

**INFLUENCE OF SCHOOL BASED FACTORS ON PARTICIPATION OF
LEARNERS WITH SPECIAL NEEDS AT PUBLIC PRIMARY SCHOOLS IN
KEE DIVISION, MAKUENI COUNTY, KENYA**

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DECLARATION

I declare that this document and the research it describes are my original work and that they have not been presented in any other university for academic work.

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This research was conducted under our supervision and is submitted with our approval as university supervisors

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DEDICATION

This work is dedicated to my beloved husband Titus Kingo'o and lovely son Dennis Muuo Munyao for their continuous support, encouragement, moral support and sacrifices they have rendered to enable me complete this thesis. May God bless them.

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ABSTRACT

According to Kenya National Special Needs Education Policy Framework, inclusive education is expected to enable learners with special needs attain higher achievement of individualized educational plan goals. This is due to greater access to general education curriculum, enhanced skill acquisition, better preparation for community living, language development, and improved self-esteem. However, without full participation of LSN in school, the fore mentioned goals cannot be realized. The purpose of the study was to investigate the influence of school based factors on learners with special needs participation in school in Kee division, Makueni County. The study objectives were to examine the influence of school learning environment, establish the influence of teachers' attitude and to assess the influence of support services on LSN participation in school in Kee Division, Makueni County. The study was anchored on Functional theory of Attitudes by Dean and Katz and Bioecological Systems theory by Urie Bronfenbrenner. The study adopted descriptive survey design. The study population was 23 head teachers, 23 senior teachers and 26 special needs education teachers from 23 public primary schools in Kee division. Through census sampling technique, 23 head teachers and 23 senior teachers were sampled, while by simple random sampling 23 special needs education teachers were sampled. Teachers' questionnaire and the head teachers' interview schedule were used to collect the data. Content and construct validity were ascertained through scrutiny by a panel of university lecturers. Using the split half technique, teachers' questionnaire was found to have a reliability coefficient of 0.78. Both descriptive and inferential statistics were used to analyze the data. Most of the schools learning environment was found to be unsupportive to learners with special needs participation in school. Most of the teachers were found to have positive attitude towards learners with special needs. In almost all schools the support services such as psychotherapy were erratic. The formulated three null hypotheses were analyzed using multiple regression analysis. The school learning environment had the most significant relative contribution to the prediction of LSN participation in school ($\beta = 0.486, p < 0.05$) followed by the availability of LSN support services ($\beta = 0.414, p < 0.05$) while the teachers' attitude towards LSN had the least and insignificant influence ($\beta = 0.208, p = 0.142$). The study recommended that, the Ministry of education through the school Management Committee, the NGOs and other development partners should form a special group to specifically solicit funds to enable adaptation of physical and teaching resources. Further, the head teachers through the SMC should seek ways of partnering with various professionals and cooperate bodies in order to secure support services such as physiotherapy and psychotherapy at low or no cost.

LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|---------------|--|
| IEP | Individualized Educational Programme |
| KCPE | Kenya Certificate of Primary Education |
| KDEO | Kee Division Education Office |
| KISE | Kenya Institute for Special Education |
| LSN | Learners with Special Needs |
| LRE | Least restrictive environment |
| IE | Inclusive Education |
| MDEO | Makueni District Educational Office |
| MOEST | Ministry of Education Science and Technology |
| NGO | Non- Governmental Organization |
| SMC | School Management Committee |
| SNE | Special Needs Education. |
| SE | Special Education |
| TSC | Teachers' Service Commission |
| UK | United Kingdom |
| UN | United Nations |
| UNESCO | United Nations Education Scientific and Cultural Organization |

OPERATIONAL DEFINITION OF TERMS

Attitudes: refers to feelings, positive or negative, towards something or somebody.

Inclusive education: refers to Learning whereby learners with or without special needs learn together in the same classroom.

Learners with Special Needs: refers to learners with conditions, barriers or factors that hinder their normal learning and their development. The conditions may include disabilities and emotional or health difficulties which may be temporary or lifelong.

Pupils' Participation in School: refers to pupils' school attendance, participation in class learning activities, extra curriculum activities, administration and any other activity in the school curriculum

Support services: refers to extra assistance provided to parents and their children and the school in helping children with special needs in education to adjust to the environment and activities in order to overcome barriers to learning and development

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter provides the background of the study. The chapter also contains statement of the problem, purpose of the study, objectives, hypotheses, significance, scope, delimitations, limitations and assumptions of the study. The chapter closes with a focus on the study theoretical framework and conceptual framework.

1.2 Background of the Study

World Bank's research findings show that, while persons with special needs constitute 10% of the world's population, they make up 20% of the world poor, with higher illiteracy rates (Groce & Trani, 2009). These statistics imply that education for this section of population cannot be ignored. A key component of special educational policy in many countries is the movement towards inclusive education (Gross, 2016). The impetus in the direction of inclusive education was created by the concern that the rights of children with disabilities are contravened by segregating them from the curriculum and practices of regular education (Walsh, 2018).

Educating learners with special needs (LSN) in segregated schools was found to exacerbate stigmatization, low transition to higher levels of education and discrimination in job placement. The Salamanca statement and framework for action on special needs education (UNESCO, 1994) was a milestone towards inclusive education. The Salamanca Statement declares that all children, including children with disabilities, have the right to express their wishes with respect to education, and must have the opportunity to be educated in regular schools. The Salamanca statement further emphasizes that regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all (UNESCO, 1994).

Inclusive Education (IE) is rooted in the belief that learners with special needs benefit most when given the opportunity to learn alongside of their nondisabled peers in age-appropriate classrooms (Graziano & Navarre, 2012). According to Greene (2017), IE brings about increased access to the core curriculum, improved communication skills, increased time on task, increased literacy skills, improved friendships, and more academic gains to LSN. In addition, the IE classroom also contributes to the social development of students without disabilities. Cassady (2011) argues that, since the learners in an inclusive setting is to some extent a reflection of the population in the outside world, learners without disabilities develop awareness and understanding of disabled segment of the population as it exists in the outside world. In other words, the inclusion setting enables the nondisabled learners to develop vital dispositions and social skills to interact with the segment of the population with special needs as a responsible and productive members of society (Heyne, Wilkins, & Anderson, 2012). In cognizance of the crucial benefits pupils with disabilities get in unrestricted mainstream education, the USA government enacted the Individuals with Disabilities Education Act (IDEA) in 2004. IDEA Act (2004) advocates the need to educate students with disabilities in mainstream schools as much as possible (Hicks-Monroe, 2011). The Act further stipulates that, separate schooling, special classes, or any other form of seclusion of learners with disabilities should occur only when the severity of the disability such as downs syndrome cannot be sufficiently be accommodated in regular schools (Cook, Rao & Collins, 2017). However, Walsh (2018) observe that though the various enacted laws and legislations have been improving access to public education for students with disabilities, the meaningful participation of LSN has remained elusive in many countries.

The Kenya Institute of Special Education (KISE) in conjunction with the Ministry of Education conducted a national survey on children with disabilities and special needs in education, between 2016 and 2017 (Kahongeh, 2018). The survey had several findings. It was found that 11 per cent of all learners in Kenya have one or another form of disability. Unfortunately, the education system in Kenya was found to be still ill-equipped to support learners with disabilities and special needs. The survey also found that the most common disabilities among learners in Kenya, include visual impairment (3.1 %), physical disability (3 %), intellectual disability (2.5 %), hearing impairment (1.2 %), speech and language (0.9 %), and deafblind (0.2 %). The study pointed out that while a significant number of these children are enrolled in schools, the rate of school dropout was high due to lack of support services in most learning institutions.

Other factors that were found to jeopardize LSN learners were shortage of SNE teachers and lack of comprehensive policy framework to guide the implementation of special education. Additionally, the capitation for LSN was not disaggregated according to type and severity of disabilities (Kahongeh, 2018). In Kenya, children with disabilities have basically three placement opportunities. Starting with the most restrictive, these placements include: special schools with and without residential/boarding facilities where only children with disabilities are being educated, special classrooms in regular school (integrated units) where children with disabilities are being educated separately but have opportunities to interact with nondisabled children, and inclusive classrooms where children with and without disabilities are being educated in the same classrooms. The special needs education is guided by the National Special Needs Education Policy Framework, developed in 2009 (Republic of Kenya, 2009). This policy addresses some of the critical issues determining the

delivery of quality and relevant education to learners with special needs. The document provides guidelines on personnel preparation for children with special needs (Chitiyo & Odongo, 2015; Republic of Kenya, 2015). However, Muhombe, Rop, Ogola and Wesonga (2015) aver that the National Special Needs Education Policy Framework of 2009 lacks clear guidelines and support to the implementation of an all-inclusive education policy. Further, the policy cites challenges such as the acute shortage of SNE teachers and lack of supportive services such as guidance and counseling to LSN but offers no practical solutions.

Studies by Kimani (2018), Macharia (2018), Mutisya (2010), Obiero (2018) and Opere (2015) show that LSN in regular classes in Kenya face many challenges that undermine their participation in school. Some of the challenges identified included the unsupportive role of parents; lack of adequate and relevant educational materials; and unfriendly school learning environment. As a result, most of LSN suffer from low self-esteem, get occasional depression and hardly finish their primary education (Muhombe et al., 2015).

According to the Makueni County schools census report of 2017, there has been a collaborative effort among parents, non-government organizations (NGOs), County government and the national government to improve LSN participation in school (MOE, 2017). This has been found necessary by the fact the enrollment of LSN has been increasing since the onset of free primary education and later free day secondary education accompanied by the government advocacy of inclusive education. The collaborative effort has led to marginal improvement in infrastructure sensitive to learners with disability, adaptive class resources and provision of voluntary psychosocial services from NGOs. Further, some schools committee managements

have been organizing school based teachers' capacity building in regard to teaching and handling LSN. The current study embarked on establishing the extent to which school learning environment, teachers' attitude and provision of support services have influenced LSN participation in school in Kee division, Makueni County.

1.3 Statement of the Problem

The Government of Kenya has expressed her commitment to the provision of quality education for all based on the understanding that education is a basic human right and an ingredient for socio-economic development (Republic of Kenya, 2012). To increase access and participation, she has placed emphasis on inclusive education through regular schools for learners with special needs and disabilities as opposed to the practice of using special schools and special units attached to regular schools (Republic of Kenya, 2012).

According to Kenya National Special Needs Education Policy Framework (Republic of Kenya, 2009), inclusive education is expected to enable LSN have more interaction with non-disabled peers who act as role models for social and behavioral skills. In addition, LSN are expected to get higher achievement of personal IEP goals due to greater access to general education curriculum and enhanced skill acquisition and generalization, get better preparation for community living, get language development, and gain self-esteem. On the other hand, learners without disabilities are expected to have increased acceptance of people's differences, and preparation for adult life in a diverse society. An improved academic performance is expected for both category of learners. However, without full participation of LSN in school, the fore mentioned goals cannot be realized.

According to Makueni County schools census report 2017 (MOE, 2017), Kee division had the highest prevalence of learners with special needs (an average of 40 per school) but where only a few were actively involved various curricula activities such as games, music and drama, and school leadership. Additionally, the County schools census report pointed to the fact that the few LSN who progressed to the final class eight hardly attained marks to enable them join secondary schools. If this trend is not addressed, the goal of enhancing LSN higher achievement of personal IEP goals due to greater access to general education curriculum, enhanced skill acquisition, better preparation for community living, language development, and enhancing self-esteem may not be attained. To this end, the current study set out to investigate the influence of school learning environment, teachers' attitude and the availability of support services on participation of LSN at public primary schools in Kee division, Makueni County.

1.4 Purpose of the Study

The purpose of the study was to investigate the influence of school based factors on participation of learners with special needs at public primary schools in Kee division, Makueni County.

1.5 Objectives of the Study

The study was guided by the following objectives:

- (a) To examine the influence of school learning environment on participation of LSN at school in Kee Division, Makueni County.
- (b) To establish the influence of teachers' attitude on participation of LSN at school in Kee Division, Makueni County.
- (c) To assess the influence of support services on participation of LSN at school in Kee Division, Makueni County.

1.6 The Study Hypotheses

The following null hypotheses were formulated and tested at 95% confidence level

H₀₁: The school learning environment has no statistically significant influence on Participation of LSN in school at Kee Division, Makueni County.

H₀₂: Teachers' attitude towards LSN learners has no statistically significant influence on participation of LSN at school in Kee Division, Makueni County.

H₀₃: Availability of LSN support services has no statistically significant influence on participation of LSN at school in Kee Division, Makueni County.

1.7 Significance of the Study

Oso and Onen (2009) aver that significance of the study refers to the relevance of the study in terms of academic contributions and practical use that might be made of the findings. It shows how the research benefits or impacts others in part or whole. It also highlights the contributions of the research to other researchers, practitioners and policy makers. The findings on the extent to which the school learning environment, teachers' attitudes and availability of support services influence LSN in school may be of great use to head teachers, teachers, quality assurance officers, parents and Ministry of Education as they plan to enhance inclusive education. Head teachers may also use the report to solicit funding for acquiring physical and teaching facilities which are appropriate for LSN use.

Based on the study findings, the quality assurance officers can advise the MOE on the capacity building of all teachers on special needs education. The acquired skills may enhance their self –efficacy in handling LSN, thus improving their participation in school. The study findings on influence of support services such as psychotherapy and guidance and counselling may guide the MOE on the professional services that are

critical in an inclusive setting. The study findings will add information and literature in regard to LSN in regular schools.

1.8 Scope of the Study

The scope of the study captures the geographical and methodological boundaries within which the study will be operating (Marylin & Goes, 2013). The study was conducted in Kee Division, Makueni Sub County, Makueni County. The study adopted descriptive survey research design and which aimed at establishing conditions or relationships that exist, practices that prevail, processes that are ongoing, attitudes that are held or trends that are developing without manipulating the dependent variables.

1.9 Delimitations of the Study

The delimitations of the study are the boundaries set by the researcher by conscious exclusionary and inclusionary decisions in regard to the subject of interest (Simon & Goes, 2014). Delimitations are within the researcher's control. There are varied factors that can potentially influence LSN participation in school. These factors can broadly be classified as school based, home based and learner personal factors. The current study was confined to school based factors such as school learning environment, teachers' attitude and availability of support services. The researcher considered these factors as the most crucial in determining the level of LSN participation in school, since most of the learning happens in school, the teacher being one of the key players.

