

**TEACHERS TRAINING AND HANDLING OF THE
SPECIAL NEEDS CHILDREN IN SELECTED
PUBLIC SCHOOLS IN SUBA-EAST
DIVISION, MIGORI DISTRICT
KENYA**

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In Partial Fulfillment of the Requirements for the Degree
Master of Educational Administration
And Management

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DECLARATION A

"This thesis is my original work and has never been presented for a Master Degree or any other academic award in any University or Institution of learning".

KAYAGA O. FRED

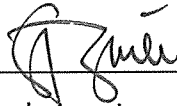
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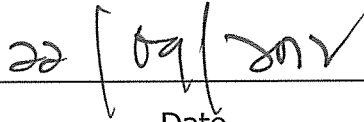
Date

DECLARATION B

"I/we confirm that the work reported in thesis was carried put by the candidate under my/our supervision.'



Name and signature of supervisor



Date

DEDICATION

I dedicate this thesis to my beloved wife Susan A. Otieno, Son Boxtan Otieno and the entire family for their love, care and sacrificial efforts in support of my studies.

ACKNOWLEDGEMENT

I gave Glory to God who gave the researcher good health, strength and stability throughout the research process.

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The researcher finally wishes to acknowledge family members, especially beloved wife Susan A. Otieno for the financial and moral support she offered throughout this work.

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ABSTRACT

The study correlates the teachers training and handling of special needs children in Suba central division, Migori District, Kenya, it sought to answer purposes and objectives (i) what is the profile of the respondents (2) what is the level of teacher training (3) what is the level of handling special needs learners (4) is there a significant relationship between the level of teacher training and level of handling special needs children. Using descriptive correlational survey design and with a sample size of 80 head teachers and teachers selected from special units schools in Suba –central; division Kenya, the study found out that there is low teachers training especially on how to handle special needs children in schools within Suba –central division. Head teachers and teachers should improve their skills of handling special needs learners by attending different training courses and workshops on special needs education. The major finding of this research was that most teachers who handle special needs children do not understand their needs and how to deal with most cases and therefore training is very important to teachers. Government through ministry of education to make sure that every primary and secondary school have at least 20% of teaching staff trained as special needs teachers to professional handle special needs learners.

CHAPTER ONE

THE PROBLEM AND IT'S SCOPE

Background of the study

The study is set to investigate the teachers training and handling of special needs children in selected integrated schools in Suba East Division Migori District, Kenya. The area of study covered eight integrated primary schools and two secondary which has been faced with a lot of challenges majorly, inadequate trained special needs teachers, discrimination and poor attitude towards the special needs learners in those schools.

According to the 1971 delegates Assembly and UNESCO Education Report (UNESCO 2009) affirmed and started that every person is valuable in his/her own right and should be accorded equal opportunities to develop full potentials. Most of the educational writings capture schools challenges in adequately serving special needs learners. The UNESCO report also cited that children with special needs in face the problem of lack of enough trained teachers, sensitization of those handling SNE children. Failure to fulfill the education needs of the special needs learners is not only a denial to democratic rights of the child, but also a serious omission of potential effort from the society of Migori as a whole.

Children with special needs are those persons with various difficulties and are exceptional under normal learning situations.

According to Cruikshank (1958) defined exceptional children as those who deviate intellectually so marked from what is considered to be normal growth and development they can not receive maximum

benefit from regular school programmes and requires special supplementary instructional services.

The World Conference on Special Needs Education, [1994], held in Salamanca, Spain, highlighted the range of differences which are present in today's society. The Conference 'stated that many groups of children with special needs including those with hearing impairment are excluded in the mainstream education. This indicated a need for a general reform and to address issues of access and quality education for all children. The conference took cognizance of those with special needs and emphasized that every child has a fundamental right to education. The focal point of this conference was provision of education to children with special needs through inclusive schooling approach and to remove all barriers so that all children can learn together.

The Dakar Conference [2000], held in Dakar, Senegal, attracted 164 countries, focused attainment of the goals earlier set by Jomtien Conference and to turn the vision of Education For All into a reality. The framework re-affirmed the goal of EFA as laid down by Jomtien and facilitated working towards specific Education For All by 2015. It also shared a common vision that "everyone, child and adult alike would command the basic literacy and numerical skills needed to function as a citizen, worker, family member and fulfilled individual in the global society". The hearing impaired are included in this vision.

In line with the current world order, Kenya has set some benchmarks to be achieved. By the year 2005, Universal Primary Education [UPE], was in place to pursue the goal of EFA by 2015. The Free Education ideology in Kenya has availed educational resources that support the learning of pupils in Kenyan primary schools. To ascribe to UN Standard Rules, [1994] and emerging issue that

education, if free in Kenya, the need for inclusive education is something that ought to be practiced now. However, educational resources for hearing impaired learners should be considered alongside other learning resources. In Kenya, the prevalence of hearing impaired learners by 2005, stood at 2% [Ndurumo, 2005].

