special needs. This was done at the expense of prescribed school curriculum within the regular educational system. Such forms of segregations have persisted within Kenyan society at large as special schools and residential institutions which have since then grew in number in the first part of 20<sup>th</sup> Century. With this form of segregation or separation provision of services have not yet fully met the

educational needs of these children in Kenya due to many disadvantages of the same. Over the years Kenya has undergone tremendous changes engineered by international policies most of which she is a signatory. Domestically Kenya has ever since been in line with the current world order by setting some bench marks to be achieved. This has been done through setting up education commissions. The focal point for all commissions since independence was provision of quality education to all children including those with special needs in education in an inclusive schooling approach. This would remove barriers so that all children learn together. This education commission has been highlighting key factors in making 'inclusion' a reality. However their recommendations have not yet been fully implemented. Much of these recommendations have seen education system and teaching methods disadvantaging learners with special needs in education. Learners with special needs in education have been expected to fit into new systems notwithstanding their special needs. Some specific recommendations are relevant and appropriate they cut across many areas that would see more learners with special need to access quality education in an inclusive setting all in vain inclusive education has always been a reality in Kenya for the future. The researcher hopes that the children's act 2001 and the previous people with disability bill 1997 which has already become a law will ensure the success of inclusive education in this country, in the near future not to mention the proposed targeted E.F.A goals come the year 20 15. It is an issue of paramount importance for the researcher to study barriers that are likely to hinder a successful implementation of inclusive education at grass root level well in advance. This is to ensure that this round inclusion becomes a reality but not "a day dream" in Kenya. This will also serve as an endeavor to ascribe to the UN standard rules (1994) similar researches can be

conducted in sampled Districts in Kenya to ascertain these barriers and subsequent desire to prove our readiness for inclusion in reality. An emerging issue that education is free in Kenya there is a dire need for inclusive education to be practical now. The vision 2030 endeavours to enhance academic growth to all citizens irrespective of their disabilities as depicted by the slogan “every child in school”.

### **1.3 Statement of the problem**

In terms of introducing, sustaining and establishment of inclusive practices in our education system, Kenya will have won the battle against the ill and varied negative cultural traditions and beliefs or practices related to learners with special need in education. The researcher is committed to study the possible challenges that are likely to be encountered in the actual reallocation of inclusion at grass root level. This will enable stakeholders of inclusion to lay strategies on the basis of these study findings and look for sustainability of the educational provisions for all children. This would build foundation for enjoyable learning and creation of desire to further up to international standards.

### **1.4 The purpose of the study**

The purpose of this study is to investigate the factors that are likely to hinder the formal inclusion of learners with special needs in education in the regular schools of Yatta as a Division. Another purpose is to establish factors that should be put in place to ensure successful implementation of inclusive education in the Division predetermined in availability of basic educational infrastructure and provision for special needs in education learners in an inclusive setting.

### **1.5 Research objectives of the study were to.**

- i. Explore the regular teachers' present knowledge and understanding about special needs in education and the inclusion concept.
- ii. Investigate the teachers' views about inclusion of learners with special needs in education in the mainstream.
- iii. Establish the regular teachers' opinion on the factors likely to hinder education of learners with special needs in education in an inclusion setting within Yatta division.

### **1.6 Research questions**

- 1 What present knowledge and understanding do the regular primary school teachers harbour about special needs education and inclusive concepts?
- 2 What are the teachers' views about the inclusion of learners with special needs education in the mainstream?
- 3 To what extent are the teachers' opinions on the factors likely to hinder education of learners with special needs in education in an inclusion setting within Yatta division?

### **1.7 Scope of the study**

The study was carried out in Yatta Division. The division is in Yatta district. It borders Masinga division in the eastern side, Mwala division, in the western part Ndithini the southern side and Thika district in the northern wing. The study contextually covered the regular teachers' present knowledge and understanding about special needs in education and the inclusion concept, the teachers' views about inclusion of learners with

special needs in education in the mainstream. The regular teachers' opinion on the factors likely to hinder education of learners with special needs in education in an inclusion setting within Yatta division.

### **1.8 Significance of the study**

The main aim of this study was to establish the existing possible factors that have made our country unable to adapt inclusive approach that would ensure children learn together irrespective of their disabilities. The research findings would be of benefit to the following disciplines, learners with special needs, regular teachers, parents and citizens of Kenya.

The future researchers. The findings of the study are of great importance to the people interested in doing similar research. They are extended in other sections to gain a deep knowledge on the factors that hinder inclusion of learners in special needs in education.

As a student of education, I am optimistic that research findings were to a large extent enhance my career in researching and enable me to have a practical approach in solving education related problems, as the course requires. Then it help in promoting an open and private sector based projects policies aimed at providing quality and efficiency in the provision of services to the needy and disadvantaged pupils.