1.10 Limitations of the Study

According to Kothari (2014), limitations are the inherent design or methodology parameters that can restrict the scope of the research findings and are outside the control of the researcher. Also according to Simon (2011), limitations describe issues and incidents that may crop up in an investigation that are beyond investigator's control. They restrict extensity of an inquiry and may influence the final findings and conclusions. The researcher employed non experimental design (descriptive survey of cross-sectional type) and thus the cause and effect deductions could not be ascertained. In addition, since the data was collected at one point in time, the study variables such as provision of appropriate physical and teaching facilities for LSN, are liable to change with time. The other limitation arose from the fact that attitudes are a multifaceted concept that is hardly constant. Thus, validation of the data collection instrument notwithstanding, there remains a degree of uncertainty whether the intended attitude has been captured. As Duflo, Dupas and Kremer (2011) observed, affective measures can be falsified no matter how construed they are. However, the researcher mitigated the situation by assuring the respondents of anonymity and that the gathered information was meant for academic purposes only. Additionally, information source triangulation was accomplished by interviewing the head teachers who provided more insight on the same information.

1.11 Assumptions of the Study

Assumptions in a study are things that are somewhat out of researcher's control, but if they disappear the study would become irrelevant (Simon, 2011). Leedy and Ormrod (2010) posited, "Assumptions are so basic that, without them, the research problem itself could not exist" (p. 62). Assumptions in your study are things that are somewhat

out of your control. The study assumed that all public primary schools in Kee division had embraced inclusive education and that they had admitted learners with various kinds of disabilities. It was also assumed that all the head teachers were aware of the expected adaptations and modifications in both physical and teaching resources in order to cater for LSN. It was also assumed that head teachers were conversant with the various legislations and conventions that advocate for people with disabilities rights and above all the implementation guidelines of the Kenya Special Needs Education Policy Framework of 2009.

1.12 Theoretical Framework

Kombo and Tromp (2006), explicate that a theoretical framework is a collection of interrelated ideas based on theories. They further observe that the set of ideas or prepositions in a theoretical framework are derived and supported by data or evidence. Theoretical framework enables the researcher to conceptualize the topic in its entirety as an outgrowth of the larger society. This helps the researcher to acknowledge the problem from a wider perspective and not from a narrow personalized self-interest and prejudiced approach thus, enhancing objectivity. The study was anchored on Functional Theory of attitudes by Dean and Katz (2006) and Bioecological Systems Theory by Bronfenbrenner (1979).

1.12.1 Functional Theory of Attitudes

The main proponents of the functional theory of attitudes were Dean and Katz (2006). According to Dean and Katz (2006), an attitude is a relatively enduring organization of beliefs, feelings and behavioural tendencies towards socially significant objects, groups, events or symbols. They argue that people hold given attitudes because these attitudes help them achieve their basic goals and that attitudes are determined by the

functions they serve for us. According to the theory, attitudes meet four psychological functions, which include the instrumental function, knowledge function, value-expressive function, and ego-defensive function.

The instrumental function implies that people usually have an underlying motivational needs which provoke them to act in a particular direction. As such, people develop favourable attitudes towards things that aid or reward them, and change their attitudes if by doing so will allow them to avoid undesirable consequences. Further, Dean and Katz (2006) postulates that, serve the knowledge function by helping us gain relevant information and perceptions which we use to provide meaningful and structured environment thus providing some degree of order, clarity and stability in our personal frame of reference. As such attitudes supply people with standards of evaluation. The value-expressive function is concerned with reinforcing and sustaining of core values and self- image that one holds. This implies that a person is likely to cultivate attitudes that he/she believes indicate the core values they hold.

The Ego-defensive function of attitude is seen by Dean and Katz as one that serves to meet the personality needs of a person. Some attitudes people possess serve to protect them from acknowledging basic truths or harsh realities about their life; they therefore serve as defence mechanisms and help people to adapt to life challenges. Inclusion of learners with special needs is depended on the attitudes of their teachers which, in turn are depended on the four functions explained in the theory that attitudes serve. Whether inclusion of learners with special needs is viewed positively and supported, or negatively and unsupported depends on what teachers have achieved from the four functions of attitudes they hold, and the change of attitude that might have occurred or

maybe deliberately influenced to occur in order to effect support of inclusion of learners with special needs.

1.12.2 Bio ecological Systems Theory

The study was also premised on Bio ecological Systems Theory by Urie Bronfenbrenner (1979). Bioecological systems theory departs from the original Bronfenbrenner ecological systems theory in that it adds more emphasis to the person in the context of development (Bronfenbrenner, 1979, 89, 2005). Additionally, bioecological systems theory leaves out the key features of the ecological systems theory such as ecological validity and ecological experiments.

Bioecological systems theory focuses on the child's transactional interaction with their environment within the context of time (Bronfenbrenner & Morris, 1998). The child and its personal characteristics affect their environment. The child on the other hand is affected by the environment (mutual interaction). Bronfenbrenner explicates that as the bidirectional interaction occurs over an extended period of time and thereby becomes more complex, the child development occurs.

Bioecological systems theory discusses four systems which make up an individual's environment: the microsystem, mesosystem, exosystem, and macrosystem (Bronfenbrenner, 1989). The microsystem constitutes the immediate environment. It is the context in which the child experiences face-to-face interactions and activities with other people at school and home settings. It then follows that, as the teachers, parents and other people get involved in the child's daily life, the child also responds in different ways and which contributes to its development. The relationship between microsystems brings about mesosystem such as a partnership between home and school which involves teachers and parents. The exosystem is a context that has a less

direct effect on the child, yet importantly impacts the child's environment. This could include the politics of the school in which they belong or the child's parent work schedules. Though indirectly, these factors have an influence on child's daily life. The macrosystem includes the child's social context and culture. This could include belief systems and patterns of behavior and takes into account the effects of family values, ethnicity or income levels.

Bioecological systems theory was found to be relevant in the current study in that the learners with special needs participation in school is mainly anchored on four bioecological systems which make up an individual's environment. The learners immediate environment (microsystem) will comprise what goes on in classroom as they interact with their peers and the teacher.

In situations where LSN learners are accommodated through getting a chance to say what they have and also assisted and encouraged to actively take part in all activities, they are bound to accomplish a lot. Close partnership between parents and the teachers would enable teachers to do the correct assessment of the particular special need for each learner. This would enable the right assistance to be accorded to the learner in good time. For instance, the development of internalizing and externalizing problem behaviors associated with learners with EBD, can occur as a result of trouble at school or problems at home environment (Milan & Pinderhughes, 2006). This occurs at microsystem level and involves child interaction with teachers, peers and parents in their immediate environment. It follows that both teachers and parents may seek to intervene to alleviate the problem behavior, though separately. At some level, combined synergies will be necessary as they confront the child's difficulties. Thus,

interactions at both the microsystem and mesosystem level need to be considered in order to enhance LSN participation in school.

Relationships between children and their parents and teachers as well as relationships between parents and teachers can be utilized to create positive impacts in a child's environment. Through the school management appropriate strategies, the relationship between teachers and learners with EBD can be enhanced by equipping teachers with specific skills and knowledge on how to facilitate learners' positive growth and development. Further, through proactive strategies, the school management can collaborate with parents to identify other significant professionals who can render support services such as guidance and counseling, psychotherapy, and physiotherapy within the school. In so doing, learners will remain physically and mentally sound and thus, boost their participation in school.

1.13 Conceptual Framework

A conceptual framework is a model of presentation where the researcher represents the relationships between variables in the study and show the relationship graphically or diagrammatically (Orodho, 2012). Conceptual framework assists the reader to quickly see the proposed relationship between variables. The conceptual framework in Figure 1.1 shows how the independent variables and dependent variables interact.

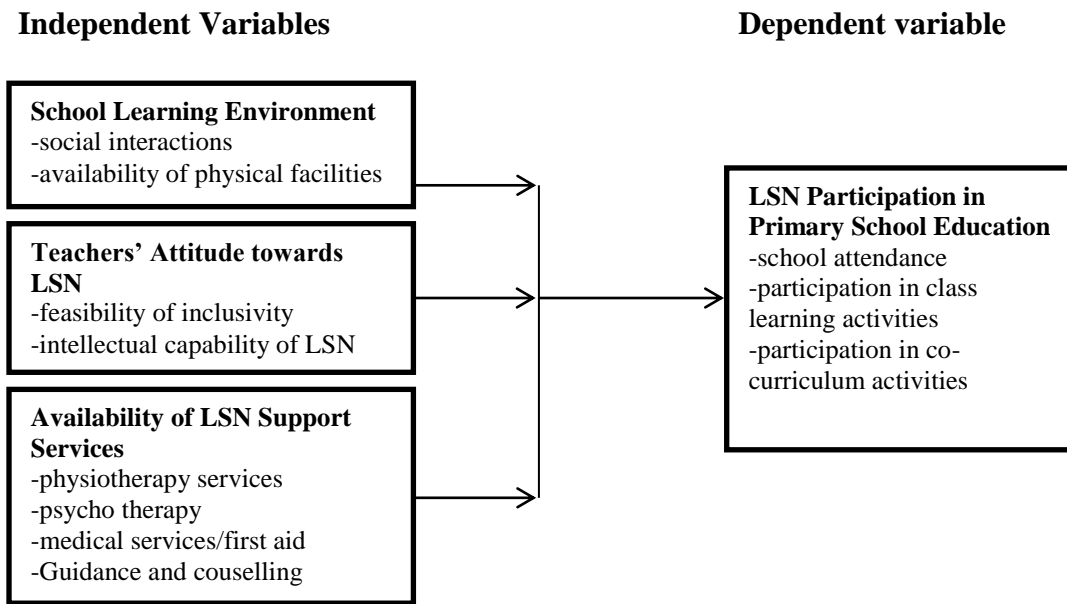


Figure 1.1: Conceptual Framework on Factors Influencing LSN Participation in Primary School Education in Kee Division, Makueni County

Figure 1.1, illustrates the conceptualized interplay between independent variables and dependent variable. The conceptual framework was in line with the two theories that guided the study. Learners with special needs participation in school, was envisaged to be a function of school learning environment, teachers' attitudes, and the availability of LSN support services. That is a change in one or all of independent factors would have a definite influence on participation of LSN in various activities in school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the relevant literature in view of the research problem. The chapter was organized in accordance to the study objectives. The review was undertaken in order to eliminate duplication of what has been done and provide a clear understanding of existing knowledge base in the problem area. Empirical studies on school learning environment, teachers' attitude and availability of LSN support services were reviewed and information gaps established. The review captured information from global perspective and narrowed to regional and finally to the site of concern. The chapter closes with the summary of the reviewed literature and research gaps.

2.2 Concept of Pupils' Participation in School

Yetude and Saoirse (2014) conceive pupils' participation in school as a broad concept that includes pupils' school attendance, participation in class learning activities, co-curriculum activities, school decisions and rules and school events. Maciver et al., (2019), consider participation in school to include organized activities such as clubs, sports, and arts; unstructured activities such as friendships and play; classroom based activities such as study and group work, and engagement in social roles. Ahlstrom (2010) posit that participation in school refers to taking part in both academic and non-academic activities in and out of school.

Pupils' participation encompasses practicing democracy and active engagement in decision making processes and for this to occur, pupils must develop skills in communication, negotiation, and problem solving (Ahlstrom, 2010). Norberg (2009)

emphasizes that participation transcends the mere classroom interaction amongst pupils and their teachers but should also lead to a wider understanding of how the society works and how to interact with other people. However, Roorda, Koomen Spilt and Oort (2011) note that children with special needs are often at significant risk for limited participation in school. Such restrictions have significant lifetime consequences for achievement, quality of life and wellbeing (Cheryan, Ziegler, Plaut & Meltzoff, 2014). Limited participation in school can be due to reduced attendance for children with disabilities compared to peers, students with disabilities participate less in structured and unstructured activities, and experience reduced interaction and playground participation (Egilson & Traustadottir, 2009). Children with disabilities additionally show less engagement in the wider school world, including clubs and organizations.

Maciver et al., (2019), posit that there is an urgent need to develop interventions that promote learners with special needs participation in regular schools such as enabling environment, teachers' competency in encouraging and handling the challenged learners and provision of specialized therapeutics services. Thus, From the foregoing discussion, LSN participation in school can be measured by considering factors such as school attendance, active involvement in classroom activities, completion of homework, achievement of teachers' set individual education plan (IEP) short and long-term objectives, participation in school leadership roles and engagement in co-curricular activities among others. Additionally, Goodenow (1993) as cited in Yousuf (2017), notes that learners participation in school encompasses not only behavioural aspect but also psychological aspect. The psychological aspect of the learner participation in school deals with the learners' sense of belonging and acceptance of

school values. The underlying implication of the psychological component is that the learner should build the hope and belief that the education acquired will benefit them personally, economically and socially. On the other hand, lack of the psychological aspect of learners participation; that is lack of sense of belonging and rejection of school values results to learners' loss of self-esteem, become disenfranchised, excluded and alienated (Yousuf, 2017). This could ultimately manifest in learners disruptive behaviour, drop out from school, truancy and dismal academic performance. Since learners participation in school is linked to the learners' long term success in school and beyond, teachers must be keen in each learner level of participation and especially for learners with special needs.

2.3 School Learning Environment and LSN Participation in School

School learning environment refers to both social and physical environment that the learner is exposed to in course of learning. For learners with special needs, the school social and physical environment is likely to influence their self-esteem, self-efficacy in learning, interpersonal relations and above all their participation in school (Obiero, 2018; Opere, 2015). Inclusion is a philosophy that all participants in any society should aim at achieving to ensure that all persons regardless of their disability, mental, economic, physical or any other differences are not excluded from any of the society's activities and that differences are respected and valued (Kozleski, Artiles & Waitoller 2011). Further, inclusive education is a provision that ensures that all children including those with special needs and disabilities receive appropriate educational services within their neighbourhood schools. These schools are designed in a way to fit to respond to the diverse needs of all learners, accommodate both different styles and rates of learning and ensure quality education to all by appropriate

curricula, organizational arrangements, teaching strategies, resource use and partnerships with communities. The environmental situation describes an inclusive setting where all learners participate in all activities in a community that recognizes and addresses their individual needs as much as possible despite their diverse needs (Lewis, 2016).

