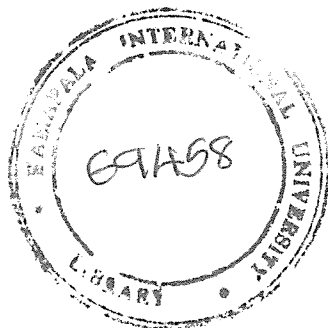


**PERCEPTIONS OF REGULAR TEACHERS TOWARDS
REHABILITATED STREET CHILDREN IN AN
INCLUSIVE SETTING IN BURUBURU
ZONE MAKADARA
DIVISION**

**BY
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**A research report presented to the institute of continuing and distance
studies in partial fulfillment of the requirement for
The degree bachelor of education (early child hood)
Kampala international university**

AUGUST 2008



DECLARATION

I, Wambui Lucy hereby declare that this is entirely my original work and has not been submitted to any other university or institution for any award or certification.

Signed Wambui Lucy
Wambui Lucy

Date 21/8/08.

APPROVAL

This research report resulting from the researcher's effort in the area of "Regular teachers perceptions of rehabilitated children in an inclusive setting in Buruburu zone" was carried out under my supervision and with my final approval is ready for submission for the award of a Bachelors of Education Degree in Early Childhood and Primary Education to the Academic board of Kampala International University

Signed 

Nabuseta Deborah Taligoola

Date 20/08/08

DEDICATION

To my husband Samuel whose love, patience, encouragement and care, have kept me going.

To my son Arthur and daughter Wendy for their time and encouragement.

To almighty God for sober mind and gift of life.

ACKNOWLEDGEMENT

There are many people without whose efforts this work could not have become a reality. Space may not allow me to name them all but am nevertheless really grateful for the services they rendered.

However, several people require special mention. The K.I.U staff Mrs. Taligoola for willingly and patiently following my work and guiding me in various steps.

May the Almighty Lord bless them all!

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ABSTRACT

The study focused on finding out the perception of regular teachers rehabilitated street children in an inclusive setting in.

The current studies show that the rehabilitated street children can get quality education in the regular schools. But there are barriers to effective implementation. The purpose of the study is to find out regular teachers perceptions towards such children.

The research used quantitative approach. The tool used was questionnaire which had twenty (20) questions. The population was all teachers in Makadara Division, Buru-buru zone.

The research sampled 20 teachers from five public primary schools. Sixty nine of the respondents were females and eighty one percent registered a teaching experience of between one an twenty years.

The research finding revealed that most teachers have knowledge and understanding of he rehabilitated street children. These children have the right to basic need, example food, shelter, security and education. Already some have been enrolled in regular schools. Further findings shows that they have the potential to do well in the regular schools within their environment.

OPERATIONAL DEFINITION OF TERMS

Attitudes: feelings towards somebody or something either positive or negative.

Rehabilitation: train, or reform people to cope positively with the situation.

Street children: these are children forced to live on the street due to various difficult circumstances

Inclusive education: this is an education system where all learners are accommodated in regular schools in spite of their need in education.

Special needs education: this is education system which has been modified, in curricular teaching methods, medium of communication or environment to meet the individual special needs in education.

Segregation: this is the separation period when the learner with disabilities is detached from the community into special programme away from the normal.

Special schools: these are schools for learners whose needs are extreme and need special attention. Provides education services to learners with one disability

Regular schools: this is the mainstream school, which follows the average curriculum that is prepared for average ability learners.

Inclusion: this is adjusting the home; school and society so that all individual can have opportunity to interact, play. Learn experience the feeling of belonging and develop in accordance with their potential and difficulties.

Special needs: these are conditions that hinder life and development.

Disability: it is a limitation of opportunities that prevents persons who have impairments from taking part in the normal life of the community like the others e.g. playing football e.t.c.

Regular Teachers: a teacher in a normal school following the normal curriculum which is prepared for average ability learners

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Live in the street

Life in the street is lack of love from parents, relatives and community as result the children have no love to others as result they become rebellious, merciless. Besides the nutrition needs are not adequately made as result they get food from the bust bins factors which may leads to poor health, they become malnourished or may fall sick due to contaminated food. Failure to meet their general needs being met may also lead them to find other means of provision through unaccepted means such as snatching people's bags, pick pocketing and finally involving burglary as they grow up.

education of the children living under difficult circumstances in Kenya programme of education was started immediately after independence early 1960 by the church bodies and voluntary organization like SOS children's village, which situated in Mombassa, Eldoret, and now a new one coming up in Meru. These children were rehabilitated into these homes/schools because of their behaviour and the social interaction. The environment was restrictive and because of this children lived artificial lives. This segregation created negative attitude in the society and this barrier to socialization.

