

**EFFECTS OF INTEGRATED AND INCLUSIVE
LEARNING IN BAHATI DIVISION.
A CASE STUDY OF OUR LADY
OF VICTORY SCHOOL**

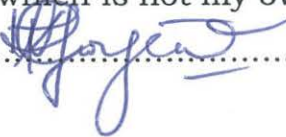
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**A RESEARCH REPORT SUBMITTED TO THE
INSTITUTE OF OPEN AND DISTANCE
LEARNING IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE
AWARD OF DEGREE IN SPECIAL
NEEDS EDUCATION OF
KAMPALA INTERNATIONAL
UNIVERSITY**

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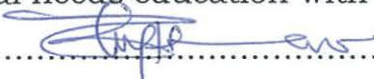
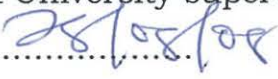
DECLARATION.

I Francis .k .Waweru BED/13239/61/DF here by declare that this research report is my own original work .It is not a duplication of similarly published work of any scholar for academic purpose nor has it seen submitted to any other institution of higher learning for the award of certificate, diploma or degree in special needs education .I also declare that all materials cited in this report which is not my own have been duly acknowledged

Sign  Date. 28/8/2008

APPROVAL

This is to satisfy that this research report on effects of integrated and inclusive learning in Bahati Division. A case study of our lady of victory school has been submitted in partial fulfillment of the requirements for the award of degree in special needs education with my approval as a University supervisor.

Sign.......... Date..........

Name: Fred S Semugenyi.

DEDICATION

To my mother Ann who never failed to educate me and took the initiative of making sure I got my education by working extra harder and by the meager income she got paid my school fees.

To my wife Mary for the support she has continued to give me by praying for me and encouraging me to work extra harder.

ACKNOWLEDGEMENT

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Special thanks also go teachers Joseph Kuria of our lady of Victory school who have been of greet help as far as technical advise in developing this report .I also wish to thank Mr.joseph Mwangi head teacher our lady of victory school for permission granted in allowing me to carry out the research in his school . My gratitude also goes to sister Julia of Egerton University for introducing me to the Campus head of library department to allow me use the campus facilities.

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ABSTRACT

This was a research carried out to established effects if integrated and inclusive learning in Bahati division. A case study of our lady of victory school.

The researcher used case study approach in analyzing data. The researcher used questionnaires to collect data from respondents who included; head teachers, special unit teacher and the teachers.

Major findings

Lack of sensitization of teachers has affected integration and inclusion of learners with special needs. Support given to these learners is not adequate. Barriers were noted to be a few hindering learning of these learners.

Policy and legal frame work. There is need for proper backing of the policies made and implements them. Inappropriate resources the cause of learners not learning well since some may not be linked to what is being taught and fail to relate to the experience of the learners.

Lacks of funds have led to inappropriate provision of special equipment needed.

The curriculum needs to be adapted to suit learners with special needs.

Recommendation

The following recommendations were cited:

- : Barriers should be removed and schools constructed which are barrier free.
- : Awareness should be created to the teachers, parents and children. This should be done through seminars and workshops.
- : Personnel's in the various fields of special education should be trained. These include brailler transcribers, sign language interpreters among others.
- : There is need to implement policies pertaining special need education. These policies should have legal backing.
- : The curriculum should be adapted to suit all learners.
- : The government and non governmental organizations should provide funds to be used to make all the necessary changes

1.1 INTRODUCTION

The history of special needs education dates back before 17th century Payne and Mercer (1975) and Payne and Thomas (1978) stated that people with disabilities were discriminated all over the world. They were not accepted in the society and were regarded as a burden in the society.

These led to such persons being neglected and rejected. They were considered to have been cursed and to have been punished by God from wrongs done by their families.

The fate of the disabled in African countries was also dependent upon cultural practices and belief of various ethnic communities. Greeks and Romans killed newly born infants who were found to be physically handicapped and mentally retarded. Such children were made court clowns and were used to entertain the privileged class. There is a document evidence of maltreatment of children with disabilities throughout history (sake Miller, 1986)

A review of early history outlined the legalized killing of infants born with disabilities and selling of these children for slave labor and prostitution (Rogers, 1978) during the late 1800 and 1900 concerns regarding the hereditary transmission of disabilities was followed by mass institutionalization, sterilization and castration of persons with disabilities (Rogers De 1978).

Some African communities used to throw children with disabilities in the bush. Greek philosophers like Plato and Socrates condemned children with disabilities as incapable of reasoning. The society had such negative attitude towards people with disabilities that they called them names such as idiots, moron, imbecile, dumb, cripple etc. in Britain for example there was a school referred to as 'Massachuset school of idiots'.

Special education has evolved over the years starting from neglect period, private tuition institutionalization, separation, normalization, integration and to inclusion in which the study falls.

Integration

Integration is the provision of educational services to children with special needs within the regular school system. It involves the movement of children with disabilities from special schools to regular schools and from special classes to regular classes. It may take many forms but in all cases children are still seen as disabled which discriminates them within the same school. The environment in which integration takes place is not accommodative to these children. Teachers and pupils are supposed to be sensitized so as to accept children with special needs as part of the school community. Lack of specialist teachers to work with them has contributed to the failure of few willing teachers who want to teach such children.

Reading materials, curriculum content, instructional strategies and examination adaptations has not been put in place for modification.

The environment has not been modified as nearly all classrooms and other buildings within the school do not consider the needs of children with special needs.

Inclusion

This means recognizing individual differences thereby enabling those individuals obtain a good quality of life in their natural environment, it therefore means adjusting the home, the school and the society at large.

In a nutshell, the inclusion system of education has been of dismissal help in schools that have established special units. It is with this in mind that the researcher has had interest to investigate the process and the effects of integration and the learning in the inclusive system on special programme.

The learner with special needs is highly neglected in the school curriculum, evaluation modes, and instructional experiences benefit them in the least way if any.

In view of this scenario the researcher took a keen interest and took a case study of Our Lady of Victories School which has for many years conducted a special unit. Here several learners are admitted from the near community and far, they are assessed through the EARS (educational, assessment and

resource services) and taught as a special class.

Later after some basic/elementary concepts are mastered the learner is integrated into the normal (level) class where the inclusion system fails to further model them.