Teaching children with diverse abilities is a big challenge, especially in terms of creating a friendly environment. UNESCO (2011) points out that learners have diverse needs and which are met depending on whether the environment is accessible or not. To alleviate this problem then the environment should be adapted to suit the diverse learners' needs. This involves organizing the classroom and the school compound. This can be possible by building ramps to classroom and school buildings, construction of adapted latrines, enlargement of classroom windows, painting walls to improve the lighting, leveling of the play grounds to ease mobility.

The class environment should consider the learners learning pace; hence it should be equipped with rich learning areas for learners to learn at their own pace. Conducive social environment is also encouraged. If regular schools environment is conducive, it becomes ideal for inclusion of learners with special needs. Schools need to have an atmosphere that is friendly, caring, accommodative, and supportive and an atmosphere of freedom and guidance (Gross, 2016). This develops the child's sense of security, confidence. Pivik, McComas and La Flamme (2002) note that facilitating inclusive school environments requires ensuring physical access for optimal learning and social experiences. Naukkarinen (2010) also trusts that making an obstruction free condition builds debilitated kids' ability to experience flexibility in learning and openness.

According to UNESCO (2011) educational spaces as physical space that supports multiple and diverse teaching and learning programmes, including the current technologies, cost-effective building performance, one that respects and is in harmony with environment, encourages social participation, providing a health, comfortable, safe, secure and stimulating setting for its occupants. Bourke (2010) argues that these should make a comprehensive school nature's domain to be simple when undertaking also it obliges professionally prepared instructors with plan an entire comprehensive school nature's domain that could best sustain diverse learners' needs.

Deppeler (2012) notes that in an inclusive classroom learners learn differently. So when preparing for teaching one should consider the learners' unique needs the learners' strengths and challenges, how one's presentation methods affect the learners require special materials. In order to learn how the teacher's response affects the learners' performance one can prepare an I.E.P (individualized education plan) to suit the learners' diversity. Waruguru (2002) cited in Obiero (2018), argues that for the teachers to effectively assist the learners with physical handicaps, one must use a variety of teaching approaches. This should be done in collaboration with others who are knowledgeable about the curriculum requirements as well as the appropriate adaptations that are possible for the learners with SNE assess the curriculum. According to Abby (2002) holistic in an inclusive classroom means looking at the child as a total human being and not just focusing on the area of special needs or the academics as a teacher. When teaching holistic approach requires that you plan teaching and learning activities by considering social aspects, emotional aspects, intellectual aspects, personality and communication skills.

In a study done by Korir (2013), lack of structured physical facilities have hindered the learners with physical handicaps in doing their daily class work. The study concluded that due to lack of enough physical facilities this has hindered implementation in terms of straining of physical facilities, increase in teacher workload which ultimately contributes to declining in standards of education. Moreover, it was noted by Rosalia (2014) that majority of public primary schools have inadequate or lack relevant physical facilities for the physically challenged learners like levelled door steps, lowered door handles, ramps, staircase rails and adapted toilets. It was also discovered that in the majority of the public primary schools, the teaching and learning resources are inadequate.

Kabuta (2014) examined the problems facing students with physical disabilities in higher learning institutions in Tanzania. Kabuta found that though most of the essential infrastructures such as classrooms, library, dormitories and ICT facilities were available, they fell short of meeting the needs of students with physical disabilities. Most classrooms and dormitories lacked levelled doorways, passage with ramps and the level of door handles were too high. Washrooms were worse off since most lacked flowing water and lacked supportive bars an essential feature in adaptive toilets. However, while Kabuta study was conducted in Tanzania universities, the current study targeted pupils in primary schools in Kee division, Makueni County, Kenya.

Opere (2015) conducted a study to investigate the influence of school based factors on participation of learners with special needs in primary school education in Naivasha Municipality, Nakuru County. The study specifically sought to determine how administrative support, cost of education, school environment, school resources, and

teachers' in-service courses influence the participation of children with special needs in primary school education. Among other things, Opere (2015) found that the nature of the school environment in terms of friendliness were core to the inclusion process and LSN participation in school. The friendliness was analyzed in terms of the special need facilities adopted and the social environment. The social environment was taken to constitute the other learners, parents, teachers, school administration and the wider outside community. These environments were shown to greatly influence the participation of learners with special needs. Administrative guidelines and rules were found to be important aspects in achieving this friendly environment thus promoting the inclusion process in the primary schools. However, Opere (2015) study had a major weakness in that inferential statistics were not used in ascertaining the influence of the considered school based factors on learners with special needs participation in education. By use of multiple regression analysis, the current study embarked on establishing the extent to which the various school based factors influenced LSN participation in school.

A study by Mutisya (2010) aimed at determining factors influencing inclusion of learners with special needs in regular primary schools in Rachuonyo district, Kenya. The study found that sensitization on disability issues was a crucial factor in inclusion. Through mass sensitization, by the government agencies, NGOs and mass media, some students, teachers parents, and community at large they had come to understand better the causes of various disabilities, means of prevention where they could and how to care for LSN. Availability of trained teachers in special needs education (SNE) is essential factor in inclusion. Training of teachers in SNE was also found to enable them to acquire skills and knowledge to support learners with special

needs and thus promoted inclusion. Mutisya (2010) concluded that without sensitization, training of teachers, availability of resources, teachers attitude among others, participation and inclusion of learners with special needs will remain unsatisfactory. The study, however, did not attempt to determine the extent these factors influenced inclusion or participation in regular schools empirically. Knowing the magnitude to which each factor influences, LSN participation in school is critical in guiding education stakeholders on allocation of meagre resources at their disposal.

Kimani (2018) conducted a study aimed at analyzing the factors affecting implementation of inclusive education in regular secondary schools in Kilifi County, Kenya. The study involved four schools and gathered information from 4 principals, 24 teachers, and 392 students. The study established that in all four schools involved none had met the necessary environmental modification requirements for inclusive education and neither did any have the necessary support services for the same. In order to enhance LSN participation in school, environmental modification such as well-lit rooms, ramps, ventilated rooms, spacious classrooms, large print materials, adapted toilets, school buses, among others were either missing or not up to required standards. In addition, teaching/learning resources for LSN were scarce in all the four schools under study. Kimani (2018) study findings had a major limitation in that only four schools were considered. The current study embarked on gathering information from 23 schools in order to generate comprehensive findings.

2.4 Teachers' Attitude and LSN Participation in Education

The term attitude can be considered as the sum total of man's inclination and feelings, prejudice or bias, pre-conceived notions, fears, threats, ideals, and convictions about a specific topic (Khochen & Radford, 2012). It then follows that, attitude is a personal

disposition that impels a person to react to an object, situation or proposition in favourable or unfavourable way. Attitude can also be regarded as an organized and consistent manner of feeling, thinking and reacting to people, groups, or to any event (Coles & Scior, 2012). Mushoriwa (2001) cited in Mutisya (2010) maintains that attitudes are the greatest barriers or the greatest assets, to the development of inclusive education. Attitudes influence our perceptions of challenges, strategies to be chosen and goals to be achieved. There is a general belief that human behaviour and actions are influenced by attitudes, where by attitudes are seen as the cause, and behaviour as the consequence (Oluremi, 2015). Further, Mushoriwa (2001) cited in Mutisya (2010) adds that attitudes include convictions, desires, feelings, beliefs, opinions, hopes, sentiments and judgement. Thus, people have attitudes which affect the way they value, perceive, judge, interact and handle children with special needs. Thus, from the various definitions and perceptions of attitude, teachers' attitude towards learners with special needs, has a great bearing on how they interact with these learners and the support they accord them inside and outside the classroom.

Despite the efforts made by many countries globally to provide learners with special needs with required education the teachers attitudes towards these learners has been negative in most of these countries (UNESCO, 2014). Meeting the diversity of learner needs within today's classrooms and schools is one of the most challenging and important tasks facing education today. For instance, in a study carried out by Desimone (2013) on the attitude of teachers towards the inclusion of learners with hearing impairments in general mathematics education class, teachers were found to be hesitant to accept them unless the communication barrier was obviated. The

severity of disability also seems to influence the teacher's attitudes towards learners with special needs in education.

Kala (2017) posit that teachers experienced high levels of stress when they know that they personally would be held accountable for the educational outcomes of learners with disabilities. Concerned people have voiced out that no matter how severe their impairment, no child should be regarded as "uneducable" (UNESCO, 2010). They continue to state that majority of the handicapped people belong to places where we find the world's least advantaged person's, those with poverty, hunger ignorance, diseases, misery and hopelessness are the only conditions of life.

Studies conducted by DeBoer, Pijil, and Minnaert (2011) and Greene (2017) in different countries also found that teachers develop negative attitudes toward teaching students with special needs in the regular classroom. Inclusion education (IE) involves bringing support services to the student in the regular classroom setting, rather than having the student receive support services in an isolated environment removed from nondisabled peers (Kilanowski-Press, Foote, & Rinaldo, 2010). The core principle of inclusive education is that, all students with disabilities are to be educated to the fullest extent possible in the regular classroom, and the students are removed only when support services cannot be provided in the regular classroom setting. Since the arrangement is considered as a human right anchored on several international conventions and adopted by many countries, both the regular and the SNE teacher must conform. In order to achieve the learning objectives for the two groups of learners, teachers are expected to prepare individual education plans (IEP) for each LSN. As a result of these increased demands, many teachers develop negative attitudes toward LSN (Andrews & Frankel, 2010; McCray & McHatton, 2011).

Taylor and Ringlaben (2012) highlighted the detrimental impact of negative attitudes toward IE as these attitudes extend throughout the school culture, and these attitudes result in teaching practices that impede student learning. Some research studies have, however, found that as some teachers get used to teaching in inclusive setting using more adaptive techniques such as co-teaching with an SNE teacher, they gradually develop positive attitudes (Cassady, 2011).

Greene (2017) conducted a quasi-experimental study to determine the attitudes of regular classroom teachers regarding several aspects of inclusive education, as well as how teacher education, training, and experience contributes to the teachers' attitudes towards inclusive education in Maryland USA. Greene found that teachers had positive attitudes toward inclusionary teaching practices; however, the teachers also conveyed negative attitudes toward the philosophical aspects of inclusionary teaching practices, and these attitudes differed significantly per level of education and teacher training. The results of Greene (2017) study were used to develop a teacher training curriculum to improve classroom management tips, co-teaching strategies, emergency procedures, and information about learning disabilities. Though Greene study was comprehensive, it did not delve into the extent to which the teachers' attitude influenced learners with special needs participation in various school activities.

Oluremi (2015) investigated the attitude of regular and special teachers towards students with special needs in mainstreamed public secondary schools in Southwestern Nigeria. The study adopted descriptive survey design and involved 200 teachers. The data were analyzed using simple percentages and t-test analysis. The results showed that 78.8% teachers had positive attitude, 16.8% negative attitude while 6.4% teachers had neutral attitude towards students with special needs. Further,

the study found no significant difference between the attitude of female and male teachers to students with special needs ($t=.45$, $p>0.05$). However, there was a significant difference between the attitude of SNE teachers and regular teachers to students with special needs ($t=.91$, $p<0.05$). There was also a significant difference between the academic performance of regular students and students with special needs ($t=6.38$ $p<0.05$). The study concluded that positive attitude of teachers to students with special needs would increase self-perception and academic performance of students with special needs. Oluremi (2015) study, however, did not investigate the link between the teachers' attitude and students with special needs participation in school. The current study embarked on investigating the influence of teachers' attitude and the LSN holistic engagement in school activities.

In Kenya, Kimani (2018) analyzed the factors affecting implementation of inclusive education in regular secondary schools in Kilifi County, Kenya. One of the study objectives was to find out the opinion of teachers and students towards including learners with special needs in their schools. The study found that teachers' opinion towards inclusive education was mainly positive. Teachers from most schools indicated inclusive education enhanced equal opportunities, improved the morale of learners and other positive remarks. However, the students' opinion towards LSN was negative as most indicated that they would be uncomfortable sharing same resources with children with disabilities. Some students expressed their apprehension in regard to mingling with learners with emotional behavioural disorder (EBD) and who might disrupt the order in class. Some also feared that the syllabus coverage might be derailed due to the extra attention given to the LSN. While Kimani (2018) study dealt with secondary school students who were relatively more mature than learners at

primary level, the current study focus was on LSN at primary level and whose transition rate to secondary school level is often very low (UNESCO, 2014) due to severity of their disabilities among other reasons.

2.5 Availability of LSN Support Services and LSN Participation in Education

In conformity with the Salamanca statement and framework for action on special needs education (UNESCO, 1994), many countries globally have embraced inclusive education. The Salamanca Statement declares that all children, including children with disabilities, have the right to express their wishes with respect to education, and must have the opportunity to be educated in regular schools. Further, in support of Salamanca declaration individual countries have enacted national policies to enhance inclusive education. For instance in USA, the least restrictive environment (LRE) mandate of the Individual with Disabilities Education Act (IDEA), requires the students with learning disabilities to be afforded an opportunity to participate to the maximum extent possible in general education (IDEA, 2004).

Michaele (2013) observes that, although the law provides the legal foundation for including students with special needs in general education classrooms, it does not mandate a specific service delivery model. As a result, individual schools try their best to adapt their social and physical learning environment, and teaching methods in order to offer the least restrictive environment to learners with special needs. In reality, when learners with learning disabilities are placed in core curriculum content classes with their non-disabled peers, they are still to some extent excluded from participation in the inclusionary process if they lacking the necessary support to enable adequate understanding of content. As a result, Learners with disabilities continuously attain low scores leading to frustration, low self-esteem and depression.

Despite the effort made by teachers and non-disabled learners to make learners with disabilities fit in regular schools, learners with special needs often get self-conscious, moody, frustrated and retreat to self-pity owing to their conditions (Walsh, 2018). In addition, some suffer from various levels of mental depression due to their medical conditions. As such Kala (2017) maintains that, the school management should enlist the services of different professionals in order to offer essential social, psychological and medical support to LSN. Other challenges that may prompt LSN get frustrated and sink into depression include less attention and assistance from the overwhelmed untrained teachers and hostile remarks from insensitive peers.

