

**AN INVESTIGATION ON THE IMPACT OF FREE PRIMARY  
EDUCATION ON LEARNERS WITH LEARNING DIFFICULTIES  
NDEINYA ZONE, KIAMBU WEST**

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### **DECLARATION**

I WACHEKE JOHN WAINANA BED/10096/52/DF declare that this research is my original work and has never been submitted to any university or college for any award. Where the works of others has been cited acknowledgement has been made.

Date. 16/12/08 .....

Signature.  .....

## APPROVAL

This dissertation has been submitted for examination with my approval as the university supervisor.

Signature: .....



Date: .....

16/DEC/2008

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## DEDICATION

This piece of work is dedicated to my late mother, my fiancée Purity and my sister Elizabeth and my brother Kim for their patience, throughout my studies.

## ACKNOWLEDGMENT

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## **ABBREVIATION**

FPE	Free primary education
UPE	Universal primary education
EFA	Education for all
MBD	Minimal brain dysfunctional
NCDL	National association of children with Learning disability
UNESCO	United Nations scientific educational and culture organisation.
EMR	Educationary mentally retarded.
SES	Students of high social economic status

## **ABSTRACT**

The purpose of the study was to examine the impact of free primary education on learners with learning difficulties. The objectives of the study examined the impact of free primary on learners with disability. The study examined causes of leaning difficulties among learners.

The researcher used a cross sectional survey to carry out study. Both qualitative and quantitative research designs were use used to analyze a large sample. The researcher used random sampling technique to select from a population of 180 respondents.

The study targeted 16 primary schools in the zone and 20 questionnaires were used in data collection. Teachers were the main respondents. Descriptive statistics mainly frequencies and percentages were used to analyze data.

Data analysis revealed that regular schools have the higher number of learners with behaviour and emotional problems. The support insufficient this touched on government policy, community involvement among others.

The researcher recommendations which include sensitizing parents on importance of education, harmonization of children acts, expanding school facilities and resources and training personnel.

Finally the study provided suggestions for further research which include the replication of the study using a large sample in the country and further research on quality of education offered in Kenya schools.

## **CHAPTER ONE**

### **1.0. INTRODUCTION**

#### **1.1. Background of the study**

Every child has a right to education. The children's act which came into force on 1<sup>st</sup> March 2002 puts this responsibility on Kenyan Government and parents. The act spells out the rights of all children and recognizes that education is a Human Right that every child must enjoy and has to be protected by the law.

Introduction of Free Primary Education (FPE) is a commitment to realize the Universal Primary Education (UPE) by 2005 and Education for all (EFA) by 2015. Achieving UPE by ensuring all boys and girls complete a full course of primary schooling is also one of the millennium development goals as pledged by 189 United Nation Member states.

Launched on 6<sup>th</sup> January 2003, FPE is a response to the World Conference on Education for all (EFA) held in Jomtien-Thailand in 1990 and the World Education of Kenya having accepted and signed the recommendations of these two international meetings, considers the attainment of U.P.E as a development strategy.

Free Primary Education allows all children to access education without discrimination. The Government has removed major obstacles that hinder children of school-going age from accessing and completing primary Education as is the case in many urban slum schools, rural areas, arid and semi-arid lands.

F.P.E is a joint responsibility and the government considers provision of Primary Education as central to poverty reduction in the spirit of partnership where everybody has clear roles to play. Parents for example are required to meet the cost of school uniforms, meals, transport to and

from school, health care and boarding facilities. The Government is providing teaching materials and resources in the schools. It is also involved in hiring of teaching personnel in these schools. All Primary Schools are expected to enroll all children of school-going age without discrimination. Children from various backgrounds including children with special needs within the mainstream school and advocate for all children regardless of disability (difficulty) to access quality education their neighboring schools together with their siblings and peers. In Ndeiya zone, an effort is being made to come up with several special units in primary schools that take cope of the children with special needs in education.

### **1.2. statement of the problem**

Though F.P.E has opened doors to children of school-going age to enroll in schools, it did not provide for the needs of children with learning difficulties. According to the 2003 Ministry of Education Science and Education task force report on special needs education Appraisal Exercise, there were only 26,885 learners with learning difficulties in special schools, units and integrated programmes combined. It is a Paradox that huge sums of money have been spent in Kenya on various commissions on Education with good recommendations postulated about special Education needs yet Kenya is doing poorly in this area. Therefore the study intended to investigate the impact of Free Primary Education on learners with learning difficulties (disabilities) and inclusive Education Progress in upland zone.

### **1.3. Purpose of the study**

To investigate the impact of Free Primary Education on learners with learning difficulties (disabilities) in Ndeiya zone, Kiambu West.