The teacher/instructors who handled them in the special unit declines with them. The teacher conducting a lesson with these learners together with the rest does not consider them as requiring special instructional care, assistance or teaching aids that suits their problem.

To add insults to injury, the evaluation models make the inclusion system worse. Thus a case study to investigate the effects of integration and inclusive learning on school programme was undertaken.

1.2 Statement of the problem

There have been many problems integrated children who are included in the school system face. These problems have led to many children dropping out of school due to mistreatment by teachers who do not have the skills to teach and thus are not aware of the various diversities learners have.

The curriculum has not been developed to suit individual learners. Also the reading materials, instructional strategies and examination adaptations have not been put in place to suit learners with special need.

1.3. Purpose of the study

The purpose of the study was to investigate reasons for the negative effects resulting from integration and inclusive education

Secondly to investigate possible remedies to curb segregation of those integrated and those that are included.

1.4. Research objectives

The objectives of the study were:

1. To establish the effects of the integration and inclusive learning on the school programme.
2. To explore the mode of overcoming barriers experienced by integrated learners in inclusive setting.
3. To find out how the curriculum has affected positively and negatively on

inclusive learners.

1.5. Research questions

1. To establish the effects of integration and learning in the inclusive system on school programme.
2. To explore the mode of overcoming barriers experienced by integrated learners.
3. To explore better methods of instructions and evaluation procedures in inclusive programme.

1.6. Scope of the study

The study was conducted in our lady of victories school, which is in the central Rift Valley, which borders Uganda to the north and Tanzania to the south.

1.7 Significance of the study

The research will contribute significantly to the government's plans of integrated and inclusive programme.

The research will create awareness to teachers, pupils and stakeholders. It will come up with various methods to curb problems experienced by learners with special needs from national level, provincial level, school level and community level.

National level

The curriculum developers will take into account the special needs of learners and come up with a modified curriculum which is not discriminative and which can accommodate all learners.

Curriculum developers will also consider method of teaching, which will cater for all. Also at the national level, specialists such as: Braille transcribers, sign language interpreters, speech therapists, mobility instructors, education psychologist, vision therapists etc will be trained.

Awareness will also be created of the sessional papers, which will address the details of special education. This policy will make educational services to persons with special needs continue without hindrances.

Provincial level

Awareness will be made to all schools in the province. Since these learners with special needs require resources to aid in their learning, these resources will be made at provincial level.

The school level

At the school level, teachers will be sensitized on the skills required to handle these learners to avoid demoralizing them.

Teachers will also be sensitized on the various needs of learners in their classes. This will mean that learners whose pace or style of learning is different from the average learner are accommodated.

The environment in the school will be accommodative to suit learners with special needs.

Community level

Since the responsibility of providing education in Kenya is a shared responsibility.

Parents will put up the required support systems in place for the learners within their own community.

1.8 Limitation and delimitation

Time allocated for the research had a bias limitation. The respondent were at first reluctant to fill questionnaires and this took time to explain. The researcher met all the costs since the university did not provide money to carry out the research. This was a major constraint.

LITERATURE REVIEW

2.1 Introduction.

The history of special needs education dates back before 17th century. Payne and Mercer (1975) and Payne and Thomas (1978) stated that people with disabilities were discriminated all over the world. They were not accepted in the society and they were regarded as a burden in the society. This led to such persons being neglected and rejected. They were considered to have been cursed, to have been punished by God for wrongs done by their families.

According to Muchiri (1982) revised literature shows that in East Africa, the disabled were perceived as incapable of engaging in gainful employment. She cited Anderson (1968) who lamented that the disabled were made to sit idly on their farms and watch helplessly, "as months and years passed by while crops were planted and reaped".

The fate of the disabled in African countries was also dependent upon the cultural practices and beliefs of various ethnic communities.

Greeks and Romans killed newly born infants who were found to be physically handicapped and mentally retarded were made court clowns and were used to entertain the privileged class. There was a documented evidence of the maltreatment of children with disabilities throughout history (Sake Miller, 1986). A review of early history out-lined the legalized killing of infants born with disabilities and selling of these children for slave labour and prostitution (Rogers, 1978). During the late 1800 and early 1900 concern regarding the hereditary transmission of disabilities was followed by mass institutionalization, sterilization and castration of persons with disabilities (Rogers De, 1978)

Some Africa communities used to throw children with disabilities in the bush. Greek philosophers like Plato and Socrates condemned children with disabilities as incapable of reasoning. The society had such negative attitudes towards people with disabilities that they called them names such as idiots, morons, imbecile, dumb, crippled etc. in Britain for example there was a school

referred to as “Massachusetts school of idiots”.

2.2 Privatisation

In the 18th century individuals such as St. John Beverly, a bishop was the first reported to have attempted to teach the handicapped in AD 685 in the United Kingdom. He taught a deaf boy how to articulate and talk.

Didymus AD 309 -395 was the first person reported to have devised touch reading materials for visually handicapped in Alexandria. Pedro Ponce de Leone, Juan Martin Pablo, Bonnet 1579 - 1620 developed a one hand manual alphabet. Others like Jacob Rodiriquez 1715 - 1780; Valentine Huary, 1745 - 1822) Napoleon Bonaparte 1 (1768 - 1821). Philippe panel (1745 - 1826 a prominent French physician became famous for releasing his patients from their chains. He also pioneered occupational therapy. Despite a basic belief that children suffering from ‘idiocy and insanity were incurable, Panel fought for more human treatment (Kanffman, 1982).

Jean - Marc - tiaspard Itard (1775 - 1838) panel’s student was an authority on diseases of the ear and on the education of the deaf. His beliefs about education were strongly influenced not only by panel but also by the enlightenment philosopher John Locke, who described the human mind as a blank slate awaiting sensory input, Itard put these theories to the test when he was given charge of the young boy found living wild in the forest of central France. The non-verbal and ‘savage’ youth was known as the wild boy of Aveyvon. Itard named him Victor. After 5 years of intensive work, Victor had acquired some language and social skills. Itard’s student, Edward Seguire (1812 - 1880) was famous educator for retarded children.

He established a school for the mentally retarded and was the first to advocate that mentally retarded individuals were capable of learning. Johann Conrad Amman from Holland etc proved through their experimentation that it was possible to educate handicapped children.