In an inclusive settings, teachers may encounter learners with hearing impairments, visual impairments, physical impairments, cerebral palsy, epilepsy, mental handicaps, downs syndrome, autism, emotional and behavioral disorders, learning disabilities, speech and language disorders, multiple handicaps, albinism. It is instructive to note that the learners various disabilities will demand different ways of management. For instance, emotional and behavioral disorders (EBD) are typically classified into two categories: externalizing and internalizing disorders. Externalizing disorders (behavioral excesses) are those behaviors that occur externally and are characterized by multiple instances of defiant, aggressive, disruptive, and noncompliant responses (Heward, 2013). It is a negative outward reaction of a child towards environment. The reaction tends to be more physical and verbal and lie on the behavioral side of EBD. Most of the teachers tend to focus more on these behaviors and view them as intolerable as pupils become defiant, interfere with instruction, and disrupt classroom routines affecting the peers as well.

Internalizing disorders (also behavioral deficits or over controlled behaviors) are characterized by inner-directed and covert actions. A child with an internalizing behavior disorder may be withdrawn, anxious, depressed, shy and moody (Morgan, Farkas & Wu, 2009). Internalizing disorders fall more on the emotional side of EBD. Soelberg (2013) notes that internalizing behaviors often occur concomitant to impaired cognitive functioning which is characterized by language deficits, limited problem-solving strategies, lack of social competence and acceptance, often resulting school dropout. Internalizing disorders tend to be overlooked by teachers and parents due to their covert nature. Lack of attention to these disorders can lead to fatal consequences such the victim committing suicide. It is however, noteworthy that a learner can experience both internalizing and externalizing disorders (Howell & Watson, 2009). This is termed as comorbidity, or the disorders are comorbid, because the children have two or more co-occurring disorders.

Muhombe, Rop, Ogola and Wesonga (2015) observe that disabled persons, especially children in Kenya encounter a host of problems as a result of their special needs. Most of them live in bleak, hostile environments, where their security and safety is compromised, thus jeopardizing their future. They are marginalized and disempowered, have no opportunity for advancement and largely remain voiceless as a result of inbuilt social, cultural, abuse, violence and economic prejudices.

Support services are an important aspect in inclusion. Apart from provision of educational resources and training of teachers on special needs education, the successful education of LSN requires the involvement of different professionals who assist in identification, referral, diagnosis, treatment and therapeutic services. Mutisya (2010) submits that, if full participation in school for LSN is to be realized, support

services must assume a multi-sectoral approach. Learners with special needs require support from speech therapists, physiotherapists, and occupational therapists according to their needs. Peer support is needed for they can help in peer tutoring, push wheelchairs, among other things. Guidance and counseling is needed to help them appreciate one another despite their differences. Schools can also engage a psychologists and a medical nurse. The psychologist can detect learners who need counselling services and also offer advice for referral cases for specialized services. Community could also help in adapting the environment, financial support, transport of the learners with special needs to and from school. However, Macharia (2018) laments of financial handicap that is the characteristic of most public primary schools in Kenya and observes that acquiring specialized professional services could be a mammoth hurdle. The current study embarked on finding out the support services accorded to LSN in Kee division, Makueni County and its influence on participation in school. Despite the importance of such support services in an educational institution with learners with special needs, most of the reviewed studies focus was on the availability of school resources and training of teachers in special needs education (Kimani, 2018; Macharia, 2018; Muhombe et al., 2015).

2.6 Summary of Literature Review and Information Gaps

In view of literature reviewed, it was evident that there is a plethora of studies that have investigated the practice of Inclusion philosophy that advocates all learners regardless of their physical and mental ability, be taught in mainstream schools (Cheryan, et al., 2018; Kimani, 2018; Maciver et al., 2019; Obiero, 2018; Opere, 2015; Roorda et al., 2011). In all these studies, provision of school learning environment which promotes the envisaged inclusion of all learners was found to be a

challenge. In many cases the inclusion philosophy remained theoretical since the physical infrastructure, the teaching resources and the social environment were not conducive for learners with special needs participation in school. The teachers and non-disabled learners' attitude towards LSN was also an area that attracted researchers (Cassady, 2011; Deboer et al., 2011; Greene, 2011; Mutisya, 2010; Oluremi, 2015). Most of the studies found that to a large extent the teachers who were trained in special needs education had more positive inclination towards LSN than their untrained counterparts.

There was, however, a dearth of studies that investigated the extent to which schools enlisted the services of professionals such as psychologists, physiotherapists, occupational therapists, psychotherapists and others as an essential component of enhancing LSN participation in school. Kimani (2018), Mutisya (2010) and Opere (2015) found that the nature of the school environment in terms of friendliness and resources were core to the inclusion process and LSN participation in school. However, the studies failed to link empirically, the influence of school learning environment and LSN participation in school. By use of multiple regression analysis, the current study embarked on establishing the relative and composite influence of the various school based factors on LSN participation in school. Knowing the magnitude to which each factor influences LSN participation in school, is critical in guiding education stakeholders on allocation of meagre resources at their disposal.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research methodology adapted in order to achieve the research objectives. The chapter contains research design, location of the study, target population, sample size and sampling techniques. Further, research instruments, pilot study, validity and reliability of research instruments, data processing and analysis and logistical and ethical considerations are explained.

3.2 Research Design

Creswell (2012) defines a research design as the scheme, outline or plan that is used to generate answers to a research problem. It constitutes the blue print for the collection of measurement and analysis of data (Kothari, 2014). This study adopted descriptive survey of cross-sectional type research design. Descriptive survey of cross-sectional type research design aims at establishing conditions or relationships that exist, practices that prevail, processes that are ongoing, attitudes that are held or trends that are developing (Babbie, 2014). This design was found appropriate for this study since the study aimed at gathering information from teachers and head teachers on influence of school based factors on learners with special needs participation in school in Kee division, Makueni County. Further, Kothari (2014) explicates that descriptive surveys in social sciences aim at fact-finding of the state of affairs as they exist at present by collecting, collating and analyzing available evidence in order to make informed inferences. In the current study data was collected without any manipulation of the variables.

3.3 Location of the Study

Kothari (2014), considers a research site is the area, location or place where the research will take place. Research site is important since it influences the importance of the data obtained. The main idea is to begin with the large population and gradually eliminate to end up with a sample site where data is obtained from. The research was done in Kee Division in Makueni County. According to Makueni County schools census report of 2017 (MOE, 2017), Kee division had the highest prevalence of learners with special needs (an average of 40 per school) but where only a few progressed to the final class eight. The situation provided the impetus for the current study.

3.4 Target Population

Magento (2014) defines target population as a complete set of elements (persons or objects) that possess some common characteristic that the researcher wishes to study. According to Makueni County schools census report 2017 (MOE, 2017), there were 23 public primary schools in Kee division of Makueni, Sub County, Makueni County. According to Makueni County Education Office, there were 180 teachers and 23 head teachers in Kee division. Of 180 teachers, 26 were specially trained in special education. However, a number of other teachers had attended several seminars on how to handle learners with special needs. The study targeted all 23 head teachers, 26 special needs education (SNE) teachers and 23 senior teachers.

The head teachers were targeted since being the chief administrators, had a major role in ensuring that inclusive education was practiced as per the government directive. In addition, they were expected to ensure that all learners benefitted from free basic education and that pupils with special conditions were accorded conducive

environment and educational support without being stigmatized. Senior teachers were be targeted since being in school management, they were likely to give pertinent information in regard to school social and physical environment and support services accorded to LSN. The SNE teachers were targeted by the study since they were best placed to rate the existing school environment and the support services provided for LSN. Additionally SNE teachers depending on their training could easily rate the level of school participation among LSN.

3.5 Sample Size and Sampling Techniques

A sample is a representative part of a population that is studied to give information about the entire group (Kothari, 2014). Orodho (2012) aver that when the target population is small, the researcher can sample the entire population. Scheaffer, Mendenhall, Ott and Gerow (2011) postulate that census survey is the approach where the population is equal to the sample. Thus, the study sampled all 23 senior teachers and 23 head teachers from 23 schools in Kee division. Further, the study sampled one special education teacher (SNE) from each school through simple random sampling. Thus, the study sampled 69 respondents. Table 3.1 shows the study sample frame.

Table 3.1: Sample Frame

| Category of Respondents | Population | Sample | Sampling Technique | Proportion |
|--------------------------------|-------------------|---------------|---------------------------|-------------------|
| SNE Teachers | 26 | 23 | simple random | 88.5 % |
| Senior Teachers | 23 | 23 | census | 100% |
| Head teachers | 23 | 23 | census | 100 % |
| Total | 72 | 69 | | 95.8% |

3.6 Data Collection Measures

The study employed teachers' questionnaire and head teachers interview schedule to collect the data. Babbie (2014) opine that questionnaires are preferred because they are easy to administer and are cost and time effective. Further, Kothari (2014) observes that questionnaires are usually free from the interview bias as the answers are in respondent own words. Respondents also have adequate time to give well thought out answers. Questionnaires also save time and information can be collected from a very large sample. However, in order to get an in depth information on the influence of some specified school based factors on LSN participation in school, the head teachers' interview schedule was used.

3.6.1 Teachers' Questionnaire

The teachers' questionnaire was semi-structured in that it contained closed ended Likert type items and open ended questions. Teachers' questionnaire was filled for both SNE and senior teachers. It consisted of sections A, B, C and D (see Appendix II). Section A sought demographic information while section B sought information on the extent to which the school social and physical environment was promoting LSN participation in school. Section C gathered information on teachers' attitude towards LSN. Section D sought information on the school based LSN support services while section E measured the level of LSN participation in school in terms of the various aspects that constitute learners participation in school.

3.6.2 Head teacher' Interview Schedule

Bhattacharjee (2012) aver that interview method of collecting data is superior to other instruments in that it creates rapport between the respondent and the researcher. In addition, it guards against confusing the questions since the interviewer can clarify the

questions thereby helping the respondent give relevant responses. The head teachers' interview guide was structured and sought to gather pertinent facts and views from head teachers in regard to the extent the school environment, teachers' attitudes and LSN support services influence LSN participation in school.

3.7 Piloting of Research Instruments

Orodho (2012) observes that it is vital for a researcher to test data collection tools before using them to ensure their validity, reliability and practicability. Piloting was done in order to ascertain the credibility of the tools by testing clarity of language, time taken to respond, procedure of administering, length and layout of tools. Gay, Mills and Airasian (2010) maintain that participants in the pilot test should have similar characteristics to the intended participants. The pilot study involved head teachers, 6 SNE teachers and 6 senior teachers from four primary schools in the neighbouring Machakos Sub County. The participants were encouraged to make comments and suggestions, which were used to improve the teachers' questionnaire and head teachers' interview guides.

3.8 Validity of Data Collection Instruments

Orodho (2012) explicates that validity is the extent to which an instrument measures what it intended to measure. The researcher sought the expert opinion on content and construct validity. The data collection instruments were availed to the university supervisors assigned to the researcher for review. The results from the piloting together with the comments from the supervisors were incorporated in the final instrument revisions to ensure its validity. Comments solicited from them were used to improve the data collection instruments before commencing data collection.

3.9 Reliability of Data Collection Instruments

According to Saunders, Lewis and Thornhill (2009) reliability refers to the consistency of measurement after a number of trials. According to Creswell (2014) a reliable instrument shows the following features; dependability, stability, consistency, predictability and lack of distortion. Reliability should therefore measure variables accurately and consistently and obtain the same results under the same conditions. To determine the reliability of the teachers' questionnaire, the collected data was subjected to split half method. According to Fraenkel, Wallen & Hyun (2012) a correlation coefficient of equal or more than 0.70 indicated that the instrument is reliable and acceptable. In this study, a reliability coefficient of 0.78 was obtained indicating that the instrument was reliable and therefore adopted for the study.

3.10 Data Processing and Analysis

Saunders, Lewis and Thornhill (2009) define data analysis as the processing of data to make meaningful information. The collected data were thoroughly edited and checked for completeness and comprehensiveness. The edited data were summarized and coded for easy classification in order to facilitate interpretation. The data was analysed using the international business machine statistical package for social sciences (IBM SPSS) version 22. Both descriptive and inferential statistics were used to analyse the data. Descriptive statistics such as frequency, percentages and mean were be used together with tables, pie charts and bar graphs to describe the meaning of the analysed data. The study hypotheses were tested by use of multiple regression analysis. The regression equation was in the form: $Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \varepsilon$ and where y = LSN participation in school, x_1 = school environment, x_2 = teachers' attitude towards LSN, x_3 = level of support services for LSN, while ε was the error term.

Analysis of the interview data was commenced immediately after each session. Identification labels such as H12 to represent head teacher number twelve views. Verbatim quotations from head teachers were also used in order to maintain the original message.

3.11 Legal and Ethical Considerations

Babbie (2014) postulates that, ethics includes making decisions that involves choosing between the right and the wrong behavior. The task of the researcher was to make sure that those participating had a high level of understanding of the purpose and methods to be applied in the research, the dangers that would be encountered, as well as the strains placed on them as participants. In this study, both legal and ethical guidelines were followed to ensure that all the participants of the study were treated with respect and consideration. Before proceeding with data collection and analysis, a research introduction letter was obtained from Africa Nazarene University and which enabled the researcher to obtain a permit from National Council for Science, Technology and Innovation (NACOSTI).

The researcher respected the respondents' privacy. The participants were not expected to write their names on the questionnaire, but each questionnaire had a code number for reference. The participants were then assured that the information given was treated as confidential and for the intended purpose only. They also had the freedom to withdraw from the study at any point or time. After the completion of the interviews, participants were given opportunity to review their responses and to make any changes to their statements. The researcher also maintained professionalism and integrity in the course of analysis and thesis writing by acknowledging all the sources of published information and thus avoiding plagiarism.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the results and analysis of the data collected in this study. The purpose of the study was to investigate the influence of school based factors on participation of learners with special needs at public primary schools in Kee division, Makueni County. The study objectives were to examine the influence of school learning environment on LSN participation in school, to establish the influence of teachers' attitude on LSN participation in school and to assess the influence of support services on LSN participation in school in Kee Division, Makueni County. Data collected from SNE teachers, senior teachers and head teachers were analyzed as per research objectives.