## **CHAPTER: TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section deals with the analysis of existing literature on the subject with the objective of revealing contributions, weakness and the gaps. This chapter specifically dwells on both the theoretical and conceptual frame work and actual review of the related literature arranged under themes from specific objectives.

#### **2.1 Theoretical review**

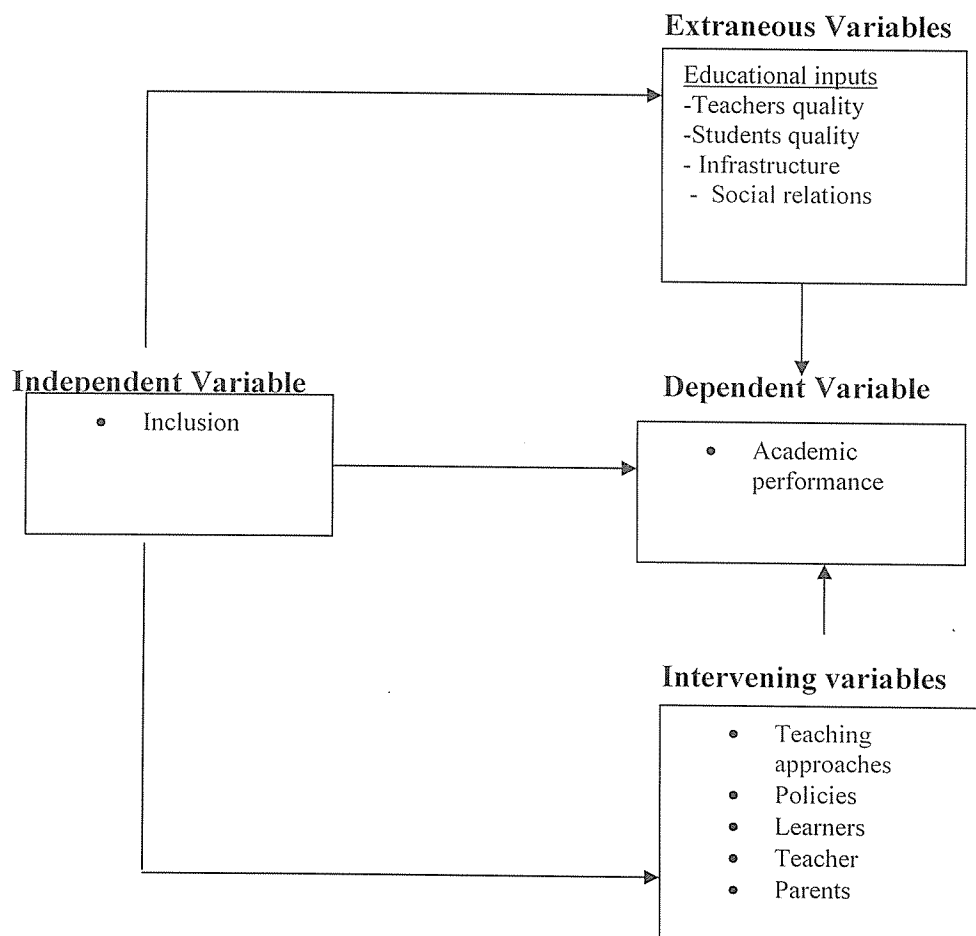
In regard to African culture there exist theories relating reasons as to why some women give birth to children with diverse special needs or disabilities. In some communities they said that it was due to promiscuity among the mothers or incest. Others said it emanates from a curse from God or even witchcraft. Mothers tried to observe all taboos to please God but children with disabilities were still being born. A clear proof says that these theories have no base. People also believed that children with disabilities should not be taken to school. They can not comprehend. They can not be accepted to interact with the regular learners. Later days they were taken to train on life skills and social skills assuming they are unable to understand concepts pertained in the school curriculum.

#### **2.2 Conceptual framework**

Learners with special needs performance in schools has been wanting in almost every school in Yatta division. Most of these categories of learners score below average.

Their parents and teachers seem contented with this kind of achievement. The assumption is that these learners cannot improve on performance. The researcher got that with full support of the parents and teachers, these learners can do marvelous especially now that teachers are being trained on special needs.

### The conceptual Diagram



## 2.3 Review of the related literature

This part of the study has essentially four below mentioned themes

### **2.3.1 Types of children with special needs in education**

Children with special needs in Education are children whose performance and abilities differ significantly from that of the average child. Such differences occur in development norms such as physical, psychological, social and cognitive. A child may have special needs in education because his/her learning is hindered by certain barriers occasioned by his/her handicap, disability or exceptional ability. There are different types of handicapping conditions. A child who is deaf may be unable to follow lessons in a regular class because he/she cannot follow verbal communication. A gifted and talented child learns faster than other children. Such children do much better than children of the same age group because they have high intelligence and find class work and other activities meant for their age-group too easy. They do not augur well with the other children. Children with special needs in education are grouped into categories according to: Sensory differences, Cognitive differences, Communication difficulties , Emotional and Behavioral problems, Physical and multiple difficulties, Health problems.