Since independence the numbers of street children and families have increased from day to day. There are many reasons as to why they live there. Among reasons are poverty, orphans, broken families, single parents, and street families and neglected by their parents. There are four primary groups of children whose existence according to Mwaura (2002) revolves around street.



The societies have had negative attitudes towards children's living under difficult circumstances (street children). These negative attitudes made the street children to be isolated and their needs were not adequately provided by the communities and the government.

The government has shown a great concern in the welfare of the street children and the street families. After the narc government took over power from KANU, it appointed a committee on the care and rehabilitation of street children under the ministry of home affairs.

The government produced paper no. 5 of (1968) on special education. This formed the framework for government policy on special needs. After 1981 it was discovered that children who went to regular school get better education. There was need for inclusive of education. the main purpose of this study is to investigate regular teachers' attitude towards inclusion of learners with disabilities into regular schools.

1.2 The purpose of the study

The purpose of the study is to assess the regular teachers' attitudes towards inclusion of learners living dehabili (rehabilitated street children in an inclusive setting).

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study will be to investigate the perceptions of regular teachers towards rehabilitated street children in an inclusive setting in buruburu zone makadara division.

1.3.2 Specific objectives

- 1 To find out the knowledge of regular teachers about street children.

- 2 To find out the knowledge and understanding on provision of education of children living under rehabilitated in an inclusive setting.
- 3 To find out the regular teachers view and what should be done for effective inclusion of rehabilitated children in an inclusive setting.

1.4 research questions

- What is the regular teacher's knowledge about street children?
- What is the regular teacher's knowledge about rehabilitation?
- What is the regular teacher's knowledge about inclusive education?
- What is the regular teacher's knowledge about education provision for rehabilitated children in an inclusive setting?
- What are the teacher's views on what should be done for effective inclusion of rehabilitated children into regular schools?