#### **1.4. Objectives of the study**

1. To examine the impact of free primary education on learner disability.
2. To examine the causes of learners difficulties.
3. Highlight the major factors hindering inclusion of learners with learning disabilities in the zone

#### **1.5. Research questions**

The research intended to answer the following questions;

1. What is the impact of free education on learners with disability?
2. What are the causes of learners with disability?
3. What factors the major factors that hinder inclusion of learners with disability in the zone?

#### **1.6. Significance of the study**

The results of this study were intended to be useful in the following ways;

The study will identify areas for further research as regards inclusive education

The study will guide the Government in implementing the intended inclusive Education for learners with learning difficulties (disabilities).

The study will guide the Government in reforming and restructuring special Education Programmes to improve service delivery for learners with learning difficulties

Bridge existing gaps in literature thus create new knowledge in the field of special Education.

#### **1.7. Limitations and Delimitations of the study**

##### **1.7.1 Limitations**

The study being based in a rural set-up had findings that could not be generalized to urban areas.

The study was conducted in one zone only due to limiting factors such as financial constraints, and limited time to gather varied data.

### **1.7.2 Delimitations**

The researcher had the advantage because teachers who were in a position to understand the language hence no communication barrier.

The teacher was familiar with the area of the study hence was able to locate the schools to carry out the study with ease.

Respondents were of great help as they acted as guides hence eased the work of the researcher and provided effective and efficient information.

### **1.8. Operational definition of terms and concepts**

**Free Primary Education-** Education that allows all children of school-going age to access schools and acquire basic literacy and numerous skills without discrimination

**Inclusive Education-**Education that addresses individuals learning needs within the mainstream or regular school and advocates for all children to access quality Education without discrimination.

**Special needs-**Factors that hinder normal learning and development of a individual

**Special needs Education-** Education that provides appropriate modification in curriculum, teaching methods resources, environmental adaptations to meet individual special Educational needs.

**Integration-**involves assimilating children with special educational needs into ordinary school systems

**Learning difficulty-**one or more significant deficits in essential learning process requiring special education techniques for remediation

**Disability-**loss or reduction of functional ability due to impairment

**Inclusion-**creating a learning environment that includes all range of materials and experiences that will enable all children regardless of ability to participate and learn.

### **1.9. Scope of the study**

The study was conducted in Kiambu West District Limuru Division, Ndeinya zone. The zone consists of three educational units which have sixteen schools. The researcher gathered data by giving questionnaires to six teachers in each unit to fill in except in one unit where pilot study was conducted and three questionnaires had been given earlier. The respondents gave their views on the impact of Free Primary Education on learners with disabilities in the zone.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. INTRODUCTION**

Recent studies indicate that approximately ten million children suffer from some type of learning difficulty. Many experts now believe that learning difficulty affects about twenty percent (20%) of the school population. New evidence also indicates that undiagnosed learning difficulties may be the basic problem with large numbers of children who do not do well in the school-the under achievers, the disciplinary problems and the dropouts.

Each child with a learning difficulty exhibits a different combination and severity of problems. However, all children with learning difficulties have in common lack of adequate achievement in school. Dr. Samuel Kirk (1963) a prominent leader in the field of special Education first suggested the term learning Difficulty. In 1968, the National Advisory Committee on Handicapped children formulated the following description.

Learning difficulty refers to one or more significant deficits in essential learning. Processes requiring special education techniques for remediation

Children with learning difficulties generally demonstrate a discrepancy between expected and actual achievement in one or more areas such as spoken, read, written, language, mathematics and spatial orientation. This learning disability referred to is not primarily the result of sensory, motor, intellectual or emotional handicapped or lack of opportunity to learn.



Learning difficulties therefore are not caused by mental retardation or emotional distress, though they may be contribution factors. Instead the difficulty is assumed to spring from some physical defect in brain development or maturation. Somehow, neurons in the brain don't function properly like a defective wire in an electrical system.

A variety of expressions have been used to describe children with difficulties which include minimal brain Dysfunction (MBD), Psycho neurological inefficiency, cerebral dysfunction, dyslexia, dyscalculia and developmental aphasia. All the above describe specific learning disabilities where a child with normal or above average intelligence suffers from a specific problem which interferes with the learning process.

Educational planning for children with learning difficulties involve use of two educational alternatives programs namely special classes which provide full-time educational therapy and regular classroom placement which supports services such as resource rooms, learning centres, itinerant teachers and consultative service. The alternative implemented depends on the severity of the problem and availability of resources.

## **2.1. Overview of Learners with Learning Difficulties**

With a population of about thirty (30) million people with disabilities (difficulties) that hinder their normal learning and functioning. Since 44% of Kenya's population is aged below 15 years, it is estimated that about 1.3 million children between 0-15 years have disabilities.

