Inclusive Learning and Pupils Academic Performance of Mwiki

Primary School in Thika District, Kenya

By

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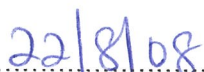International University

NOVEMBER 2008

DECLARATION

I, declare that the material in this book has been done entirely by my effort and has not been presented else where for any academic awards.

SIGN

....

MWATHI ALICE MUTHONI

DATE:

...............22/8/08...............

APPROVAL

This research report is submitted for examination with my approval as a University Supervisor.
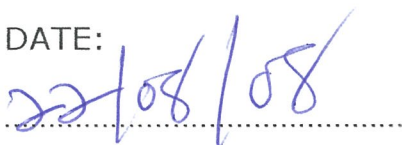
Sign

....

MR. OCHAN JOSEPH

SUPERVISOR

DATE: 22/08/08
....

DEDICATION

This book is dedicated to my husband MR. LUCAS C.MWAURA, and my

son KEVIN NJUGUNA MWAURA.

ACKNOWLEDGEMENT

First of all I would like to thank my supervisor Mr. OCHAN JOSEPH for being there for me whenever I needed him and also offering advice where necessary.

I would like also to thank my husband for all he has done for me as regards my studies as well as this research work.

I would also like to thank my friends' KARIUKI KAMAU and EMELDA ONCHOKE for being there for me and helping me out whenever I needed help. God bless you.

I would also like to thank the respondents who returned the questionnaires and those who were cooperative to me.

DEFINITION OF TERMS

The following terms have been defined in the context of this research;

Disability – The loss or reduction of function and activity consequence of impairments.

Inclusion -Refers to accommodating all children, regardless of abilities, to participate fully within the regular education set-ups.

Inclusive education – The process of addressing the learners needs within the main stream of education using all available resources thus creating opportunities for learning in preparing for life.

Integration- It indicates the participation of learners with special needs in regular education without demanding changes in the curriculum provision.

Performance - How one excels in something

Regular schools- They refer to the mainstream school which follows the curriculum for the average ability learner

Special needs- These are conditions or factors that hinder learning and development for Individuals   .

Special schools- This refers to schools that are built and organized to provide education services to learners with one type of disability.

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ABBREVIATIONS AND ACRONYMS

CWD's- children with disabilities.

EFA- Education for all

FGD- Focus group discussion

IDEA- Individual with disabilities education act.

MDG- Millennium development goals

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ABSTRACT

The purpose of this study was to assess the academic performance of disabled children in an inclusive setting in Mwiki primary school.

The specific objectives of the study were to examine the effects of inclusive education towards the academic performance of pupils in Mwiki primary school and to assess the challenges faced by inclusive learning in Mwiki primary school.

The methods used for data collection were questionnaires to the teachers and focus group discussions with the pupils.

The findings revealed the children in an inclusive setting performed well in academics however it revealed that they had many challenges which included curriculum barrier, large classes, few trained teachers, negative attitudes and few learning resources.

The study recommended that, the government should build infrastructure that is conducive for pupils with disabilities so that they fit in an inclusive setting

More teachers should be trained in the areas of special needs education so that they gain necessary knowledge and skills to handle and care for children with disabilities.

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The term inclusive education has attracted much attention in the recent years. An examination of the theory and practice has revealed that the term has come to mean different things to different people.

According to UNESCO (2005), the term refers to the diversity of needs of all learners through increased curriculum content, approaches, structures and strategies, with a common vision, which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. It is a process of reforming schools and attitudes, which ensures that every child receives quality and appropriate education within the regular schools. In this way, inclusion is more complex than mere physical placement of children with special needs in the regular classrooms.

How therefore does inclusion differ from the related terms such as mainstreaming and integration? Integration as explained by Jenkins, Pious & Jewell (1990), means that the child adapts to the regular classroom whereas in inclusion, the regular classroom adapts to the child's needs. Conceptually in inclusion physical impaired children are

members of the regular classroom. Antia & Sttinson (1999) provide a broad but equally simple definition, which considers inclusion as the practice of educating the child with special needs and the "normal" child in the regular classrooms.

As Jenkins, Pious & Jewell, (1990) put it, inclusion implies that the regular classroom should change to accommodate all different learners and in the process, desirable services be offered to all children within the regular classroom. One major assumption is that in an inclusive setting, the classroom teacher rather than the special needs educator has the primary responsibility for educating all children in the classroom.

Friend & Bursuck (1996) have reiterated that in order to make the classroom inclusive for all learners, regular teachers should work in partnership with special needs educators to make adaptations in the curriculum and to structure the classroom in a manner that allows for effective learning by a diverse group of learners. Inclusion means enabling all students to participate fully in the life and work of mainstream settings, whatever their needs. For inclusive education to be effective, governments, schools and all stakeholders have to adapt their approach to curriculum, teaching supporting, funding mechanism and the built environment. Biklen, Lehr, Searl, & Taylor, (1978) have

identified some of the philosophical premises that advocate for the inclusion and these include; preparing individuals for life, learning from typical peers, having normal life experiences, changing attitudes of individuals without disabilities, challenging societal rejection and teaching democracy.

Inclusion involves adopting a broad vision of Education for All (EFA) by addressing the spectrum of needs of learners, including those who are vulnerable and marginalized such as the abused, refugees, migrants, language minority, ethnic minority, and children of conflict zones, children with disabilities, nomadic children and HIV/AIDS orphans Millennium Development Goals (MDG) on Education also provide a framework of reference on making EFA a reality by 2015 while the Salamanca Statement on the principles, policy and practice in special needs education has also provided valuable reference points for inclusive education as it provides a framework for thinking about how to move the policy into practice.

At the core of inclusive education is also the human right to education, pronounced in the Universal Declaration of Human Rights in 1949. A logical consequence of these rights is that all children have the rights to receive the kind of education that does not discriminate on any grounds such as caste, ethnicity, religion, economic status, refugee

status, language, gender and disability. Specifically the rights include access to free and compulsory education, equality, inclusion, non-discrimination, the right to quality education, content and learning process.