All these individuals found the potential in children with disabilities and started teaching them at family level. Effort of these individuals resulted in the establishment of special school

2.3 Institutionalization

In the 19th century, there came the practice of institutionalization where residential facilities were put in place hence children with various special needs to protect them from neglect.

The original aim of these residential facilities was to provide higher-level care and corrective rehabilitation with the aim of returning such children to the society after improvement. These residential facilities turned to be asylums as children were neglected and abandoned. The care takers in these institutions did not show these children love and kindness. The services offered were purely rehabilitations and upheld medical care. This was done with the aim of taking out the disabled person become normal and takes him out of the disabled world. All available time was spent in trying to reverse the disability other than providing education to them.

2.4 Separation period

In the early 20th century, institutionalization was coming to an end and children with special needs were seen as not able to learn with non-disabled children. They were segregated and placed in special program which included: - special schools, units for children with disabilities, juvenile homes, small homes, approved schools where children convicted by the law were placed etc. Children in special schools were separated from their families and communities. The services provided did not meet educational needs. As these children came back to live in the society could not fit.

2.5 Normalisation:

This process started in the Scandinavia and later popularized in the U.S.A. Normalization can be defined as utilization of means which are as culturally normative as possible to establish and/ or maintain personal behaviors which are as culturally normative as possible.

According to Len Barton: The politics' special Educational needs believed that people could stop repressing their discrimination against people with disabilities simply by attention to the simplicity and validity of normalization principle.

The process of normalization had many objectives such as guaranteeing that human and legal rights of person with disabilities are protected, create and maintain environment that do not impose excessive restrictions on persons with disabilities and create an arrangement that brings persons with disability as close as possible to the cultural mainstream and the society

Normalization took many dimensions such as deinstitutionalisation which was a process of releasing children with special needs from confinement to residential facilities into the local community. This is because some of the residential facilities were very dirty and repulsive, they offered little care, quality of life for most people was not improved and many residential institutions failed to improve services due to poor planning in 1986 a philosophy called, "Regular Education initiative" was introduced. The philosophy stated that general education rather than special education should be primary responsible for the education for students with disabilities. Since at this level education integration, children with special needs had to pass a test so as to qualify for integration. This process was still discriminative

2.6 Integration:

As society started to see those with special needs as part of the society, they became more tolerant and understanding. It was felt that persons with disability could be integrated in the society. Even though they were to be integrated in the society, the environment in which they were integrated was not accommodative. Teachers in this environment were not sensitized; a lack of specialist's teachers to work with them was a problem.

Reading materials, curriculum content, instructional strategies and examination adaptation were never put in place for modification. Classrooms and other buildings did not consider the special needs of these children.

Children with special needs were subjected to some attitudes and assessments which they had to pass in order to benefit in the integrated programmes.

2.7 Inclusive education

In 1990 a conference was held in Jomtien in Thailand. The focus of this conference was on education for all which has influenced the move towards

inclusion.

In this conference, arrange of differences was highlighted which are present in today's societies and stated that many groups are excluded from the mainstream education. These groups include:

- Children living on the streets.
- Children in conflicts situations.
- Disabled children.
- Children from ethnic minorities.
- Drop outs and repeaters.
- Children discriminated against because of HIV/ Aids leprosy.

The concern of education for all was guaranteeing every child including those with special needs access to quality educational opportunities.

Due to all these issues lighted in the Jomtien conference, many other conferences were held to effect the implementation of EFA. These conferences include:

- Dakar conference which was held in April 2000 and its purpose were to turn the vision of education for all held in Thailand a reality.
- Kenya country National conference on Education for all was held in 1992 in Kisumu. This conference was conducted to review Jomtien conference of 1990 and prepare for implementation of education for all frameworks.

This conference emphasized basic education for all (BEFA).

Due to the many emerging issues after EFA conference, it was felt that another conference was needed in June 1994. A world conference on special needs Education was held in June in Salamanca Spain.

This conference emphasized that many groups of children with special needs as stated in the conference for Education for all are excluded from mainstream education. Therefore this indicated a need to look at general educational reform and to address issues of access and quality for all children.

The conference emphasized that every child has a fundamental right to education. The focal point of this conference was provision of education to

children with special needs through inclusive schooling approach and remove barriers so that all children can learn together.

According to Hegarty (1996), the first choice of placement for children with special needs education should be in regular school within their community.

Therefore inclusive education is the process of addressing the learner's needs within the mainstream of education using all available resources thus creating opportunities for learning in preparing them for life. The emphasis is on equality, access and opportunity to education by reviewing schools and systems and changing them rather than trying to change the learner.

In summary the special needs education has passed through various stages starting from neglect period, privatization period, institutionalization period, normalization, integration and inclusion.

2.8 Historical development of special needs education in Kenya

Kenya's ministry of education (1976,1981) states that special schools and programmes were pioneered by churches and voluntary and charitable organizations. The church organizations included:

- The catholic church
- The salvation army
- The presbyterian church
- The Methodist church
- African inland church
- Church province of Kenya

Charitable organizations included:

- The rotary club
- Kenya red cross
- Aga khan community
- Mombasa round table.

- These special schools started during the Second World War to rehabilitate army officers who returned from Second World War in 1975

with injuries. The schools were started to rehabilitate the visually impaired, physically handicapped, mentally handicapped and hearing impaired. Examples of these schools were:

- Thika schools for the blind which was started in 1945 by the Salvation Army church.
- Aga Khan Unit for the deaf which was started by the Aga Khan community in 1961.
- Dagoreti children's Home started by the Red Cross society in 1961.
- St Nicholas special school (now Jacaranda) sponsored by the Rotary club in 1948.

These and many schools for the four named disabilities offered praying, counseling and rehabilitating those injured during the war, as they could not fit in the society.

2.9 Organisation of and for persons with disabilities

These were organizations formed by parents and friends of persons with disabilities. They were formed to create awareness on disability as a human rights issue. Such organization included:

- The Kenya society for deaf children KSDC which was started in 1958.
- Kenya society for the blind KSB started in 1956.
- Kenya society for the mentally Handicapped KSB started in 1960.
- Association for the physically Disabled Kenya (APDK) started in 1958.
- The disabled persons also formed organization of which were to steer and advocate for their rights. They included
- Kenya National Association of the Deaf (KNAD)
- United Disabled persons of Kenya (UDPK)
- Association of the physically Handicapped APH.