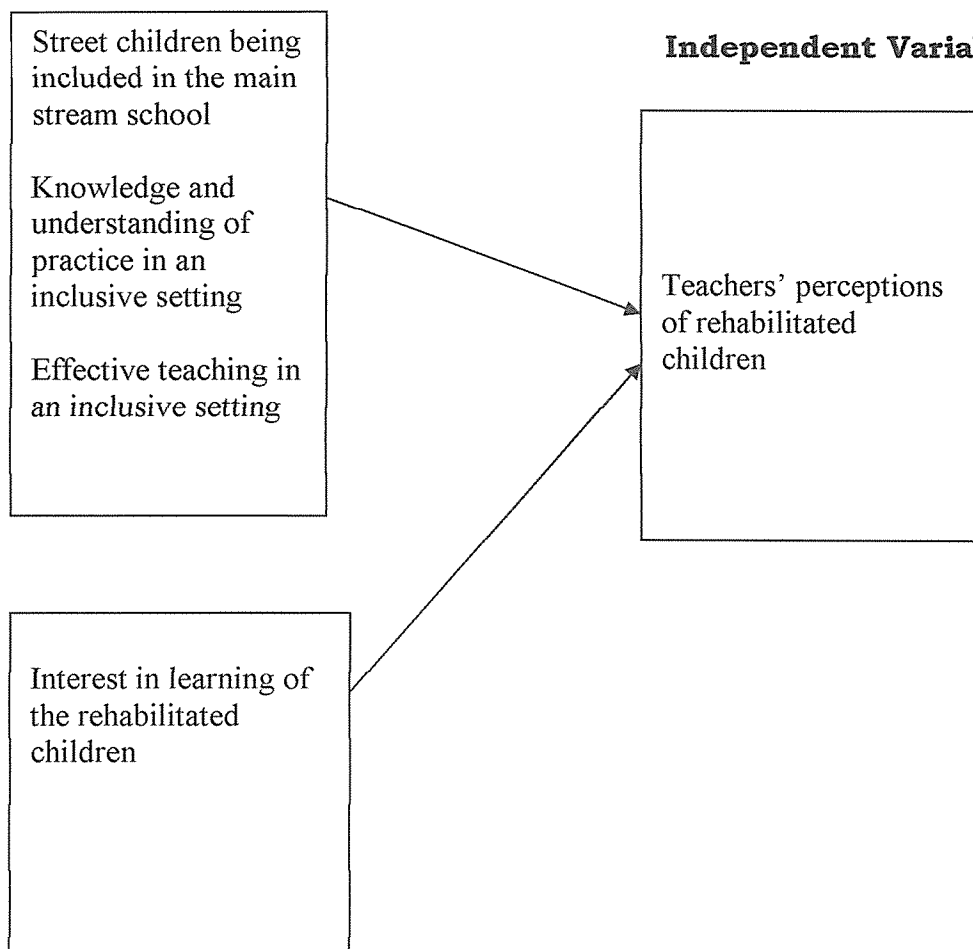
1.5 significance of the study

- The findings of the study will equip the regular teachers to have knowledge on how to treat the rehabilitated street children in an inclusive setting.
- The study will identify the street learner's needs and enables the corrective measure to be taken to assist them in an inclusive setting.
- The study will assist the government to formulate and implement education policies on rehabilitation of street children.
- The research findings enabled the government to effect children's bill of right e.g. right of children.
- It enabled the government to eradicate the crime cases on the street, hence improve security in the street.

CONCEPTUAL FRAMEWORK

Dependent variables

Independent Variables



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in chapter one

2.1. Overview of children living under difficult circumstances

Children living under circumstances: according to mwaura (2002) has defined these groups of learners or persons who by reason of their circumstance, exist in conditions that pose a serious risk to their life and survival. These problems retard their psychological and psycho-emotional development and hinder their earning and effective participation in learning and daily life activities like ordinary children.

These groups of people include:

- children who are traumatized
- abused and neglected children
- street children
- child laborers
- children who are homeless and unaccompanied
- refugees and displaced children
- orphaned children
- child mothers
- children affected and effected by HIV/AIDS
- children from deprived and rich families
- children heading families
- child soldiers
- children from pastoralist communities

2.2. Street children

According to the researcher's experience, street children are children (person) forced to live on the street due to various difficult circumstances from their environment; such as political socio-cultural and economic and health problems. According to mwaura (2002) introduction to children with special needs in education (module 4) kenya institute of special education (kise). He has grouped street children in four main groups.

- children on the street
- children of the street
- children who are completely detached from their families
- children of street families

2.3. Children on the street

They maintain family ties while out there. They therefore return home in the evening after spending the day begging, working or engaging in petty offences on the streets especially in urban centers.

2.4. Children of the children

They have loose families contracts and spend nights or days or part of the days on the streets and occasionally go back home.

2.5. Children who are completely detached from their families

They lead gang life and makeshift in the streets

2.6. Children of street families

It consists of children who are born and bred on the street. They know no other home according to randiki fanuel year 2002 historical development of special needs education (module 18) Kenya institute of special education (KISE), children's act 2001 states that children must be treated fairly, assured of a better place to live in, have their voices heard, should be valued and considered active participants in the society.

The acts also revoke practice that intends to label the child and excluding from his or her national community. it examines the special education structures and

restructures so that the child has the first options in a neighboring school (inclusive education).

2.7. Inclusive education

according to Waruguru (2002) state that inclusive education is a philosophy of ensuring that school, as a centre of learning and educational system are open to all children.

Mwaura (2000) also defines inclusive education a main stream where all learners with drivers are addressed the researcher chooses the definition of Mwaura Stephen (2002), which defines street children as those children for whom the street has replaced the family and the home as the fiscal point for their existence and communal interaction.

2.8. Factors that may lead children to the street children

According to Mwaura (2002) there are external forces or conditions that cause difficult in children's learning and development. in these cases the problem is not within the child but it originates from the environment. These may include:

- socio-emotional and behavior factors
- family and child's upbringing
- school situations

Socio-emotional and behavior factors

These are factors that can have socio-emotional effects to learners, which may greatly affect their learning and development both at home, and school, this developing behavioral problem. These include:

- poverty and lack of employment
- famine and other natural catastrophe
- political situations that brings in war and violence, resulting to people living as refugees
- deaths of both parents or siblings child abuse and neglect
- poor home