Before 1900 in Europe, children were being referred to as "word blind" the early awareness and interest in children who seemed unable to 'see' words soon led to the establishment of special schools and classes. However, in the United States, even though research findings were

published in early 1900s, acceptance was slow. Great deal of work was going on in the major fields involved in medicine, education and psychology but not sharing much of knowledge.

Many proposed theories resulted in the formation of groups to promote programs based on a particular hypothesis. The formation of the National Association for children with learning disabilities (ACDL) in mid 1960s resulted to it being credited for bringing myriad efforts under one umbrella. It led to the first substantial funding of special education for these children. ACLD being non-profitable advances education and general welfare of children of normal or potentially normal intelligence with learning disabilities of a perceptual, conceptual or co-ordinate nature.

These children could join an illustrious company of well known persons who succeeded in spite of being hampered by limitations now being described as learning difficulties.

Leonardo Da Vinci signed his name in mirror-writing. Charles Dickens had difficulties in learning to read, spell and make sense of shapes of letters. Hans Christians Anderson was a very poor speller. Albert Einstein was very later in talking and Patton had not learned how to read until he was twelve. "Professor Bckwards" of television popularity could sing, talk and spell backwards very rapidly. He also used this to entertain.

### **2.1.1 Legislation issues**

The United Nations Educational Scientific and cultural Organization (UNSECO) recently took a study on special Education legislation in member states. Maria-Rita Saulle, who was involved in the study,

presented some of the findings outlining a number of general issues arising from legislation Salamanca (1994):

Legislation is usually needed to ensure the rights of disabled persons to equal rights and opportunities

Many countries experience problems in implementing legislation in ways that affect the day to day lives of people it is meant to serve.

Many changes had been made in the past ten years in relation to compulsory education. Though 35 of the 52 countries which replied to the enquiry claimed to have education for all pupils, this law was not always literally enforced and there were many expectations due to lack of resources.

Very few countries had stated that no children were excluded on grounds of disability which suggested that those with severe disabilities could not be admitted to schools for practical reasons. Half the countries referred to categories of special education (Salamanca 1994, 28-29)

### **2.1.2. Policy on integration**

Reports on integration were difficult to interpret. Some countries that expressed a strong commitment integrated education still planned to retain special schools and classes. Eleven of the 52 countries envisaged nothing but mainstream education while others opted for continuum of provision including both specialist and supported mainstreams education. Seven countries appeared to opt for separate provision while still supporting the principle of integration. An example of principles and philosophy provided from the state of Victoria, Australia were:

- Every child has a right to be educated in a regular school
- Provision should be organized according to the child's needs rather than disability.
- Resources and services should be school-based

- Decision making should be collaborative
- Integration is a curriculum issue

## **2.2. Serving special needs**

Parents and teachers have expressed concern that special needs of children with developmental differences may not met adequately in a community programme. They feel that teachers may not have the time or the skills needed. If the programme is meeting the special needs of some children, what about the other children who do not require extra support? Are they going to be short-changed?

This concern has been addressed in a number of research studies. By and large, the data indicate that most parents believe that their children benefit from inclusive programs. Again the findings are based on well structured programs with knowledgeable teachers. Little parent satisfaction is found in poor programs, integrated or otherwise.

In a review of a number of research studies, Lamorey and Bricker (1993) state that in general the needs of children were met in inclusive programming. Some parents were concerned about the quality of training received by teachers in these programs.

Professionals need to work on adapting pre-service training for teachers in special needs education and related therapy fields to prepare professionals to work together to deliver services to children with special needs in inclusive schools (Ofomand M.C. Evoy 1990, Washington, Schwartz, and Swinth 1994).

Many researchers without special need report that their children are learning important social and academic lessons from their experiences in inclusive classrooms (Gregor and Vogelsberg 1998). A similar reaction is

found among parents of children with special needs. (Guralnick 1994, 180) reported the following;

Particular benefits to children with special needs were noted in relation to promoting the acceptance of children with disabilities in the community, preparing the child for the real world, encouraging children with learning disabilities to learn more and providing opportunities to participate in a wider variety of interesting and creative activities.

In general, teachers' attitudes are favourable towards inclusion once they have actually worked with children with special needs in an inclusive setting. Thurman and Widerstorm (1990,40) offer the following summary statement.

"There doesn't appear to be any basis for the fear of children being sighted as an examination of successful programs at the school level"

Individual programming for children with special needs offer spills over into better practices for all children. The author also talks about their personal experiences;

"Teachers who though mainly in terms of group activities, through their work with special children, plan for individual differences among all children more effectively"

### **2.3. Concerns and challenges of inclusion**

The inclusion of young children with special needs appears to be of general benefit to everyone. Arguments for and against the practice must be based on the assumption that the studies were conducted in a quality programme with well trained and caring adults in a ratio appropriate to the number of children enrolled (Doherty: Derkowski 1995). A poorly structured or staffed program can have a negative effect on any child from the most delayed to the most gifted.