2.1.0 Support groups:

The parents of the disabled and other well wishers formed organizations to advocate and offer support services to the children with disabilities. These organizations include:

- Cerebral palsy society of Kenya (CPSK)
- Parents Mobilization Group (PMG)
- Sight savers international (SSI)
- Friends and parents of the Handicapped.
- Feed the children international.
- Christofel Blinder mission.

2.1.1 Kenyan policy and legal framework on special needs education:

After attaining independence, Kenya adapted some policies and legal framework. These were presidential directives, cabinet papers, Education commissions and legal notices from the minister of Education.

These Educational commissions emphasized provision of services to persons with disabilities.

2.1.2 Committee on care and rehabilitation of disabled 1964-Ngala mwendwa committee

In 1964 a special committee was appointed on care and rehabilitation of the disabled. The committee came up with sessional paper No.5 of 1968 which formed the framework for government policy on persons with disabilities. The terms of reference of this committee were:

- Formulate a wide programme for training and placing the disabled under community care.
- Find out existing Facilities for education, training, settlement and employment of the disabled.

2.1.3 Kenya education commission (1964)- ominde report:

This commission was formed in 1964 and was headed by Ominde. It came up with various objectives such as:-

- Every young person coming from our schools must be made to realize that he has available part to play.
- Education should be used as an instrument, for conscious change of attitudes and relationships hence strive to foster respects for human personality.

- The commission emphasized that all trainee teachers be given skills to enable them teach children's with special needs in regular schools.

The commission emphasized that all trainee teachers be given skills to enable them teach children with special needs in regular schools.

This commission suggested inclusive education but it's recommendation were not implemented.

Education this time was under the hands of missionaries and local councils. Teachers in these schools were not professionally qualified and used method from their countries. The owners of the schools did not want government interference so they avoided any government move in controlling education. Due to lack of awareness and qualified man power, there were no officers to propel the aspirations of the special needs education.

2.1.4 The national educational committee on educational objective and polices 1976 –Gachathi report

This committee emphasized the need to improving education other relevance services .

To persons with special needs both in school and in the society. Suggested:

- Coordination of early identification of children with special needs.
- Create awareness to the public on causes of disabilities.
- Establishing pre-primary schools within special schools for early education intervention.
- Integrating special equipment grant in the regular school system for integrated learners.
- Following a policy of integration for learners with special needs where special education and facilities are catered for.

It was this commission which highlighted key factors in making inclusion a reality but its recommendations were not implemented.

2.1.5 The presidential working party (1981) Mackey commission:

This commission recommended the start of 8.4.4 system of education.

It was this commission that children with special needs were so disadvantaged

since it stressed sciences as a means for self-employment. Children with special needs were disadvantaged especially those who could not handle practical subjects.

The curriculum got overloaded with Kiswahili introduced as a compulsory subject.

Music also became examinable. This especially disadvantaged learners who are hearing impaired.

Education system and teaching methods disadvantaged learners with special needs for they were expected to fit into new system notwithstanding their special needs.

2.1.6 Presidential working committee on education and training for decade and beyond (1988) – Kamunge reports

This committee came up with various recommendations such as:

- Appropriate curriculum to be developed for children with special learning needs.
- The regular teacher be trained in remedial teaching methodology to enable them teach children with emotional and behavioral problems.
- Persons with various types of disabilities to be catered for in regular vocational and technical institutions.
- Necessary facilities and equipment be provided for learners with special needs in education in integrated programmes.
- Cost sharing which requires parents to be more responsible for their children's learning.

This commission disadvantaged children with special needs because cost sharing was introduced. Parents were supposed to pay for their children. Since education is a treasure with immediate returns, children with special needs who cannot bring immediate benefit were neglected and parents had to go to children without disability and those seen to bring benefits to them.

2.1.7 Totally integrated quality education and training (1999) - Koech report:

This commission came up with very good recommendations in relation to education and training for persons with special needs. However, its recommendations were not implemented. These commissions came up with very good points concerning special education such as:-

- The government to abolish cost sharing to persons with disabilities and instead offer free and quality education.
- The Government to establish a special education trust fund to give grants to support education for learners with special needs.
- The Government to increase budgeting allocation to special needs education.
- Examination papers for hand capped learners be adapted to suit the individual needs as dictated by the severity of handicap and the ability of the child to manipulate examination instruments.

These and many other were very good points but they were not implemented.

2.1.8 Summary

Having looked at the historical development of special needs in the world and historical development of special needs education in Kenya, the researcher found that there has not been good ways of integrating learners with special needs in the schools and the community.

Most of the commissions recommended that learners with special needs be integrated into regular schools. The integrated learners have had many problems and have ended up dropping out of school because:

2.1.9 Curriculum:

According to WK Brennam in "curricular needs of slow learners," he found that very little was designed for slow learners.

Hegarty, Pocklington and Lucas in 'educating pupils with special needs in the secondary schools suggest that there is a continuum of provision for those with

learning difficulties:

Special curriculum. This involves some enrichment work in the mainstream classes.

Normal curriculum with some modification where there is concentration on their special needs e.g. the blind pupil many need work in Braille, the physically handicapped may need time with the physiotherapist.

Curriculum is described as consisting the information, attitudes and experiences indirectly or implicitly transmitted by teachers, the community, the materials, the buildings and organization of space to learners.

Though the learners were integrated into regular schools/ classes, the curriculum was not adopted to suit every individual learners needs.

The physical environment was not modified to make learners with motor or visual problems have access to the schools.

Reading materials, instructional strategies and examination adaptations have not been put in place for modification in order to suit learners with special needs.

The teaching methods applied to teach learners are outdated and do not cater for learners with special needs. This has led to neglect of such learners.

Equipments necessary to teach learners with special needs have not been adequate. These equipments are: Abrailer, leaning aid facilities, typewriters etc.

2.2.0 Barriers

The barriers existing in schools have been an obstacle to learners with special needs. These barriers have prevented there be a proper integration for the learners included in schools.

Neville Bennett and Allyson case commenting on teachers attitude said, "We can't cope with him and he can't cope with us. You would better do something about it." Cases from special classes are seen by teachers as cases they would not be able to cope with. Most of the teachers have no knowledge of it, they have no training in it and therefore have a certain fear of it.