4.2 Response Rate

The study sampled 23 senior teachers, 23 SNE teachers and 23 head teachers. Twenty senior teachers and 18 SNE teachers filled out and returned the questionnaires while 17 head teachers were interviewed. Thus, the response rate for senior teachers, SNE teachers and head teachers' was 87%, 78% and 74% respectively. Babbie (2014) postulates that a response rate of more than 70 per cent is considered sufficient for a study.

4.3 Demographic Information

The researcher found it necessary to analyze the demographic information of respondents, which formed the basis under which some of the interpretations were made. The demographic information sought included: gender, age bracket, level of professional training, teaching experience, training in special needs education and in service training on special education.

4.3.1 Gender of the Respondents

The study sought to establish the gender distribution of the respondents. Table 4.1 depicts the finding.

Table 4.1: Gender Distribution of Respondents

| | Gender | Frequency | Percentage |
|------------------------|---------------|------------------|-------------------|
| Senior Teachers | Male | 14 | 70.0 |
| | Female | 6 | 30.0 |
| | Total | 20 | 100.0 |
| SNE Teachers | Male | 12 | 66.7.0 |
| | Female | 6 | 33.3.0 |
| | Total | 18 | 100.0 |
| Head Teachers | Male | 8 | 47.0 |
| | Female | 9 | 53.0 |
| | Total | 17 | 100.0 |

Table 4.1 shows that 70% of senior teachers were male showing that there was a gender disparity in appointment of senior teachers in Kee division. Similarly, there were more male SNE teachers (66.7%) than females. However, there was fair distribution of headship between male and female in Kee division.

4.3.2 Teachers' Age Distribution

The researcher sought to establish the respondents' age bracket distribution. Table 4.2 depicts the finding.

Table 4.2: Teachers' Age Distribution

| Age in years | Category | | | |
|--------------|-----------------|--------------|--------------|--------------|
| | Senior Teachers | | SNE Teachers | |
| | f | % | f | % |
| < 30 | 0 | 0 | 0 | 0 |
| 30-40 | 5 | 25.0 | 9 | 50.0 |
| 41-50 | 10 | 50.0 | 8 | 44.4 |
| >50 | 5 | 25.0 | 1 | 5.6 |
| Total | 20 | 100.0 | 18 | 100.0 |

As shown in Table 4.2, most of the senior teachers constituting 75.0 % were above 40 years implying that they were likely to have interacted more with learners with disabilities in and outside the school environment. They were thus, in a position to give more insight on LSN participation in school. Half of the sampled SNE teachers were at 30 to 40 year bracket showing that were middle aged and had at least 20 years to serve. Thus, given an enabling environment, they were likely to exploit their knowledge to the maximum.

4.3.3 Teachers' Highest Level of Professional Education

The study also sought to establish the senior and SNE teachers' highest level of professional education. Figure 4.1 shows the findings.

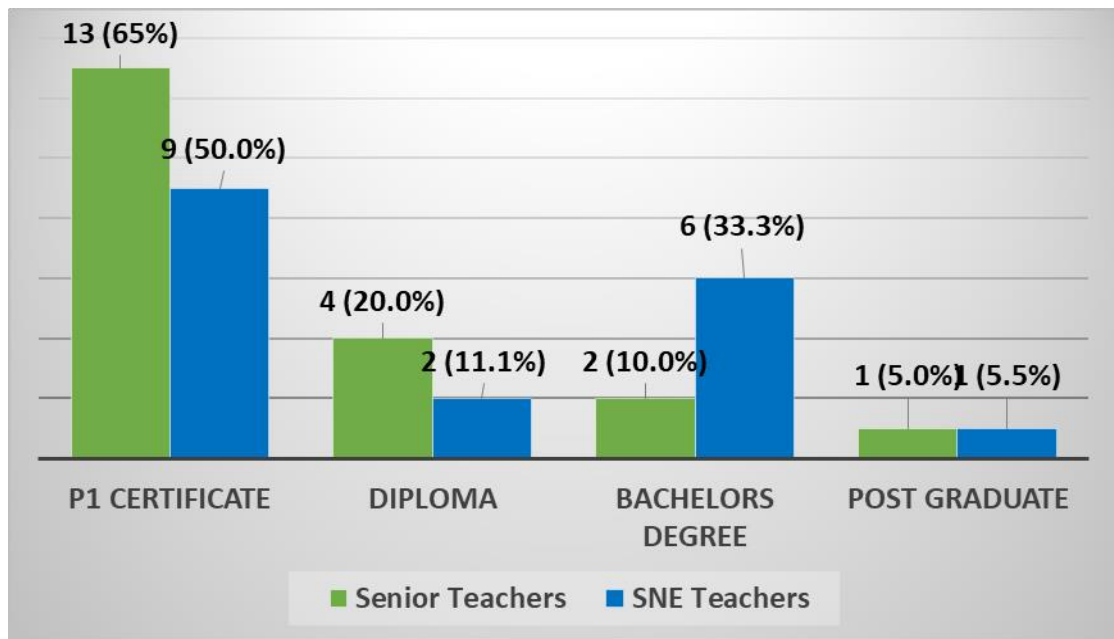


Figure 4.1: Senior Teachers and SNE Teachers' Highest Professional Qualification

In reference to Figure 4.1, most of the sampled senior teachers (65.0 %) had P1 certificates. Similarly, the highest number of SNE teachers (50.0%) were P1 certificate holders. However, 33.3% of SNE teachers had advanced to bachelor's degree level while one teacher had a master degree. Essentially, all the sampled teachers were professionally trained. This implied that they had undertaken units such as sociology, psychology and philosophy in education, human growth and basic guidance and counselling. Thus, even without training in special needs in education, they could identify learners who needed extra attention and subsequently prepare individual educational plan (IEP) for the learners.

4.3.4 Senior and SNE Teachers Teaching Experience

The study also sought to establish the senior teachers and SNE teachers teaching experience. Figure 4.2 shows the distribution of teaching experience.

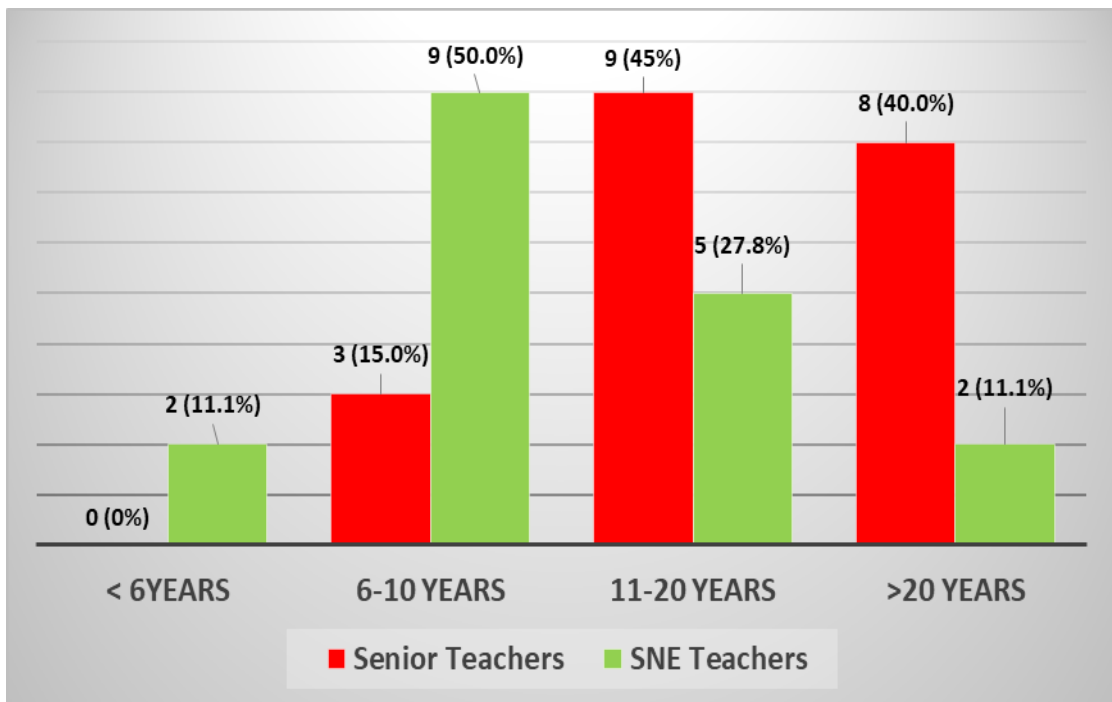


Figure 4.2: Teaching Experience

As evident from Figure 4.2, only two SNE teachers constituting 11.1 % had a teaching experience of less than six years. As high as 85.0 % of senior teachers had an experience of 11 years and above. This implied that most of the senior teachers were highly experienced and thus could give informed information on school based factors that influence LSN participation in school. Teachers' long experience in teaching also meant that they could either resist new management strategies to support inclusive education or be receptive to the new innovative ways of enhancing educational outcomes for learners with special needs.

4.4 School Environment and LSN Participation in School

The first objective of the study was to examine the influence of school learning environment on LSN participation in school in Kee division, Makueni Sub County. To achieve the objective, the study analyzed quantitative and qualitative data from teachers' questionnaire and the head teachers' interview schedule. For the teachers

questionnaire, a set of statements in form of a likert scale were posed to both senior and SNE teachers in regard to the extent to which school environment supports LSN participation in school. The respondents were to indicate the extent to which they agreed or disagreed with the statements. The questionnaire responses were coded such that strongly disagree was rated number 1 while strongly agree was rated number 4. The responses mean summary for teachers (respondents) were computed such that: 1 to 2.5 was considered as 'Disagree' or negative, while 2.6 to 4 was considered as 'Agree' or positive. The analyzed data was summarized in means and standard deviations as depicted in Table 4.3.

Table 4.3: Teachers' Mean Response on School Environment

| Statement on the state of school environment | Mean | Standard Deviation (SD) |
|--|-------------|--------------------------------|
| Our head teacher is very keen on the rights of learners with special needs | 2.7 | 0.6 |
| The school management has sensitized the school community on how to coexist with learners with special needs | 2.6 | 0.8 |
| Our school has adaptive toilets for LSN | 2.0 | 0.9 |
| Our school has adapted furniture for LSN | 2.0 | 0.9 |
| Our school pavements are cemented with ramps for easy movement of LSN | 2.3 | 1.0 |
| The school community is generally friendly to LSN | 2.6 | 1.1 |
| Most of teachers have adapted the curriculum in order to be flexible to facilitate the development of a more inclusive setting | 2.6 | 0.8 |
| Subordinate staff have special instructions on how to serve physically handicapped learners e.g. in cafeteria | 2.7 | 0.7 |
| Aggregate Score | 2.4 | 0.9 |

n = 38

As shown in Table 4.3, most of the teachers indicated that, head teachers were keen in regard to the rights of learners with special needs (Mean = 2.7, SD = 0.6). Being conscious of the rights of a particular vulnerable group may help in protecting the group from potential abusers. Most of the interviewed head teachers, pointed to the fact that, they were under pressure from the government and NGOs to actualize inclusive education by first championing the rights of learners with disabilities. One of the head teacher commented, thus:

In regard to rights of learners with special needs, I was forced to familiarize myself with both international and national conventions, declarations and legislations that champion the rights of people with disabilities and more so the learners with special needs. I have been trying to sensitize both teachers and pupils of these rights to a considerable success. For instance, both teachers and pupils have desisted from using some derogatory words and nick names previously used to identify LSN. (Head teacher, 5).

In a related issue, the school management was rated on the positive side in sensitizing the school community on how to coexist with learners with special needs (Mean = 2.6, SD = 0.8). However, most of the teachers indicated that their schools had not done well in adapting toilets and classroom seats for the LSN learners (Mean = 2.0, SD = 0.9) and which could adversely affect the school learning environment. Similarly, most teachers indicated that their schools pavements were not cemented and had no ramps for easy movement of LSN (Mean = 2.3, SD = 1.0). However, the relatively high standard deviation indicated that the teachers' had a widely varied response. Lack of cemented paths and ramps could seriously curtail the smooth movement of pupils in wheel chairs. Most of the head teachers lamented of lack of support from education stake holders in ensuring the school learning environment has been adapted

to enhance LSN participation in school. One of the head teachers described the condition in classrooms, thus:

Our classrooms are too dark for learners with visual impairment...the wall painting is also very dull...they are also unsuitable for learners' with physical disabilities due to lack of ample space...the construction failed to adhere to the expected standard. However, I am handicapped due to development funds...

(Head teacher 9)

The school community was rated by most of the teachers as generally friendly to LSN (Mean = 2.6, SD = 1.2). A friendly community encourages many LSN to have more interactions with their surroundings. The relatively high standard deviation was a pointer that there was a number of teachers who indicated that the school community was not friendly. The following teachers' comments demonstrates the extent to which their opinion was varied:

To be frank, inclusive education is yet to work well in Kenya public primary schools...these children suffer from being labelled negatively, discrimination, stereotyping, ridiculed when unable to use facilities such as toilets and stair cases. Some come from very poor backgrounds and they cannot afford assistive devices such appropriate adaptive shoes. (Teacher 38)

I am always eager to assist LSN, but due to the conditions in our classrooms, I just cannot help...the classes are crowded with large number of pupils with varied difficulties...some pupils are slow learners, some have physical deformities and cannot hold their pencils, some need books with large prints due to visual impairments...all these learners compete for attention and without the appropriate teaching resources, the needy category of learners are bound to suffer the most. (Teacher 18)

Most teachers were found to have adapted the curriculum in order to be flexible to facilitate the development of a more inclusive setting to some extent (Mean = 2.6). Finally, the statement that Subordinate staff have special instructions on how to serve physically handicapped learners in cafeteria was rated positively by most of the teachers (Mean = 2.7, SD = 0.7). Overall, the mean score for school environment was 2.4, showing that the school learning environment in most of the schools was below average in regard to enhancing participation of LSN participation at school.