Children with sensory differences include hearing impaired, visually impaired and deaf blind. Children classified as with cognitive differences includes those with development disabilities, children with SLD mentally challenged and children who are gifted and talented. Children with communication difficulties include those with speech and language problems. Children with physical difficulties include those with orthopaedic and neurological difficulties. Children classified as with health problems includes those suffering chronic heart diseases, Haemophilia and Tuberculosis among others. Other category of children with special needs in education includes those living under

difficulty circumstances such as traumatized, abused, neglected, refugees among others.

### **2.3.2 Historical background of special needs in education.**

Before 17<sup>th</sup> Century was the exclusion period and as it was in the world all over Kenya was not an exception. By 18<sup>th</sup> Century although the developed countries had shown signs of realizing the potentials in children with disabilities and started teaching such children at family level, little or nothing is known to have taken place in most of the African countries, this is an indication that exclusion was still extended up to the end of the 18<sup>th</sup> Century. During this Century, developed countries were practicing private tuition. In the 19<sup>th</sup> Century the practice of institutionalization was being practiced where by residential facilities were put in place to house children with varied special needs to protect them from neglect. The earliest education to person with disabilities was purely rehabilitative and upholds medical care in hope that the disabled persons would be made normal or taken out of the disability world. Valuable time and resources was wasted at the expense of educational provision by trying to reverse disability. In Kenya the first institutions for people with disability were meant for rehabilitation. Persons with disabilities who went through such institutions got so much of vocational education and rehabilitation at the expense of academic work. Sessional paper No. 5 of 1968 focused on care and rehabilitation of children with special needs. Speech therapy was emphasized for the deaf and partially hearing and as such they were supposed to be taken out of the "silent world". All this was done at the expense of a prescribed school curriculum within a regular education system. Special needs education started in Kenya during the Second World War to rehabilitate army officers who returned from World War II in 1945 with injuries. Services were developed to



rehabilitate those with visual, physical and brain damage. Later such programme included other handicaps. Education was managed by churches, Nongovernmental organizations, voluntary organizations and individuals who played a learning role at the start of special needs in education. Earliest special schools grew up to cater for a broad category of learners between 1945 and 1968. Most of these schools were organized in the late 1940 and early 1960's by churches and non-governmental organizations, as churches and NGO's continued supporting for children with special needs, societies and associations for and of person with disabilities supported government's effort in the provision of services in the area of education, social welfare and health care.

### **2.3.3 The definition of integration and inclusive education**

#### **2.3.3.1 Integration**

Different professionals sometimes use these two terms integration and main streaming, synonymously. The terms indicate the participation of learners with special needs in education regular education without demanding changes in curricular provision. Such children follow the school system as it is with some or no support to cater for those with special needs. They are expected to adapt to the regular school arrangements. Integration is mostly used in Europe and Kenya while mainstreaming is commonly used in America. This is the philosophy of ensuring that schools, centres of learning and educational systems are open to all children. This enables the learners to be included in all aspects of school life. It also means identifying, reducing or removing barriers within and around the school that may hinder learning. It emphasized that teachers, schools and systems

need to modify the physical and social environment so that they can fully accommodate the diversity of learning needs that pupils may exhibit. In an inclusive school a large diversity of learners are included and differentiated educational experiences is provided to cater for the various diversities. In 1990 most developing countries signed the world declaration on education for all in jomien which stated that every person shall be able to benefit from educational opportunities, designed to meet the basic educational opportunities, designed to meet their basic learning needs. The Salamanca statement (1994) world conference on special needs in education, organized by UNESCO adopted by acclamation the Salamanca statement on inclusive education stated that. Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. Every child has a unique characteristics and interest. Education system should be designed and programmed to take into account the wide diversity of these characteristics and needs. Every child should have access to a regular school which should accommodate them. Kamunge report cited Okot el al promoter integration of the handicapped in formal education and training. It clearly states that young children with special needs in pre-primary school age be integrated in regular pre-primary school and be provided with necessary tools/ equipment to enable them to learn effectively.