Family and upbringing factors

The child's upbringing is a critical fact in one's life. These must be good understanding, discipline and acceptance or appropriate norms and values of the society. Examples of family upbringing are:

- High expectance from parents to their children; these can either be negative that would result low-self esteem. the child may unconsciously become negative towards parents and develop negative attitudes towards them and school
- Overprotection by parents learner's children no room for freedom and opportunities to become independent.
- some parents who do not show concern with the children's welfare
- disorganized homes constitute one of the main causes of behavioral learning problems

School factors

- Teacher's skills and knowledge, these teachers may not be aware of the children's individual needs and may therefore not be able to assist those with special needs
- Demotivated teachers. They usually spend little time on preparation and present lessons in an unattractive, less motivating and illogical manner.

Inclusive education

- To provide a comprehensive education plan that modifies the curriculum to give maximum opportunity to children with special needs in order for them to become productive member of the society.
- To develop positive attitude in parents, teachers, peers and the community at large towards children with special needs education
- To suggests approaches to accommodate all children to regular classes regardless of their disabilities or abilities.

- To develop and implement a curriculum that is flexible and accessible to all children.
- To facilitate inclusion of the learners in all aspects of life
- To identify and minimize barriers to learning and development
- To minimize the effects of disability on the child.

2.9 Historical development of inclusive education:

Inclusive education is the process of addressing all learner's needs within the regular schools using all available resources to create opportunities for them to learn together in preparing them for life.

the international policies on inclusive education the universal declaration of human rights (1948) which states that everyone has the right to education, which shall be free and compulsory. This forms an important basis for education for all children in the world regardless of their disability.

The boil declaration on education for all (efa) 1990 was another move for inclusion education. During the worlds conference on education in JKomatien, Thailand. This conference recommended education for all regardless individual different and the government should provide each should provide with the most suitable education. The **salamance** conference (1994) state on inclusive education (1994) stated that many groups of children with special needs education are excluded from the man stream of education. The purpose was to return the vision of education for all into reality.

Conceptual

2.10 In Kenya

Since independence, the Kenyan government has established many education commissions to look into the best education provision for all children regardless of their disability. **Ominde** report (1964), it advocated for integrations for children with special needs in regular school. It also advocated for training of special

educations to regular teachers to enable them meet the needs of learners with special needs in education into regular classrooms. **Gachathi** report (1976): national committee on educational objectives and policies; recommended the integration of children with society by transferring learners with special schools to regular schools and other centers of their original environment. **Kamunge** report: the presidential working party on education and main power training for the next decade and beyond (1988). It's recommended that the media and national programmes be used more intensively to create public awareness of the needs of people with disabilities and difficulties. **Koech** report (1999): totally integrated quality education and training, emphasized the need for early interventions for children including those with disabilities and disadvantaged. Education for all (efa 2001) emphasized for free education to be available to all Kenyans by 2015. The ministry of education has recommended the efforts to achieve the (EFA) through EFA workshop in Machackos and Kisumu, in 1992. Assessment was carried in the country 2000 and analyzed the main sub-sectors of education in Kenya, their challenges and strategies for the year 2000 and beyond. It has also suggested ways to achieve education for all. Also launched EFA document (2001). Others are children bill (2001) disability bill (2002). Kenya has made some progress in inclusive education. It has started training of teachers at Kenya institute of special, Kenyatta University and Maseno University. Special education programmes aim at addressing barrier to education and how to eliminate them. The graduate from the above institution work with learners with special needs in education. It has also been recommended that regular school teachers trainees to be given more content on children with special needs so as to be able to meet the special needs of learners in their classrooms. The Catholic Church is helping in the establishment of small homes close to the regular schools. This has made the physically handicapped learners to reach schools where transport is not readily available Randiki (2002). SOS children's villages countrywide has housed the street and orphaned children have access to quality education in regular schools, in the years (2002) KISE embarked on aggressions nationwide distance learning

training programme for both primary, secondary and middle college teachers. it is hoped that by the year 2015 all schools in Kenya will have at least one trained teacher in special needs as a resource person for learners with special needs. Among countries practicing inclusive education are Uganda, South Africa, Lesotho, Europe, Britain and Palestine, Kenya also soon following it

2.11 Barriers to inclusive education

According to Mwaura (2002)

- negative attitudes of teachers and others stake holders
- curriculum barriers
- competition and selection of students (mean score)
- classroom repetition and school desertion
- rapid education approaches in the classroom
- lack of teaching aids equipment and human resources
- lack of community involvement
- poor quality of training teachers
- poor communication between the teacher and the learners
- inaccessible environments
- inadequate clear policy and legislation

2.12 Benefits of inclusive education

According to Mwaura (2002)

- All children will learn and grow in the environment that they will eventually live and work.
- some learners with special needs are gifted with special abilities, which their peers can benefit from them
- Peers will gain valuable virtues such as being considerate, patient and humble as they support their peers with special needs education.