4.5 Teachers' attitude towards Learners with Special Needs and LSN

Participation in School

The second objective of the study was to establish the influence of teachers' attitude on LSN participation in school in Kee division, Makueni Sub County. To achieve the objective, a set of statements in form of a Likert scale were posed to both senior and SNE teachers in regard to the extent to which teachers' attitude towards LSN. The questionnaire responses were coded such that strongly disagree was rated number 1 while strongly agree was rated number 4. The responses mean summary for teachers (respondents) were computed such that: 1 to 2.5 was considered as 'Disagree' or negative, while 2.6 to 4 was considered as 'Agree' or positive. The analyzed data were summarized in means and standard deviations as depicted in Table 4.4.

Table 4.4: Mean Responses on Teachers attitude towards LSN

| Statement | Mean | Standard Deviation (SD) |
|--|-------------|--------------------------------|
| LSN can learn as well as other pupils in a regular school | 2.3 | 1.1 |
| LSN in regular schools are better integrated in later social life | 3.0 | 0.5 |
| With a bit of assistance LSN are capable of participating in all school activities | 2.5 | 1.0 |
| Though challenging, I enjoy teaching an inclusive class | 2.6 | 1.1 |
| Regular in service training should be conducted to all teachers to enable teach and enhance LSN participation in school | 3.4 | 0.4 |
| Inclusive learning demystifies the negative social cultural beliefs on people with disabilities | 3.1 | 0.7 |
| Apart from social gains, LSN in inclusive settings benefit from the academic aspect of the mainstream classroom as they interact other students in general curriculum. | 3.4 | 0.6 |
| Aggregate Score | 2.9 | 0.8 |
| n = 38 | | |

As noted in Table 4.4, most of the teachers were of the opinion that LSN cannot learn as well as other pupils in a regular school (mean = 2.3, SD = 1.1). Such a belief can thwart the teachers extra effort they may have made to ensure LSN have benefited with the mainstream curriculum. However, the relatively high standard deviation shows that teachers' responses were varied. That is, while some teachers had a strong opinion that inclusion is best for LSN, some were of different opinion. Most of the teachers supported the statement that LSN in regular schools are better integrated in later social life (mean = 3.3), however, they refuted that with a bit of assistance, LSN are capable of participating in all school activities (mean = 2.5). Teachers had a varied response in regard to the statement that 'though challenging, I enjoy teaching an inclusive class' as demonstrated by the relatively high standard deviation (mean = 2.6, SD = 1.1).

Most of teachers agreed that regular in service training should be conducted to all teachers to enable them teach and enhance LSN participation in school (mean = 3.4, SD = 0.4). Similarly, teachers were positive that, Inclusive learning demystifies the negative social cultural beliefs on people with disabilities. Finally teachers' supported the statement that 'apart from social gains, LSN in inclusive settings benefit from the academic aspect of the mainstream classroom as they interact other students in general curriculum' (mean = 3.4, SD = 0.6). Overall, the mean response was 2.9 and a standard deviation of 0.8, showing that teachers' attitude in general was found to be positive towards learners with special needs.

Some of the interviewed head teachers confessed to have developed a negative feelings when the inclusive education became a reality and they received a number of LSN. Both head teachers and teachers who were not trained to handle LSN were apprehensive of the extra effort they had to put in ensuring these learners were participating as their 'normal' peers. A head teacher said:

Without any form of special needs education training, we wondered of how to manage the wide range of LSN in our school. However, the few trained teachers allayed our fears and through co-teaching, most of the teachers were able to prepare IEP for these particular learners and to some extent achieved some of the set short term objectives. (Head teacher 12)

4.6 Availability of LSN Support Services and Participation in School

The third objective of the study was to assess the influence of support services on LSN participation in school in Kee Division, Makueni County. To achieve the objective, a set of statements in form of a likert scale were posed to both senior and SNE teachers in regard to the availability of LSN support services. The questionnaire

responses were coded such that strongly disagree was rated number 1 while strongly agree was rated number 4. The responses mean summary for teachers (respondents) were computed such that: 1 to 2.5 was considered as ‘Disagree’ or negative, while 2.6 to 4 was considered as ‘Agree’ or positive. The analyzed data was summarized in means and standard deviations as depicted in Table 4.5.

Table 4.5: Mean Responses on Availability of LSN Support Services

| Statement | Mean | SD |
|---|-------------|------------|
| Our school has arrangement for LSN to get physiotherapy services | 2.3 | 0.8 |
| Our school get services from a medical nurse | 2.0 | 0.7 |
| LSN in our school get Guidance and Counselling services | 2.6 | 0.5 |
| Our schools has negotiated for subsidized services from psychotherapists | 2.2 | 1.0 |
| Our school has a trained first aid students’ team | 3.2 | 0.6 |
| Our school has peer support programme for peer mentoring, peer voluntary services such pushing the wheel chairs, guiding the partially blind and serving meals for the physical handicapped | 3.1 | 0.4 |
| We have a special kit for LSN transport to and from school | 2.3 | 1.1 |
| We have a special kit for acquisition of clutches, calipers, wheel chairs, adaptive seats, hearing aids etc | 2.2 | 0.9 |
| LSN are taught self- help skills such as bathing and toileting, dressing and feeding | 2.1 | 1.0 |
| Aggregate Score | 2.4 | 0.8 |
| n = 38 | | |

As noted in Table 4.5, most of the teachers indicated that, they had no arrangement for LSN to get physiotherapy services in their schools (Mean = 2.3). Physiotherapy service is especially vital for learners with physical deformities. Similarly, most schools had no or minimal support services from a medical nurse (Mean = 2.0), and psychotherapist (Mean = 2.2). Availability of such services in a school or to serve a group of schools, went along way to deal with occasional injuries common to learners with emotional and behavioural disorders. Immediate treatment enables learners to maximize their learning time. Some head teachers, however, had enlisted the service

of an itinerant social worker who had some medical and nutrition training. One of head teachers was very optimistic that through such arrangements, several schools can benefit at low cost. The head teacher commented, thus:

LSN present with medical and psychological issues daily and in order to ensure their full participation in school, we an understanding with a medically trained social worker to moving round a group of five schools daily. In so doing, we have been able to fix the nagging but simple medical issues and most importantly, the attention given to LSN has achieved tremendous psychological wellbeing...other school should emulate the same. (Head teacher, 17)

Most of teachers affirmed that their schools had some form of guidance and counselling services (Mean = 2.6, SD = 0.5). Guidance and counselling services were essential to cater for all learners in order to overcome various psychosocial and academic issues. Some teachers, however, commented in the open ended sections in their questionnaire that, the guidance and counselling services in their schools were given by untrained teachers and could not be relied upon to ease issues encountered by LSN. The statement that ‘our school has a trained first aid students’ team’ was affirmed by most of the teachers (Mean = 3.2, SD = 0.6). Likewise, the statement that ‘our school has peer support programme for peer mentoring, peer voluntary services such pushing the wheel chairs, guiding the partially blind and serving meals for the physical handicapped’ was supported by most of the teachers (Mean = 3.1, SD = 0.4). Peer support went along way to boost the LSN sense of belonging and enabled more interactions in and outside the classroom. However, some head teachers cautioned on the extent peers and other school members could assist LSN in tackling their daily chores. A head teacher commented, thus:

Helping LSN accomplish several tasks is normally appreciated, but in my school, I encourage the peer and teachers’ support to focus on LSN life skills training. In so doing, LSN can maneuver their way out even when the assistance is not forthcoming. Additionally, we want the LSN to feel as part of

the other 'normal children' as much as possible and not as a lesser special group (Head teacher, 13).

Most of the teachers also indicated that their schools did not have a special kit for LSN transport to and from school, a special kit for acquisition of clutches, calipers, wheel chairs, adaptive seats, hearing aids and others. In addition, they indicated that LSN were never taught self- help skills such as bathing and toileting, dressing and feeding (Mean = 2.1, SD = 1.0). Lack of these vital services, could lead to LSN opting to stay away from school and thus jeopardizing their participation in school.

4.7 Learners with Special Needs Participation in School

The study also measured the extent to which LSN participated in school (dependent variable) by gathering information from teachers on the various aspects of participation in school. The responses in this section were coded such that not at all was rated number 1, to a small extent number 2, to some extent number 3 while to a large extent number 4. The analyzed data were summarized in means and standard deviations as depicted in Table 4.6.

Table 4.6: Mean Responses on Aspects of LSN Participation in School

| Statement | Mean | Standard Deviation (SD) |
|---|-------------|--------------------------------|
| Most of learners with special needs (LSN) in our school participate in games | 2.4 | 1.1 |
| Most of LSN in our schools are active members in different clubs such as debating, environment etc | 2.6 | 0.5 |
| Most of LSN have regular school attendance | 2.3 | 0.6 |
| Most of LSN in my classes are active in class learning activities such as group work discussions, question /answer sessions and others | 2.4 | 1.0 |
| Some of LSN are school prefects | 3.5 | 0.6 |
| Most of LSN complete their homework and other class assignments | 2.3 | 0.9 |
| Most of LSN performance in examinations is as good as the regular pupils | 2.2 | 0.8 |
| Some LSN take active roles during school events such as being in entertainment group, poem reciting, presenting science projects during the school prize giving day | 3.2 | 0.9 |
| Aggregate Score | 2.6 | 0.8 |
| n = 38 | | |

As evident in Table 4.6, most of the teachers indicated that most of learners with special needs participate in games to a small extent (Mean = 2.4, SD = 1.1). The relatively high standard deviation, however, indicates that the teachers' response was varied. Most of teachers indicated that LSN were members and participated in different clubs such as debating and environment to some extent. This implied that some LSN had talents in non-academic issues. Teachers further, indicated that, most of LSN did not have regular school attendance to a small extent (Mean =2.3, 0.6). Similarly, teachers indicated that most of LSN in their classes were active in class learning activities such as group work discussions, question /answer sessions and others to a small extent (Mean = 2.4, SD =1.0). However, most of the teachers rated the statement that 'some of LSN are school prefects' as 'to a large extent' (Mean =

3.5, SD = 0.6). This implies that in most schools, LSN are given a fair chance to take part in school leadership.

Teachers also indicated that most of LSN complete their homework and other class assignments to a small extent (mean = 2.3, SD = 0.9). LSN may encounter challenges in accomplishing their assignments due to lack of adaptive school environments. Teachers further rated the statement that ‘most of LSN performance in examinations is as good as the regular pupils’ as to a small extent. However, teachers indicated that some LSN take active roles during school events such as being in entertainment group, poem reciting, presenting science projects during the school prize giving day to some extent (mean = 3.2, SD = 0.9). Overall, LSN participation was rated at 2.6 which showed a moderate rating.

4.8 Hypotheses Testing

The study applied multiple regression analysis to ascertain both the composite and relative influence of the three independent variables in this study on the dependent variable (LSN participation in school). The mean values associated with the study’s three variables (school learning environment, teachers’ attitude and availability of support services) were regressed against mean values of LSN participation in school. Tables 4.7, 4.8 and 4.9 depict the summary of multiple regression analysis.

Table 4.7: Multiple Regression Model Summary

| Model | R | R² | Adjusted R² | Standard error of the estimate |
|--------------|----------|----------------------|-------------------------------|---------------------------------------|
| 1 | 0.803 | 0.645 | 0.586 | 0.2492 |

Predictors: (constant), school learning environment, teachers’ attitudes, availability of support services

Dependent variable: Level of LSN participation in school

Table 4.7, shows that the multiple correlation coefficient R and which is the correlation between the observed values of dependent variable and the values predicted by the multiple regression model, had a value of 0.803. This meant that there was a very strong correlation between the predicted and observed values of the level of LSN participation in school.

The coefficient of determination R^2 which is the proportion of variance in the dependent variable that can be explained by the independent variables was found to be 0.645 implying that 64.5 % of variance in the level of LSN participation in school was explained by the condition of school learning environment, teachers' attitude towards learners with special needs and the availability of support services. Other variables not included in this model may have accounted for the remaining 35.5 % variance In order to determine the significance of the model, the F ratio as depicted in Table 4.8 was considered.

Table 4.8: Multiple Regression Model Significance (ANOVA)

| Model | Sum of Squares | df* | Mean Square | F | Sig. |
|--------------|-----------------------|------------|--------------------|-----------------------|-------------|
| 1 Regression | 23.814 | 3 | 7.938 | 35.438 | 0.012 |
| Residual | 7.608 | 34 | 0.224 | | |
| Total | 31.422 | 37 | | | |

df*- degrees of freedom.

Table 4.8 shows that the joint independent variables statistically significantly predict the dependent variable, $F(3, 34) = 35.438$, $p < 0.05$ and thus, the regression model was a good fit for the data. Further, to ascertain the relative contribution of the three

independent variables to the dependent variable, the result in Table 4.9 was considered.

Table 4.9: Summary of Multiple Regression Model Coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. value |
|--------------------------------------|-----------------------------|------------|---------------------------|-------|------------|
| | Beta | Std. Error | Beta | | |
| 1 (Constant) | .264 | 0.125 | | 2.39 | 0.044 |
| School learning environment | .557 | 0.162 | 0.486 | 4.882 | 0.008 |
| Teachers' attitude towards LSN | .282 | 0.124 | 0.208 | 3.14 | 0.142 |
| Availability of LSN support services | .471 | 0.153 | 0.414 | 4.129 | 0.016 |

Dependent variable: Level of LSN participation in school

Table 4.9 reveals that LSN participation is actually determined by positive reinforcement of school learning environment, teachers' attitude, and the availability of LSN support services. The regression model capturing the hypothesized relationship was given as: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$ and where y = level of LSN participation in school, X_1 = school learning environment, X_2 = teachers' attitude towards LSN, X_3 = availability of LSN support services while ε is the error term. Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: $y = 0.264 + 0.557 X_1 + 0.282 X_2 + 0.471 X_3$.

The β values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. Thus, when the school learning changes positively by one unit, the LSN participation in school increases by 0.557 units ($\beta = 0.557$) while holding the other factors constant. Similarly, when the

teachers' attitude changes positively by one unit, the LSN participation increases by 0.208 units ($\beta = 0.208$) while holding the other factors constant and so on.