The Kenyan Institute of Special Education was established by Legal Notice in 1986 to train special teachers who would teach learners with special needs in inclusive educational settings. The prevailing position in the ministry of education and sports encourages institutions like schools and colleges to devote more time energy, and resources to organize special needs sporting activities to develop the different talents of these children with challenges, the government is encouraging people that disability is not inability, these persons can still excel in other areas.

Since the National strategy for special needs education in Kenya was published in 1998, several organizations have talents initiative to support special needs learners, in Migori Districts we have such organizations who move from home to home encouraging parents with such children not to hide them, instead take them to schools to learn with others, they use even chief's barazas to sensitize parents, the best example of such organizations is the United States Agency for international Development (USAID) they encourage the training of special needs teachers.

Statement of the problem

Learners who are challenged are capable of high performance as identified by professionally qualified personnel. They require different educational programmes and services beyond those normally provided by regular school programmes in order to achieve their full

potentials and contribution to the society. These learners, if not recognized and provided for, their unique characteristics may develop and finally becomes a society problem which may lead to the patterns of boredom, lazy scholars and disastrous belief that all problems can be solved easily.

The Kenyan government has over the years done a commendable job in endeavoring to provide educational opportunity to all Kenyans irrespective of difference in abilities as can be noted in any group of people in a nation. However, the area of catering for the challenged learners is still wanting. For instance, in Migori town zone, Migori District, the existing records at the assessment centers shown that from 1993 to date, so many have been indentified and referred for assistance in different Special Needs Education offices for assessment. This has been so because teachers have started understanding these individual learner's behaviors and needs. The state of special needs learners not catered for, prompted the researcher to investigate whether the teaching of these learners and the training of teachers would be of any meaningfulness when appropriate instructional education programmes were used.

Purpose of the Study

- i) To test the null hypothesis, there was no significant relationship between teacher training and handling of special needs children.
- ii) To validate the theory on which the study is based i.e based teacher training and handling of special needs learners.
- iii) To generate new knowledge on teachers training and handling of special needs children

- iv) To bridge the gap from the review of related literature and studies to establish the relationship between teacher training and handling of special needs learners.

Objectives of the Study

General:

To determine the challenges faced by special needs teachers in integrated schools in Migori District

Specific objectives

- i) To determine the profile of the respondents in terms of Gender, Age, academic level and work experiences.
- ii) To determine the level of teacher training
- iii) To determine the level of handling of the special needs in selected schools in Sub-central division, Migori District, Kenya
- iv) To establish the relationship between the level of teacher training and level of handling special needs children in Sub –central division, Migori district, Kenya.

Research Questions

This study sought to answer the following questions.

- i) What is the profile of the respondents in terms of Gender, Age, Academic and work experiences?
- ii) What is the level of teacher training in selected schools in Sub – central, Migori District
- iii) What is the level of handling of special needs children in suba – central

Division, Migori District

- iv) Is there any relationship between the level of teachers training and handling of special needs children.

Hypothesis

There is no significant relationship between the level of teachers training and handling of special needs children based on age bracket.

Geographical Scope

The study on the challenges faced by special needs learners in regular public primary schools was carried out in Migori Zone, Migori District which had a total of 30 schools of the 30 schools, 10 schools were sampled for the study, 10 Headteachers from the sampled schools will participate in the study. The study will also involve 50 teachers.

The number was adequate in the provision of information needed for the objectives to be achieved. The schools were: Kadika, St. Joseph's Ombo, Oruba, Oruba, Onyalo, Migori Musim Nyamome, Assar, Kowino, Nyasave and Migori Primary school. The study will take a maximum of 30 days.

Content scope

After this study of the 10 sample schools, the researcher will come out with the schools where the level of discrimination of pupils with special needs is most high. The level of discrimination varies from age, gender and the environment where the teachers tend to give priority and individual assistance majorly to children without special needs.

The study will also test for significant difference in the level of discrimination between the special needs and children without special

needs and test the relationship of training teachers and special needs children.

Theoretical Scope

Training and handling special learners depends on environmental setup of both the learner and the teacher, Ndurumo MM.(1993) and Kenya Institute of special education 1st Edition (2002). The theory is on environmental and individual study the environment influences the level of handling special needs children example those teachers and even individual like parents who live in environments like towns where programmes or facilities of training those who handle such learners are available will easily equip themselves with basic knowledge and skills for promoting growth and development of such learners. That is train children with special needs in general life skills unlike those who live in remote areas where such facilities, programmes and institutions not available.