In the United States, inclusion is a law. In Canada, though not required by the law, inclusion of children with special needs is recognized as a perfect practice. The pros and cons of inclusion continue to be raised and to be the focus of considerable research

## **2.4. Key challenges hindering inclusion**

### **a) Socio-economic problems**

Some typically observed behaviors in the learning disabled include extreme distractibility, short attention span, withdrawal, poor interpersonal relationships, personality problems and anxiety. The question does not arise whether psychological difficulties cause certain problems or if socio-emotional problems arise from child's learning difficulty. Both positions are supported by a number of studies.

Bower (1969) found a large number of emotional disturbed children with learning difficulties. Opposing these findings, Fernald (1943) stated that only a small minority of children she had worked with had demonstrated emotional problems prior to the development of their learning problem.

Behaviours demonstrated by children with learning difficulties are described as disruptive since they therefore with the learning process. The behaviour often involves incidents with other children creating poor peer relations. Results of a recent study show that learning disabled children score higher on social rejection tests and lower on social attraction.

### **b) Labels**

Most controversial issues in special education are labeling and class placements. Both concepts have come under tremendous amount of Christian in recent years more specifically since Dunn (1968) wrote his

now famous article questioning the validity of special class placements for mildly retarded children. Children in need of special education have been placed in special institutions. Schools or classes with special teachers trained to understand and work with them.

Negative aspects to labeling can lead to stigmatization, isolation and accentuate differences which can separate these children from others, permit, encourage a denial of their humanness (Hobbs 1974) and affect the child's future with respect to education and career.

Most of these negative aspects are assumptions taken as truths but have little empirical evidence (Hobbs 1974; Jones: 1972). These presumptive and impressionable evidences found in research studies and articles generalize the questionable findings from the population on which the research was conducted, usually the educationally mentally retarded (EMR) to other categories, specifically learning difficulties (Jones 1972; Dunn 1968) as Hobbs (1974) states.

Classification and labeling are essential to human communications and problem solving. Without categories and concept designators, all complex communication and thinking stops.

Drawing attention to a problem involves describing it through a label. According to Margaret Rawsom (1972), a label is good when it is used by a well informed person to transmit information concerning a child and treatment.

c) Socio-economic observations make it possible to match test results empirically with students' performance. When we need the children to read, it becomes clear that indeed many would not correctly respond to items, partly because many can't decode and understand the question

fast enough, but had they enough reading practice? Basically children learn that they practice and have had time to process and consolidate information. Several studies have shown that exposure to content is a very significant predictor of test scores. (Fredrick and Walberg, 198; Walberg, 1988; and Wang 1998) other things being equal, the amount of time students are engaged in learning distinguishes between students who learn a lot about a topic and students who have little about it. However, the schools that serve the poor often have little time on task (Taylor et al; 1998). In United States, the schools of the poor have more interruptions and disruptions (Stevens, 1993). Students of high socio-economic status (SES) were found to be engaged in fifteen minutes per day longer than low (SES) students in writing, reading and talking about academic subjects. Low (SES) students would be required to attend school 1.5 months during the summer break to receive an equivalent amount of engaged time (Greenwood, 1991).

Nevertheless, amount of time students have available to process information emerges as a central concept in the acquisition of basic skills. The limited and inefficiently used time in the schools of the poor is the hallmark of the pedagogy of poverty.

## **2.5. Supporting inclusion**

In an inclusive classroom, the most significant and useful behavioral principal for teachers is one that bears repeated emphasis “every child can learn”. Some learn faster than others, some more than others, some easily and others with great effort. Some can learn from one type of approach and others from different approaches, but all children can learn. This well-established concept is documented by several decades of behavioral research. Bijou and Cole (1975) summarize:

Traditionally an individual who did not learn what was presented was considered incapable, indifferent, unmotivated or lacking. The behavioral



view on the other hand is that if a learner does not learn, something is lacking in the teaching situation.

Each child can be provided with a responsive and reinforcing learning environment matched to his/her developmental differences though they may learn more slowly or with great effort need to be provided with a responsive and reinforcing learning environment matched to their developmental skill levels. This approach emphasizes on starting where the child is developmentally, and building from there. The effectiveness of inclusion depends on the interactions between children requiring extra support and those who do not. Peer interactions do not necessarily occur (Guralnicj, Devoney and Rubin 1974; Guralnick and Neville 1997). Their research indicates that all children played together when the teacher structured the environment so as to promote such interaction.