### **2.3.2 The teachers attitudes views about the inclusion of learners**

According to development dialogue team (2003) the Programme of inclusion benefits every one. The non disabled benefit from interaction. They learn so much from disabled children as in societal responsibility. It puts emphasis on equality, access and chance to education for all and adjustments of environment to fit every child at the

nearest regular school. According to Randiki ,(2002) rapid increase of children with special needs due to wars, economic depression and social life styles have made special schools too limited to absorb the big number of children with special needs hence the Programme (inclusion) has eased the problem. Learners with special needs in education enjoy the social integration from peers and relatives. Since inclusion is less restorative to learners, they interact freely with others without similar special needs in education. Inclusion gives an opportunity for learners without special needs to support those with special needs in various activities.

Inclusion addresses all learners' needs within the regular school using all the available resources to create opportunities for them to learn together in preparing them for life. It enables special needs in education learners and their peers to develop constructive and sustainable relationship. It ensures a mutual perception of shared experiences through provision of a well planned collaborative learning experience. Inclusion is like in health services whereby the sick persons are provided with services according to their level of sickness. All children learn and grow in the environment they will eventually live and work in. Pupils and teachers gain virtues of being accommodating, accepting, patient and co-operative. Children gain valuable virtues such as being considerable, patient and humble as they support one another. Some learners is special needs in education are gifted and talented with special abilities which their peers can benefit from. Teachers share ideas and knowledge with each other and parents. Inclusion would make education a meaningful aspect of life. Teachers would develop skills and abilities when working as a team. Inclusion would boost the status of teachers in the community. Inclusive education creates a school for ALL thus inclusive society. Self

esteem of special needs in education child would be improved. Inclusive education is cost effective and gives equal opportunities to all children.

### **2.3.2.1 Disadvantages of integration / inclusive education**

According to Randiki (2002) some of the disadvantages of inclusive education are higher numbers of learners in classrooms that hinder the teacher from offering individual attention to all learners with special needs in education. There's a large number of teachers who were trained in the past and are not compatible with inclusive education. Frequent examination also hinders inclusion. He also argues that high degree of poverty impact inclusion negatively. If not well coordinated a learner with special needs in education may be excluded from academic learning while being vocationally or socially included. Labeling/ stigmatization of learners with special needs in education may result to special arrangements to help meet their needs. This may lower the learners self image. The regular teachers and others learners feel incompetent to deal with the special learner who they think may only be handled by the special teacher. In integration / inclusion the child is likely to be viewed as a problem with all kinds of needs which are difficult or impossible to meet. Changing the negative attitudes of people towards persons with disabilities takes a great deal of time.

### **2.3. The hindering factors towards inclusive education**

There are factors that may hinder the practice of inclusive education. Most of our schools may not be able to effectively accommodate learners with various diversities of learning needs. This is because of the many existing barriers in our education system towards learners with special needs. These barriers include negative attitudes of teachers and stake holders towards learners with special needs in education



due to ignorance. The community and parents who prioritize taking other children and only considering the child with special needs only later if the finances are still available and if not enough the child is never taken to school. Low expectations by the parents leads to low self esteem in the learner. Some parents may tend to be over protective towards the child with special needs in education thus preventing him/her from taking part in daily life activities. This hampers the child's possibilities to develop his/her potentials. Some parents of learners without special needs may oppose having those with special needs in education in the same class fearing that education of their children will be adversely affected. Some teachers may object having learners with special needs in education in their class or school fearing that the child will lower the mean score for that class or school. This is due to exam orientated nature of our education system which is a major barrier to inclusive education. Many teachers think working with a child with a disability or other special need calls for technical training. Special needs education has been mystified by the belief that it is very special and only special teachers trained in a special institution can handle. Even school inspectors and other education officers avoid carrying out inspection in special education programs as they may not understand the special world. Regular teachers refer special needs in education learners to special schools or unit hence deny the learner a chance to learn in the natural setting in the neighborhood. Lack of teaching aids, equipments and human resources. Teachers and schools are not supported by appropriate policies and legislation. Class repetition, school desertion and poor quality training of teachers. Rigid methods, rigid curriculum and rigid evaluation criteria, communication barriers between the teacher and the learner in accessible environment

## **CHAPTER: THREE**

### **METHODOLOGY**

#### **3.1 Research design**

The researcher used survey research design and strategy. This is because it is easy to collect data and determine the precise situation of the problem that the researcher is investigating on factors likely to hinder education if it has to be a reality rather than a dream in Kenya. However the researcher used questionnaires and from the responses given by the respondents the researcher was able to determine the situation of the matter under the study on the ground. More over the researcher studied the parents, teachers and pupils of his own working stations namely Mamba primary to determine interviews / observations

#### **3.2. Research population**

The researcher used 8 (Eight) schools in the division derived from the worst and the middle level conditions. Out of the many schools the researcher aimed to get a clear picture of the whole division from the teacher's responses in the eight (8) schools. The divisions have 50 schools and each school has 10 teachers giving a total of 500 teachers. The researcher got responses from 2 (two) teachers from each school totaling 16 (sixteen).

