

**INCLUSIVE EDUCATION AND ACADEMIC PERFORMANCE IN
SELECTED SCHOOLS IN KIRISIA DIVISION, SAMBURA
DISTRICT – KENYA**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF
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DECLARATION

I, KAMAU JOSEPH GAKUU, declare that the material in this book has not been presented elsewhere for any academic qualification.

Sign. 
KAMAU JOSEPH GAKUU
Date. 18/08/02

APPROVAL

This research is submitted for examination with my approval as the supervisor.

Sign.....

MS KAGUBAIRE CHARITY

Date.....

DEDICATION

I dedicate this piece of work to my beloved wife Lydia Nyokabi Ndiritu and children for their patience, support and encouragement during my stay at the University.

AKNOWLEDGEMENT

I sincerely acknowledge the invaluable support and co-operation from a number of persons towards the success of his study. I would like to pass on my heartfelt gratitude to the entire administration and staff of Kampala International University for their professional guidance and support to make the study achievable.

I would also like to acknowledge the tireless efforts of my supervisor Ms. * Kagubaire Charity who guided me to the very end of this research.

I again wish to acknowledge my colleague Kahare Samson Githinji for the discussions we had together and not forgetting patience for her great role in typing and editing the work.

Lastly, I would like to extend my special and deep heartfelt appreciation to my wife and children who coped with my absence while I was in studying.

May the Lord God bless them

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DEFINITION OF TERMS

1. **Inclusion** – refers to accommodating all children, regardless of abilities, to participate fully within the regular education set-ups.
2. **Deinstitutionalization** – movement of disabled learners from their homes or public institutions to special schools
3. Stereo typing
4. **Integration** – mixing normal and disabled children in class
5. **Special schools** – schools where children with disabilities are take care of
6. **Mainstreaming** – mixing normal and disabled children in the same class.

ABSTRACT

Teachers have great influence on learner's development. The role of the teacher is to manipulate the environment in order to facilitate learning while at the same time considering learner's diversities. What the teacher does therefore results in what is learnt. This means that the teacher's attitudes towards his/her learner greatly affect the learning of pupils with special needs

Students with learning disabilities have for a long time been denied adequate opportunities to practice and develop to their maximum potentials. For a long time such learners have been subjected to negative labeling, such as stupid, idiot, thickly slow learners and low achievers, by their teachers. This trend has persisted inspite of intervention measures taken to alleviate the problem. The objective of the study was to evaluate the inclusive education and academic performance in selected schools in Kirisia division, Sambura District.

A study adopted a descriptive survey method. The study included 30 respondents where 20 pupils and 10 teachers were interviewed. A questionnaire was developed for the respondents.

The study found out that the level of teacher's attitude and development of learners is generally fair and students with disabilities perform fairly.

The study recommended that the government should reward the teacher's good work by offering them better remuneration to enable them to develop positive attitude towards the learners with disabilities.

CHAPTER ONE

INTRODUCTION

1.0 Rationale of the study

The term 'inclusion' in education refers to an integrated system of education for all learners irrespective of whether they have certain barriers or not. Stated differently, it is called the 'inclusion approach towards formal education' (MEDEO3-R, 1998) because it means that formal education is now charged with the responsibility to ensure that learners with barriers are also accommodated in regular schools.

Until the nineteen hundreds (1900s) people with disabilities did not receive formal services in Africa. However, deinstitutionalization, a movement of all individuals with disabilities away from large residential hospitals or schools into small community homes or special schools has been an emerging issue for the regular education initiative. In spite of these enormous efforts by government and non-governmental institutions, coming up with special schools or community homes, many disabled learners still do not benefit.

Studies based on government data show that about 43 percent of physical impaired children drop-out of school and an enormous number are locked in their home. The cost of running and enrolling specialized schools has also proved to be expensive.

Consequently many physical disabled students opt to stay in their homes. A considerable number of disabled learners avoid integration or mainstreaming system due to fear of stereotyping and segregation.

It is very amazing that even after the 1948 Universal Declaration of Human Rights the education of the handicapped was not very successful. This emphasis

on human rights to educate and full participation in the society is yet to be achieved.