An interesting sidelight in the Devoney study was that when playing with their peers, children with special needs played in a more organized and mature way than had been characteristics of their earlier play. In a recent study focusing on imitation in an inclusive classroom, Gar Finkle and Schwartz (1998) demonstrated that children with autism can learn to imitate their peers during small group activities. After the imitation training, the amount of time the children with autism played together with peers in small groups during free choice time increased. From these and innumerable other pieces of research, it is apparent that teacher structuring of play activities is essential. Curriculum planning for an inclusive program should support activities that lead all children in an inclusive environment working and playing together.

## **2.6. The teacher in an inclusive setting**

Teaching in an inclusive setting is both challenging and rewarding. In these settings, teachers encounter the richest and widest range of developmental likeness and difference among children. Skilled teachers enjoy this diversity, once they are convinced of the underlying developmental similarities among children of varying abilities. Teachers in an inclusive classroom are members of a team of professionals who work together to meet the needs of all children in program. Each member brings special knowledge to planning and implementing an appropriate developmental program for a child with special needs.

A study conducted by several Canadian researchers (Lero, Irwin, Brophy 2000) found that most of the front line staff and directors who participated in the study showed positive attitudes towards inclusion of children with special needs.

Factors that enabled teachers to be most successful with inclusion were support from resource teachers and consultants, external therapists, emotional support and assistance from co-workers. These researchers suggest that these on-going resources strengthen team efforts within centres and build on staff strengths and motivation.

### **2.5.2 Benefit of inclusion**

#### **a) Development process**

Children who are developing at an expected pace benefit from inclusive programs at least to the same degree and sometimes to a greater degree than would have been expected if they had attended non-integrated schools. (Thurman and Widerstrom 1990, 39). There isn't evidence of negative effects on any children who are in inclusive programs (Buysee and Baily 1993; Sharpe, York and Kniht 1994). In studies that have compared the amount of teacher attention to individual children and

children's rate of engaged learning time in classrooms with and without special needs, there are no differences, suggesting that no negative impact on children's development.

Another safe conclusion that can be drawn from the current research according to these authors is that the developmental outcome for children in inclusive programs depends on quality of teaching and how well the teacher is provided with special support when needed rather than on the process of inclusion itself.

#### **b) Peer tutoring**

A well documented benefit of inclusion for all children is peer tutoring—one child instructing another. It appears that both the tutor and the tutee receive significant benefits from the experience (Guralnick 1978). The common sense of this is readily apparent; most of us have discovered that given an unpressured opportunity to teach someone else something we know or are learning, our own skill and understanding are increased. The same is true of children. As pointed out by Spodek, Saracho and Lee (1984), voluntary peer tutoring among young children of all developmental levels can promote

- Social interaction play behaviours
- Acceptable play behaviours
- Appropriate and enhanced use of materials

Peer tutoring should not be confused with peer modeling. The former involves an unconscious process that occurs when a child observes and interacts with other children. Both however enhance development of children with special needs.

#### **c) Benefits of families and society**

Parents' attitudes about inclusion were influenced by their experiences with inclusion (Lamorey and Bricker 1993). Parents of children with special needs were most often positive in their responses

although they did identify some concerns. Attitudes of parents of children without special needs improved as experience with inclusion increased. A study involving 125 parents of children who attended inclusion school programs, Peck Carlson and Helmstetter (1993) found that parents perceived and were supportive of inclusive education. Additionally, Peck and his colleagues found that parents reported that their children were more accepting of human differences and had less discomfort with people with developmental differences and people who looked or behaved differently from them.

Inclusion also appears to be of long-term benefit to the society. Children who grow up with opportunities to interact with those with special needs are likely to be more tolerant in later years. they tend to mature into adults with greater understanding and respect for those with diverse abilities in the society. (Kishi and Meyer 1994), many teachers report that most young children, unless influenced by inappropriate adult attitudes have a natural acceptance of individual differences. They are unlikely to make negative judgments and comparisons of children who are developmentally different. When they do not comment or ask questions, they are doing so because they need to learn about whatever it is that is unfamiliar about the child who requires extra support.

## **2.6 Causes of learners difficulties**

Research has indicated various causes of learner difficulties as follows.

- Disability
- Poverty
- Social economic factors
- Poor learning environment
- Poor teaching methods
- Community lack of knowledge about the need of education.
- Lack of support from parents and government.
- Lack of reading materials.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter includes the research design, target population, sample size, research procedure, data collection instrument and data analysis

#### **3.1 Research design**

The researcher used cross-sectional survey research design. Both quantitative and qualitative designs were used to collect data and examine a large sample.

#### **3.2. Target population**

The target population of the study was about one hundred and eight teachers in the sixteen regular primary schools in the zone.