- Teachers will share knowledge with each other, parents and other stakeholders thus making education a meaningful aspect of everyday life.
- it creates school for all children
- It improves self-esteem for the children with special needs in education.
- it is not cost effective and gives equal opportunities to all children thus promoting the rights of all to education
- Promotes teamwork among teachers when working together to address the challenges.

2.13. factors for effective implementation of inclusive education

- Increased community input to education by more direct involvement.
- reduced to be given more choice of school for their children
- improved student outcomes from employment
- Involve learners in decision making about learning experience.
- Curriculum content and assessment system should be flexible with teachers deciding the most important knowledge, skills and competence to be acquired.
- Children performance should be published for public accountability.
- Decision-making should be decentralized through local and site base management.

Summary

This chapter reviewed literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in relation to overview of children living under difficult circumstances, inclusion education, factors that may lead children to streets, historical development of inclusive education, barriers to inclusive education and benefits of inclusive education.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

The purpose of this research was to assess the regular perceptions towards rehabilitated street children in an inclusive setting.

In this chapter the research has discussed the methods she used to carry out the study under the following topics.

- Research Approaches
- Research Strategy
- Population
- Sample
- Sampling Procedure
- Instrument/Tools
- Procedure of the Study
 - Review of the related literature
 - Developing the instrument/tool
 - Pre-testing the instrument/tools
 - Adjusting the instrument
 - Getting permission to conduct research
 - Collecting data
 - Presenting and organizing the data
 - Analysis of the data

3.1.1 Research Approach

The main approaches in research are qualitative and quantitative. In qualitative data collected is described in words and quantitative, the researcher uses numerical data to explore situations. The researcher used quantitative approach because of time factor, its economical and has reliable results.

3.1.2 Research Strategy

Survey research is a method used to get information from people to determine the status of a problem. The researcher used survey strategy because it was more appropriate to determine the status of the teachers' attitude towards children who were rehabilitated.

3.1.3 Population

The population is well defined or specified set of people who are being investigated.

The researchers population of the study was all teachers in Makadara Division. This is because the teachers work in a similar environment.

3.1.4 Sample of Population

This is a selected number to represent the whole population. In this case the researcher sample 20 respondents drawn from 5 schools in the zone. In this division each school had 4 respondents.

3.1.5 Sampling Procedure

In order to get the required sample of the study the researcher used random sampling procedure to get the respondents. This was done by giving the questionnaire at random.

This is because all the respondents had an equal chance of getting sampled. However, to get the sample of the school, the researcher used purposeful sampling procedure. This is because; in this type of sampling the researcher has a free hand to select the schools of her choice where she could do the study with no limitation.

3.1.6 Instruments/Tools

Research tools/instrument are important because they assist her/him to collect data which is tested, evaluated or analyzed to

indicate what the level of the problem being investigated is. In this study the researcher used a questionnaire to collect data from the respondents. This is because it is easier to administer and it has numerical analysis.

3.1.7 Procedure of the study

The researcher used the following procedure to collect data.

- After getting the working title the researcher read intensively, so that she could get what other researchers had said about rehabilitated children.
- Developing the proposal

After reviewing the literature the researcher went ahead and developed a comprehensive research proposal under the guidance of Mrs. Taligoola, lecturer K.I.U

3.1.8 Developing the Tool

After the researcher developed the proposal she went ahead to develop the questionnaire. After it was approved by Mrs. Taligoola, lecturer – K.I.U, the researcher pre-tested with two members of the family, the husband and the sister. By so doing she was able to adjust some of the mistakes that were evident.

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS

The major purpose of the study is to investigate the regular teacher's attitude towards inclusion of learners from the street into regular schools.

The research focused on the following themes.