Significance of the Study

The findings of this study is beneficial to the teachers handling special needs children and to the society at large. The study will create positive awareness towards the potential of the special needs learners in the society. It will also provide useful information that will be used to promote provision of education to learners in this special category.

The information will also be used in developing awareness programmes to the parents of such children on how to handle them and assist in different situations. It will also provide research information used by the Kenyan government in promoting training institutions for teachers who handle these learners.

It will benefit educationists/government policy makers to come up with programmes to assist special needs teachers to get better education. it will also benefit other researchers by motivating them to do more findings to establish the better ways of improving this class of learners.

It will also benefit school heads who are the prime driving forces in management of schools where these special needs learners are and also help them to acquire related resources which will provide and help them get needed skills and knowledge needed in an inclusive setting with specific reference to special needs in education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, opinions, ideas from authors, Teacher's training and handling of special needs children.

According to Gardner (1997), special needs children are generally delightful youngsters. They don't respond enthusiastically to normal recognition, attention and friendliness. Special needs children have unusual needs because they are different from contemporaries for whom most schools and community programmes are planned. The difference in intellectual ability require as much attention and special planning as so other differences. The concept of their needs and talentedness has not been as board as inclusive as the definition is used today. In the past, the special needs children were more limited in nature.

However, the early Romans admired the different qualities of excellence especially in administration and organization. Those found to possess such abilities were individually nurtured as far as education is concerned.

Teachers training and handling special needs

The government and teachers themselves set annual goals for improving teachers achievement and acquiring of skills to handle special needs children.

A school administrator and the teacher look at the available data to help in identifying children with learning difficulties and teachers who handle their classes in order to provide training opportunities for the teachers.

A form is provided in for developing and assessing the need goals. The school is to establish a minimum of one goal and a maximum of three goals. One of the goals must address the achievement of teachers training and how to control the level of discrimination of the students with special needs in education.

Teachers training

Teachers training is of great significance. It helps the teacher to acquire skills and knowledge to use when handling the students with special needs learners. Training also helps in creating a distinctive environment for effective teaching and learning, to enhance a strong school culture and cohesion and dynamic school community where all belong, to produce special needs students who can competently compete with others in the external and internal climates without any discrimination. It will enable teachers to produce students who are disciplined in learning and character.

The training of the teachers help in developing set goals, the goals describe the observable behavior and or measurable result that would occur when a goal is achieved. In this case when the level of discrimination among the children with special needs is reduced and they are accommodated just like any other normal student in school. The acronym SMART will be used to assess a set goals feasibility. SMART stands for

Specific - the goals to be focused on content area by learners needs.

Measurable - an appropriate measure is selected to assess the goal.

Attainable – the goal is within school's control to effect change (here handling and training).

Realistic – is the goal appropriate for the teacher (i.e training)

Time limit – when the training will end for example one year.

Training also refers to equipping a teacher with technique / skills

According to DM. Mbatia (1998) in his foundation of schools administration book, he stated that there is need to observe management skills for teachers and training of the staff and choice of learning environment. A point which is vital in most schools and the school managers. The human resource is an important aspect of administration which when put into careful use the end results are encouraging.

Facilities and equipments for teachers training in our schools should also be put into considerations, adaption and modification of these training/learning resources should be placed in advance in the process of planning and training for success of the school programmes. Its important for the school managers handling special needs learners is very important

According to Okumbe (1998) defined teachers training and educational management as an applied skills in the field of study and practice, meaning that it's not a discipline on its own like any other subject taught in school. But an application of the acquired skills when using available resources, teachers are trained to make good use of the available right resources.

The author also talked of the importance for all Kenyan head teachers and teachers to observe the relevant management skills and knowledge required to meet these needs i.e training should make use of all appropriate competencies which covers the following

- School development plan
- Management of curriculum
- Management of people / SNE learners
- Management of resources

1. Special needs

They are factors that hinder normal learning and development for individuals. They may be temporary or life – long

2. Special needs learners:

These are school going children with various barriers to learning and educational development.

3. Inclusive education

This refers to situation whereby schools, centres of learning and educational systems are open to all children despite any disability, the learner might be having children's bill (2002)

4. Special needs education

This is an education which provides modifications in curricular and learning environment which are meant to meet the special educational needs of individual. This kind of education is a learner centered, flexible and adjustable to individual needs and potentials.

Special education needs look at :-

- i) Partial blindness
- ii) Partial deafness
- iii) Physical handicapped pupils
- iv) Gifted and talented retardation
- v) Slow learners
- vi) Long and short sightedness
- vii) Partial mental retardation
- viii) Emotional disturbed learners

Children with such needs may display certain anti – social behavior such as truancy, bullying, lateness or drug abuse as away of attracting attention, such behaviors should be checked and corrective strategies be put in place e.g group work, peer teaching, guiding and counseling, personal attention and extra assignment and responsibility.