#### **3.3. Sample size**

The researcher sampled twenty teachers from the one hundred and eight in the sixteen primary schools.

#### **3.4. Sampling procedure**

The researcher used simple random sampling. The sample consisted of 16 schools with the names of the schools written in pieces of paper and placed in a box. The box was shaken, picking one name at a time. This was repeated in all other areas of the zone such that the researcher had a school as a sample from every area of the zone.

### **3.5. Research instruments**

The researcher used questionnaires to gather information from teachers in these schools. The questionnaires were issued to the respondents to seek their views and opinions on the given topic. The responses to the questions required ticking the correct option on YES or NO in closed ended questions. Other responses required the respondents to express their views in open ended questions.

### **3.6. Research Procedure**

The begun by getting an introduction letter from Kampala international university which was presented to the selected schools to get permission to carry research. After four weeks the researcher went round the sampled schools collecting the questionnaires from the respondents having communicated to them prior to the collection data.

### **3.7 Data Data Analysis**

The Statistical Package for Social Scientist (SPSS) was used for processing and analysis of quantitative data. The researcher will generate frequencies, pie-chart, and cross – tabulations.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.0 Introduction

This chapter presents the results of data analysis and presentation basing on the objectives of the study.

#### 4.1 Cross -tabulations

The descriptive statistics include cross-tabulations that were used to show the demographic characteristics.

**Table 1: Gender distribution for teachers who participated in the study**

Gender	Frequency	Percentage
Male	10	20%
Female	40	80%
Total	50	100%

From the above data the number of female respondents with 80% was higher compared to their male counterparts implying that female teacher population is higher in the zone.

**Table 2: Age distribution of teacher**

Age in years	Frequency	Percentage
25-34	5	10%
35-44	40	80%
45-54	5	10%
Total	50	100%

Data above revealed that majority of the teachers were between 35-44 years which was 80%



**Table: 3 Teachers Professional Qualification**

Professional Qualification	Frequency	Percentage
P2	5	10%
P1	30	60%
ATS	5	10%
Diploma	5	10%
Degree	5	10%
Total	50	100%

According to the data above, majority of the teachers (60%) had P1 Certificate as their highest professional qualification.

**Table 4: Teaching Experience**

Experience in years	Frequency	Percentage
1-5	5	10%
6-10	10	20%
11-15	20	40%
16-20	10	20%
Above 20	5	10%
Total	50	100%

From the data above, teachers with the highest teaching experience were the majority (40%) while those with least experience were 10%

### **Enrolment of Learners in the Zone**

Data given by teachers concerning the enrolment of learners in the schools was as follows:

**Table 5:**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Boys	6056	44.7%
Girls	7498	55.3%
Total	13554	100%

The data above revealed that there was higher enrolment of girls than that of boys. Teachers explained this as a result of higher girls child population compared to the boys.

### **4.2 Categories of Learners with Learning Difficulties and the Enrolment in each Category**

In a bid to establish and determines the existence of this phenomenon, teachers were required to supply information related to the categories and numbers of learning difficulties enrolled in their schools data provided was as follows;

**Table 6:**

<b>Category</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Visually impaired	68	57	125
Hearing impaired	43	57	100
Mentally challenged	176	128	304
Physically challenged	13	17	30
Language difficulties	172	179	351
Mathematics difficulties	140	155	295
Behaviour & emotionally disturbed	142	248	390
Total	754	841	1595

The response showed that learners who were behaviorally and emotionally disturbed recorded the highest number in both boys and girls (390). The category with the least number of learners was that of the physically challenged. The data also revealed that girls recorded the higher number in terms of enrolment (841) compared to boys (754)

**Table: 7 Reasons for enrolment of learners with learning difficulties in inclusive schools**

Teachers gave various response towards the reasons for their enrolment

<b>Factors</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
Parents voluntarily their children	-	1	17	2	20
Adequate support is provided	-	-	18	2	20
FPE has enhanced their enrolment	1	4	10	5	20
Parents feel secure with their children in inclusive schools	-	3	14	3	20
To promote interaction	4	8	6	2	20

From the above data on reasons for enrolment, most of the teachers disagreed on the factors highlighted on reasons for enrolment. They also highlighted difficulties were ignorant and did not want to have their children interact with peers in inclusive settings.

**Table: 8 Factors Hindering Inclusion of Learners with Learning Difficulties**

Teachers gave various responses on the highlighted factors.

**a) School based factors**

<b>Factors</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
Labeling	11	6	3	-	20
Low-self esteem	14	4	2	-	20
Lack of specialized support	16	2	2	-	20
Lack of teacher motivation	15	3	2	-	20
Poor environmental adaptation	13	3	3	1	20

From the above highlighted school based factors, majority of the teacher strongly agreed that they were hindering the inclusion of these learners.

