

**ENROLMENT OF PUPILS WITH DISABILITIES OF BARTABWA
PRIMARY SCHOOL IN BARINGO DISTRICT, KENYA**

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**ENROLMENT OF PUPILS WITH DISABILITIES OF BARTABWA
PRIMARY SCHOOL IN BARINGO DISTRICT, KENYA**

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by

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DECLARATION

I hereby declare that this research is my own work. It is not a duplication of any similar published work of any scholar for academic purpose nor has it been submitted to any other institution of higher learning for the award of a certificate, diploma or degree. I also declare that all materials cited in this paper are acknowledged.

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This research project is presented for the examination with the approval of Kampala International University research supervisor.

CYBELLE A. GONZALES, BSSED, MATS

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DEDICATION

This good work is dedicated to his beloved wife Mama Evans,
sons and daughters.

ABSTRACT

Objectives: This study determined the enrolment of pupils with disabilities of Bartabwa Primary School in Baringo District, Kenya. Specifically, this study determined the profile of the pupils as to age, gender and class and it determined the level of enrolment for the last five years.

Design: This study employed the descriptive survey method of investigation.

Environment: This study was conducted in Bartabwa Primary School is situated in Ngorora Location, Northern part of Bartabwa Division, lower zone and the dry parts of Baringo district and North rift of Kenya. It is bordered to East Pokot district to the North and Central part of Baringo North constituency.

Subjects: This study involved 80 pupils from P1 to P8 with disabilities who have been enrolled for the last five years.

Instrument: This study utilized a researcher devised instrument which was a record sheet that contained the following: age, gender, class and level of enrolment for the last five years.

Data Collection Procedures: The frequencies and percentages were used to determine the profile of the pupils and level of enrolment for the last five years.

Results: The pupils with disabilities are mostly male. The enrolment of pupils with disabilities has been quite unpredictable. However, the highest level of enrolment was in the year 2004.

Conclusion: The enrolment of pupils with disabilities has been low for the last five years.

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Bartabwa day and boarding school is located in Bartabwa Division, Baringo District, Kenya. The school was started in 1958 with an enrolment of six and one teacher.

The school expanded and it has now sixteen streams with an enrolment of 528 pupils and seventeen teachers. It was previously a day school but due to increased number of pupils from distance places, the parents in conjunction with the government of Kenya, constructed dormitories for both boys and girls and boarders who were enrolled in 1983. Currently, the number of boarders is 60% of the total enrolment of the school.

In every community there are learners with various disabilities ranging from mild to profound. These disabilities include hearing impairments, visual impairments, mental handicap, physical handicap and behavioral problems.

As these children are present in every community there are few if any who are in regular schools in the school.

Education for learners with different disabilities was not provided for in the past. It was believed that children of such a type were not a blessing but a curse either from ancestors or god. Those children could not be given any family privilege. That was true since such children were hidden in houses or at home. Some communities could leave them

behind as they move with their animals or families to new places. That was aimed at leaving the curse behind and looks of blessing elsewhere.

As time went, children were partially accepted and they were given limited opportunities and assistance. It was found in history of development of special needs education that a good number of children with various disabilities were found where missionaries settled. The missionaries as time went started special schools like in Thika. Later those children were taught in units so as to interact with children in ordinary classes. This development led to the present government target which intends every school to have at least one special needs education teacher in every school by the year 2015.

Other educators who have given history and opinions on special needs education all stress that: for the success of inclusive teaching, teachers need to put some of the considerations in place. Such considerations will be in terms of delivery of the content. As a doctor, the teacher has to learn the strengths, weaknesses, opportunities and threats to the child. These enable the teacher to plan the approaches of alleviating the problems.

As from 1990's the government of Kenya had emphasized that all children despite their abilities, have the right to be educated, be taken care of, be assisted to have a good life and get the best. By 1994, many recommendations from international and national level suggested that the ordinary primary school had to enroll all learners though they have disabilities in one way or another. This was put across after findings

which showed that a mixed class of normal children and disabled are the best in delivering different diversities.

This study differs from the above since the learners with disabilities have not joined the school as expected.

Honorable Josephine Sinyo (Kenyan Member of Parliament) addressing Kenyans at a political rally at Nairobi, he noted that even children of school age can enroll in schools and they can be future leaders as Sinyo.