#### **3.3 Sample and sampling procedure**

The researchers decided to use a sample of sixteen (16) teachers in eight (8) schools in every school the researcher picked two (2) teachers only. This gave the researcher

a total number of sixteen (16) teachers as a sample. Although the total number of teachers in the schools is vast time could not have allowed the researcher to sample a bigger number as proposed but the researcher believed that he would get at least a clear situation on the ground.

Zone	School	Teacher	Total
4	2	2	16

The researcher used cluster sampling all through his research. He divides his population into a number of clusters. The researcher clustered eight primary schools to represent the giant Yatta Division and two teachers, one in upper and another in lower primary to represent the others in the division. All the respondents were given equal chances in the analysis.

### **3.4 Research Instruments**

The most elaborate and convenient tool that the researcher used was questionnaires. The questionnaires comprised a number of prompting questions which were to be answered in written. The respondents had to tick in very simple questions and also explain slightly why they choose the previous answers. The questionnaires were convenient to the researcher because they were self explanatory and also they could be sent by post office. The questionnaires had both open and closed ended questions and applicable to all the regular teachers. The first questions were on knowledge and understanding of special needs in education while others were seeking the historical background of special needs in special education challenges. The questionnaires also Enquired to know if the teachers had knowledge of inclusive education of learners with special needs and its implication.

### **3.5 Research Procedure**

The researcher used introductory letter from the University and presented it to the area provincial administrator to obtain permission to carryout the research. After obtaining permission from the provincial administration he further sought permission from the headteachers of the sampled schools. After that he began the major task of collecting raw data.

### **3.6 Data Analysis**

The research sent letter to the sampled schools through the head teachers seeking for permission to conduct the research. The researcher gave questionnaires to respective teachers. After the questionnaires were completed the teachers returned them to the researcher through their respective head teachers. The researcher seat down and analyzed the data from the questionnaires using tables. Descriptive statistics was used to measure central tendency, variability and relationship between variables. This includes proportions and percentages. Summary statistics were used in the presentation of analysis. The include use of percentages, summarized tabulations and frequency distribution.

### **3.7 Ethical considerations**

The researcher first sought permission from the respondents before engaging in the questionnaires. The respondents were informed not to identify or write their names and were not obliged to give a particular answer.

### **3.8 Limitations of the study**

During the research exercise, the researcher did experience the following challenges.

- i. The ministry of education calendar could not match with the researchers programmes.
- ii. The distance from one primary school to the other was long hence the exercise was tiresome
- iii. Soliciting for enough funds to cater for essential needs such as foods, bus fare typing and binding was a bit difficult.
- iv. Some respondents did not return their questionnaires

## CHAPTER: FOUR

### PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

#### 4.1 Introduction

In this chapter the researcher is going to analyze the questionnaires which were meant for the regular school teachers. The researcher gave out questionnaires to eight schools and they were to be filled by 2 teachers one (1) from lower and one (1) from upper primary. The researcher got back fourteen (14) questionnaires and analyzed each question separately in the order they come. This is with a very clear view on the ground.

#### 4.2 Data interpretation of respondents Gender

**Table 4.2.1: Data interpretation of respondents Gender**

<b>Ganger</b>	<b>Frequency</b>	<b>Percentage</b>
Female	6	37.5%
Male	10	62.5%
<b>Total</b>	<b>16</b>	<b>100%</b>

This table shows that majority of the respondent are males with 62.5% showing that the number of male is higher than that of female counter parts whose percentage is 37.5%. The low number of female teachers could be attributed to insensitivity in educating the girl child. The government needs to give priority to women during teacher employment exercise.

**Table 4.2.2: Professional qualification**

Level	Frequency	Percentage
DIP	0	0
ATS	2	12.5
PI	13	81.25
P2	1	6.25
<b>TOTAL</b>	<b>16</b>	<b>100</b>

**Table 4.2.3: Age**

Age	Frequency	Percentage
20-25years	0	0
26-30years	3	18,75
31-35years	4	25.00
36-40years	7	43.75
41-above	2	12.5
<b>Total</b>	<b>16</b>	<b>100</b>

This table shows that 43.75% of the respondents are between 36 - 40 years while the lowest cadre is 41 years and above which comprises of 12.5%. Most of the teachers are young and energetic with little personal commitment hence isolated cases of teacher absenteeism.

**Table 4.2.4 : Highest Academic Level**

Level	Frequency	Percentage
KCSE	0	0
'O' Level	15	93.75
'A'	1	6.25
<b>Total</b>	<b>16</b>	<b>100</b>

This shows that all respondents went up to form 4 (four). From a total of 16 Years, 15 of them have o-level as their highest education level, while only 1 teacher has A-level certificate. This translates into 93. 75 & 6.25 respectively. Most of the A-level school teachers trained to teach secondary schools or joined other concerns. There are very few graduate teachers if any in the primary schools.