5. Special schools

This is a school that is built and organized to provide educational services to learners with one type of disability e.g hearing problems, intellectual difficulties, physical problems etc.

6. Special unit

This is a classroom that is located in regular school, but is set a side for educating learners with specific type of disability. It is with specific type of disability. It is usually manned by a specialist teachers.

Learning disability is a general term that describes specific kinds of learning problems, it can cause a student to have trouble learning and using certain skills. The most skills often affected are: reading, writing, speaking, reasoning, listening and doing maths. The special needs vary from one person to another.

Researchers think that learning disabilities among special needs children are caused by differences in how a person's brain works and how it processes information, students with special needs in learning are not "dumb or lazy". In fact they usually have average or above average intelligence. Their brains just process information differently.

These children with special needs in education can be high achievers and can be taught ways to get round with the right help from trained teachers and can learn successfully.

Handling special needs learners

This refers to a situation whereby teachers at school, parents and fellow learners behave with children with various disabilities, i.e recommended or professional way of taking care of these learners in terms of providing suitable learning environments, giving them equal opportunity to learning just like those without disabilities. This professional way of handling these kind of learners will stop segregated set – ups in the school that is why inclusive learning comes to make these learners feel they belong to the society. UNESCO the salamasca statement on inclusive education for SNE (1994).

It also gives a person/student an equal chance to participate or get involved in day to day school activities. Special needs children are not denied a chance to go for Physical Education like playing football, singing or denied leadership at school. The discrimination always come as a result of teachers not knowing the ability of these children to do things and that is why I advocate for teachers training to help or correct the situation in school and in the community.

Theoretical Perspective

Special needs children especially with learning disabilities

In Twenty-Ninth Annual Report to congress U.S. Department of Education, (2010) proposed that children with special in learning are very common in schools, as many as 1 out of every 5 children in the

United States has a learning disability. Almost 1 million children (age 6 – 21) have some form of a learning disability and receive special needs education in school where teachers with special training are employed to handle them, they integrate them in order to stop discrimination.

The theory of the U.S Department of Education (2010) is related to my study as it talks about training of special teachers to handle children with special needs, as a way of stopping discrimination of children with special needs. It states that special needs children are evaluated for a learning disability and the theory refers to a training module II where the training of teachers handling these groups of learners are emphasized, they talk of legacy curriculum which is to the taste of the researcher. National centre for learning disabilities/ especially for teachers gave tips and resources for teachers teaching children with special needs and emphasis put on the training of teachers and resources for the teachers for this special group of learners which is my concern as a researcher.

Related Studies

These are empirical research studies which relate to the teacher training and discrimination of special needs children in educational sectors. Most of these studies support the training of teachers to handle special needs children.

Kirch in Cruickshank (1958) supported the training of teachers and training of special youngsters as a way of motivating them to fit by varying/different environmental conditions. Kirch (1958) found out that different categories of special needs children are related to training and motivations in the homes and schools instead of isolating

(discrimination) them. He talked of some parents tend to hide these children for exposure.

Summarizing many other studies conducted by Gander (1977) training of teachers handling special needs children is an effective way to fight discrimination of children with disabilities in learning institutions. The study revealed that few teachers understand these learners but the majority of teachers group the special needs children as those who perform much poorer than their fellows who are not challenged and therefore training of more teachers towards special education is more ideal and beneficial to the society.

Ominde report (1964/65) setting up special education schools and training of personnel suggested that more special needs school be build, seminars and workshops for teachers and parents be organized to sensitize the parents not to discriminate these children with special needs. The report also proposed the running of model training units for the integration of children with disabilities into regular schools in order to minimize the level of discrimination of these learners (Ominde 1965) talked of providing barrier free environment within compounds used by children with special needs and those without disabilities.

Lord S. Francis (1974) exceptional children. Educational resource and perspective a study in Boston London supported the usage of instruments like Braille's, white canes, holders and special desks by special needs children to support their learning and performance. It went ahead to suggest to the government to train teachers who will in turn use the instruments in teaching the learners with disabilities.

Ndurumo MM (1993) optional children based the theory on environmental and individual where the researcher talked on how

environment influences the level of discrimination on individual child with disability. The study had a temporal gap of a minimum one year.

The researcher affirmed and stated that every person is valuable in every environment and has his/her own right and should be accorded equal opportunity to develop full potential in most of his educational writings, the researcher capture school challenges, inadequately serving special needs learners. The report was supported by UNESCO (2009) education report which cited that children with special needs in Kenya face the problem of lack of enough trained teachers who can handle Special Needs children. The report went a head to state that failure to fulfill the educational needs of the special needs learners is not only a denial to democratic rights of a child but also a serious omission of potential effort from the society.