**Table 9: (b)Homed community based factors**

<b>Factors</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
Parental ignorance	18	2	-	-	20
Child overprotection	13	5	2	-	20
Negative perception by community	17	2	1	-	20

Most of the teachers supported by strongly agreeing that these factors had greatly hindered inclusion

**Table 10 (c) Socio-Economic Factors**

<b>Factors</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
Poor interaction with peers	10	5	2	3	20
Inadequate parental support	14	4	1	1	20
Inadequate funds for learning resources	15	3	2	-	20
Negative self-perception	16	2	2	-	20

The teachers strongly agreed that the factors hindered inclusion.

**Table 11 : Helping Learners with Learning Difficulties in inclusive classrooms**

The respondents reacted to the statements provided regarding the support offered as follows:

Support	SA	A	D	SD	Total
Teachers administer IEP	-	2	12	6	20
Teachers mark their work	1	1	10	8	20
Teachers offer remedial services	-	4	14	2	20
Teachers encourage and motivate learners	-	8	11	1	20

From the above data teachers offer minimal support to these learners in academic areas highlighting reasons such as high teacher-pupils ration and lack of cooperation from parents of these children

**Table 12: Supporting Learners with Learning Difficulties**

Support	SA	A	D	SD	Total
Government fully supports them	-	1	8	11	20
There is adequate provision of resources	-	4	8	8	20
There is enough qualified personnel to assist them					
Policy of inclusion has been	-	2	11	7	20
FPE has fully realized the inclusion of all learners.	-	2	15	3	20

The data above revealed that the government had not realized much as regards inclusion as majority of the respondents.

**Table 13 : Causes of learners difficulties**

<b>Causes</b>	<b>Frequency</b>	<b>Percentage</b>
Poverty	20	40%
Disability	5	10%
Lack of reading materials	10	20%
Social economic factors	10	20%
Poor learning environment	5	10%
Total	50	100%

From the data above, indicates that majority of the learners are faced with lack of school fees difficulty that hinder their

#### **4.3 Strategies to solve the problems of inclusion of all learners**

Teachers gave the following opinions

Sensitizing parents on the importance of education, enforcing children's act and persecuting parents, denying or interfering with children's education, improving teaching methods and prohibiting forced repetition, involving stakeholders in provided or construction of school facilities and resources, enhancing guidance and counseling in schools, employing more teachers, training teachers with skills necessary to handle learners with special needs and educating the community on how to deal with children exceptionalities.

#### **4.4 Summary**

The chapter analyzed and interpreted data regarding Free Primary Education and learners with learning difficulties in inclusive settings. It addressed its findings by analyzing the enrolment rate and the factors

hindering inclusion. Researcher used simple descriptive statistics such as frequencies and percentages to analyze the data. An explanation of each tabulated data was given for all the findings.

Key findings of the study revealed that there was low enrolment of learners with learning difficulties due to such challenges like socio-economic status and labeling in the literature review and self negative perception by the learners. The findings also revealed parental ignorance as a factor in the data analysis. From the above findings the researcher concluded that it was important for these learners to be enrolled in the inclusive schools. It was also important to involve all the stake holders to support these children in their learning. Researcher also found it important for the teachers to be sensitized in handing and assisting these learners achieve and realize their dreams both academically and vocationally.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

The chapter summarizes the findings of the study and presents conclusions and recommendations and areas for further studies. It is based on the objectives as follows:

1. To examine the impact of free primary education on learner disability.
2. To examine the causes of learners difficulties.
3. Highlight the major factors hindering inclusion of learners with learning disabilities in the zone

#### **5.1. Causes of learners difficulties**

The study was set to examine the impact of free primary education on learner's difficulties. The findings indicated that poverty is a major cause of learners difficulty (Table 13) this implies that many learners cannot get the basic needs in their education as a result of poverty . Lamorey and Bricker (1993) concur with the findings that poverty may affect the learners to access the basic need in life. They add that may result into lack of school uniform, books, pens, medical service hence becoming a difficulty.

#### **5.2 Factors hindering inclusion of learners with learning difficulty in the zone**

The study examined the factors that hinder inclusion of learners with difficulty. The findings indicated that lack of attention of teachers, labeling, lack of motivation, low self-esteem and poor environmental adoption. These are key hindering factors inclusion of learners with learning difficulty.



### **5.3 Impacts of free primary education on learners difficulties**

The study examined the impact of free primary education on learning difficulties. The findings indicated that free primary education has a major effect on learners.