Changes in the education systems ins Kenya has been closely linked to tendencies and changes in occurring in western countries especially Britain which enacted integration in their education policy way back in 1981 and where most of the pioneers of special education in Kenya took their training. On arrival in Kenya, they pushed for integration policy within the education system. This gave rise to adoption of educational sessional papers on integration of children with special needs in regular schools. Special units were established in a few regular schools.

1.2 STATEMENT OF THE PROBLEM.

The study set to identify the challenges that affect the successful inclusion of children with disabilities in regular schools. The barriers children with disabilities face in these schools affects their academic performance and therefore this study intended to identify and therefore suggest solutions.

1.3 Purpose of the Study

The purpose of the study was to analyze the academic performance of disabled children in an inclusive setting in Mwiki primary school.

1.4 OBJECTIVES OF THE STUDY

1.4.1 General: to analyze the impact of inclusive learning and academic performance of Mwiki primary school in Thika district Kenya.

1.4.2 Specific Objectives were:

1. To determine the profile of the respondents in regards to:

    1.1   Socio demographic data

         1.1.1 Sex

         1.1.2 Age

         1.1.3 Educational Background

2. To examine the effects of inclusive education towards the academic performance of pupils in Mwiki primary school.

3. To assess the challenges faced by inclusive learning in Mwiki primary school.

1.5 RESEARCH QUESTIONS

1. What are the effects of inclusive education towards the academic performance of pupils in Mwiki primary school?

2. What are the challenges faced by inclusive learning in Mwiki primary school?

1.6. SCOPE

The study was conducted at Mwiki Primary School in Thika district, Kenya. Thika District is a plain area covering more than 20 square kilometers. The division has 46 primary schools all of which having an inclusive learning setting. Mwiki Primary School as the case study has 700 children being taught by more than 30 teachers. The school is neighbored by Kimbo Primary school in the east, Githwai in west in west, Roysambu primary in the north and Lilly academy in the south.

The study took three months that is from May 2008 to July 2008 and was limited to the set objectives outlined in chapter one.

1.7 SIGNIFICANCE OF THE STUDY

This study would benefit the following disciplines:

The study would become an instrument of change in the ways in which people and communities think about the disabled people and their capabilities. With changed attitudes, an appropriate, relevant, affordable and effective education within the communities, the marginalization that the physically disabled children face due to being excluded from the mainstream life in the society could be countered.

The study would help education planners to study the root cause of marginalization of the physically disabled children in Kenya. It is relevant in that the physically disabled children have the right to be educated, and more so, together with the other able-bodied children in their own communities, regardless of their disabilities. In this aspect therefore, inclusive education becomes a basic human rights issue for the physically disabled children in Kenya.

Future researchers would be able to use it as a reference for their studies and research.

CHAPTER TWO

LITERATURE REVIEW

2.0. INTRODUCTION

Inclusion has a long, continuous developing history where parents of children with disabilities have had to fight for the right to have their children educated in public schools for many years.(Ainscow, M. 1997), the first federal law to address challenged, was adopted in 1958, and it provided for funding to train teachers to work with mentally retarded children. In 1965, the elementary and secondary education Act passed, and it provided more funding to improve the education of a variety of disadvantaged children. Discrimination against the disabled in any federally funded program was barred in 1973. In 1975, Congress passed the Education for all handicapped children Act, which was renamed as the individuals with disabilities education Act, (IDEA, 1990).

Children are encouraged to actively participate in their own learning as opposed to being passive recipients of knowledge. Co-operative social skills are developed through group work, peer tutoring and child-to-child approaches. Child-to-child support programs in the classrooms have shown excellent co-operation and positive interdependence

among the children. This positive interdependence has also been reflected during the physical education lessons where the children now play together, share and enjoy. It is also noteworthy that the children with cerebral palsy have shown a marked improvement in their physical co-ordination, (EENET, 2005).

2.1. Effects of inclusive education towards the academic performance of disabled pupils.

In studies comparing student performance between inclusive and segregated settings, students with severe disabilities in general education classrooms have shown similar or even better achievement in skill development and curriculum content than those in special education settings (Fisher & Meyer, 2002; Hunt, Staub, et al., 1994; Miles, Cole, Jenkins, & Dale, 1998; Ryndak, et al., 1999). The student's academic success in inclusive settings was recognized by parents and was measured in research studies. Parents of students with severe disabilities who were learning in general education classrooms perceived that those students showed better performance in academics compared to their previous achievement in segregated settings (Susie miles 2002)

Proponents such as Staub and Peck (1995) see the potential benefits for inclusion to be very encouraging. Placing students in an

environment with role models and high expectations can have a positive academic effect, even if these students are not required to meet the higher curricular standards. Classroom activities, assignments, and assessments can be modified to reflect the student's capabilities or assist the student with their disability. For example, students with a writing disability might be asked to answer a question by typing instead of writing the answer.

There are also numerous socialization advantages of inclusion. Parents report that when their children are seen in the community, they are recognized, and treated better, because people know them. (Jensen, J. R. Pious, C.G, & Jewell, M. (1990) Children with disabilities are also more aware of community events because of their contact with other students with models appropriate behavior. As a special education teacher in Thika district 2004, Cindi Dalsing reports that her inclusion students would raise their hand when they want to participate in the science classroom. This is an expectation of the science teacher, and it is the behaviour that everyone in the classroom displays. These pupils do not want attention drawn to them and hence, they behave the same way as their peers (Sue Stubbs / Atlas Alliance, 2002).

Providing inquiring-based experience also allows for interaction among regular and special education students. This can be a positive

experience for everyone. In a normal lab setting, students either work in pairs or in small groups. This combination of "little" researchers is what Hurd suggests that society needs. In his book, *inventing Science Education for the New Millennium*, he advocates the idea of team research in order to pool the ideas of many, as opposed to restricting research to an individual. Children learn naturally from each other, and the science classroom is an ideal place to provide students with this opportunity.