- 1) Knowledge and understanding of rehabilitated street children (children living under difficult circumstances).
- 2) Provision of education for street children.
- 3) Knowledge of inclusion education.
- 4) View concerning inclusion of street children into regular schools.
- 5) Factors to consider before inclusion of learners into living under difficult circumstance.

4.1 BACKGROUND CHARACTERISTICS OF RESPONDENTS

TABLE 1: showing Gender male, Female.

Gender	Frequency	Percentage
Female	11	69%
Male	5	31%
Total	16	100%

The above table shows that 69% of the respondents are Female, while 31% of the respondents are male. The reason could be most of them come to Nairobi to join husbands who are not in the teaching profession.

TABLE 2: showing the highest levels of Education

Level	Frequency	Percentage
University and above	1	6%
A level	3	19%
O level	12	75%
Total	16	100%

The above table show that 75% of the respondent are the O level, while 19% are A level and 6% are university and above. This could be because most primary school teachers are O level holders. Also up-grading was frozen by the government in 1987.

TABLE 3: showing teaching experience

Experience	Frequency	Percentage
Over 30 years	1	6%
21 – 30 years	1	6%
11 – 20 years	3	19%
1 – 10 years	11	69%
Total	16	100%

The above table shows that majority of the respondents are between 1 year and 10 years o teaching experience. Therefore the respondents are not so old in the profession. They can be trained to handle the rehabilitated street children.

TABLE 4: showing teachers age

Category	Frequency	Percentage
Over 50 years	1	6%
41 – 50 years	3	19%
31 – 40 years	9	56%
20 – 30 years	3	19%
Total	16	100

The above table shows that most of the respondents are aged between 30 years to 40 years, which has a percentage 56%. The others are between 20 years to 30 years with 19% while age between 41 to 50 is also 19%

This means that the majority of the teachers are (middle aged) that is not very old nor too young.

TABLE 5: showing current grade

GRADE	FREQUENCY	PERCENTAGE
ATS	3	19%
GRD TI	1	6%
Early childhood	0	0%
S1	4	25%
P1	8	50%
P2	0	0%
P3	0	0%
Total	16	100%

The table above shows that most of the teachers are P1, which has a percentage of 50%, others like the S1 25%, ATS 19% and GRD TI 6% are also represented by small fractions.

TABLE 6: showing classes taught

Class	Frequency	Percentage
Lower classes 1 – 3	3	19%
Upper classes 3 – 8	12	75%
Others	1	6%
Total	16	100%

The above table shows that most of the respondents, 75% are teaching Upper Primary 4 – 8 while the lower class 1 – 3 have only more teachers in upper primary and lower primary. 6% of the teachers have special units in pre-units.

(B) KNOWLEDGE AND UNDERSTANDING OF THE REHABILITATED STREET CHILDREN.

TABLE 7: showing teachers knowledge of which street children were

Response	Frequency	Percentage
Yes	14	86%
No	2	14%
Total	16	100%

The table above shows that the majority of the respondents 86% have come across learners living under difficult circumstances. Those who said No were 14%, this means that those who say no could not have understood the terms living under difficult circumstances.

In your class do you have learner who is undergoing rehabilitate? For example street children, child labour, abused child e.t.c

TABLE 8: showing teachers' experience with children undergoing rehabilitation

Response	Frequency	Percentage
No	11	69%
Yes	5	31%
Total	16	100%

The above table shows that most of the respondents 69% do not have learners from the street families. Those who said yes show that there are a few cases of learners who live under difficult circumstance. The respondents who said yes identified those learners looking at their performances, by asking them questions concerning their lives, they gave irrelevant answers, other are initiative.

TABLE 9: showing Teacher's opinion of causes of children to go to street

Response	Frequency	Percentage
Curse	1	6%
Family problems	8	50%
Witchcraft	1	6%
Poverty	6	38%
Total	16	100%

The total above shows that most of the respondents said that the cause of the street families is due to Family problems, which has a percentage of 50%. Following by poverty with 38%. From the above table most of the respondent have knowledge on rehabilitated street children in family divorce, single parent, HIV/AIDS has also contributed to street children.

PROVISION OF EDUCATION FOR LEARNERS

TABLE 10: showing Teacher's opinion of giving RC a chance to attend school

Response	Frequency	Percentage
Yes	13	81%
No	3	19%
Total	16	100%

The above table shows that all the respondents have the opinion that street children should be educated. This is because they are just like any other children who need education. They can benefit a lot from the regular school curriculum through regular set up.