As the earlier excelled and yet there were no resources, awareness and motivation, then the present children stand high chances of doing much better than those who went to school earlier than 1990s. This is so because environment within the regular schools are friendly to learners with disabilities, curriculum is also welcoming an accommodative.

The researcher who is a graduating student in Bachelor of Education Special Needs intends to carry out the research in finding out the number of pupils enrolled in the school for the last five years.

Theory

This study is based on the theory of the Ministry of Education Science and Technology (2004), which states that school empowerment programme for primary school teachers Page 409, Nairobi. It was found that regular schools within inclusive orientation are the most effective means of combating discriminatory attitudes and creating welcoming communities.

The author according to the above statement must have researched, analyzed and came up with the above as a conclusion. In

areas. With and without ability there is need for each individual to understand what is before him/her, how will it be done and what are the impacts of it at the end. Most of the learners with special needs at all costs need to have understanding of what he sees manipulates smells, hears, and tastes. This enables the learner to refrain from dangerous things and participate in those which are of benefit to him. Since it is hard for them to learn some of the daily activities fast, then there is need for them to be involved in such activities daily. Example, a blind person will be moving around his/her environment freely without assistance after staying at the vicinity for some time.

The young visually handicapped children of pre-school age be integrated into regular pre-primary schools. The partially sighted children be integrated in regular primary and secondary schools and be provided with the necessary facilities and equipment including low vision devices to enable them to learn effectively.

Learning, growth and development work hand in hand. As growth starts at pre-school and continues to university. A developing nation like Kenya need to plan learning at all levels to be inclusive. Learning materials/aids need to be put in place at all levels from pre-school to university to facilitate learning.

At first stages of development and learning children still require a lot from their parents and the society at large. They need their lover first, provision of learning materials and items for their personal grooming. Separating the child from them is creating room for questions in the child's mind.

The child finds life complete if he/she takes part of his/her time playing with his/her peers and siblings. He/she learns better when interacting with those he/she knows better. This point is strengthened by methodology point of view that "learning takes place better when it starts from known to unknown."

It is equally important for a learner to learn from his immediate environment before moving to a new one (Okot, 2000).

The historical development of special needs education: Nairobi, KISE says that first choice of placement for children with special needs education should be in regular school within their community. This works best at the start /early ages but there is need for the learners with special needs education to join a school far away from the community to enable the learners are independent in future.

In a health learning situation, learning has to involve both boys and girls. These learners as well should have a difference in one way or another. One of the differences can be geographical setting, tribe, race, and age. Such a classroom favours exchange of ideas from different t races, communities and areas. A learner will learn from his friends such an inclusive classroom need to be put in place in all schools in the republic for a motivated learning (Hegarty, 1996).

Stresses the point of mixed abilities and mixed age that even within the same age group, pupils learn in different ways and at different paces. Some teachers believe that pupils learn best when they can share their learning and experiences. They feel that pupils benefit more if there is a mixed range of abilities in class.

At the present, there are lecturers, tutors and teachers for special needs education who teach learners with various learning difficulties. They do so because they are experts who were trained and had the interest in helping those with needs. But these at the beginning, who had trained the first lecturers or teacher? This makes the researcher believe that any content taught in any learning situation is inclusive and it needs only to be strengthened (Jacinta and Mary, 2001).

The content of the education is well defined and essentially the same for all children. He also passed that the early public school programs for educating the mentally retarded children were housed in special schools and centers patterned on institutional schools. These have gradually vanished and the usual procedure today is to house one to three such classes in a regular school (Oville, 1975).

The children with special needs have difficulties in concept development. As teachers it is our responsibility to offer those children experiences and activities that will enhance concept development in the following areas: body image, spatial concepts and environmental concepts.

As one does an activity repeatedly he/she becomes more conversant of the activity and with time the activity will be done without much assistance it becomes conditioning (Mburu, 2002).

At first the blind were taught in separate classes but by the mid of 1960s more than half of the 20,000 blind youngsters in school were taught in classes with sighted children. As education has advanced in the Western world, it is developing in Africa. This is indicated by the manual

skills which are still used in Africa in comparison to America, England and other countries where children use advanced machines in learning.