Leadership roles are often assumed by regular students, with proper monitoring physically impaired pupils can assume roles to which are effective ways for pupils to reinforce or learn new ideas. Working cooperatively in groups also gives inclusion students a sense of responsibility and a chance to develop higher self-esteem. (Martin, O.L, Negris, O.and Daniel, O. 2003) being put into a situation where discovery is emphasized allows every student the opportunity to feel valued and respected. It should not be forgotten that the teacher's role during inquiry or discovery-based activities is an active facilitator. Observations and guidance should be a constant presence in the classroom (EENET, 1997-2006).

Adaptations are made for inclusion students, but they benefit all students, and all teachers, regardless of the ability levels in the

classrooms, should do them. Bybee makes a very clear argument, in his book *reforming science education,* regarding the science, technology, and societal connection. Science material becomes meaningful to students when there is a direct connection to their world. "Science educators should direct attention toward both the individual's personal development and the individual as a citizen." (Bybee, 1967).

Providing children with a diversified classroom has many advantages. The real world is not segregated into regular and special sectors, and if children are educated in a system that does not delineate between people, all pupils will be better prepared for society.

Pupils with disabilities have a higher self-concept of themselves, and consequently, achieve at higher levels when are surrounded by their peers. The pupil population as a whole also learns about tolerance and acceptance through personal experience.

Another useful strategy to use in inclusion classrooms is team teaching. It "provides opportunities for education and related service personnel to share planning and teaching responsibilities". (Rainforth 1996) for example, an occupational therapist, who would normally spend time with specific inclusion students outside of the classroom, could be included in lesson presentations. This would allow all pupils to

become familiar with this individual, and it would not be out of the ordinary to see him or her helping various students, regular or special, when coordination activities are taking place. Some activities science teachers use involving coordination includes the construction of mobiles, the matter dance (Kraft), labs, and life-size human drawings.

2.2 Challenges faced by disabled children in an inclusive setting.

Pupils are not free with each other due to the physical gap which creates a situation of a negative attitude from normal pupils toward their impaired counterparts. (Mwaura and Wanyera 2002) The physically impaired pupils feel uncomfortable and some end up loosing truck of class performance.

Although a section of physical-impaired students (especially the post-lingually deaf, slow learners and lame) can be educated with their normal counterparts in public schools, Anita & "Stinson (1999) have empirically documented that the outcomes of the academic and social integration are not satisfactory. It has been pointed out that there are some challenges that are inherent in inclusive practices such as the regular classroom teachers who posses negative attitude towards inclusion.

Disability brings with it physical or communication issues that make a child with disability not able to adapt normal class environment. (UNESCO 2005). The schools are not built to cater for any disability. To provide education for the children with any special needs there must be adjustments which have to be financed by someone to enable free access. (Mary. W. Ngugi (2002) the schools are required to adjust to accommodate various needs according to the special disabilities of the children in the local community. Currently, there is no law that guides this adjustment, making most schools at no obligation to provide disability friendly education. Many have therefore missed school all together (S. Arbeiter and S. Hartley, 2002).

2.3 Conclusion

The research on the challenges concerning inclusive learning has not been enough. However, this research is carried out to bridge the existing gap of research in this field of education.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter details the methods the researcher used to collect data

3.1 Research Design

The research is presented in both qualitative and quantitative design. Qualitative design helped the researcher get a deeper meaning of the study while quantitative helped in analyzing the numbers that were involved in the study. A descriptive survey design was used and this helped the researcher get a sample of variables than the whole population.

3.2 Environment / Area and population of study

The research was carried in Mwiki primary school in Thika district, Kenya.

The case study was selected because that is where the researcher lives and therefore it made it easy to get information from the respondents. The costs of research were also reduced that is the researcher needed to take few trips.

3.3 Sample selection

The study included the teachers and pupils both disabled and normal.

The teachers were selected randomly while the students were selected purposively.

3.4 Data Collection

The instruments of the study included questionnaires to teachers and focus group discussions with the pupils both disabled and normal.

3.4.1 Research instruments

The researcher used questionnaires since teachers were able to fill them and focus group discussions made it easier to get information from the pupils.

3.4.2 Data Collection Procedures

A letter of introduction was picked from the University and this helped in a way that the interviewees were willing to give the researcher information.

The letter was introduced to the headmaster before questionnaires were distributed to the teachers and focus group discussions held with the pupils.

3.5 Statistical Treatment of Data

The frequency and Percentage (%) was used to determine the number of sample respondents that participated in the study and the number that participated positively in the research.

Formula;

Percentage (%) = $\underline{F}$ x 100

       Total number of respondents

Where F = number of respondents

           Observed

Qualitative analysis; Data from semi-structural, observation, and in-depth interviews were standardized hence requiring categorization. Such data was presented in a descriptive form above and was used to discuss the results of quantitative data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and Percentage (%). It focuses on the effects of inclusive learning on academic performance of physically disabled children and challenges faced by disabled children in an inclusive setting.

4.1 Background information

Table 41: Below shows the profile of the respondents

CATEGORY	FREQUENCY	PERCENTAGE (%)
Sex		
Male	15	60
Female	10	40
Total	25	100
Age		
19-25	6	24
26-35	11	44
36 and above	8	32
Total	25	100
Academic level		
certificate	5	20
diploma	13	52
degree	7	28
Total	25	100

Source: primary data 2008

28 questionnaires were distributed to the teachers and 25 were filled and returned. This therefore represents 89% of the total number of questionnaires that were distributed.

The study covered 25 randomly selected respondents of whom 10(40%) were male and 15(60%) were female. This means that female respondents were the majority of the respondents with 60%.