According to Mary Evans and Mary Wilson in their book Education of disturbed pupils found that the successful teachers were those who saw their task in

terms of attitudes and expectations rather than rules, sanctions, who were caring and non-punitive without condoning unacceptable behavior. They also found that the successful schools were those where there were harmonious staff relationship and high morale in spite of high demands.

Lack of sensitization of the family member, the community and teachers in itself is a barrier to inclusion. Lack of qualified teaching personals such as psychologist, Braille transcribers, sign language interpreters, occupational therapists, vision therapists etc has in itself acted as barrier to those learners who have been integrated.

2.2.1 School factors

Factors in schools have also contributed to integrated learners being segregated and thus failing to fit in the school where they are included. These factors include:

- Inappropriate resources. These resources may not be linked with what is being taught and may fail to relate to the experiences of the learners.
- Lack of administrative support. Head teachers have not been sensitized and thus are unable to implement policies for inclusion.

2.2.2 Funds

Lack of funds to schools has contributed too many problems. These funds could be used to buy special equipments needs to facilitate learning to learners with special needs.

Lack of funds has come as a result of many people not finding learners with special needs beneficial to the society and thus is not ready to fund education for integrated learners in regular schools.

2.2.3 Policy and legal frame work

Policies and legal framework are important because it is in this that education services to persons with special needs education are included.

According to Mwangi et al 1989 .p.4) Kenya observed:

A review of the trends in special education points to the critical importance of legislation to ensure effective organization and implementation of special

education programmes. Developed countries that have successfully established programmes have managed to do so with proper legislation backing.

In Kenya this policies have not come up strongly since:

- Parents do not have their children admitted to schools of their choice.
- Parents have no say in the programmes offered to their children.
- Parents are not able to see cases of infringement offered to their children.
This is due to lack of sensitization.
- Learners are not able to have access to educational programs of their choice in their communities due to learners, parents and communities, unawareness of the needs of learners with special needs

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction.

This chapter contains description of the research design to be used in investigating the target and accessible populations; the sampling procedure, the sample size and the instruments to be applied will be described in the study.

Finally a description of data collection; procedure and statistical methods to be used were outlined.

3.2 Research Design

The research design was a case study into effect of integration and inclusions. The data was collected using questionnaires and analyzed qualitatively

3.3 Study Population

The target population included learners and teachers from Our Lady of Victories School.

The accessible population included the teachers who handle these learners. The researcher used this population and those accessible with the same characteristics.

3.4 Sample Selection

It has been argued that it is not practical to collect data from the whole population due to time, finances, without destroying the whole population if its an experimental research and so on (Cohen and Marion, 1987) then the use of a sample comes vital.

Here the researcher used the probability sampling (random sampling to try and eliminate biasness.

3.5 Data Collection Instruments.

Questionnaires that were self administered were used to collect opinion from the teachers.

3.6 Data Collection Procedures:

The researcher sought permission from the head teacher of Our lady of Victories and informed him/her of the intended study. He was informed also on

the probable day of a visit by the researcher to his/her school.

On the specified day, the researcher introduced himself to the teachers, and then distributed questionnaires.

He later administered face to face interview with the teacher who handles the learners in the special unit.

The questionnaires were collected by the researcher from the individual respondent upon completion.

3.7 Methods of data analysis

The study used tables to analyze the raw data. The raw data was analyzed by use of tallies which were later computed into percentages for ease of comparison. Later the findings were analyzed qualitatively.

4.0

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

In this chapter, the respondent's raw data is interpreted and recorded. The data analysis will be in the section i.e.

- Data collected from the head teacher.
- Data collected from the special unit teacher.
- Data collected from the teachers.

4.2 Tabulation and analysis of data from the head teacher.

Q1. This question sought to establish whether there are teachers trained in special needs education in the school.

Table 1

Response

- A. The number is adequate
- B. The number is inadequate
- C. There is need for move

Tally	Frequency	Percentage
0	0	0%
1	1/1	100%
0	0	0%
Total	1	100%

The respondents established that the number of trained teachers in special education in the school is inadequate.

Q2. The research wanted to investigate whether integrated learners are treated the same as regular learners.

Table 2

- A. Not the same
- B. Same
- C. Treated needs to be improved.

Tally	Frequency	Percentage
0	0	0%
1	0	0%
0	1/1	100%
Total	1	100%

The respondent thought that treatment given to integrated learners was not good and thus the need to be improved.

Q3. The researcher wished to establish whether the head teacher has been in serviced on how to handle learners with special needs in education,

Table 3

- A. Not in serviced
- B. Have been in serviced
- C. Slightly in serviced

Tally	Frequency	Percentage
0	0	0%
0	0	0%
1	1	100%
Total	1	100%

100% of the respondents have slightly been in serviced on how to handle learners with special needs in education.

Q4. The question sought to establish whether there are enough facilities to cater children with special needs.

Table 4

- A. Facilities appropriate
- B. Facilities in appropriate
- C. Move facilities

Tally	Frequency	Percentage
0	0	0%
1	1/1	100%
0	0	0%
Total	1	100%

The respondents supposed that there are not enough facilities to cater for children with special needs.

Q5. This question sought to find out whether curriculum was taking into account learners with special needs.

Table 5

- A. Needs adjustment
- B. Does not take into account
- C. It is okay

Tally	Frequency	Percentage
1	1/1	100%
0	0	0%
0	0	0%
Total	1	100%

Q6. The researcher wished to know whether the head teacher has sensitized parents on special needs education.

Table 6 response

- A. Have sensitized
- B. Not yet
- C. Not concerned

Tally	Frequency	Percentage
0	0	0%
1	1/1	100%
0	0	0%
Total	1	100%

The respondent supposed that parents have not been sensitized on special needs in education and thus there is no awareness.

Q7. The researcher wished to establish the attitude of children and teachers towards learners with special needs.

Table 7 response

- A. Good
- B. Not good
- C. Needs improved

Tally	Frequency	Percentage
0	0	0%
0	0	0%
1	1/1	100%
Total	1	100%

The respondent thought that the attitude of children and teachers towards learners with special needs improvement.

Q8. This question sought to know whether integration has affected the school performance.

Table 8

Response

- A. Adequately
- B. Slightly
- C. adequately

Tally	Frequency	Percentage
1	1/1	100%
0	0	0%
0	0	0%
Total	1	100%

The respondent thought integrated children have affected the school performance in exams adequately.