#### **4.3.1 The present knowledge and understand of teachers**

This question was trying to find out if there are children with special needs in the existing regular schools in the Division .It also targeted to determine if the regular teachers face difficulties in handling such children if at all they do it.

##### **4.3.1.1 Scores of the teachers understanding.**

Responses	Frequency	Percentage
Yes	16	100
No	0	0

This indicates that there is total presence of children with SNE in the mainstream schools. The teachers were not aware of most SNE categories. These children's individual interests are not catered for.



#### 4.3.2 Teachers opinion whether they had come across pupils with SNE

This question targeted to determine if regular teachers have ever met children with SNE and how far they can determine special needs in children.

**Table 4.3.2.1 scores of the teachers responses**

Response	Frequency	Percentage
Y	1	100
N	0	0

The response was 100% indicating that they once met children with SNE in the course of their daily teaching activities. Most of their supportive ideas were based on poor performance academically. This means regular teachers only uses exams as tools to determine special needs. They do not emphasize on development of essential skill such as daily living skills and social graces skills. The teacher lack assessment skills.

#### 4.3.3 The nature of Disability

This question was aimed at determining the prevalence of the commonest nature of disability among learners in the division

**Table 4.3.3.1 Scores of the nature of Disability**

Response	Frequency	Percentage
M	10	62.5
V	1	31.2
P	3	18.7
H	2	12.5
T	16	100

Where M -Mentally retarded, V- Visually impaired, P- Physically hand capped

H -Hearing impaired

This indicates that majority of the special needs in education learners in the division are mentally challenged. The parents need to be sensitized on how to handle this category of children. Awareness campaigns to discuss the possible causes of mental retardation should be encouraged.

#### 4.3.4 The attitudes of teachers towards witchcraft

The questions wanted to establish among teachers whether they attribute witchcraft as a cause of special needs in education amongst learners.

**Table 4.3.4.1 The scores of teachers towards witchcraft.**

Response	Frequency	Percentage
D	5	31.2
I	5	31.2
A	3	18.7
W	1	6.25
O	2	12.5

Where D      Disease      In      Inheritance      A      Accidents

W      Witchcraft      Ot      Others

Majority on 31.25% agreed that special needs in education amongst learners is caused by diseases and inheritance respectively. A few attributed the causes to accidents on 18.75% while witchcraft had the least of 6.25% others were related to drugs and unknown causes at 12.5%. It brings about the view that teachers are no longer glued to traditional beliefs that are retrogressive.

#### **4.3.5 The interaction of learners with Disability with others**

The researcher wanted to establish whether learners with special needs in education readily interact with others in the mainstream and in what activities.

**Table 4.3.5.1 Scores of the interaction of learners with others**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Y	1	87.5
N	4	12.5
<b>T</b>	<b>1</b>	<b>100</b>

Majority of the responses clearly indicated that 87.5% interaction of special needs in education learners. The active population is welcoming and shows a positive attitude growing to almost all learners. Responses of No. are minimal and can be reduced to zero. On matters related to interactive activities majority sited academic activities. The same should be extended to outdoor activities.

#### **4.4 The teachers' opinions**

##### **4.4.1 The inclusion of learners**

The researcher wanted to determine whether inclusion would deter academic performance according to regular teachers.

**Table 4.4.1.1 Scores of the inclusion of learners**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Y	10	62.5
N	6	12.5
<b>T</b>	<b>16</b>	<b>100</b>

Majority on 62.5% supported the ideas that inclusion of learners with special needs in education in the mainstream would negatively affect academic performance. This was commonly based on work of the teachers. It therefore implies that these learners are viewed as non performers. They need encouragement and motivation from the teachers since they can perform.

#### **4.4.2 The associated Traditional beliefs**

The question wanted to establish whether there are associated traditional beliefs with special needs in education amongst the community.

**Table 4.4.2.1 Scores of the associated traditional beliefs**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Y	14	87.5
N	2	12.5
<b>T</b>	<b>16</b>	<b>100</b>

This indicated that there is still a very strong element of traditional belief on matters related to special needs in education. Teachers and parents need to understand and do away with negative traditional beliefs.

#### **4.4.3 Children concealed in the villages**

The question targeted to establish whether there are children still concealed in the villages.