The age category of the teachers was divided into three categories. Between 19- 25 were 6, which was 24% of the total population.26-35 years were 11 (44%) and 36 and above were 8 reflecting 32%. This shows that most teachers who are actively working are between the age of 26-35 with 44%.

The academic level of the teachers was divided into three categories that is certificate, diploma and degree 5(20%) of the teachers had certificates while 13 (52%) had diplomas and 7(28%) had degrees. This implies that most of the respondents were diploma holders with 52%.

Focus group discussions were held with the pupils both normal and disabled. 10 pupils were included in the discussion of which 6 were disabled and 4 were normal children.

The respondents were asked whether they were disabled in any way
and this was the response.

Table 4.2: Respondents disabled in any way

Response	Frequency	Percentage (%)
Yes	4	16
No	21	84
Total	25	100

Source: primary data 2008

Table 4.2 indicates that 4(16%) of the respondents are disabled and
21(84%) are normal. This shows that few disabled teachers teach in
regular schools.

The respondents were asked whether they had disabled children in the
school and this was the response.

Table 4.3: Do you have disabled children

Response	Frequency	Percentage (%)
Yes	25	100
No	-	-
Total	25	100

Source: primary data 2008

All the respondents in table 4.3 agreed that they had disabled children
in the school. This means that the school under study which is a
regular school has disabled children.

The respondents were asked whether they like teaching disabled children and this was the response.

Tables 4.4: Preference of teaching disabled children.

Response	Frequency	Percentage (%)
Yes	10	40
No	15	60
Total	25	100

Source: primary data 2008

Chart 4.1: Preference of teaching CWD'S
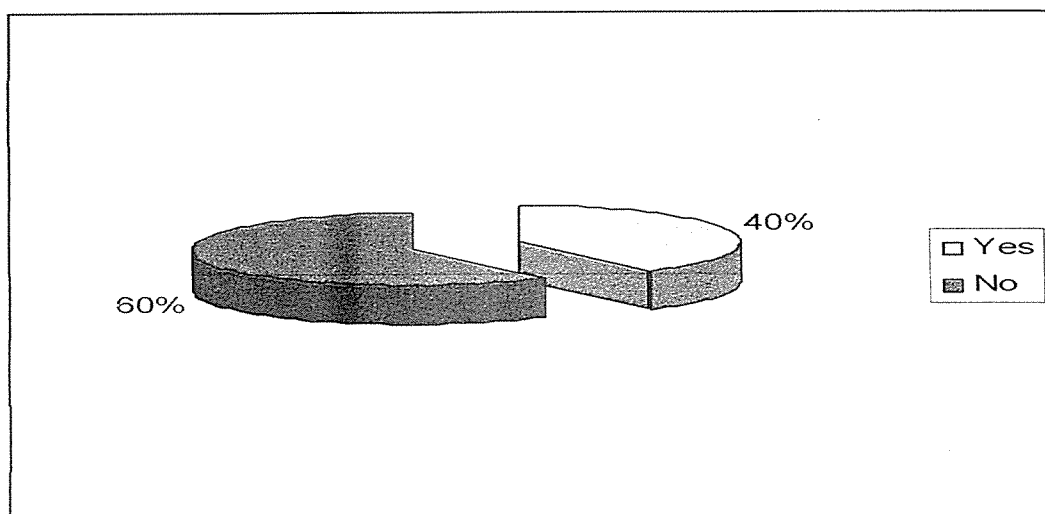

Table 4.4 and chart 4.1 show that 10(40%) of the respondents like teaching disabled children and 15(60%) do not like teaching them. It was established that few teachers in regular schools are trained to teach children with disabilities and that is why they did not like teaching them. This means that children with disabilities do not have enough teachers in an inclusive school.

4.2 Effects of inclusive education towards the academic performance of disabled pupils.

The respondents were asked how they compared the academic performance of the disabled with the normal pupils in an inclusive class and this was the response

Table 4.5: Comparison of academic performance of CWD's with normal children.

Response	Frequency	Percentage (%)
Excellent	5	20
Good	14	56
Poor	4	16
Very poor	2	8
Total	25	100

Source: primary data 2008

Table 4.5 shows that 5(20%) said that the performance of disabled children is excellent while 14(56%) say it is good, 4(16%) is poor and 2(8%) is very poor.

In a focus group discussion the pupils revealed that they performed well in class and one of the physically boasted that he came 3rd in class the last term.

"................we also perform well like any other normal children. For example I came third in the last term..........................." (Disabled pupil FGD participant *Mwiki primary school)*

This implies that children with disabilities are not dumb and can compete with normal children because 56% of the respondents said that academic performance of disabled children was good.

The respondents were asked how the disabled children participate in class and this was the response.

Table 4.6: Disabled children participation in class.

Response	Frequency	Percentage (%)
Active	19	76
Passive	3	12
withdraw	2	8
uncomfortable	1	4
Total	25	100

Source: primary data 2008

Table 4.6 indicates that 19(76%) said that disabled children are active in class while 3(12%) said they are passive, 2(8%) withdraw and 1(4%) said they are uncomfortable. The pupils revealed that few of

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the disabled children are uncomfortable in class and most of them are active and always participate in class.