1.2 Theory

This study is based on the theory of Professor Dianne L. Ferguson, (1990), which states that "the new challenge of inclusion is to create schools in which our day to day efforts no longer assume that a particular text, activity or teaching mode will "work" to support any particular students learning"

The education and training institution is expected to initiate the process of and implement inclusion in formal education. This obligation is reiterated by the general objectives of protecting vulnerable groups which are to ensure that all such individuals should be allowed to develop to their full potential (including health, mental, physical and spiritual development). Besides women and children, persons with barriers are vulnerable. It is therefore essential that educational facilities and resources are upgraded so that they become accessible to learners with special educational needs.

Dianne Ferguson (2000) continues to argue that, the danger for disabled students' lies less in the specialized classes that allow at least some of them to succeed than in the widespread expectation that they cannot learn and supposed to fail. Hence the society need to worry a good deal more about what these children are taught and a good deal less about who sits next to them in class.

The theory is related to the study in that it emphasizes the need to protect the physical disabled and help them to fit in an inclusive education surrounding to enable them to learn better.

1.3 Statement of the problem

The purpose of the study was to evaluate academic performance of physically disabled students who are kept in mainstream class users those that are placed in special education classes. From my personal teaching experience, I have found out that physically disabled children perform even better than normal ones, if given the same opportunities. This is what has driven me to carry out this research in this division of Sambura district.

1.4 Objectives of the study

1.4.1 General objective

The study was to determine inclusive education and academic performance in selected schools in Sambura district.

1.4.2 Specific objectives

1. Determine the profile of the respondents
2. Determine the inclusive education benefits
3. To compare academic performance of physically disabled students who are kept in mainstream classes to those in special education classes.
4. To investigate the role played by institutions of learning in promoting education for the physically disabled.

1.5 scope of the study

This study will increase knowledge on the problem faced by physically disadvantaged children in integrated programme in Sambu district and come up with a proper curriculum for them. The results of the research will be useful in solving and answering questions on the problem faced by physically handicapped children by providing ground for further research in the specified area which will underline problem faced by physically disabled children. In conclusion the result this study was applicable in solving contentional issues on disability needs in the area of physically handicapped learner.

1.6 Significance of the study

This study will be valuable in the following areas:

Government will foster mainstreaming thus solve the problem of running small specialized and costly institutions for the disabled.

The curriculum developers will use the results of the study to develop a curriculum that caters for the physically handicapped students in public schools.

The schools or education institutions will have to come up with inclusion systems of education where all students regardless of physical nature or abilities are accommodated.

1.7 Statement of null hypothesis

1. There are no determinants of profile by age, gender, disability and academic performance
2. There are no determinants for inclusive education
3. There is no comparison for academic performance of physically disabled students kept in mainstream classes.
4. There is no investigation of the role played by institutions in promoting education for the disabled.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter deals with the literature related to the topic of the study. It brings about different views of different authors about inclusive education.

2.1 Developing History on the concept of inclusion

Parents of children with disabilities have had to fight for the right to have their children educated in public schools for many years. The first federal law to address challenged, was adopted in 1958, and it provided for funding to train teachers to work with mentally retarded children. In 1965, the elementary and secondary education Act passed, and it provided more funding to improve the education of a variety of disadvantaged children.

Discrimination against the disabled in many federally funded program was barred in 1973. In 1975, Congress passed the education for all handicapped Children Act which was renamed as the individuals with Disabilities Education Act (IDEA) in 1990. The updated version states the following;

"Each public agency shall ensure – that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactory".

The concept of educating students in their least restrictive environment prompted education facilities to experiment with mainstreaming. Rogers (1993) states that mainstreaming generally assumes that a student must "earn" his or her opportunity to be mainstreamed through the ability to "keep up" with the

work assigned by the teacher to the other students in the class. In the mainstreamed classroom, the special education teacher is the person ultimately responsible for these students' education.

A variety of teaching strategies is necessary in order to meet the range of needs of learners with disabilities and learning difficulties (MEDEO3-R, 1998). Specific facts to note in this regard are that;

- The educator must know the problems of individual learners.
- The educator might have to adjust or adapt the instructional procedures and methods.
- The actual learning activities might require restructuring or alternative experiences provided.
- Intervention strategies are vital for learners with special education needs.

The true essence of inclusion is based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighborhood peers, siblings and friends (Erwin, 1993). Occurring within their own neighborhood brings a new school of thought to the education of these individuals. Bringing educational resources to the student as opposed to the opposite involves further commitment on the part of both the special and regular education teacher. Ultimately, it is the regular teacher who is responsible for educating these students; however, it can only be done successfully with proper planning by the special education and regular education teacher.