In achieving set goals in my case training of teachers and stopping discrimination of special needs children, the individual must believe that the goal is attainable and also be convinced of the goal's importance by providing the reasons for the necessity of goal achievement.

It further suggests that a leader within the organization e.g headteacher could influence the other teachers to commit to the goal and that a leader could use various techniques to inspire goal commitment, such as expressing confidence in teachers and learners abilities improving skills of handling special needs learners through training "providing and communicating an inspiring vision for the school allowing for ownership" of tasks and asking for commitment in public without discrimination. Jurkie (2000) has proposed that enhanced employee commitment will improve if management assigns challenging tasks. In researcher case "handling special needs learners".

Through enhancing commitment, teachers may become motivated to accomplish schools goals. According to D.M. Mbiti (1988) in his foundation of schools

According to pm kithure (1998) the approach to special education and management of special needs distance learning (2003) KISE these setbacks are based on the foundation of negative attitude among the specialists is the community ignorance on special needs programmes and unskilled management strategies experiences by most school managers never the less challenges includes:

- i) Special needs children are often excluded from appropriate services.
- ii) Many special needs children are denied related services essential in allowing them benefit from their special education needs programmes.
- iii) Children with special needs are unnecessarily segregated in normal schools.
- iv) Parent are inadequately informed about their rights to participate in evaluation and placement decision for their children.
- v) In view of the above challenges, set backs, the government policies and legal framework plan should embrace are general goals and procedures of special education and future decisions affecting the implementation of inclusive education in suba-central, division, migori district, therefore professional handling of special needs learners is very necessary to check the above.

CHAPTER THREE

RESEARCH METHODOLOGY

Research design

The design of the study was descriptive correlation survey because the relationship between, the teacher training and handling of special needs children will be sought. It was also convenient for data collection. The data collected was conveniently analyzed, summarized, interpreted and subsequently presented in numerical form which was clearer for people to read and understand.

Research population

The population of this study were 15 primary school within suba-central division, 10 head teachers and 120 teaching staff, making a total of 80 respondent in this research with a student population of 4000 students. The ten (10) head teachers and one hundred and twenty (120) teaching staff mentioned were from both regular school and integrate schools.

The teachers targeted were directly responsible for the effective management of the respective schools.

NB

N = Sample size

N = Population

X^2 = Marginal error

X^2 = 0.05

Table 1
Sample size

Category	Population	Sample size
Schools	10	10
Teachers	120	70
Headteachers	15	10

Source primary data

This study covered 10 integrated schools. These schools have a population of 120 teachers using Morgan and Krecjie 1970 table a sample of 80 teachers was derived.

Sample procedures

Purposive sampling was used to select the respondents on inclusion criteria, simple random sampling was used to finally select the teachers who acted as respondents with consideration to the computed minimum sample size. Only teachers in special units were purposively selected for the study.

Criteria used were;

1. Teachers in special units were purposively selected for the study.
2. Male or female teachers teaching special needs children were selected.
3. Included also were selected Headteachers as heads of special needs schools.

Sampling techniques

The research employed random sampling to the number of schools, but guided with the with specific schools with special needs

units it was convenient way of getting good information, it took short time to carry out the study. The research also used purposive sampling because this sampling assisted me to get the target head teacher and teachers who handle the kind of learners in their schools i.e. special units and special unit teachers.

Research instruments

This study will use researcher structured questionnaire which consist of questions and statements. Closed ended questions will be applied to obtain data. The respondents will be provided with a list of responses from which to select the most appropriate response[s]. The questions are based on the study specific objectives. The instrument will be pretested to five respondents not included in the study to test its reliability and validity. Large group will be reached by the instruments within a short period of time. Honesty and confidentiality of the respondents will be guaranteed since no names will be required on the questionnaire.

Validity and Reliability of the instrument

Questionnaire will be used because written information is easy to analyze and many respondents are reached by the researcher over a short period of time. The questionnaires will be sent to the respondents prior for the latter to have adequate time to consult appropriately. The instruments will then be collected at the most appropriate time to enable the researcher to assess the consistency of the study questions used by Moses and Kalton validity testing formula

= RQ = Relevant questions

TQ = Total Number of questions

$$V = \frac{30}{34} = 0.882$$

So from the answer, it shows that the questionnaire is valid.