In order to have direct comparison and better insight into the importance of predictors, the standardized β values that do not depend on the units of measurement of variables were used. The standardized beta values give the number of standard deviation that LSN school participation will change as a result of one standard deviation change in the predictor. Accordingly, Table 4.9 shows that the school learning environment had the most significant relative contribution to the prediction of LSN participation in school ($\beta = 0.486$, $t(37) = 4.882$) followed by the availability of LSN support services ($\beta = 0.414$, $t(37) = 4.129$) while the teachers' attitude towards LSN had the least influence ($\beta = 0.208$, $t(37) = 3.14$).

In order to test the three null hypotheses of the study, the t statistic that tests whether a β value is significantly different from zero ($H_0: \beta = 0$) was considered (refer to Table 4.9).

H_{01} : The school learning environment has no statistically significant influence on LSN participation in school in Kee Division, Makueni County

As shown in Table 4.9, the unstandardized beta value for the school learning environment was significantly greater than zero ($\beta = 0.557$, $t(37) = 4.88$, $p < 0.05$). Subsequently, the null hypothesis was rejected, hence, the school learning environment had a significant influence on LSN participation in school in public primary schools in Kee division, Makueni Sub County. This implied that LSN in schools where the learning environment was supportive in resources and socially, the level of participation in school was high.

Ho₂: Teachers' attitude towards LSN learners has no statistically significant influence on LSN participation in school in Kee Division, Makueni County

In reference to Table 4.9, the unstandardized beta value for the teachers' attitude towards LSN was found to be greater than zero but not significant ($\beta = 0.282$, $t(37) = 3.14$, $p > 0.05$). Subsequently, the null hypothesis was retained, hence, the teachers' attitude towards LSN had no significant influence on LSN participation in school in Kee division, Makueni County. This implied that LSN in schools where teachers were positive were better placed to participate more in school than where teachers had negative attitude, though the difference was not significant at 95% confidence level.

Ho₃: Availability of LSN support services has no statistically significant influence on LSN participation in school in Kee Division, Makueni County

As evident from Table 4.9, the unstandardized beta value for the availability of LSN support services, was significantly greater than zero ($\beta = 0.471$, $t(37) = 4.129$, $p < 0.05$). Subsequently, the null hypothesis was rejected, hence, the availability of LSN support services had a significant influence on LSN participation in school in public primary schools in Kee division, Makueni County. This implied that LSN in schools where the support services are available, were inclined to have higher participation in school than those without.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the results as per research objectives, summary of the findings and conclusions derived from the findings and discussion. The chapter closes with the recommendations as per the objectives and suggestions of areas of further study. The purpose of the study was to investigate the influence of school based factors on participation of learners with special needs participation at public primary schools in Kee division, Makueni County. The study objectives were to examine the influence of school learning environment on LSN participation in school, to establish the influence of teachers' attitude on LSN participation in school and to assess the influence of support services on LSN participation in school in Kee Division, Makueni County. Data were collected through the teachers' questionnaire and head teachers' interview schedule.

5.2 Discussion of the Findings

This section discusses the results and analysis (in chapter four) as per the four objectives.

5.2.1 Influence of the School Learning Environment on LSN participation in School

The first objective of the study was to examine the influence of school learning environment on LSN participation in school in public primary schools in Kee division, Makueni County. In reference to section 4.4, most of the teachers indicated that, head teachers were keen in regard to the rights of learners with special needs (Mean = 2.7, SD = 0.6). Being conscious of the rights of a particular venerable group

was bound to inform the manner in which LSN are handled in a school. Further, most of the interviewed head teachers acknowledged the presence of an external pressure from the national government and the NGOs to ensure LSN exercise their rights in school.

The head teachers' observance of LSN rights was in line with the Government of Kenya commitment to the provision of equal access to quality and relevant education and training opportunities to ALL Kenyans. Most importantly, most of the head teachers were aware of the Special Needs Education Policy Framework of 2009 (Republic of Kenya, 2009) and believed that the policy was being implemented in their schools. The head teachers were also found to be aware that, the government has ratified and domesticated various global policy frameworks in education such as the Article 26 of the Universal Declaration of Human Rights (1948), Salamanca Statement (1994), and the Framework for Action on Special Needs Education (1999), consequently recognizing and committing itself to the right of every child to access education (UN, 1993; UNESCO, 1994). Further, the Persons with Disabilities Act (2003) further provides a comprehensive legal framework which outlaws all forms of discriminative treatment of persons with special needs and disabilities. This includes, among others, access to education and training. It provides for adaptation of infrastructural, socio-economic and environmental facilities to ensure a conducive environment for persons with special needs and disabilities.

Most of the teachers indicated that their schools had not done well in adapting toilets and classroom seats for the LSN learners (Mean = 2.0, SD = 0.9) and which could adversely affect the school learning environment. Similarly, most teachers indicated that their schools pavements were not cemented and had no ramps for easy movement

of LSN (Mean = 2.3, SD = 1.0). Cognate to the finding, Obiero (2018) found that most of the public primary schools in Kapsaret Sub County, Uasin Gishu County had no cemented paths, inclined paths had no rumps, while toilets and classroom seats were not adapted for LSN. The finding was also similar to Waititu (2013) who found that most of main stream secondary schools in Ol'kalou district in Nyandarua County, Kenya, had no LSN friendly facilities. Classrooms, verandahs, bathrooms, were found not accessible to learners with wheel chairs, clutches and prosthesis. It was therefore, extremely difficult for physically impaired students to move freely within the school compound (Waititu, 2013). Kabuta (2014) similarly, found that most classrooms and dormitories in Tanzania educational institutions lacked levelled doorways, passage with ramps and the level of door handles were too high. Washrooms were worse off since most lacked flowing water and lacked supportive bars an essential feature in adaptive toilets. Conversely, Mutisya (2010) found that school and class environment in most of the schools in Rachuonyo district were adapted to suit the various needs of the special learners. This implied that there exists a disparity in provision of enabling environment for learners with special needs across the country. The unfriendly school environment in terms of physical facilities greatly negates the inclusive education philosophy that advances that schools, learning environments and educational systems meet the diverse needs of all learners in the least restrictive environment irrespective of their physical, intellectual, social, disability and learning needs (Rocco, 2011).

The study also found that the school community was generally friendly to LSN (mean = 2.6, SD = 1.1), that most teachers were found to have adapted the curriculum in order to be flexible to facilitate the development of a more inclusive setting to some extent (Mean = 2.6) and that the subordinate staff had special instructions on how to

serve physically handicapped learners in cafeteria and areas. The finding was in line with Gross (2016) submission that schools need to have an atmosphere that is friendly, caring, accommodative, and supportive and an atmosphere of freedom and guidance. This develops the child's sense of security and confidence. Similarly, Michaele (2013) affirms that the most common need for the students with mild to moderate learning disabilities is for general education teachers to be aware of the students' different learning styles so their strengths could be utilized and appreciated. This should be closely followed by the need for approachable teachers and friends to satisfy the feeling of community and belonging.

The researcher also found that most of the head teachers emphasized close working relationship between teachers, parents and the learners with special needs. The head teachers' action augers well with the notion that the reciprocal interaction between children and their environment can affect their development (Bronfenbrenner, 1989, 2005; Bronfenbrenner & Morris, 1998). Janzen (2014) posit that certain environmental interactions such as peer rejection and problematic parent-child relationships can result to the development of emotional and behavioral disorders. These emotional and behavioral disorders can regress or progress depending on relationships occurring within the child's environment. Thus, Janzen (2014) concludes that when parents and teachers become involved, especially when they work together to set mutual goals to help with success, children with emotional and behavioral disorders may see improvements in their problem behaviors, experience more successful participation in school, and develop in a direction that is more normative rather than problematic.

Overall, the mean score for school environment was 2.4, showing a negative rating. Nonetheless, the school learning environment was found to have a significant influence on LSN participation in public primary schools in Kee division, Makueni Sub County ($\beta = 0.557$, $t(37) = 4.88$, $p < 0.05$). This implied that LSN in schools where the learning environment was supportive in material resources and social interactions, the level of participation in school was high.

5.2.3 Influence of Teachers Attitude on LSN Participation in School

The second objective of the study was to establish the influence of teachers' attitude on LSN participation in school in Kee division in Makueni County. In reference to section 4.5, most of the teachers were of the opinion that LSN cannot learn as well as other pupils in a regular school (Mean = 2.3, SD = 1.1). Most of the teachers supported the statement that LSN in regular schools are better integrated in later social life (Mean = 3.0, SD = 0.5), however, they also indicated that LSN are incapable of participating in all school activities (Mean = 2.5, SD = 1.0). These findings concur with Keuning-lafrence and Justine (2016), Oluremi (2015) and Opere (2015) who all found that most teachers in regular schools take time to believe that LSN can participate in school as well as their non-disabled peers. Ross-Hill (2009) posit that while few educators would disagree with the inclusive education philosophy, the instructional practices may not reflect that ideology. Similarly, Santoli, Sachs, Romey & McClurg (2008) found that, while general education teachers may be supportive of inclusion in theory, most of them do not feel that, in practice, they can integrate students with disabilities successfully into their classrooms.

The ongoing debate demonstrates the general education teachers' lack of self-efficacy in enhancing LSN participation in school. Nevertheless, the data gathered from the interviewed head teachers, showed that the fear and belief harbored by these teachers were exaggerated. Most of the head teachers indicated that after enlisting the guidance of the SNE trained teachers and a few in service training, most of the teachers seemed very comfortable and confidence when dealing with LSN.

Teachers had a varied response in regard to the statement that 'though challenging, I enjoy teaching an inclusive class' as demonstrated by the relatively high standard deviation (Mean = 2.6, SD =1.1). This implied that while some felt that they enjoyed teaching an inclusive class, others did not. It was, however, noteworthy that most of the teachers who indicated that they enjoyed their inclusive classes were formally trained to teach and handle LSN. The finding corroborates Galano (2012) finding that teachers' attitudes towards inclusion are significantly correlated to the level of training. Similarly, Shoulders and Krei (2016) found that the more hours general education teachers spent in professional development and co-teaching the higher the efficacy in student engagement. On the other hand, limited training in special education also resulted in principals having negative views of inclusion (Galano, 2012).

Most of teachers agreed that regular in service training should be conducted to all teachers to enable them teach and enhance LSN participation in school (mean = 3.4, SD = 0.4). Similarly, teachers were positive that, Inclusive learning demystifies the negative social cultural beliefs on people with disabilities. The finding was in support of Birdwell et al., (2016) assertion that without a positive attitude towards LSN academic outcomes, teachers are just going through the motions. Keuning (2016)

identified that special education students' performance on standardized test scores is directly correlated to the attitude of their general education teachers and their teachers' view on inclusion.

Finally teachers' supported the statement that 'apart from social gains, LSN in inclusive settings benefit from the academic aspect of the mainstream classroom as they interact other students in general curriculum' (Mean = 3.4, SD = 0.6). The study finding concur with Muhombe et al. (2015) who found that most of the teachers in Nandi County, were aware of the Special Needs Education Policy Framework of 2009 and believed that the implementation of the policy will enable learners with hearing impairment have more benefits than in a special school setting. Additionally, majority of teachers felt that the implementation of the policy had positively affected learners' enrolment in schools and active participation in school work as they interacted with their 'able' peers.

Overall, teachers' attitude had a the mean response of 2.9 and a standard deviation of 0.8, showing that teachers' attitude in general was positive towards learners with special needs. Cognate to the study, Oluremi (2015) study showed that 78.8% teachers had positive attitude to students with special needs. 16.8% teachers had negative attitude to students with special needs, while 6.4% teachers had neutral attitude to students with special needs. Oluremi (2015) concluded that positive attitude of teachers to students with special needs would increase self-perception, participation in school and subsequently improved academic performance of students with special needs.

The influence of teachers' attitude on LSN participation in public primary schools in Kee division was, however, found to be statistically insignificant ($\beta = 0.282, t(37) =$

3.14, $p = 0.142$) at 95% confidence level. This finding was contrary to Greene (2017) whose findings showed a significant influence between teachers' attitude and LSN participation in school.

5.2.4 Influence of Availability of LSN Support Services on LSN Participation in School

The third objective of the study was to assess the influence of support services on LSN participation in school in Kee Division, Makueni County. In reference to section 4.6, most of the teachers indicated that, they had no arrangement for LSN to get physiotherapy services in their schools (Mean = 2.3, SD = 0.8), had minimal or no support services from a medical nurse (Mean = 2.0, SD = 0.7). Further, most of the teachers refuted that their schools had negotiated for subsidized services from psychotherapists (Mean = 2.2, SD = 1.0), and a special kit for LSN transport to and from school (Mean = 2.3, SD = 1.1)). Most of the teachers also indicated that their schools had no a special kit for acquisition of clutches, calipers, wheel chairs, adaptive seats, hearing and others, and that LSN were not taught self- help skills such as bathing and toileting, dressing and feeding in their schools. The finding was similar to Obiero and Mwangi (2019) whose study found that most of public primary schools in Kapsaret Sub County, Uasin Gishu County had no psychosocial and medical services to cater for the LSN. The finding was contrary to Mutisya (2010) finding that, apart from regular and other teachers who have training on special needs education, the successful education of LSN requires the involvement of different professionals who assist in identification, diagnosis, referral, treatment and provision of appropriate therapeutic services.

Most of teachers affirmed that their schools had some form of guidance and counselling services (Mean = 2.6, 0.5). This finding was consistent with Lai-Yeung, (2014) observation that through counseling, the G&C teacher can assess the emotional and disruptive behavior of a student and facilitate the behaviour change through modification or replacement of maladaptive patterns of behaviours. Conger and Peterson (1984) cited in Gatua (2012), explicate that guidance counsellors contribute to students' behaviour modification through imparting and sustaining interpersonal values. Such values include tolerance especially in times of crisis and showing mutual respect to all people. In addition, Thornberg, (2008) avers that through individual or group counselling techniques G&C teachers help students acquire social values such as love, acceptance, courtesy, responsibility, humility, team spirit and integrity.

A similar study by Kimani (2016), found that the complexities and daily challenges encountered by LSN in inclusive primary schools were numerous. They make them feel frustrated and impede their optimal participation in their studies and other co-curricular activities. Being unable to cope with inclusive learning, this category of learners often get withdrawn. Kimani further found that learners with special needs in inclusive schools in Njoro Sub County faced diverse psycho-social challenges including self-pity and self-devaluation among others. These challenges require well programmed guidance and counselling services.