To supplement those arguments, the following is a list of discouraging facts that the National Association of State Boards of Education uncovered in 1992:

- Forty-three percent of students in special education do not graduate.
- Youth with disabilities have a higher likelihood of being arrested than their non-disabled peers

- Only 13.4 percent of youth with disabilities are living independently two years after leaving high school.
- Less than half of all youth with disabilities are employed after having been out of school one to two years.

Proponents such as Staub and Peck (1995) see the potential benefits for inclusion to be very encouraging. Placing students in an environment with role models and high expectations can have a positive academic effect, even if these students are not required to meet the higher curricular standards. Classroom activities, assignments, and assessments can be modified to reflect the students' capabilities or assist the student with their disability. For example, students with a writing disability might be asked to answer a question by typing instead of writing the answer.

Inclusive education helps the disabled to feel secure and appreciated. Providing children with a diversified classroom has many advantages. The real world is not segregated into regular and special sectors, and if children are educated in a system that does not delineate between people, all students will be better prepared for society.

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

There are also numerous socialization advantages of inclusion. Parents report that when their children are seen in the community, they are recognized, and treated better, because people know them. Children with disabilities are also more aware of community events because of their contact with other students in school. The regular classroom also provides inclusion students with models of

age appropriate behavior. As a special education teacher, Cindi, Dalsing reports that her inclusion students will raise their hand when they want to participate in the science classroom. This is an expectation of the science teacher, and it is the behavior that everyone in the classroom displays. These students do not want attention drawn to them, and hence they behave the same way as their peers.

Connections between social lives are made on regular basis in order to help these students relate to the information. These adaptations are made for inclusion students, but they benefit all students and all teachers, regardless of the ability levels in the classroom, should do them. Bybee (1967) makes a very clear argument, in his book *Reforming Science Education*, regarding the science, technology, and societal connection. Science material becomes meaningful to students when there is a direct connection to their world. "Science educators should direct attention towards both the individual's personal development and the individual as a citizen".

Teaching strategies such as interdisciplinary instruction, team teaching, block scheduling, inquiry-based learning, and performance assessments are useful tools to incorporate in the inclusive science classroom. Time spent planning for these strategies, is the common objection teachers proclaim.

Good teachers will see that the cognitive benefits to using these strategies are directly related to their responsibilities as educators. Providing inquiry-based experience also allows for interaction among regular and special education students. This can be a positive experience for everyone. In a normal lab setting, students either work in pairs or in small groups. This combination of "little" researchers is what Hurd suggests that society needs. In his book, *Inventing science education for the new millennium*, he advocates the idea of team research in order to pool the ideas of many as opposed to restricting research to an individual. Children learn naturally from each other, and the science classroom is an ideal place to provide students with this opportunity. Leadership

roles are often assumed by regular students, and with proper monitoring, this can be an effective way for students to reinforce or learn new ideas. Working cooperatively in groups also gives inclusion students a sense of responsibility and a chance to develop higher self-esteem. Being put into a situation where discovery is emphasized allows every student the opportunity to feel valued and respected. It should not be forgotten that the teachers' role during inquiry or discovery-based activities is an active facilitator. Observations and guidance should be a constant presence in the classroom.

▼ Another useful strategy to use in inclusion classroom is that it encourages team teaching. It provides opportunities for education and related service personnel to share planning and teaching responsibilities. Rainforth (1996), in his book wrote that an occupational therapist that would normally spend time with specific inclusion students outside of the classroom could be included in lesson presentations. This would allow all students to become familiar with this individual, and it would not be out of the ordinary to see him or her helping various students, regular or special, when coordination activities are taking place. Some activities that science teachers' use that involves coordination includes the construction of mobiles, the matter dance (Klaft), labs, and life-s-ze human drawings.

The final advantage to be discussed is performance assessments. There are numerous ways to assess the learning that a student has attained. Disabled students have an advantage to take the same test or answer the same questions for a teacher to determine if learning levels between students. Through this setting, the disabled can prove either to be superior or inferior. Performance assessments are also excellent tools to use to address multiple intelligences.

2.2 Way forward

Regular schools will have to upgrade their facilities and resources in order to meet adequately and appropriately the challenges of mainstreaming (which is the process of including learners with barriers in regular schools). Making these schools accessible to learners with barriers will be a learning process that will enable able-bodied persons and learners breakdown their stereotypes. Discriminatory attitudes will be discouraged through this process. Some of the immediate upgrading of the regular schools' facilities will have to include the building of ramps, the installation of appropriate toilet seats and holding rails close to the toilet seats.