### **5.4 Conclusion**

School-based factors, home/community factors and socio-economic factors were seen as the hindrances to inclusion of these learners. The study highlighted several suggestions which ranged from those involving teachers, parents and other stakeholders participation. This implies that for effective inclusion, all concerned parties should work together collectively to address the challenges affecting the learning of these learners in inclusive settings.

### **5.5 Recommendations**

In the light of the findings and conclusions, the following recommendations were made;

1. Parents and their children should be sensitized more on the importance of education
2. Harmonization of children's act with the education act
3. Formulation of clear policies on provision of education for all
4. Recruitment and training of education personnel to cope with teaching learning of learners in inclusive classrooms
5. Expansion of school facilities and resources to cater for the teaching and learning of these learners in inclusive schools.

## **5.6 Suggestions for further research**

Taking into account the limitation and delimitations, the following areas for further research are recommended:

1. The study being limited to only one zone, there is need for a replication of the study using larger samples to elicit more national perspective on the area of the study
2. More qualitative and participatory kind of research involving parents, pupils, education field officers and other stakeholders needs to be conducted to solicit information on the challenges.
3. Further research can be conducted on the quality of education offered in Kenyan elementary schools

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## **APPENDIX 1**

### **QUESTIONNAIRES FOR TEACHERS**

#### **INSTRUCTIONS**

Dear teachers

Please answer all the questions and honestly give your response. Every name should not appear on the questionnaire. Every information will be treated confidentially and will be used for the purpose of research only.

Please tick or write answers where appropriate.

1. GENDER

- a) Male
- b) Female

2. AGE BRACKET

- A) 25-34 YEARS
- B) 35-44 years
- C) 45-54 years

3. PROFESSIONAL QUALIFICATION

- a) P2
- b) P1
- c) ATS
- d) Diploma
- e) Degree

4. TEACHING EXPERIENCE

- a) 1-5 years
- b) 6-10 years
- c) 11-15 years
- d) 16-20 years
- e) Above 20 years

5. What is the current total enrolment of learners in your school?

- a) Boys

- b) Girls
  - c) Total
- b) What categories of learners with learning difficulties are found in your school and how many are in each of the category
- i) Visually impaired
  - ii) Hearing impaired
  - iii) Mentally challenged
  - iv) Physically challenged
  - v) Language difficulties
  - vi) Mathematics difficulties
  - vii) Behavior and emotionally disturbed
  - viii) Any other category

Total

Use number 1,2,3,4 appropriately against each of the given statements to show your response in the boxes provided

- 1) Strongly agree (SA)
- 2) Agree (A)
- 3) Disagree (D)
- 4) Strongly disagree (SD)

#### 6. Enrolment of learners with learning difficulties in inclusive schools

Parents voluntarily enroll their children

Parents feel secure as their children attend school

FPE has encouraged their enrolment

Adequate support if provided

#### 7. Factors hindering inclusion of learners with learning difficulties

- a) Labeling
- b) Low self-esteem
- c) Lack of special support
- d) Lack of motivation from teachers

e) Poor environmental adaptation

b) Home/community based factors

Parental ignorance

Child overprotection

Negative perception by communities

c) Socio-economic factors

Poor interaction with peers

Inadequate parental support

Inadequate funds for learning resources

Negative self-perception

8. Helping learners with learning difficulties in inclusive classrooms

i. Teachers administer individualized educational programmes

ii. Teachers mark their academic work with an aim of assisting them

iii. Teachers offer them help in academic areas not clear to them

iv. Teachers motivate and encourage them when they attempt during class work

9. Supporting learners with learning difficulties

Government fully support their learning

There is adequate provision of resources

There is enough qualified personnel to assist them

Policy on inclusion of all learners has been fully realized

FPE has fully realized the inclusion of all learners.

Kindly give any further suggestions or recommendations that in your own opinion may help the ministry of education and the government improve and support learners with learning difficulties in inclusive schools.

Thank you for your cooperation in completing this questionnaires

## APPENDIX 11

EXPENDITURE	AMOUNT
2 files@ 50	100.00
Fullscalps (one realm)	300.00
Biro pens (10) @ 15	150.00
2 pencils @ 20	40.00
Correction fluid	50.00
Questionnaire typing @ 30 x 4 pages	120.00
Photocopying 24 questionnaires x 4 pages x sh 2	192.00
Bus-fare	1350.00
Lunch	500.00
Credit card	1000.00
Research Assistance	800.00
Miscellaneous	500.00
Project typesetting and binding	2000.00
<b>Total</b>	<b>7102.00</b>



## APPENDIX II1

### TIME FRAME

ACTIVITY	TIME	PERIOD
Typing, printing proposal	September , 2008	1 month
Administering questionnaires	October 2008	1 month
Data collection and analysis	November 2008	1 month
Typing and build up final report	December 2008	1 month
<b>Total</b>		<b>4 months</b>