"...........................most of the times when the teacher asks a question the disabled children know the answers and they answer them and also participate in discussions...................................(normal student FGD participant Mwiki primary school)

This means that despite being disabled, children with disabilities actively participate in class and engage in all school activities in an inclusive setting like the normal children and sometimes better than the normal children.
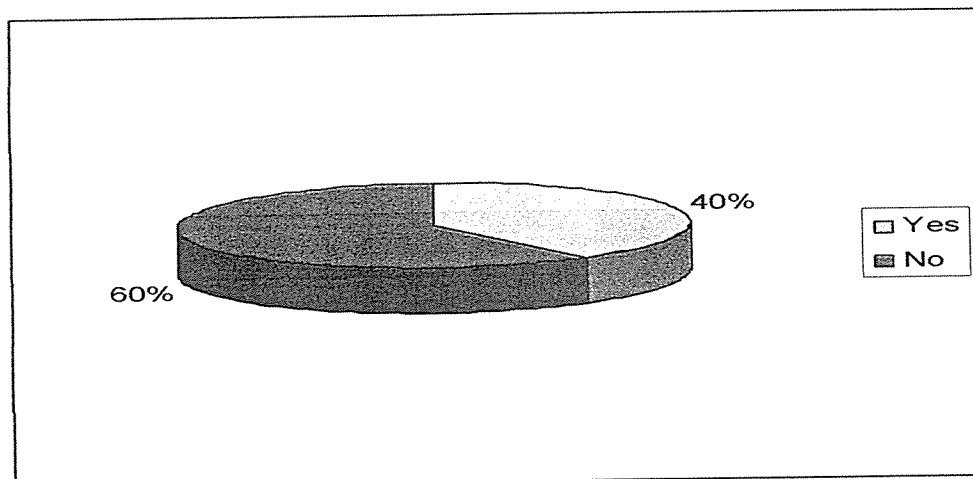
The respondents were asked with they had enough text books and learning materials for the disabled and this was the response.

Table 4.7: Enough text books and learning materials for the disabled.

Response	Frequency	Percentage (%)
Yes	10	40
No	15	60
Total	25	100

Source: primary data 2008

Chart 4.2: Enough text books and learning materials

Source: primary data 2008

Table 4.7 and chart 4.2 show that 10(40%) agreed that disabled have enough text books and learning materials while 15(60%) disagree. The pupils revealed that the lack of learning materials led to failure in examinations. This implies that disabled children in an inclusive setting do not have enough learning materials according to 60% of the respondents which is a hindrance to their education.

The respondents were asked whether disabled children drop out of school because of their situation and this was the response.

Table 4.8: Drop out of disabled children

Response	Frequency	Percentage (%)
Yes	6	24
No	15	60
Not sure	4	16
Total	25	100

Source: primary data 2008

Chart 4.3: drop out of CWD'S
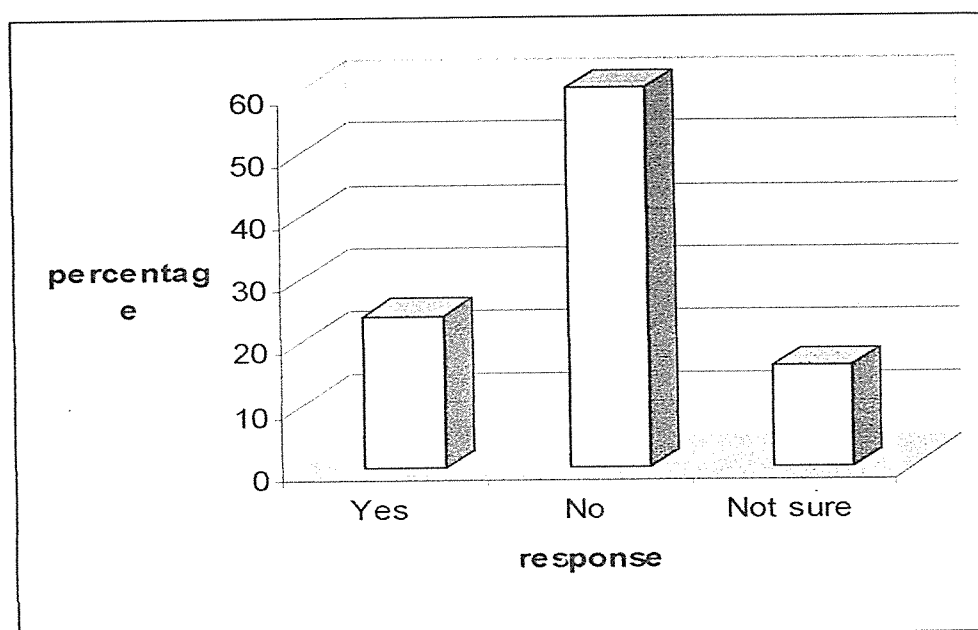
According to the table 4.8 and chart 4.3 6(24%) of the respondents agree that disabled children drop out of school because of their

situation while 15(60%) disagree and 4(16%) are not sure. According to the pupils some of the friends drop out of school because they felt they did not fit in the school environment. This shows that few disabled children drop out of school because of being disabled. However the study established that disabled children drop out of school because of poverty and lack of learning materials.

The respondents were asked how disabled children are treated in class by the normal children and this was the response.

Table 4.9: How normal children treat disabled children in class

Response	Frequency	Percentage (%)
Cooperate with them	11	44
discourage them	6	24
Ignore them	8	32
Total	25	100

Source: primary data 2008

Table 4.9 indicates that 11(44%) of the respondents said that normal children cooperate with the disabled while 6(24%) said they discourage them and 8(32%) ignore them. In a focus group discussion the disabled children revealed that some of the normal pupils do not want to cooperate with the disabled children even when it means sharing a text book and this contributes on how well they perform in

academics. This means that children with disabilities are faced with a problem of discrimination in an inclusive setting and this has a negative impact on their education.

The respondents were asked whether disabled children would perform better in a special needs school and this was the response.