The next step will be to ensure that all new schools to be built must be sensitive to the needs of all learners. Resource materials like visual aids will have to be budgeted for by the relevant sections of the education Department. Learners with barriers also need to be catered for by the South African Government just like all the learners.

2.3 Conclusion

Inclusion is possible in the classroom, and it is beneficial for the entire student population. Not to mention the fact that it is the law and the National Science Education Standards state that science standards are for all students. There is no distinction between ability levels. All students despite physical differences can develop the knowledge and skills described in the standards, even as some students will go well beyond these levels when resources are available. (Vasquez 1998) Effort and dedication are what all students need from their teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research design

This study followed a descriptive research design of a qualitative and quantitative study. Quantitative method was used since it must likely give the number of the physically disabled in schools.

3.2 Environment

The study was conducted in Samburu, Kirisia division in eight schools out of a possible fifty.

3.3 Subjects

The study was centered on six schools selected on the basis of availability of physically disabled students. The study included 30 respondents where 20 pupils and 10 teachers were interviewed.

3.4 Instruments of data selection

The instruments used in collecting data included the questionnaire (open and closed) interviews, in collecting the primary and secondary data, schedules and information from correspondents. Questionnaires were used to collect data from students while the school administration and teachers were interviewed.

3.5 The procedure of collecting data

Permission to conduct the research was obtained from the schools administrators. Questionnaires were issued to students. The open ended questions allowed freedom for the respondents to express their feelings while closed questions generated information free of influence and kept the correspondents focused and on subject.

3.6 Data analysis

The results from the questionnaires, interviews and schedules were analyzed separately. Each was analyzed by making tally marks and drawing of the frequency polygon, from which the conclusions was drawn.

Quantitative data generated from questionnaires was computed into frequency courts and percentages using the formula below;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of}} \times 100$$

Where F = number of respondents

Observed

Qualitative analysis. Data from questionnaires was presented and discussed in a descriptive form.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 Introduction

This chapter shows the presentation and analysis of data, tabular layouts are used (descriptive analysis methods).

The results have been presented as per identified factor and those the researcher intended to discuss. The information which was obtained from the principal or the physical facilities will also be included.

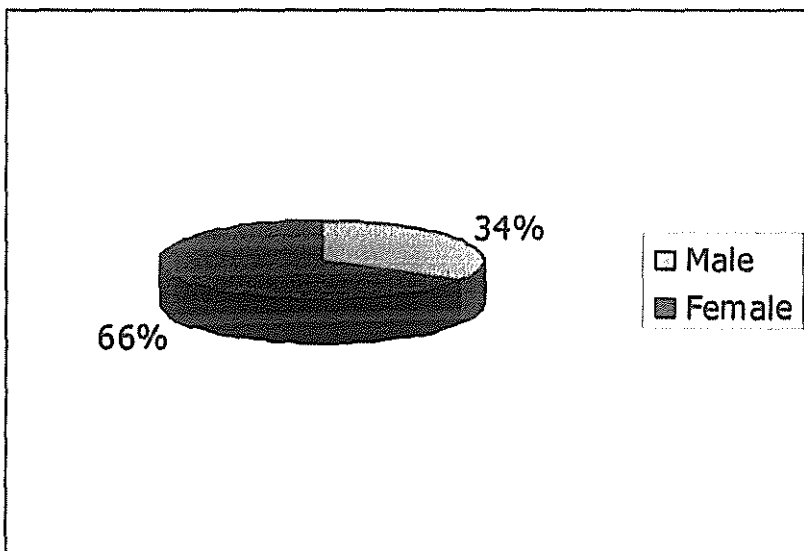
4.1 Profile of respondents

Table 1: Gender of respondents

Category	Frequency	Percentage
Male	10	34
Female	20	66

Source: primary source

Figure 1: Graphical presentation of the Gender of respondents



The table above shows that there are more female teachers than male teachers in the school. Male respondents represent 34% of the total number of respondents and 66% represents the female respondents.

Table 2: Age of respondents

Category	Frequency	Percentage
50 & above	3	10
40 – 49 years	5	17
25 – 39 years	2	7
Below 24	20	66
	30	100

Source: Primary source

The table above shows that many of the respondents (20) were young people who represented 66% of the total respondents which meant that most of the respondents were students.