Some teachers, however, commented in the open ended sections in their questionnaire that, the guidance and counselling services in their schools were given by untrained teachers and could not be relied upon to ease issues encountered by LSN. The finding corroborates findings by Munyao (2017), Owino and Odero (2014) and, Wambu and Wickman (2016) that most of guidance and counselling teachers in most public

primary schools in Kenya lack formal training in guidance and counselling. Most of them were appointed by head teachers verbally and lacked role identity. They rarely got an opportunity for professional development, had high work load of over 30 lessons and low efficacy in dealing with contemporary issues such as sexuality, alcohol and substance abuse, aberrant sexual behaviour, shock, trauma, grief and loss.

Apart from guidance and counselling, learners who suffer from chronic diseases need some occasional medical attention (Wambu & Wickman, 2016). For instance, learners who suffer from epileptic fits and behavioural disorders often get injuries due to their activities and thus require treatment of wounds and physiotherapy services. The current study found that most of the schools had no such services learners in need opted to stay away from school and those who attended school remained withdrawn and reluctant to join their peers in various school activities. Most of the teachers also indicated that their schools did not have a special kit for LSN transport to and from school, a special kit for acquisition of clutches, calipers, wheel chairs, adaptive seats, hearing aids and others. In addition, they indicated that LSN were never taught self-help skills such as bathing and toileting, dressing and feeding (Mean = 2.1, SD = 1.0). Lack of these vital services, could lead to LSN opting to stay away from school and thus jeopardizing their participation in school. The finding was congruent to Obiero (2018) finding that these services were rarely provided in public primary schools.

The current study, however, found that there were proactive head teachers who pool resources and enlist the provision of professional services such medical nurses, psychologists and physiotherapists. Overall, the teachers' mean response on the availability of support services was on the negative side (Mean = 2.4, SD = 0.8). Further, the availability of LSN support services was found to have a significant

influence on LSN participation in school in public primary schools in Kee division, Makueni County ($\beta = 0.471$, $t(37) = 4.129$, $p < 0.05$). This implied that LSN in schools where the support services are available, were inclined to have higher participation in school than those without.

5.3 Summary of the Findings

This section presents the summary of the study findings in accordance to the objectives of the study.

The study found that most of the head teachers were conversant with the Kenya National Special Needs Education Policy Framework, a comprehensive translation to legislation of the government's commitments to providing special needs education (SNE). However, the implementation of the policy was found to be a daunting task to most head teachers. Most of the teachers indicated that their schools were yet to modify their sanitation, classroom and physical facilities such as pavements in order to cater for the LSN. The school learning environment was generally found to be unsupportive to LSN participation in school in Kee division.

Most of the teachers were of the opinion that LSN cannot learn as well as other pupils in a regular school and that they are incapable of participating in all school activities. This attitude influenced some teachers to avoid involving LSN in some class activities. However, most of the teachers felt that LSN in regular schools are better integrated in later social life. Most of the teachers who indicated that they enjoyed their inclusive classes were formally trained to teach and handle LSN. Additionally, majority of teachers felt that the implementation of the policy had positively affected learners' enrolment in schools and active participation in school work as they interacted with their 'able' peers. Overall, teachers' attitude towards LSN was found

to be positive though its influence on participation of LSN in school was statistically insignificant.

In regard to the availability of LSN support services, most of the teachers indicated that, services such as physiotherapy, psychotherapy, speech therapy and general medical check-up were none existent in their schools. Guidance and counselling services were found to exist in most of the schools, nevertheless, most of the teachers were not trained professionals. Most of the teachers also indicated that their schools had no a special kit for acquisition of clutches, calipers, wheel chairs, adaptive seats, hearing and others, and that LSN were not taught self- help skills such as bathing and toileting, dressing and feeding in their schools. Thus, lack of LSN supportive services was bound to expose learners to various risks leading to minimal participation in school academic and social activities.

5.4 Conclusion

From the study findings and discussions the following conclusions were made:

Although most of the head teachers in public primary schools in Kee division, Makueni County, were aware of the LSN rights and the need to enhance their participation in school, the school learning environment was unsupportive.

Most of the teachers in public primary schools in Kee division had a positive attitude towards LSN. However, most of the teachers without special needs training believed that LSN could not do as much as their 'normal' peers leading to discrimination in academic and co-curriculum tasks. This led to low participation in school.

The LSN psychosocial, social, and physical health were neglected in most of the public primary schools in Kee division. Lack of such services led to some LSN low school attendance, low self-esteem and eventual drop out of school.

5.5 Recommendations of the Study

Based on the findings and conclusions thus far, the following recommendations were made:

In order to enhance LSN participation in school in inclusive settings and ensure the actualization of the strategies given in the National Special Needs Education Policy Framework of 2009, the Ministry of Education through the School Management Committee, the NGOs and other development partners should form a special group to specifically solicit funds to enable adaptation of physical and teaching resources. The move would alleviate the suffering and discrimination encountered by LSN as they struggle to fit into the hostile environment found in most regular public primary schools in Kee division.

The MOE in conjunction with other development partners should seek ways of ensuring all teachers have been equipped with SNE in order to cultivate more positive attitude towards LSN. When teachers attain self-efficacy in teaching and handling LSN, they are more likely to set feasible IEP short and long term objectives and above all involve LSN in all school activities. Additionally, the head teachers should create awareness to all stakeholders of the need to support inclusive learning as a worldwide supported policy.

The head teachers through the SMC should seek ways of partnering with various professionals and cooperate bodies in order to secure support services such as physiotherapy and psychotherapy at low or no cost. In doing so, LSN would be able

participate in school without frequent disruptions as a result of physical and psychological problems.

5.6 Suggestion for further Research

The following areas have been suggested for further research:

- i. A similar study can be conducted among private primary schools in order to shed more light on the hindrances of LSN participation in school in Kee division, Makueni County.
- ii. A similar study can be conducted county wide. The findings of such a study would create impetus to allocation of appropriate resources in a bid to enhance LSN school participation.
- iii. A study can be carried out to establish the status of the number of teachers equipped with SNE through college or seminars/workshops. This could enable the government to plan for more capacity building of the teaching personnel as the national SNE policy is being implemented.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

I am a post graduate student in Africa Nazarene University, pursuing a master's degree in education. I am currently carrying out a research titled: **INFLUENCE OF SCHOOL BASED FACTORS ON PARTICIPATION OF LEARNERS WITH SPECIAL NEEDS IN PUBLIC PRIMARY SCHOOLS EDUCATION IN KEE DIVISION OF MAKUENI COUNTY, KENYA**, as part of the course requirement.

For this reason therefore, your school has been sampled for the study and you have been selected as a respondent.

Kindly respond to the questionnaire various items as candidly as possible. There is no right or wrong answer. Do not write your name anywhere in the questionnaire. The results of this study will be used for academic purposes only.

Yours Faithfully,

EUNICE MEUNI MUNYAO

Cell Phone: +254700092067

SA=Strongly Disagree (1) D= Disagree (2) A= Agree (3) SA = Strongly Agree (4)

| Statement | SA | A | D | SD |
|--|----|---|---|----|
| Our head teacher is very keen on the rights of learners with special needs | | | | |
| The school management has sensitized the school community on how to coexist with learners with special needs | | | | |
| Our school has adaptive toilets for LSN | | | | |
| Our school has adapted furniture for LSN | | | | |
| Our school pavements are cemented with ramps for easy movement of LSN | | | | |
| The school community is generally friendly to LSN | | | | |
| Most of teachers have adapted the curriculum in order to be flexible to facilitate the development of a more inclusive setting | | | | |
| Subordinate staff have special instructions on how to serve PH learners e.g. in cafeteria | | | | |

9. Write any other information in regard to how your school environment influences learners with special needs participation in primary school education

SECTION C: Teachers' Attitude towards Learners with Special Needs

10. Please tick the level of agreement that best describes your view on learning of learners with special needs in an inclusive setting.

SA=Strongly Disagree (1) D= Disagree (2) A= Agree (3) SA = Strongly Agree (4)

| Statement | SA | A | D | SD |
|--|----|---|---|----|
| LSN can learn as well as other pupils in a regular school | | | | |
| LSN in regular schools are better integrated in later social life | | | | |
| With a bit of assistance LSN are capable of participating in all school activities | | | | |
| Though challenging, I enjoy teaching an inclusive class | | | | |
| Regular in service training should be conducted to all teachers to enable teach and enhance LSN participation in school | | | | |
| Inclusive learning demystifies the negative social cultural beliefs on people with disabilities | | | | |
| Apart from social gains, LSN in inclusive settings benefit from the academic aspect of the mainstream classroom as they interact other students in general curriculum. | | | | |

11. Write any other information on parents' involvement in learning of pupils with EBD

SECTION D: Availability of Support Services for Learners with Special Needs

12. The following are statements regarding the various ways learners with special needs are accorded support services. Please tick appropriately the level of agreement depending on the conditions in your school.

SA=Strongly Disagree (1) D= Disagree (2) A= Agree (3) SA = Strongly Agree (4)

| Statement | SA | A | D | SD |
|---|----|---|---|----|
| Our school has arrangement for LSN to get physiotherapy services | | | | |
| Our school has a fulltime medical nurse | | | | |
| LSN in our school get Guidance and Counselling services | | | | |
| Our schools has negotiated for subsidized services from psychotherapists | | | | |
| Our school has a trained first aid students' team | | | | |
| Our school has peer support programme for peer mentoring, peer voluntary services such pushing the wheel chairs, guiding the partially blind and serving meals for the physical handicapped | | | | |
| We have a special kit for LSN transport to and from school | | | | |
| We have a special kit for acquisition of clutches, calipers, wheel chairs, adaptive seats, hearing aids etc | | | | |
| LSN are taught self- help skills such as bathing and toileting, dressing and feeding | | | | |

13. Write any other information in regard to the support services offered to LSN in your school.

SECTION E: Aspects of Learners with Special Needs Participation in School

14. The following are statements in regard to the aspects of LSN participation in primary education. Please tick appropriately your level of agreement depending on what is happening in your school.

Not at all = (1), To a small extent = (2), To some extent = (3), To a large extent = (4)

| Statement | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Most of learners with special needs (LSN) in our school participate in games | | | | |
| Most of LSN in our schools are active members in different clubs such as debating, environment etc | | | | |
| Most of LSN have regular school attendance | | | | |
| Most of LSN in my classes are active in class learning activities such as group work discussions, question /answer sessions and others | | | | |
| Some of LSN are school prefects | | | | |
| Most of LSN complete their homework and other class assignments | | | | |
| Most of LSN performance in examinations is as good as the regular pupils | | | | |
| Some LSN take active roles during school events such as being in entertainment group, poem reciting, presenting science projects during the school prize giving day | | | | |

Thank you for your cooperation

APPENDIX III: HEAD TEACHERS' INTERVIEW SCHEDULE

1. In the wake of the new dispensation of inclusive education and free primary education, general education schools have witnessed upsurge of learners with special needs. To what extent has your school adapted the school learning environment to cater for inclusive education?
2. How would you describe the teachers' attitude towards the learners with special needs in your school?
3. How do your teachers cope with learners with different disabilities?
4. How would you describe the interrelations between learners with special needs and other members of the school community?
5. As a collective responsibility how have you mobilized all members in the school to support these category of students on self-management and life skills as opposed to being stigmatized and ostracized?
7. How do you enlighten your staff and the school community of the Learners with special needs rights as per the various national and international conventions and legislations?
8. Generally, how have your teachers embraced inclusive learning?

APPENDI IV: KEE DIVISION PUBLIC PRIMARY SCHOOLS

| S/NO. | School | S/NO. | School |
|--------------|---------------|--------------|---------------|
| 1 | Kasunguni | 16 | Ndumani |
| 2 | Muusini | 17 | Kitandi |
| 3 | Mutulani | 18 | Ngiluni |
| 4 | Kivaki | 19 | Mariameu |
| 5 | Kee | 20 | Masaani |
| 6 | Kimwatho | 21 | Kyambai |
| 7 | Matangi | 22 | Mwea |
| 8 | Kyandumbi | 23 | Kivani |
| 9 | Thoma | | |
| 10 | Nguluni | | |
| 11 | Munyuni | | |
| 12 | Watema | | |
| 13 | Kyamwalye | | |
| 14 | Kivai | | |
| 15 | Nthonzweni | | |

Source: Makueni County Education Office

APPENDIX V: LETTER OF INTRODUCTION FROM ANU

AFRICA NAZARENE
UNIVERSITY

July, 5th 2018

Re: To whom it may concern

Eunice Mueni Munyao (12S05CMED005) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal **“Factors affecting teachers' attitude towards learners with special needs in education in Kee Division of Makueni County, Kenya.”**

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

Prof. Rodney Reed
DVC, Academic Affairs

APPENDIX VI: RESEARCH AUTHORIZATION LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/92072/25410**

Date: **13th October, 2018**

Eunice Mueni Munyao
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors affecting teachers’ attitude towards learners with special needs in education in Kee Division of Makueni County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **12th October, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

APPENDIX VII: RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/18/92072/25410**
MS. EUNICE MUENI MUNYAO **Date Of Issue : 13th October, 2018**
of AFRICA NAZARENE UNIVERSITY, **Fee Received : Ksh 1000**
0-90134 SALAMA, has been permitted to
conduct research in Makueni County
on the topic: FACTORS AFFECTING
TEACHERS' ATTITUDE TOWARDS
LEARNERS WITH SPECIAL NEEDS IN
EDUCATION IN KEE DIVISION OF
MAKUENI COUNTY, KENYA
for the period ending:
12th October, 2019.



**Applicant's
Signature**

[Handwritten Signature]
Director General
**National Commission for Science,
Technology & Innovation**

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

RESEARCH LICENSE

National Commission for Science, Technology and innovation

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Serial No.A 21217

CONDITIONS: see back page

APPENDIX: VIII: MAP OF KENYA SHOWING MAKUENI COUNTY



Makueni
County

APPENDIX IX: MAP OF MAKUENI COUNTY SHOWING MAKUENI SUB COUNTY