Q9. The researcher wished to establish whether there are barriers in the school which have prevented proper implementation of inclusive education.

Table 9

Response

A. Many

B. Few

C. There are no barriers

Tally	Frequency	Percentage
1	1/1	100%
0	0	0%
0	0	0%
Total	1	100%

The respondent supposed that there are many barriers in the school which have prevented implementation of inclusive education.

Q10. The researcher wanted to establish whether there is legislation backing towards special needs education.

Table 10

Response

A. Not proper

B. There is no proper backing

C. The backing is improper.

Tally	Frequency	Percentage
1	1/1	100%
0	0	0%
0	0	0%
Total	1	100%

The respondent thought legislative backing is not proper.

4.3 Analysis of data and tabulation from the special unit teacher.

Q1. The researchers intended to establish whether children with special needs in education should be taught with regular children or separately

Table 11

Response

- A. Should be taught separately
- B. Should be taught with regular children
- C. I disagree

Tally	Frequency	Percentage
0	0	0%
1	1/1	100%
0	0	0%
Total	1	100%

The respondent agreed that children with special needs should be taught with regular children.

Q2. This question seeks to know if children with special need are handled well in integrated classes.

Table 12

Response

- A. Are handled well
- B. Are mishandled

C. Handling needs to be improved.

Tally	Frequency	Percentage
0	0	0%
0	0	0%
1	1/1	100%
Total	1	100%

The respondent supposed that children with special need handling needs improvement.

Q3. The researcher wished to know whether the support given to children with special needs was adequate.

Table 13

Response

- A. Adequate
- B. Needs improvement
- C. Inadequate

Tally	Frequency	Percentage
0	0	0%
1	1/1	100%
0	0	0%
Total	1	100%

The response was that children with special needs in education support need to be used by children with special needs.

Table 14

Response

- A. Adequate
- B. Inadequate
- C. No funds at all

Tally	Frequency	Percentage
0	0	0%
1	1/1	100%
0	0	0%
Total	1	100%

The respondent supposed there have not been found to buy equipment needs.

Q5. The researcher intended to establish if integrated learners can acquire the knowledge inclusive education to make them fit in the society.

Table 15 response

- A. I disagree
- B. I strongly agree
- C. I agree

Tally	Frequency	Percentage
0	0	0%
1	1/1	100%
0	0	0%
Total	1	100%

The respondent strongly agreed that integrated learners can acquire knowledge in inclusive education to make them fit in the society.

Q6. The question sought to know whether integrated learners are able learn now skills from children in regular classes

Table 16

Response

- A. NOT able
- B. Able
- C. Learn

Tally	Frequency	Percentage
0	0	0%
1	1/1	100%
0	0	0%
Total	1	100%

The respondent established that children with special needs are able to acquire new skills from children in regular classes.

Q7.The researcher intended to know what improvement at the school level should be implemented in order to enhance inclusive education

Table 17 response

- A. Expand the school
- B. Get more facilities
- C. Train teachers in special needs education

Tally	Frequency	Percentage
0	0	0%
0	0	0%
1	1/1	100%
Total	1	100%

The respondent supposes that teachers should be trained in special education in order to implement inclusive education.

Q8. This question sought to establish with special needs are segregated in regular classes.

Table 18

Response

- A. I agree
- B. Disagree
- C. Not segregate

Tally	Frequency	Percentage
0	0	0%
0	0	0%
1	1	100%
Total	1	100%

The response established that children with special needs are not segregated.

Q9. The researcher intended to know if parents have been sensitized on how to handle children with special needs in education.

Table 19

Response

- A. Have been sensitized
- B. Needs to be sensitized
- C. Have not been sensitized

Tally	Frequency	Percentage
0	0	0%
1	1/1	100%
0	0	0%
Total	1	100%

The respondent supposed that parents have not been sensitized.

Q10. The researcher intended to established comment of the respondent on integrated learners in regular classes.

Table 20 response

- A. The system is not good
- B. The integration
- C. Learners should stay in the special class.

Tally	Frequency	Percentage
1	1/1	100%
0	0	0%
0	0	0%
Total	1	100%

The respondent agreed that integration should continue.

4.4. Tabulation and analysis of data from teachers.

Q1. This question sought to know whether there has been proper ways of integration from special classes to regular classes.

Table 21

Response

- A. The way of integration has been adequate
- B. Have been inadequate
- C. Needs improvement

Tally	Frequency	Percentage
11	2/8	25%
111	3/8	37.5%
111	3/8	37.5%
Total	8	100%

25% of the respondent thought that the way of integration has been adequate while 37.5% thought integration has been inadequate and 37% thought that it needs improvement.

Q2. This sought to investigate whether the curriculum is supposed to be adapted to suit learners with special needs.

This question sought to investigate whether the curriculum is supposed to be adapted to suit learners with special needs.

Table 22

Response

- A. Should be the same
- B. Should be adopted
- C. Integrated learners should have their own

Tally	Frequency	Percentage
0	0	0%
111	2/8	25%
111111	6/8	75%
Total	8	100%

75% of the respondent thought that integration learners should have their own Column while 25% thought the curriculum should be adopted.

Q3. The researcher wanted to find out whether lack of facilities has been the cause of implementing inclusive education while 12.5% did not agree.

Table 23

Response

- A. Has been the cause
- B. Has not been the cause
- C. I do not agree

Tally	Frequency	Percentage
1111111	7/8	87.5%
0	0	0%
1	1/8	12.5%
Total	8	100%

Q4. This question sought to investigate whether the environment has been adapted to suit learners with special needs.

Table 24

Response

- A. Needs improvement
- B. Not adapted

C. Adequately adapted

Tally	Frequency	Percentage
111	3/8	37.5%
11111	5/8	62.5%
0	0	0%
Total	8	100%

62% of the respondent observed that the environment has not been adapted while 37.5% thought the environment needs improvement.

Q5. This question sought to know whether children with special needs are burden to teachers.

Table 25

Response

- A. A big burden
- B. Not a burden
- C. Slightly a burden

Tally	Frequency	Percentage
1	1/8	12.5%
111	3/8	37.5%
1111	4/8	50%
Total	8	100%

The respondent had different opinion on this question 50% thought children with special needs are slightly a burden while 37.5% thought they are not a burden. 12.5% thought they are big burden.