Inclusion is no longer an issue in other countries while Kenyans in Bartabwa zone are hearing of it for the first time. Despite all these fact, Kenyans need not to stand and wonder but start from where they are and move forward so that our schools become inclusive in the near future (Murphy, 1948).

Integration as a provision of education services to children with special needs within the regular school system. It is a philosophy which comes from the principles of normalization. It is sometimes referred to as mainstreaming. It involves the movement of children with disabilities from special schools to regular schools and from special classes to regular classes. He also quoted Ominde report 1964 which suggested inclusion 30 years ago.

Consideration need to be there in cases of advancement of disabilities. At extreme cases there ought to be no special school but learners be integrated in a school so that at times they are allowed to mix with others and at times be in their own class. This helps them so that at least each group can learn at their own pace. Teachers can also strengthen very important issues which were not well understood in the inclusive class. Group discussions and peer tutoring can take place when these learners come together. When the classes are separated, the teacher concerned can also get time to give remedial work to the needy learners (Randiki, 2002).

The educators of the deaf are divided between those who favoured the manual system which use finger spelling or sign, language in conjunction with speech, reading and hearing aid and those who teach by speech, reading and hearing aid. The second feel that it is unjust to separate the deaf from the hearing because of lack of training in the use of the vocal chord. In most of the public schools (residential) use combined system. Movements of the lips in combination to the use of finger spellings support each other to enhance communication between the deaf and other people.

For children's abilities to be identified, many children have to come together. This can be during class time or when they have outdoor activities. In such groups, a teacher can identify talents displayed by individual learners in the group. Examples of talents which can be displayed include singing, leadership and drama (Powrie, 1968).

The class may be divided into groups for certain purposes and in accordance with the abilities and specific interests of the students. The group system is a "via media" or a compromise between individual teaching and collective teaching. This system gives some of the advantages of both these systems and also removes some of the defects.

Group system help to grade the children within the class. This system provides opportunities to students to use their initiatives. They also get opportunities to develop qualities of leadership. It may be stated that working in a group is not a method which can be used in "every subject" and all the time or at "any time". It is a method which will

enable the teacher to introduce variety into the work of the class, and, every now and then to give a type of work which involves elements which are essential for the true development of the child.

An inclusive class is meant for learners who are "normal" and the disabled. In this class both the groups will benefit from each other. The children can get assistance from an instructor, a peer or the regular class teacher (Aggarwal, 2000).

Since the early 1990s a movement called "Inclusion" has advocated placing student with disabilities in regular schools and classroom, integrating the special supports these students need into regular education. Such supports (e.g., another teacher or an aide) are available to all students not just those identified as disabled. Similarly, many including advocates for the gifted, have argued that gifted students can be well served in regular classrooms and that the activities shown to be effective to gifted students can be extended to other students in the class.

The purposefully heterogeneous classrooms advocates, argue, would not ignore individual differences and needs but would acknowledge and respond to them in shared, more community like contexts. Such as those described by Janet Kim's and Julie Yu's. experienced what other teachers and researchers have found. An inclusive classroom can be better for all students, not just disabled or gifted ones because it helps students become knowledgeable about differences, supportive of others, and active in changing structures that are oppressive to various groups (Lipton, 1999).

Significance of the Study

The study is intended to find out the extend of current trend of inclusion in Bartabwa Primary School. This study will benefit to the following disciplines:

The ministry of education will be able to plan to curb the problem affecting inclusion in primary schools in the republic.

The education officers will sensitize the teachers within their areas of work. This information will also enrich the knowledge of the officers.

The teachers will get skills from the results that can enable them to handle pupils with disabilities.

The researcher will encourage the teachers train so as to get skills which will enable them help the disabled children.

The parents will send their children to regular school in the neighborhood.

The pupils will be able to receive instructions in a free atmosphere with their peers in regular neighboring schools.

The future researchers will be able to use this information to improve their studies.

Objectives

General: This study determined the enrolment of pupils with disabilities of Bartabwa Primary School in Baringo District, Kenya.