Data Gathering procedure

Before the administration of the questionnaires

- i) An introduction letter was obtained from the college of higher degree and research for the researcher to get authority to conduct the study from the respective respondents of the selected schools
- ii) After approval , the researcher got a list of special needs teachers from the school authorities and the ministry of education department, the selection was done through simple random sampling from the list to come up with the minimum sample size
- iii) The respondents were informed of the details about the study, confidentiality and requested to sign the informed consent form
- iv) Reproduction of enough questionnaire was done for the respondents

During the administration of the questionnaires

- i) The respondents were asked to answer all the twenty questions in sections A-C
- ii) 2 The assistants of the researcher emphasized retrieval of the questionnaires within one week from the date of distribution
- iii) On retrieval, all the questionnaires were checked to certain if all are answered , signed and rubberstamped using school official rubberstamp.

After the administration of the questionnaires

The data gathered was organized, encoded into the computer and statistically treated using statistical package for social sciences (SPSS)

Data Analysis

Descriptive statistics was used to summarize quantitative data. Frequency distribution graphs and tables was used. Responses from the questionnaires were used for demographic profile of respondents to compile raw data and to convert quantitative data to numerical coding.

Mean and ranking was used to determine the level of teachers training and handling of special needs children. The hypothesis was tested using Pearson's linear coefficient of correlations

Table 2
Response mode

Mean range	Response mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00 – 1.75	Strongly disagree	Very low

Source: field data

The above information was obtained from the questionnaires and it's clearly indicates that the overall teachers training and handling of special needs children, the level is high.

Table 3
Relationship between the level of teachers training and
handling of special needs children

Variables correlated	Mean	R. value	Sig	Interpretation	Decision on Ho
Level of teachers training Vs Level of handling special needs children	2.35 2.66	0.156	0.000	Not significant correlation	Accepted

The r-value indicated a positive relationship between teacher training and handling of special needs learners in schools ($r\text{-value} > 0$) suggesting that the higher level of teacher training, the higher level of handling special needs children. Vice versa considering the sig values in table 3 indicates a significant correlation between the two variables ($\text{sig values} < 0.156$).

Ethical Consideration

Data gathered from respondents was treated with utmost confidentiality. The information was within the safe custody of the researcher and copies of the same will only be submitted to the University. No name was required on the questionnaires to ensure confidentiality on the part of the respondents.

CHAPTER FOUR

THE PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA COLLECTED

Introduction

This chapter presents data analysis, interpretation and presentation of the research findings on the responses on the relationship between teacher training and handling of special needs learners.

The data analysis and interpretation was based on research question as well as objectives. They were analyzed and organized in the tables below in relation to the following research objectives.

Demographic information of the head teacher's respondents

This part present the back ground information of the head teacher-teachers who participated in the study. The purpose of this background information was to find out the characteristics of the respondents and show the distribution of the population in the study. Table 4:1 presents the finding of the profile of the respondents.

certificates which stands at 25%, this is good at primary level such a number have good to various universities for proper management of school and especially special needs units.

- v. On teaching experience, the study revealed that most of respondents, have taught for more than 10 years, they 40 of out 80 respondents fall under this bracket which stood at 50% and a fewer number of 5 out 80 representing 6.25% have taught for more than 30 years.

Table 4.2
Level of teacher training

Items	Mean	Interpretations	rank
Level of teacher training	4.13	High	4
7. As teachers in your school attended special needs training.			
8. Making school accessible and safe for students with special needs often means managing and training behavior effectively.	4.05	High	4
9. Children with special needs are always fit in the society after attaining required training / teaching	4.25	High	3
10. As a researcher, I propose that children with learning disabilities and low scores can still access college for training, give your feeling	3.95	High	3
11. Teachers who go for special needs education, needs training on how to go about curriculum modification and adoption behavior management techniques?	4.95	Very High	4
12. Most children with special needs have a developmental age that might not be their true age; this can be determined by training	4.02	High	2
Total mean	25.35	High	4

Source: primary data 2012

Means in table 4.2 indicates that the level of teacher training in selected primary school in suba-central is encouraging.

The findings shows that most of the respondents scored either high or very high and the total mean stood at 24.45 and the ranking is between 4 and 3, the interpretations are high in all columns, it summarizes the level of teacher training to handle special needs children is high in this division.