Table 3: Qualifications

Category	Frequency	Percentage
Degree	2	7
Diploma	6	20
P1 certificate	2	7
No qualification	20	66

Source: Primary source

According to the table above, only two respondents had a degree, six had a diploma and 2 had a P1 certificate. The remaining respondents (20) had no qualification as they were still students.

Figure 2: Graphical presentation of the qualification of respondents

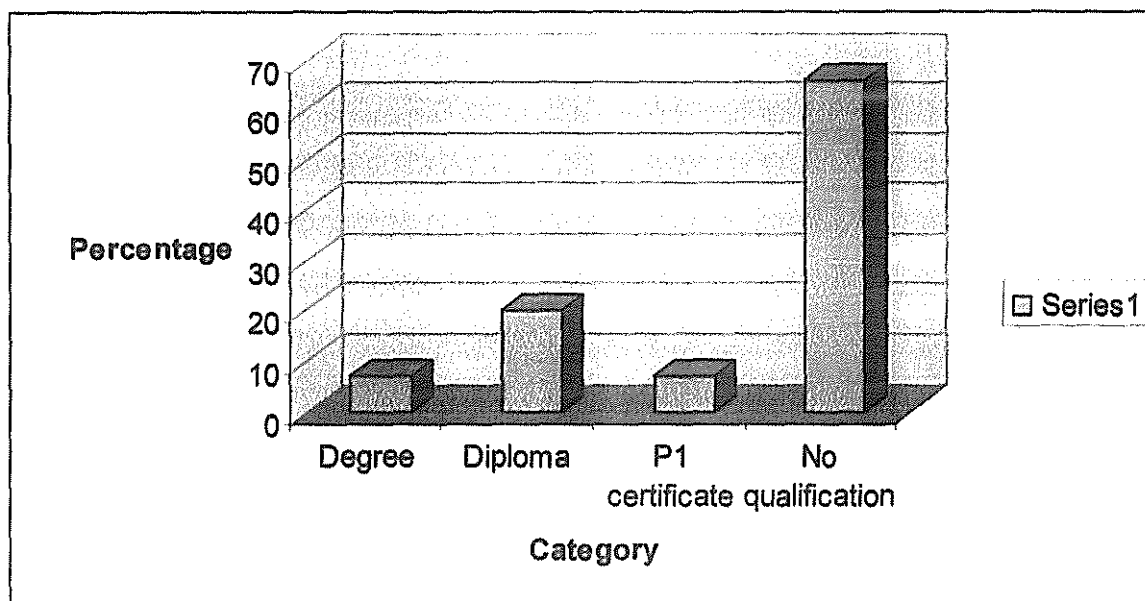


Table 4: Teaching Experience

Category	Frequency	Percentage
16 years & above	5	50
6-15years	3	30
5- and below	2	20
Total	10	100

Source: Primary source

The table shows that many of the teachers' respondents had enough experience. This means they were sure of what they were responding to. 50% of the respondents had 16years experience and more, 30% had between 6-15years experience and only 20% had 5years experience and below.

4.2 Teachers attitude on learners

Table 5: Level of teachers' attitude on learners

Category	Mean	Interpretation	Rank
Teachers influence on learners	3.5	Very good	1
Learners self-worth and dignity	1.8	Poor	5
Learners motivation	2.5	Fair	4
Good class performance	2.8	Good	2
Total	2.6	Fair	

The above table shows the level of teachers attitudes on learners development in four areas namely; teachers influence on learners, learners self worth and dignity, learners motivation and good class performance.

The numerical value of the category of teachers influence on learners is 3.5 and can be interpreted as very good. This finding agrees with Njogu et al, (2004) who emphasized that teachers should make the students feel that they belong in the school and that teacher's care about what happens to them.

The second category in rank was on how teachers use various strategies to ensure good performance of learners. The result indicate that majority of the teachers ensures good performance of their learners. This category was interpreted as good with a numerical mean value of 2.8.