Table 4.10: Performance of disabled children in special schools

Response	Frequency	Percentage (%)
Yes	14	56
No	6	24
Not sure	5	20
Total	25	100

Source: primary data 2008

Chart 4.4: Performance of disabled children in special schools
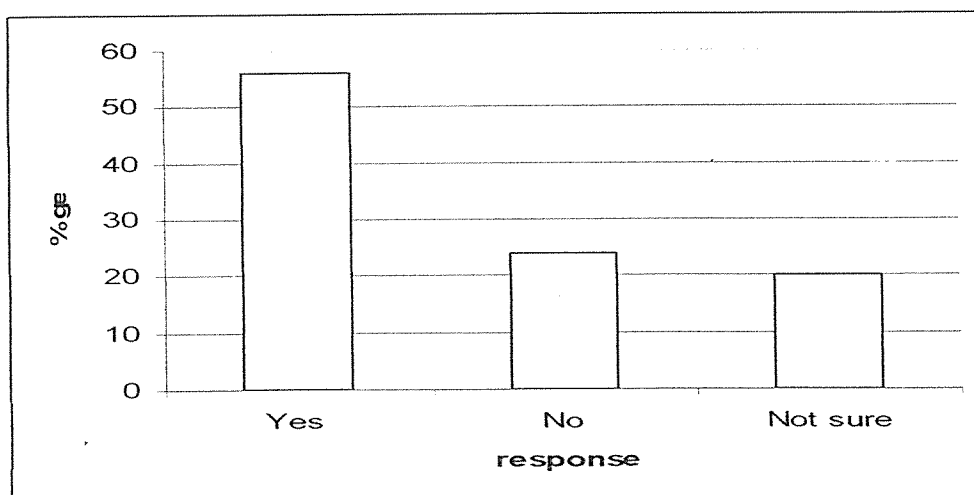

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Table 4.10 and chart 4.4 show that 14(56%) agree that disabled children would perform better in a special needs school while 6(24%) disagree and 5(20%) are not sure. Disabled pupils revealed that they would prefer studying in a special needs school but their parents could not afford to pay for special needs education. This implies that children with disabilities are better off in special needs school where all the children there have the same problem and therefore are free to each other and this is supported by 56% of the respondents.

4.3 Challenges faced by disabled children in an inclusive setting.

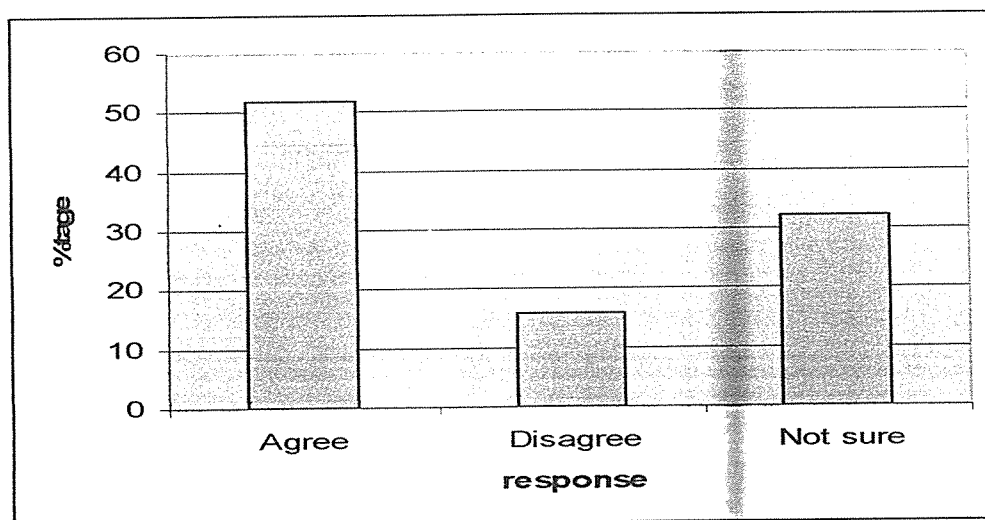The respondents were asked whether Children in an inclusive setting face a challenge of negative attitudes and this was the response.

Table 4.11: Negative attitudes towards children with disabilities

Response	Frequency	Percentage (%)
Agree	13	52
Disagree	4	16
Not sure	8	32
Total	25	100

Source: primary data 2008

Chart 4.5. Negative attitudes towards children with disabilities

According table 4.11 and chart 4.5 13(52%) of the respondents agree that disabled children in an inclusive face a challenge of negative attitudes while 4(16%) disagree and 8(32%) are not sure. According to the disabled children they face a problem of negative attitude from the normal pupils and the teachers. On of the disabled participants lamented.

".........................the normal pupils treat us in a negative way and also nick name and call us funny names which makes it difficult to cope in the school.........................." (Disabled pupil FGD participant Mwiki primary school)

This implies that one of the major problems children with disabilities face is in an inclusive setting is negative attitudes from the normal

children towards them and this is supported by 52% of the respondents.

The respondents were asked whether Curriculum barrier is another problem faced by disabled children in an inclusive setting and this was the response

Table 4.12: Curriculum barrier

Response	Frequency	Percentage (%)
Agree	15	60
Disagree	5	20
Not sure	5	20
Total	25	100

Source: primary data 2008

Table 4.12 indicates that 15(60%) of the respondents agree that children with disabilities are faced with a curriculum barrier while 5(20%) disagree and 5(20%) are not sure. The pupils revealed that the curriculum was rigid and that did not cater for disabled children and the teachers were not trained to teach specifically disabled children. This shows how it is difficult for children with learning disabilities to cope in an inclusive setting because the curriculum does not favor them according to 60% of the respondents.