Table 4.3
Level Of Handling Special Needs Children

Items	Mean	Interpretations	rank
13. plans to make schools accessible to students with disabilities, it is a good professional way of handling this learners.	4.01	Very high	4
14. children with special needs should be taught a long side those who do not have disability	4.25	Very high	4
15 .one scholar once said that special needs children needs extra attention in school, what is your opinion on that statement.	2.05	Low	2
16. to qualify for special needs education in most states, one need to improve that there is a discrepancy between intelligent and the way one handles things	1.75	Very high	1
17. As a teacher, what do you say about this idea" it is a good idea to have another baby when you already have a child with special needs.	3.75	High	3
18. Every child is born special and unique, but circumstances surrounding their birth may just leave them with this condition.	3.85	High	3
19. for a teacher to discipline a mentally challenged child, he / she need to understand what the child may be saying through challenging behavior before taking action	2.25	Low	2
20. what do you say, a teacher is a friend , provider , comforter, listener disciplinarian, ,caregiver, to handle special needs learner	4.75	Very high	4
Total mean	26.66	High	4

Source primary data 2012

Findings of the study in table 4:3 indicates that the level of handling special needs children in this division have a mixed interpretations, some respondents score high and some scored low, but generally it's high compared to low ranks, the mean grade between 1.75- 4.75 and the total average mean stood at 26.66

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

In this chapter, the findings, conclusions and recommendations are presented with relevance to the specific objectives of this study.

Findings

The findings of this study were as follows

A Profile of the Respondents

1. The majority of the Headteachers and teachers who responded to the age bracket are between 41 – 50 years of age
2. More than $\frac{3}{4}$ of teachers in Suba-East division who responded to the questionnaire are female teachers, this came as a result that most zones in Suba-East are within Migori town where female teachers prefer.
3. Most of the mistreatments of special needs children are not always reported to the teachers and administration as per respondents on question on mistreatments.
4. Majority of special needs children don't get compensatory devices to help in their disabilities.
5. Majority of teachers handling special needs children are not trained to handle such special group of learners.
6. Majority of the teachers in integrated schools do not give proper remedial work in order to cater for all category of learners in schools

7. Most schools in Suba-east Division cater for both special needs children and those without or with identified needs i.e. they promote inclusive learning (integrated) where both normal and special needs children learn together in a class
8. It is evidence from the respondents that most schools or teachers do not consider special needs children when giving responsibilities for example school prefects

Conclusions

From the findings of this study, the following conclusions were drawn

The usage or provision of compensatory devices for the learners with disabilities is very vital in teaching this group of learners, when these devices are used for example Braille, the learners get it easy to work on mathematics with a lot of ease.

New information generated from the findings, female teachers appear to be academically superior than male teachers in training and ways of handling special needs children, most of the female teachers in the division have at least attended most of the special needs training than male colleagues.

Recommendations

Based on the findings of the study, the following are recommended;

That the school administrators in the division should strive to allocate sufficient funds to purchase the compensatory devices to help those children with different disabilities this will also ease the work of the teacher's handling special needs classes within Suba-East.

The ministry of education should mount workshops, seminars and short courses to enlighten the stakeholders like headteachers, parents and special needs teachers on how these special groups of learners should be assisted in their studies and exposures to the facilities to help them compete with the rest of learners, these seminars would be significant in brain storming on the best use of teaching models to enhance comprehension of students in all the subjects.

Targeting and identification of students with special needs or low intellectual ability should start as early as primary especially lower classes and the special needs teachers give such students individual attention using recommended devices to enhance their comprehension in all the task they take at school and home.

Government through the ministry of basic education to make sure that in every primary and secondary school, there are at least 20% of the teaching staff trained as special needs teachers to professionally handle special needs children in such school. The findings show that in every school, there are special needs cases which needs professional attention, these teachers can as well guide the parents of such students on how to handle them home to make them feel loved and belong to the society.

Selection criteria for admission to secondary schools should not only emphasize on top achievers or academically better but also those with special needs be given percentage in admission so that the school society is complete, these special needs children can do better in other

field and they can succeed in life if given time to advance in their studies.

The training of special needs teachers should be carried on through seminars, workshops, short courses in managerial skills to all stakeholders in the society was found to be inevitable since management of how to handle the special needs children and other resource in the school is viewed as an art of planning, coordinating, organizing and eventually evaluating the efforts in relation to the set objectives it's therefore important to the head teachers and teacher to be well conversant with managerial skills got from training courses in order to manage these kinds of special learners in schools.

From this study it's evident that there is quick need of the curriculum to be adapted and modified where necessary so as to accommodate all learners and the differentiated syllabus be put in place for the special needs learners and their exams be accommodative and facilities and equipments should be modified to accommodate all learners in the school.

Lastly, clear educational policies and legal framework regarding the introduction of inclusive education should be put into practice by special needs education training programmes for the managers should be conducted through seminars and workshops, within the school and all staff and other stakeholders to be involved, frequent refresher – courses to be organized for these managers and teaching staff to make it easy to handle special needs learners in their schools.