Q6. This question sought investigates whether there have been appropriate funds to cater for the facilities s needed.

Table 26

Response

A. Inappropriate

B. Enough

C. Appropriate

Tally	Frequency	Percentage
11111111	8/8	100%
0	0	0%
0	0	0%
Total	8	100%

100% of the respondent agreed that funds have not been appropriate to cater for facilities needed.

This question sought to know whether children with special needs to have their own school or be with the rest in regular school.

Table 27

Response

Tally	Frequency	Percentage
111	3/8	37.5%
11111	5/8	62.5%
0	0	0%
Total	8	100%

A. They should have their own

B. They should learn with the regulars

C. They should be segregated from others

62.5% of the respondent thought that learners with special needs should learn with regular while 37.5% thought that they have their own.

Q8. This question sought to know whether lack of good teaching methods has been the cause of poor motivation and maltreatment of learners with special needs in education.

Table 28

Response

- A. Slightly
- B. Has not been the cause
- C. Has been the cause

Tally	Frequency	Percentage
11	2/8	25%
11	2/8	25%
1111	4/8	50%
Total	8	100%

50% of the respondent thought lack of good teaching methods has been the cause of poor motivation while 25% thought lack of good teaching methods has slightly been the cause and 25% thought lack of good teaching methods has been the cause.

Q9. The researcher wanted to establish whether teachers have been sensitized on how to handle children with special needs.

Table 29

Response

- A. I'm not concerned
- B. Have been sensitized
- C. Have not been sensitized

Tally	Frequency	Percentage
0	0	0%
1	1/8	12.5%
1111111	7/8	87.5%
Total	8	100%

7.5% of the respondent agreed that they have not been sensitized while only

12.5% have been sensitized calling for more sensitization.

Q10. The researcher intended to know whether teachers have been trained on how to handle learners with special needs in education.

Table 30

Response

A. Adequately trained

B. Needs training

C. Inadequately trained

Tally	Frequency	Percentage
○	0	0%
11111111	7/8	87.5%
1	1/8	12.5%
Total	8	100%

87.5% of the respondent expressed the need of being trained on how to handle children with special needs.

DISCUSSION, SUMMARY AND RECOMMENDATION**5.1 Introduction**

In this chapter the researcher interpreted and evaluated the results from chapter on data analysis and tabulation. The research discusses summaries and gives recommendation in this chapter.

5.2 Discussion

From the data analysis in the three section that is data analysis from the head teacher, special unit teacher and the teachers, it was evident that the way integration was done needed to be improved was depicted by question one section where hundred percent of the respondent agreed there was need for improvement. I expected this since it had been highlighted in the literature review that these learners have had problem ever since.

Another reason could be due teachers not sensitized on how to handle these learners from the analysis, It was noted that teachers had not been sensitized and 87% of the respondent depicted this. As far as sensitizing the parents is concerned, the special unit teacher established that they need to be sensitized. I expected this to be positive since the teacher has the knowledge and maybe has sensitized the parent to see their children's progress in the special unit class.

I believe that even though the teacher has sensitized the parent not all since the head teacher of the school could not have responded by saying that parents have responded by saying that parents have not yet been sensitized yet he comes into contact with parents in meeting as they come to school.

As pertains the issue of giving these learners with special needs support, it is apparent from the data available that the support needs to be improved. In section three, the one hundred red present agreement that support needs to be improved

Banners were noted to be a factor hindering learning of children with special needs. The researcher expected this since barriers had been sited in the literature review chapter

These barriers include:

Policy and legal framework. This is important to ensure effective organization and implementation of special educational programmes, there is need for proper legislation backing. In Kenya for example these policies have not come up strongly since parents do not have their children admitted to schools of their choice.

School factors in the schools have in that been there are in appropriate resources which may not be linked with what is being taught and may fail to relate to the experiences of the learners. In line with this, there is lack of administrative support since head teachers had not been sensitized.

Lack of funds their have been funds to buy special equipment needed for facilitate learning of children with special needs.

As far as the mentioned barriers are concerned, one hundred percent of the responded support that there may be barriers.

Adaptation of the curriculum to suit learners with special needs have been depicted to be very positive. The respondent suggested that the curriculum should be adjusted to suit them. This was in line with the researcher's expectations because of facts gathered in the literature review chapter where people like Hegarty Pocklington and Lucas suggested that special curriculum involves the enrichment in the stream classes. It is true the curriculum needs to be adjusted since a child who is blind would need to work with a brailier with the physiotherapist and this cannot fit in the regular curriculum without modifying it to suit this these activities.

In line with the curriculum being modified reading materials, instructional strategies and examination adoptions needs to be put in place for modification in order to meet needs of learners with special needs. Unlike the researchers expectation with regard to modification in order to meet needs. Unlike the researchers expectation with regard with modification of teaching methods, since the thought to be the cause of poor motivation and maltreatment of learners with special needs the respondents thought teaching methods were slightly the cause 25% thought that teaching methods were not the cause white

50% of thought that teaching methods were the cause of motivation.

Training of teachers to handle learners with special needs was highly advocated for all the respondents that there is need for training teachers in various fields of special education

The respondents agreed that children with special needs can acquire new skills from the regular learners which can help them fit in the society.

As pertains to school performance, the respondents depicted that performance has been adequately affected. This could be due to the various barriers cited earlier.

5.3 Summary.

For effective integration and inclusion of learners with special needs the teachers and parents needs to be sensitized.

Funds should be provided by the government and non-government organization in order to but the needed facilities and equipments.

The curriculum should be modified to suit learners in the regular classes.

Barriers should be removed ant the environment made barrier free.

Training of teachers should be taken seriously and this will ease the problems that are affecting these learners. Training will equip teachers with teaching methods which cater for all the learners.

There should be provision of reading materials, instructional strategies and examination adoption in order to take care of the needs of these learners.

5.4 Conclusion:

The finding depicted from this research as case study which is representational of an institution in the district. The future researcher could carry out the research to find out if there are other environmental, physical, psychological and socio – physiological factors that affects the same.

5.5 Recommendation

From the research, it is clear that integration and inclusion are faced with some hindrances as portrayed from the head teachers, special unit teachers and teachers. The researcher therefore wishes to make the following recommendations.