The respondents were asked whether Class sizes are too big for the disabled in an inclusive setting and this was the response

Table 4.13: class sizes

Response	Frequency	Percentage (%)
Agree	16	64
Disagree	5	20
Not sure	4	16
Total	25	100

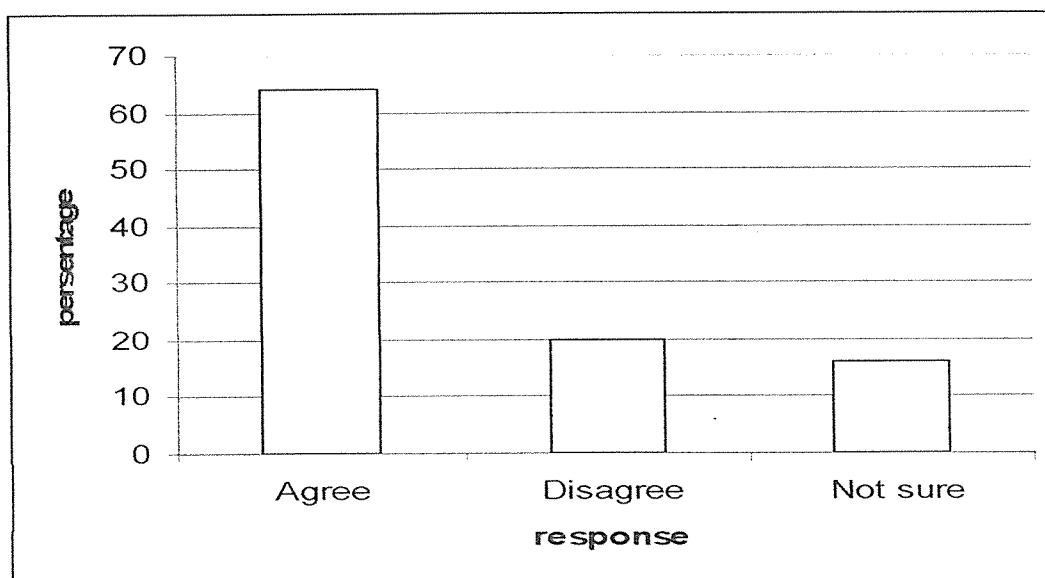Source: primary data 2008

Chart 4.6: class sizes

Table 4.13 and chart 4.6 show that 16(64%) agree that class sizes are a barrier to the inclusion of disabled children more especially the

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physically disabled children while 5(20%) disagree and 4(16%) are not sure. According to the pupils the introduction of free primary education has made matters worse by increasing class sizes and therefore teachers do not have time to meet all the individuals' needs.

This means that children with disabilities do not have enough classes according to 64% of the respondents and therefore do not study well.

The respondents were asked whether Disabled children in an inclusive setting do not have enough learning materials and this was the response

Table 4.14: Learning materials

Response	Frequency	Percentage (%)
Agree	18	72
Disagree	6	24
Not sure	1	4
Total	25	100

Source: primary data 2008

Table 4.14 indicates that 18(72%) agree that learning materials are not enough for children with disabilities while 6(24%) disagree and 1(4%) are not sure.

This shows how children with disabilities do not have enough learning materials which is supported by 72% of the respondents. This is a challenge to their education because they do not understand what they are being taught without learning materials.

According to the pupils since the classes were large they had to share books and yet sometimes the normal children do not want to share with them.

The respondents were asked whether Teachers are not well trained to teach children with disabilities and this was the response

Table 4.15: Teachers are not well trained.

Response	Frequency	Percentage (%)
Agree	14	56
Disagree	6	24
Not sure	5	20
Total	25	100

Source: primary data 2008
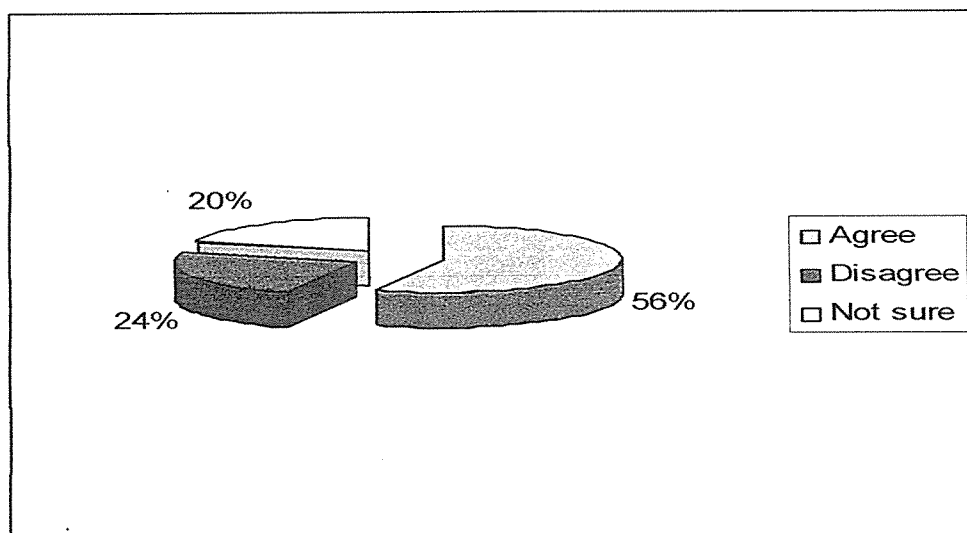
Chart .4.7: Teachers are not well trained

Table 4.15 and chart 4.7 show that 14(56%) agree that teachers are not well trained to teach children with disabilities while 6(24%) disagree and 5(20%) are not sure.

This implies that children with learning disabilities do not have enough trained teachers to handle them. 56% of the respondents agreed to this.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The major purpose of the study was to assess impact of inclusive learning on the academic performance of Mwiki primary school. This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1. Discussions

The study revealed that Mwiki had children with disabilities that is 100% agreed that they had them. It was also revealed in table 4 that some teachers that is 60% did not like teaching children with disabilities.

The study revealed in table 4.5 that children with disabilities performed equally well in an inclusive setting and even performed better those in special needs education. In studies comparing student performance between inclusive and segregated settings, students with severe disabilities in general education classrooms have shown similar or even better achievement in skill development and curriculum content than those in special education settings (Fisher & Meyer,

2002; Hunt, Staub, et al., 1994; Miles, Cole, Jenkins, & Dale, 1998; Ryndak, et al., 1999).

The study also revealed in table 4.6 that children with disabilities are active and participate like those that are normal. However it revealed that normal children do not cooperate with children with disabilities which is a hindrance to their academic achievement.