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APPENDICES

APPENDIX I

TRANSMITTAL LETTER



Ggaba Road - Kansanga
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APPENDIX 1 A

TRANSMITTAL LETTER

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)
KAMPALA INTERNATIONAL UNIVERSITY

Dear Sir/Madam,

**RE: INTRODUCTION LETTER FOR MR. KAYAGA O. FRED REG NO.
MED/18402/111/DF. TO CONDUCT RESEARCH IN YOUR INSTITUTION**

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Masters Degree in Educational Management and Administration.


He is currently conducting a field research for his thesis entitled, *Teachers training and handling of the special needs children in selected public schools in suba-central division, Migori district , Kenya*

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,


Mr. V. Kayindu

H.O.D

CHDR, KIU

APPENDIX II

CLEARENCE FROM ETHICS COMMITTEE

Date _____

Candidate Data

Name _____

Reg No _____

Course _____

Title of the study _____

Result of Ethical Review

_____ Approved

_____ conditional;

_____ Disapproved / resubmit proposal

Ethical committee (Name and signature)

Chairperson _____

Member _____

APPENDIX III

INFORMED CONSENT

(The original copy form is yet to be provided from the office of the DVC, CHDR)

I am giving my consent to be part of the research study of Mr. Fred O. Kayaga that will focus on teachers training and handling of special needs learners. I shall be assured of privacy, anonymity and confidentiality and that I should be given the chance to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results should be given to me, when requested for it.

Initial: _____

Date: _____

APPENDIX IV

RESEARCH INSTRUMENT

TEACHERS TRAINING AND HANDLING SPECIAL NEED CHILDREN IN
SELECTED PUBLIC SCHOOLS IN SUBA – CENTRAL DIVISION MIGORI
DISTRICT – KENYA

Introduction

I Kayaga O Fred Reg No. MED 18402/111/DF is conducting research on teacher training and handling special needs learners in selected schools in Sub –central division, Migori District, Kenya.

The information given will be of great importance for these study, and your view will be treated with outmost confidentiality.

Direction 1. Tick where necessary and where not applicable for question 1 to 6

Direction 2. Please write your rating on the space before each option which corresponds to your best choice. Kindly use the scoring system below

Response mode	Rating	Description
Strongly agree	(4)	you agree with no doubt at all
Agree	(3)	you agree with some doubt
Disagree	(2)	you disagree with some doubts
Strongly disagree	(1)	you disagree with no doubt at all

SECITON A: Face sheet: profiles of the respondent: (Head teachers and teaching staff)

TICK (√) Where necessary

1. What is the status of your school?

_____ Mixed primary

_____ Boys boarding

_____ Girls boarding

_____ Mixed boarding

2. Your gender

_____ Male

_____ Female

3. What is your age range in teaching profession

_____ Less than 25yrs

_____ Between 25-35yrs

_____ between 35-45yrs

_____ between 46-55yrs

4. Indicate the highest level of qualification of teachers handling special needs children in school

_____ University level

_____ Diploma level

_____ Secondary level

_____ Primary level

5. What is the child population of your school?

_____ 100-500 pupils

_____ 501-1000 pupils

_____ 1001-1500 pupils

_____ 1501- and above

6. Of your school population, How many are categorized under special need learners?

_____ 1-20 students

_____ 21-50 students

_____ 51-100 students

_____ 101 and above

SECTION B

Questionnaire on level of teachers training.

_____ Has teachers in your school attended a special needs training?

_____ Making school accessible and safe for students with special needs often means managing and training behavior effectively.

_____ Children with special needs are always fit in the society after attaining required training/teaching.

_____ As a researcher, I propose that children with learning disabilities and low scores can still access college for training, give your feeling.

_____ Teachers who go for special needs education, needs training on how to go about curriculum modification and adoption behavior management techniques?

_____ Most children with special needs have a developmental age that might not be their true age; this can be determined by trained specialist?

CURRICULUM VITAE

Personal Profile

To document the details of the researcher, his competency in writing a proposal and to recognize his efforts and qualifications.

Name : Kayaga O. Fred
Sex : Male
Address : P.O.Box 945, Suna
Mobile : +254722459746
Email : fredkayaga@yahoo.com
Date of birth : 1st June 1966
Status : married
Languages : English, Kiswahili, Luo (all written and spoken)

EDUCATIONAL BACKGROUND

YEARS	SCHOOL/INSTITUTION	AWARD
2010 to date	Kampala International University	Masters of Educational Administration & management
2007 – 2010	Kampala International University	Bachelor's Degree (ARTS) in social studies
2003 – 2006	Kenyatta University	Diploma in school management
1988 – 1990	Kilimabogo T.T.C	P1 Certificate
1983 – 1986	St. Joseph's Rapogi High	K.C.E Certificate
1975 – 1982	Sare Primary	C.P.E Certificate

I FRED O. KAYAGA REG NO. MED/18402/111/DF Declare that the above information given is true to the best of my knowledge.