: Remove barriers which have existed all through e.g. train more personals to handle learners with special needs e.g. constructing new buildings in the schools which are barrier free.

: create awareness. This should be done to all E.g. children in regular classes, parents and teachers on how to handle learners with special needs through seminars, workshops, chief baraza etc

: Training personnel. Many personnel's should be trained on the various fields of special needs e.g. sign language, interpreters, Braille, transcribers, occupational therapist, and vision therapist's etc.

: Policy and legal frame work should be followed and implemented to protect learners with special needs from neglect and maltreatment.

: Appropriate resources. Resources which have been inappropriate should be made appropriate so that they link what is being taught and relate to the experience of the learner.

: Curriculum adaptation. The curriculum should be adapted in order to meet the learner's needs.

: Provision of funds. The government and non government organization should provide funds to schools in order for the funds to be used to make all the necessary changes needed in the school.

: Support of the administration. The head teachers should be sensitized on the needs of learners with special needs.

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

DATE:

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR

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:

.
.

Case Study:

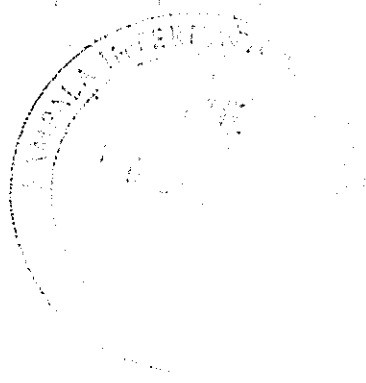
The research is a requirement for the award of a Diploma/Bachelors degree in Education.

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

Yours faithfully,



MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE



QUESTIONNAIRE TO THE HEAD TEACHER

Please put a tick where applicable.

1. Do you have teachers trained in special needs education?
 - a. The number is adequate
 - b. The number is inadequate
 - c. There is need for more.
2. Are integrated learners treated the same as regular learners in your school?
 - a. Not the same
 - b. Same
 - c. Treatment needs to be improved.
3. Have you been inserviced on how to handle learners with special needs?
 - a. Not inserviced
 - b. Have been in-serviced
 - c. Slightly in-services
4. Are there enough facilities to cater for children with special needs in your school?
 - a. Facilities appropriate
 - b. Facilities are inappropriate
 - c. More facilities needed.
5. Is the current curriculum in your school taking into account learners with special needs?
 - a. Needs adjustment
 - b. Does not take into account
 - c. It is okay.
6. Have you sensitized parents on special needs education?
 - a. Have sensitized them
 - b. Not yet
 - c. Not concerned.
7. What is the attitude of children and teachers in your school towards integrated learners?
 - a. Good
 - b. Not good
 - c. Needs improvement.
8. Have integrated children affected the school performance?
 - a. Adequately

-
- b. Slightly
- c. Inadequately.

9. Are there barriers in the school, which have prevented proper implementation of inclusive education in your school?

- a. Many
- b. Few
- c. There are no barriers.

10. In your view is there legislation backing towards special needs education?

- a. Not proper
- b. There is proper backing.
- c. The backing is improper.

QUESTIONNAIRE TO THE SPECIAL UNIT TEACHER

Please put a tick where application:

1. Should children with special needs in education be taught with regular children or separately?
 - a. Should be taught separately
 - b. Should be taught with regular children
 - c. I disagree.
2. Are children with special needs handled well in integrated classes?
 - a. Are handled well
 - b. Are mishandled
 - c. Handling needs to be improved.
3. Is the support give to children with special needs adequate?
 - a. Adequate
 - b. Needs improvement
 - c. Inadequate
4. Have there been enough funds to buy equipments needed to be used by children with special needs education?
 - a. Adequate
 - b. Inadequate
 - c. No funds at all.
5. Do you think integrated children can acquire the knowledge in inclusive education to make them fit in the society?
 - a. I disagree
 - b. I strongly agree
 - c. I agree
6. Are learners who have been integrated able to learn new skills from children in regular classes?
 - a. Not able
 - b. Able
 - c. Learn nothing.
7. What improvement do you think should be implemented at the school level to enhance inclusive education?

- a. Expand the school
- b. Get more facilities.
- c. Train teachers in special needs education.

8. In your own opinion are children with special needs segregated in regular classes?

- a. I agree
- b. Disagree
- c. Not segregated.

9. Have parents been sensitized on how to handle children with special needs in education

- a. Have been sensitized
- b. Needs to be sensitized.
- c. Have not been sensitized.

10. What is your comment on integrating learners in regular classes?

- a. The system is not good.
- b. The integration should continue.
- c. Learners should stay in the special class.

QUESTIONNAIRE TO TEACHERS

Please put a tick where application

1. In your own opinion has there been proper ways of integration from special classes to regular classes?
 - a. The way of integration has been adequate
 - b. Have been inadequate
 - c. Needs improvement.
2. In your own view, is the curriculum supposed to be adopted to suit learners with special needs in education or should be the same.
 - a. Should be the same
 - b. Should be adopted.
 - c. Integrated learners should have their own.
3. Has lack of facilities been the cause of not implementing inclusive education?
 - a. Has been the cause.
 - b. Has not been cause.
 - c. I don't agree.
4. Has the environment been adapted to suite learners with special needs?
 - a. Needs improvement.
 - b. Not adopted.
 - c. Adequately adopted
5. In your own opinion are children with special needs a burden to teachers?
 - a. A big burden
 - b. Not a burden
 - c. Slightly a burden.
6. Have there been appropriate funds to cater for the facilities needed?
 - a. Inappropriate
 - b. Enough
 - c. Appropriate.
7. In you own opinion, are children with special needs supposed to be in their own school or should they learn with the rest in regular school?
 - a. They should have their own school.

- b. They should learn with the regulars.
- c. They should be segregated from others.

8. Has lack of good teaching methods be the cause of poor motivation and maltreatment of learners with special needs in education?

- a. Slightly
- b. Has not been the cause.
- c. Has been the cause.

9. Have you been sensitized on how to handle children with special needs in education?

- a. I am not concerned.
- b. Have been sensitized.
- c. Have been sensitized

10. Have you been trained on how to handle learners with special needs in education?

- a. Adequately trained.
- b. Needs training.
- c. Inadequately trained.