TABLE 11: Showing Teacher's opinion of where the RSC be educated

Response	Frequency	Percentage
Special school	3	19%
Regular school	12	75%
Street children school	1	6%
Total	6	100%

The above table shows that most of the respondents have the opinion that Street Rehabilitated Children should be educated in Regular Schools. Others have the ideas that they should go through special schools. From the above analysis shows that most of the respondents know that these learners need education first from regular schools. Special few cases can be referred to special schools if need be.

TABLE 12: Showing Teacher's awareness of their responsibility to teach rehabilitated children

Response	Frequency	Percentage
Trained teacher	10	63%
Specialist teacher	5	31%
Regular teacher	1	6%
Total	16	100%

From the above analysis, it shows that most of the respondents 63% have the opinion that street rehabilitated children should be taught by the regular trained teacher. The teacher who has knowledge and counseling skills to handle children living under difficult circumstances. The respondent known that to teach such learners needs extra skills for consulting and counseling lessons.

TABLE 13: Showing Teacher's awareness of ways they could help SRC in school

Response	Frequency	Percentage
Give special attention	4	25%
Appropriate teaching methods	9	56%
Remedial work	2	13%
Refer them to special school	1	6%
Total	16	100%

From the above table shows that most respondents 56% have the opinion those street children should be given appropriate teaching methods. Others have the ideas that they should be given special attention; few had the opinion that they should be taken to special schools.

It also shows that the respondents who are teachers have some knowledge on how to handle the rehabilitated street children and other learners living under difficult circumstances.

TABLE 14: Showing teacher's knowledge on inclusion

Response	Frequency	Percentage
Yes	15	94%
No	1	6%
Total	16	100%

The above shows that 94% the respondents know the meaning of the term inclusion. This could be some of the teachers could have undergone a course of inclusion and they came to include the others.

TABLE 15: Showing Teacher's training to handle an inclusive setting

Response	Frequency	Percentage
YES	16	100%
NO	0	0%
Total	16	100%

The above table shows that all the respondents have the opinion that the Rehabilitated street children should be included in regular schools. These imply that the respondents have knowledge on inclusive education and might be doing some inclusion in their schools.

The respondents who said YES, they could be included, because they are first like the other children from normal families although they lived under difficult conditions and to pave way only through Education.

TABLE 16: showing teachers view of rehabilitated street children in regular school.

Response	Frequency	Percentage
YES	15	94%
NO	1	6%
Total	16	100%

The table shows that 94% would accept the rehabilitated street children in their class. These shows that teachers are willing to help the Rehabilitated Street Children and other children living under difficult circumstances because they are first like the other children despite the living condition they come from.

TABLE 17: Showing Should Rehabilitated Street Children learn in the same class with the average learners?

Response	Frequency	Percentage
YES	15	100%
NO	1	6%
Total	16	100%

The above table shows that majority the respondents have the opinion that the Rehabilitated Street Children should be learning in the same class with the average learners. Only 6% special cases were against the idea, respondents said YES because the Rehabilitated Street Children are learners like any other normal child. The children can benefit from each other.

Factors to consider before including learners from the Rehabilitated Street Centers.

TABLE 18: Showing According to you what do you think could be considered before starting inclusion program to regular schools for rehabilitated Street Children?

Response	Frequency	Percentage
Trained personnel	8	50%
Curriculum	2	13%
Teachers attitudes	5	31%
Improvised facilities	1	6%
Total	16	100%

The table above most of the respondents had the opinion of having trained personnel before the inclusion programmes other had the opinion of the flexible curriculum suitable for learning environment and also the attitude of teachers towards learners with disabilities.

These shows that the respondents are aware of inclusion and for it to take place effectively there are some factors to be considered before it succeeds. All the factors mentioned in the table should be put to place.

TABLE 19: Showing From your observation do you think that including these learners into regular schools will over load teachers?

Response	Frequency	Percentage
YES	0	0%
NO	16	100%
Total	16	100%

All the respondents (teachers) have the opinion that rehabilitated street children should be included into regular schools, will not over load the teachers but give the extra them responsibilities (counseling). More

learners who leave under difficulty circumstances are normal learners except the conditions the live in.

TABLE 20: Showing From your opinion, do you think that teachers in regular schools would accept this idea of inclusion?