Specific: this study sought to

1. determine the profile of the pupils in terms of:

1.1 socio demographic data

1.1.1 age

1.1.2 gender

1.1.3 class

2. determine the level of enrolment for the last five years

After collecting the data, the researcher will go ahead to calculate the frequency and percentage to determine the profile of the pupils with disabilities in terms of age, gender, class and level of enrolment for the last five years.

Statistical Treatment of Data

The frequencies and percentages were used to describe the profile of the pupils as to age, gender, class and level of enrolment for the last five years.

Formula:

$$f/n \times 100$$

where: f = frequency
 n = total number
 100 = constant

DEFINITION OF TERMS

For the purpose of the study, the following terms are defined operationally:

Level of Enrolment refers to the total number of pupils with disabilities of Bartabwa Primary School who have been enrolled for the last five years.

Profile is a description of the important information of pupils with disabilities as to age and gender.

RESULTS AND DISCUSSION

This study presents and discusses the profile of pupils with disabilities as to age, gender, class and level of enrolment for the last five years.

Profile of Pupils

A total of eighty pupils with disabilities were included in this study where forty two were male and thirty eight were female. The ages were categorized into three: fourteen years old and above, eleven years old to thirteen years old, eight years old to ten years old, and seven and below.

Sixteen or twenty percent were fourteen years old and above, twenty or twenty five percent were eleven years old to thirteen years old, twenty three or twenty nine percent were eight years old to ten years old, and twenty one or twenty six were seven and below. It gives the implication that the majority of the pupils were eight years old to ten years old.

The classes were categorized into eight: primary one (P1) were fifteen pupils or nineteen percent, primary two (P2) were eleven pupils or fourteen percent, primary eight (P3) were thirteen pupils or sixteen percent, primary four (P4) were ten pupils or twelve percent, primary five (P5) were nine pupils or eleven percent, primary six (P6) were nine pupils or eleven percent, primary seven (P7) were seven pupils or nine percent, and primary eight (P8) were six pupils or eight percent. It implies that the majority of pupils were primary one (P1).

Table 1
Profile of Pupils

Category	Frequency	Percentage (%)
Age		
14 – above	16	20
11 – 13	20	25
8 - 10	23	29
below - 7	21	26
Total	80	100
Gender		
Male	42	52
Female	38	48
Total	80	100
Class		
P1	15	19
P2	11	14
P3	13	16
P4	10	12
P5	9	11
P6	9	11
P7	7	9
P8	6	8
Total	80	100

Level of Enrolment for the Last Five Years

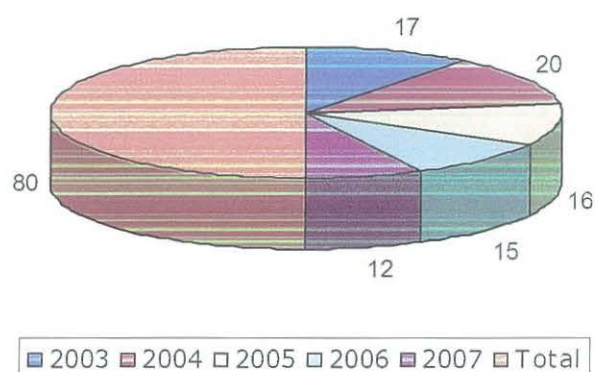
Table 2 reveals that the total enrolment for the last five years has been eighty (80) pupils with disabilities and that the enrolment has been quite unpredictable. However, the highest level of enrolment was in the year 2004 with twenty pupils with disabilities or twenty five percent.

Table 2

Level of Enrolment for the Last Five Years

Year	Frequency	Percentage (%)
2003	17	21
2004	20	25
2005	16	20
2006	15	19
2007	12	15
Total	80	100

Figure 1
Level of Enrolment for the Last Five Years



CONCLUSION

Based on the findings, it can be concluded that the enrolment of pupils with disabilities has been low for the last five years.

RECOMMENDATIONS

The ministry of education science and technology to provide learning resources which make learning for pupils with special needs education concrete.

The parents in collaboration with the government to build schools which are less restrictive to learners with disabilities.

Each school be given at least three trained teachers who can handle pupils with disabilities skillfully.

An accommodative curriculum for inclusive learning need to be put in place by the ministry.

Ministry of education and parents to motivate the teachers by giving good pay.

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