According to the study children with disabilities are more likely to drop out of school that the normal children and this is because they sometimes fail to cope with the environment in an inclusive setting. According to UNESCO (2005) disability brings with it physical or communication issues that make a child with disability not able to adapt normal class environment.

Finally the study revealed that children in an inclusive setting faced challenges which include, negative attitudes, limited learning resources, large classes, curriculum barrier and few trained teachers. According to UNESCO (2000) the schools are not built to cater for any disability to provide education for the children with any special needs there must be adjustments which have to be financed by someone to enable free access.

5.2. Conclusion.

The main purpose of the study was to asses the impact of inclusive learning on the academic performance of Mwiki primary school.

It was established that pupils in an inclusive setting performed equally well as the normal ones even though they face some problems. However they were likely to drop out compared to the normal children.

Normal pupils sometimes make it difficult for disabled children to fit in the classroom environment by refusing to cooperate with them and sometimes ignoring them.

The study also found out that children in an inclusive setting faced many challenges and therefore policies should be adopted to solve the problem.

5.3. Recommendations.

1. The government should build infrastructure that is conducive for pupils with disabilities so that they fit in an inclusive setting

2. More teachers should be trained in the areas of special needs education so that they gain necessary knowledge and skills to handle and care for children with disabilities.

3. A curriculum should be adopted to suit the special needs of learners.

4. Teachers should be sensitized about the special needs education more especially those in integrated schools

5.4 Suggestions for further research.

Future research is needed in relation to the academic outcomes of inclusive educational practices for students with severe disabilities.

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APPENDICES

APPENDIX A: LETTER FROM THE UNIVERSITY

KAMPALA INTERNATIONAL UNIVERSITY

Ggaba Road - Kansanga
P.O. Box 20000, Kampala
Tel: +256- 41- 266813 / +256-41-267
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

OFFICE OF THE DIRECTOR
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE: ....1st APRIL 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR MWATHI ALICE MUTHONI

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

He/She wishes to carry out a research in your Organization on:
.....INCLUSIVE.....LEARNING.....AND.....ACADEMIC
.....PERFORMANCE.....

Case Study:....MWIKI....PRIMARY....SCHOOL

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

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,

MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE

Exploring the Heights

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APPENDIX B: ACCEPTANCE LETTER

MWIKI PRIMARY SCHOOL,
P. O. BOX 289,
RUIRU.

22nd July 2008

The Kampala International University,
P. O. Box 20000,
Kampala.
UGANDA.

Dear Sir\Madam,

RE: RESEARCH.

The above matter refers.

I head teacher Mwiki primary school wish to inform you that. Ms Alice Muthoni Mwathi carried out her research at this school. The topic was on inclusive learning and academic performance at Mwiki Primary school.

She presented a request letter to me and I granted her permission. I have given her maximum cooperation and assistance where needed. Both the teachers and pupils were excited and participated fully during the research. It was of good help to teachers and also the pupils.

It is my sincere hope that the research will be of great help to our school and also to others. Finally as the head teacher I wish her well at Kampala International University and also success in her studies

With regards.

Yours faithfully,
FOR: MWIKI PRIMARY SCHOOL.

JOYCE CHIZI
HEAD TEACHER.

APPENDIX C. QUESTIONNAIRE

Questionnaire to the teachers

Dear Respondent,

I am student of Kampala International University carrying out an academic research on the topic "inclusive learning and academic performance of disabled children in Mwiki primary school in Thika District, Kenya as a case study. You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: Do not write your name anywhere on this paper.

Personal Information:

Sex

Male   [   ]

Female   [   ]

Age

19-25 [ ]

26-35 [ ]

36 and above [ ]

Academic level

Certificate [ ]

Diploma [ ]

Degree [ ]

1. Are you physically disabled in any way?

Yes [ ]

No [ ]

2. Do you have disabled children in the school?

Yes [ ]

No [ ]

3. Do you like teaching children with disabilities?

Yes [ ]

No [ ]

Effects of inclusive education towards the academic performance of disabled pupils.

4. How do you compare the academic performance of the disabled with the normal pupils in an inclusive class?

Excellent [ ]   Good [ ]

Poor   [ ]   Very poor [ ]

5. How are they in class participation?

Active [ ]   passive [ ]

Withdraw [ ]   uncomfortable [ ]

6. Do you have enough text books and learning materials for the disabled children?

Yes [ ]

No [ ]

7. Do disabled children drop out because of there situation

Yes [ ]

No [ ]

Not sure [ ]

8. How are the disabled treated in class by the normal children?

Cooperate with them [ ]   discourage them [ ]

 Ignore them   [ ]

9. Do you think disabled children would performed better in a special

needs school

Yes [ ]

No [ ]

Not sure [ ]

Challenges faced by disabled children in an inclusive setting.

Please read the following statements carefully. Tick those which you

agree with and put a cross against those you disagree with and those

you are not sure leave blank.

 10. Children in inclusive an inclusive setting face a challenge of

negative attitudes [ ]

11. Curriculum barrier is another problem faced by disabled children in

an inclusive setting [ ]

12. Class sizes are too big for the disabled in an inclusive setting [ ]

13. Disabled children in an inclusive setting do not have enough

learning materials [ ]

14. Teachers are not well trained to teach children with disabilities [ ]

Thank you very much for your cooperation.

APPENDIX D: **FGD for the pupils**

1. How is the academic performance of children with disabilities compared to that of normal children?

2. How do children with disabilities participate in class?

3. How do normal children treat children with disabilities?

4. Do you think children with disabilities drop out due to their situation?

5. What challenges do children with disabilities face?

APPENDIX E: TIME SCHEDULE

Date	Activity
20th Dec-29th January 2008	Looking for funds to buy all the necessary items for the study.
1stFeb-15 March 2008	Carrying out the research
March 16th-March 30th ,2008	Compiling of findings while checking with my supervisor for corrections.
April 1st 20th,2008	Submit in my dissertation to my supervisor for approval.

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