The table also indicates that the ability of teachers to motivate learners was fair. It had a mean of 2.5; this results shows that teachers should put more efforts to arouse students' interest in learning. It also indicates that the ability of teachers to react positively towards various situations when dealing with learners was classified as poor. This may degenerate learners self worth and dignity which may lead to poor academic performance. These findings agrees with Shaduna et

el, (2002) who argues that it is common sense that nobody wants other people to talk about them negatively. This has a psychological impact on ones images. Students with learning disabilities find themselves in more difficult situation when teachers talk negatively about their weaknesses. It affects their emotional feelings and this sometimes leads to withdrawal, affecting personality that is ones self-concept.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

From the data analysis it can be concluded that the level of the teachers' attitudes on the development of learners with learning disabilities is generally fair. Although the overall level of teachers attitude on learners development was interpreted as average, there is still room for improvements especially on the areas of learners self worth and dignity as well as learners motivation.

5.2 Recommendations

The researcher would like to make the following recommendations as per the objectives of the study;

In order to help teachers to improve their abilities of reacting positively towards various situations, when dealing with learners, they should accept learners with diverse Educational needs and talk positively about them. Teachers should also be encouraged to involve all learners in learning activities.

To improve teachers' ability to motivate learners, the following strategies should be carried out, teachers should vary heir teaching methods, use relevant learning and teaching resources, reward pupils effort, prepare adequately for the lesson and encourage learners to strive for greater self control and self direction in all situations.

To improve pupils academic performance teachers should encourage learners to work hard, strive to excel in learning, attend lessons regularly, do class activities and assignment, display good behavior and be focused in academic achievement. Teachers should also practice individualized Educational programs and collaborate with other teachers and parents to assist learners with learning

disabilities. Learners good effort should be rewarded through a token and use of encouraging remarks. Teachers should also evaluate learners regularly.

To improve on teachers influence on learners' development, the teacher should make students feel that they belong in the school and that teachers care about them. Teachers should be role models and should respect their learners; teachers should also display qualities such as punctuality, dignified behaviour, decent dressing and being available for academic consultation. This is so because learners imitate their teachers.

The ministry of Education, Science and Technology should reward teachers' good work by offering them better remuneration. This will enable them to develop positive attitudes towards the learners. They should also be trained in skills of guidance and counseling.

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APPENDICES

Appendix I: Transmittal letter

To whom it may concern

Dear sir/Madam

I am a graduating student of Kampala International University from the institute of continuing and distance studies, faculty of education.

I hereby request your permission to carryout a research on inclusive education and academic performance in your school.

Thank you for your cooperation

Yours truly,

Kamau Joseph Gakuu

Noted by

Kagubaire Charity

SUPERVISOR

Appendix II: Questionnaire for pupils

This questionnaire is seeking information about the influence of mainstreaming in academic of the physically disabled. The information given will be treated with utmost confidentiality.

Write your opinion in the space provided.

Fill in the spaces provided and tick appropriate response only.

1. Profile

Name of the institution

Class or form.....

Age.....

Sex.....

2. Are you physically impaired in any way?

Yes No

3. Do you wish to be in a:

Regular/Public school

Special school

At home

4. Do you feel comfortable in your present institution? (For the physical disabled)

Yes No

5. Do you have attitudes towards physically disabled pupils in your school?

.....

.....

6. If you are physically disabled what you think can be improved to sustain your learning process in your present institution.

.....
.....

7. Children who are physically handicapped have the necessary materials and facilities required at school to learn.

Yes No don't know

8. Have any of the physically disabled and students held responsibility in the school leadership? Yes No

If yes, which post and how as he/she related in accordance to performance?

.....
.....

Appendix III: Questionnaire for the Teachers

This questionnaire is seeking information about the influence of mainstreaming in academic performance of the physically disabled. The information you will give will be treated with utmost confidentiality.

Instructions: Fill in the space provided and tick appropriate response only.

1. Profile

Name of the institution -----

* Job description -----

Age-----

Sex-----

2. Are you physically impaired in any way?

Yes No don't know

3. Do you have physically disabled students in your school?

Yes No

If yes, how many.....

If no, could you know if some are locked in their homes?

Yes No

4. Do you have any plans of improving facilities in your institution?.....

5. In your opinion, should the physically disabled children be included in institutions of learning or have special schools for them?.....

6. Compare academic performance of the physically disabled in the mainstreaming

Excellent

Good

Moderate

Poor

7. Is the school environment smooth for proper movement of wheelchairs and crutches?

Favorable

abit favorable

Unfavorable

worst

8. Do you have enough textbooks and writing materials for the disabled?

.....
.....

9. Do you actively involve the disabled in leadership roles?

Yes

No