##### **4.4.3.1 Scores of the children concealed in the villages**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Y	12	87.5
N	4	12.5
<b>T</b>	<b>16</b>	<b>100</b>

This indicates that there are quite a great number of children in home custody due to their nature of disability. These children are going without academic advancement. As well they are deemed interactive skills. The government through the provincial administrations should come up with appropriate strategies to make the parents of these children bring them out so that they can learn together with the regular ones. Above all these children should be free to exercise their individual rights.

#### **4.4.4 Educational Provision to learners**

The researcher wanted to establish whether there is educational provision for learners with special needs in education in the Division.

##### **4.4.4.1 Scores of educational provision to learners**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Y	1	6.25
N	15	93.75
<b>T</b>	<b>16</b>	<b>100</b>

This clearly indicates that there is nothing on the ground to support inclusion. The government and parents should provide funds for physical environmental adaptations, purchase of assistive devices while teachers and pupils can improvise some.

##### **4.4.5 Content matter in the syllabus**

The researcher wanted to establish whether the content matter in the syllabus is conclusive for special needs in education learners.

#### 4.4.5.1 Scores of content matter in the syllabus

Response	Frequency	Percentage
Y	2	12.5
N	14	87.5
<b>T</b>	<b>16</b>	<b>100</b>

This clearly indicates that the syllabus without special needs in education have rated at 87.5%. On alternative measures majority guessed that there could be a designed special syllabus for these learners. It is important to have a common curriculum that addresses the needs of all categories of learners.

## CHAPTER: FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter focuses on the discussion, conclusion, and the recommendations basing on the discussions from chapter four.

#### 5.0 Discussion

Yatta Division has a higher number of male teachers than female teachers. Male teachers constitute 62.5% of the teaching force. Majority of the teachers in the division aged between 30 years to 40 years of age. The smallest number ages 41 years and above.

The division has a young working force majority of them having taught for only ten years. Majority of these aged 41 years and above are approaching retirement in the near future of between 4 to 7 years.

A larger number of teachers have gone up to form four while only a few went up to A-levels. After their formal education and training very few teachers aspired to further their Education due to reasons better known to them. A large number of teachers have never come across special needs Education. They only attribute it with special schools. Majority do associate special needs with inheritance. A few special needs teachers with witchcraft issues.

All teachers agree that there is a big problem in teaching children with special needs in education and that is the reason why very little care is taken to accommodate them. Quite a good number of teachers agree that inclusion is practicable if only separate classrooms were set a side for the severe cases especially M.H.



A large number of teachers still mention that V.I children should remain in special schools. Since these children cannot be contained in the regular school. To a lesser extend some suggest that children with low vision can be accommodated in the regular set up with a few modification.

Majority of the teachers suggest that they can only handle special cases of special needs in Education if they were offered training by the government without the issue of cost sharing. A smaller percentage of teachers ignore the issue of inclusion for the sake of the able children whose academic standards would be affected as they claim.

Majority of the teachers are positive and are ready to follow any given and laid down guidelines for the sake of children with special needs in education.

Since the teaching staff comprises a younger and energetic man power, it is there therefore important to note that inclusion is practicable with such man power. Although there is sited serious understaffing which can be over come by employing more teachers to cater for better services and lessen the work load for better performance. Due to poor economic conditions in the division teachers meager earning cannot sustain their living and afford to pay fees, for further training on special needs in education. Since there is very little and almost nothing on the ground meant to cater and accommodate, learners with special needs in education in the most of the sampled schools, it is evident that measures should be taken to put up readiness for inclusion. The division was noted to have a higher number of learners with M.H and related disabilities and this call for greater need on care and sustenance of the same. Resource materials for special needs in education should be made available from grass root level. On matters related to exams special needs in education learners have been subjected to sit for the same examinations against which they



are graded. This worsens the situation when they viewed as 'tail pushers' in the class.

This means something should be done for a positive change.

## **5.1 Conclusion**

According to the research findings and the researcher's overview feelings, inclusive education can be practicable in Kenya. This could only be made a reality rather than a dream by way of the government commitment to implement the same soonest. However there are many barriers which should be removed ahead of the actual implementation. Most of the barriers confirmed through the sampled research cannot be overcome overnight but requires quite a great deal of time, effort and support from all sorts of well wishers, government, NGO's, and international bodies. The main core of the barriers is centred on the teachers, parents, pupils and the geographical make up of the ground not to mention the infrastructure.

On attitude issues the government should sensitize the whole populace on matters related to inclusive education and children with disability. The researcher was satisfied with the suggestion and responses raised by the few regular teachers who were clear and to the point in response to the question. Although we live in a changing world, some changes are not justifiable automatically since excuses and bitter opposition are bound to exile before any change takes place and they are left to tail in the class performances. This adds more traumas especially to those with mental related cases. All the respondents agreed that there are no ready stakeholders who can assist because the area is characterized by collapsed infrastructures. They claimed that majority of the people in power do very little to their constituents. The respondents claimed that it is not unless teachers are sponsored to train on special needs in education and the government show total commitment that inclusion would

become a reality. On the view that majority of the regular teachers view special needs in education as meant for special institutions the researcher would suggest awareness campaign to be conducted.