Response	Frequency	Percentage
YES	13	81%
NO	3	19 %
Total	16	100 %

From the above analysis 81% of the respondents have the opinion that teachers in regular schools would accept inclusion. Learners from different abilities would assist each other. For example, gifted and talented learners would assist the weak once, teachers have the opinion that they should be given extra allowances and promotions for motivations, teachers should be in serviced and schools be given enough supply of materials. From the table most respondents know the benefit of inclusive education.

CHAPTER FIVE

SUMMARY RECOMMENDATIONS AND CONCLUSION

SUMMARY

The purpose of the study was to investigate The Regular teacher's perceptions towards inclusion of rehabilitated street children into regular schools in Makadara Division BuruBuru Zone. The information gathered shows that the respondents have knowledge and understanding of the children living under difficult circumstances. This is because most of the respondents were able to identify Rehabilitated Street Children in their classroom.

Further findings shows that most of the respondents do not have learners from the street but showed that they have several children living under difficult circumstances. Example abused children, poor family background, children affected by HIV AIDS and many others giving irrelevant answers, physical look even socialization with others, identifies most of these learners.

The finding also shows that the respondents know the cases of the difficult circumstances. These means the respondents (teacher) have these learners in the class.

The findings also show that children living under difficult circumstances have the right to education. They should be educated in regular school stream since they do not need a specialist teacher and attention. Most teachers in our regular schools have knowledge on how to handle such learners.

The findings also showed that most teachers (respondents) have knowledge on inclusion. These show that teachers were of the idea that

they should be included in regular schools. Including learners with disability into regular schools would assist them achieve their maximum potential in a more favorable education and social environment.

The findings showed that respondents would accept these learners because they are just like any other learners and have the right to education within the environment. They should also be allowed to learn with the others average child. The findings are in line with Ominde Commission of 1964, which suggested on inclusive education 30 years ago.

The findings shows that for inclusive programmes to start there should be trained teachers especially those trained on special needs in education.

The curriculum should be flexible to cater for the learner's diverse needs.

The teachers should be given in-service courses so as to be able to change the attitudes on parents and learners with special needs.

Due to free primary education, many learners joined school especially since last year. Most of the teachers are overloaded and will accept inclusion if only a few factors are put in place. These include teachers to be equipped with knowledge and skills to handle learners with special needs in education. Motivation of teachers in the regular schools through in-service, package and schools curriculum should also be equipped with enough materials for teaching learners with special need in education.

RECOMMENDATIONS:

Based on the findings of the entire study, the researcher makes the following recommendation:

- Organizing seminars and short courses for teachers in regular schools to equip them with knowledge and skills on handling learners with special needs in Education.
- Schools should be supplied with enough materials and teaching resources for proper teaching.
- More teachers should be trained and posted to schools so that they can cope with the high number of enrolment of learners with special needs in Education especially with the introduction of Free Primary Education.
- All teachers attending primary teachers colleges should be given training in Special needs in Education.
- There should be a flexible curriculum to meet the individual needs.
- Programmes to create awareness to parents with learners with special needs in Education.
- Mean score problems in our regular schools only calls for the average children.

CONCLUSION

The Aim of the study was to find out the Attitude of regular teachers towards Rehabilitated Street Children in an inclusive setting.

The researcher findings showed that most teachers have knowledge and understanding of the rehabilitated street children. These children have the right to basic need, example food, shelter, security and education. Already some have been enrolled in regular schools. Further findings shows that they have the potential to do well in the regular schools within their environment.

Sensitize the stakeholders,

Train more personnel to accommodate high enrolment of learners in schools,

Motivate teachers both in servicing and package to teachers who are handling SNE children.

The implementation of differentiated curriculum and Government policies.

Adequate teaching and learning resources Mean score syndrome.

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SAMPLE QUESTIONNAIRE

A. Personal Information

1. Gender Male / Female

Male ☐

Female ☐

2. The highest level of education

O Level ☐

A Level ☐

University ☐

3. Teaching experience

0-10 Years ☐

11-20 Years ☐

21-30 Years ☐

30 above ☐

4. The teachers age (respondent)

21 – 30 years ☐

31 – 40 Years ☐

Above 40 ☐

5. The current grade of the Respondent

P1 ☐

P2 ☐

P3 ☐

AT3 ☐

S1 ☐

Early Childhood ☐

SAMPLE SCHOOL