## **5.2 Recommendations**

- Inclusive education is a good preparation for later adjustments and it would offer children with special needs in education quality education and an opportunity unaffected by labels, neglect and segregation. Regular teachers should be given access to special needs education through sponsorship to in-service / pre service courses.
- There is need for the MOEST to establish back up to peripatetic teachers and resource rooms in the regular schools to enable the inclusive education to become a reality. Emerging issues that education is free in Kenya today spells there is dire need that inclusive education is out to be practical now. It is therefore the researchers appeal to the Kenya government to draw clear policies on special needs in education and implement it on the ground rather than paper work.
- Children should be educated in the schools within their locality. Teachers dealing with large classes in inclusive setting could be assisted by employment of more teachers. Parents awareness meeting in all zones needs to be coordinated to make it possible for the parents to an active role in an inclusive setting.

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## APPENDICES

### Appendix: A

#### SECTION A: PERSONAL INFORMATION/DATA

1. Gender      M      ☐      F      ☐

2. Current professional qualification grade

Graduate ☐      ATS I      ☐      ATS II      ☐      ATS III      ☐

ATS IV      ☐      P1      ☐      P2      ☐      UT      ☐

3. Age      20-25 years old      ☐

30 years old      ☐

31-35 years old      ☐

36-40 years old      ☐

41 years and above      ☐

4. Teaching Experience

1 – 5years      ☐      6– 10years      ☐

11 – 15years      ☐      6 – 20years      ☐      21 years and above      ☐

5. Highest Academic Level

University ☐      A-level ☐      KCSE/O-level ☐  
KCPE/CPE ☐

**4.3 Section B knowledge /understanding of SNE**

1. a) Do you have children in your school who to have an element of special needs in education?

Yes ☐      No ☐

b. If yes do you find it easy to teach them?

Yes ☐      No ☐

2 a Have you ever met a child with special needs in education?

Yes ☐      No ☐

b. If yes how did you know that he/she had special needs in education? Please briefly explain -----

3. What special needs in education have you ever noted among your learners? Briefly explain-----

4. What are possible causes of special needs in education?

Diseases ☐ Inheritance ☐

Accident ☐ Witchcraft ☐

Any others? -----

### Section C historical background of inclusive education challenges

5. a) Do learners with special needs in education interact with others in mainstream?

Yes ☐ No ☐

b) If yes in which activities do these children interact?

Education/ academic ☐ or Physical ☐

Social ☐

MAMBA PRIMARY SCHOOL,  
P.OBOX 18,  
KITHIMANI.

TO: THE REGULAR, PRIMARY SCHOOL TEACHERS  
THRO" HEAD TEACHERS

Dear Fellow teachers,

**RE: EDUCATION RESEARCH STUDY**

I would like to kindly inform you that I am a distance learner with the Kampala international university Uganda. During the course of our study we are supposed to conduct an educational research as partial fulfillment for the award Bachelors degree in special Needs in Education. In this respect, I am therefore carrying out my educational study research study based in Yatta Division. Your school happens to be among the few I chose for the same purpose. I therefore request your office to kindly allow me to carry out this study in your school. My study will be based on the factors that are likely to hinder inclusive formal education of earner's schools in the division. Attached herewith please find three questionnaires forms named 'A, 'B 'C Study' each question and respond to each appropriately. Note that every information will be treated with confidentiality and used for the purpose of this study only.

Your co-operation will be highly appreciated. Thanks in advance.

Yours faithfully,



PETER N. MUTUNGI

BED/13505/61/DF



Kampala International University  
**Institute of Continuing and Distance Education**

P. O Box 20000  
Ggaba Road, Kansanga, Kampala, Uganda

DATE: 30/4/18

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MRS/MS/MR. Peter N. Mutungi

The above named is our student of Institute of Open and Distance Learning (IODL),  
pursuing a ~~Diploma~~ Bachelors degree in SNE in  
Education.

He/she wishes to carry a research in your organization on:

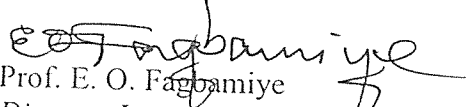
May, June and July 2018 on factors that  
hinder inclusion of learners with special needs

The research is a requirement for the award of a Diploma/ Bachelors degree in education.

We shall appreciate your assistance in this regard.

Thank you.

Yours Sincerely,

  
Prof. E. O. Fagbamiye  
Director Institute of Open and Distance Learning

