EFFECTS OF SELECTED FACTORS ON SUSTAINABLE INCLUSION OF CHILDREN WITH SPECIAL NEEDS IN PUBLIC PRIMARY SCHOOLS IN KIAMBAA SUB- COUNTY, KIAMBU, KENYA

REDEMPTA NGINA WARUINGI

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DECLARATION

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

Sign _____ Date_____

REDEMPTA NGINA WARUINGI

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

University Supervisor

Sign_____Date_____

DR. DANIEL OTIENO

University Supervisor

Sign;----------Date----------

DR. BONIFACE MWANGI, PhD

AFRICA NAZARENE UNIVERSITY

KENYA

DEDICATION

I wish to dedicate this this to my parents Mr and Mrs Waruingi whose foresight in education, constant encouragement and unparalleled love has propelled me to this level of education. Their sacrifice for my education shall remain a permanent inspiration in my life and generations after.

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ABSTRACT

Sustainable inclusion of children with disabilities or special needs in education is based on the fact chidren with special needs has equal right ro quality and accessible education. United Nations Sustainable Development Goals as added weght to Education for All and Universal Primary Education by putting Sustainable Inclusive Education in fourth position among the fourteen. It is in line with this goal that this study purposed to find out some of the factors that affected Sustainable Inclusion of children with Special Needs in public primary schools in Kiambaa sub County. The objectives of the study were; to examine the factor of Special Needs Education, Policy implementation on sustainable inclusion of children with special needs, the social -culture factor on sustainable inclusion and to establish the factor of school environment on sustainable inclusion of children with special needs.The study was anchored on Social learning theory by Albert Bandura. The study used mixed research method whereby both qualitative and quantitative approaches were applied.The study targetted twenty six (26) public primary schools within Kiambaa Sub County, four hundred (400) teachers and six (6) Education Officers. To get the sample, the study used a sample size of one hundred and twenty (120) who were sampled using simple random sampling. This made 30% of the target population of teachers which is recommended by Mugenda. All the Six (6) Education Officers and Fifteen (15) head teachers were also sampled purposefully to form the sample size. The study used questionnaires to collect data from the regular teachers and interview schedules to obtain data from education officers and head teachers. The questionnaires were piloted using three (3) teachers from a school which was not in the sample size. The questionnaires and interview schedules were developed to address specific objectives in the study. The reliability of the research instruments was done using test retest method and determined at a Pearson correlation coefficient of 0.8 for questionnaires.The validity of the research instruments were ascertained by the Education Department panel of experts who checked for face and content validity.The collected data was analysed using descriptive statistics and Multiple Regression. The study's three formulated hypotheses were tested at $p< 0.015$, $p< 0.007$ and $p > 0.0559$ respectively. Data were coded and thereafter analysed using Statistical Package for Social Sciences programme and presented using tables, graphs and pie charts.Qualitative data was thematically analysed. The major findings of the study showed that both implementation of SNE policy social-culture had a significant relationship with sustainable inclusion.However, the school environment had no significant relationship with sustainable inclusion of children with special needs.The study recommends that all regular teachers in inclusive settings to be equipped with skills, knowledge and attitudes on how to teach all children.It further recommends that the community be sensitized on the value of educating children with special needs.The school environment have to be modified to make all school facilities friendly and accessible by children with special needs in all public primary schools in Kiambaa Sub County,Kiambu county.

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OPERATIONAL DEFINITION OF TERMS

Children with special needs: These are school children with various disabilities that limits their learning ability and potential in school. In ths study children with special needs are those with mild or moderate disability who include the mentally hanicapped,the physically those wth lowvision and those living under difficult circumstances.

Inclusion: It is placing children with disabilities to regular or general education classes for instructions by providing appropriate support and adapted facilities. In this study, inclusion will apply to teaching children with disability and those in education setting.

Inclusive education: This is the provision of instructions to children with special needs in integrated or mainstream classrooms. In this study, it is the practice of teaching children with special needs together with those without disabilities.

Mainstream setting: This is the common type of education setting for children in common and regular schools where diversity of children with special needs are not taken into account.In this study, mainstream refers to any classroom that only accommodate learners without any disability.

Regular teacher: This is any teacher who teaches in an integrated or main stream school but not trained in special needs education. A regular teacher in this study is any teacher who is employed by TSC in public primary school,

Special Needs Education: It is a form of education where learners with disabilities are given adaptive equipment and attention so as to be catered for according to their needs.

Special needs teacher: This is a trained teacher in teaching children with special needs in education. In this study it refers to a teacher with skills and knowledge of instructing all children including those with disabilities in the same classroom setting.

Special needs: These are peculiar education challenges or capabilities found in children popularly known as

disabilities. In this study Special needs are conditions in children that affect their teaching and their learning process in primary education.

Sustainable inclusion: This refers to education setting that accommodate children with special needs and those without.In this study it is any school with teaching /learning resources and facilities that are adapted to cater for individual learner's needs in education.

School environment:It refers to the area surrounding human beings .In this study,school environment are the learnung areas such as classrooms,library,dormitory,kitchen,toilets and play grounds.

ABBREVIATIONS AND ACRONYMNS

CRC	Convention on the Rights of Children
EFA	Educational For All
EARC	Educational Assessment Resource Centre.
FBO	Faith Based Organization.
FPE	Free Primary Education.
GOK	Government of Kenya
IEP	Individualized Educational Programme
ICT	Information Communication Technology
KICD	Kenya Institute of Curriculum Development.
KISE	Kenya Institute of Special Education.
KNEC	Kenya National Examination Council.
MDG's	Millennium Development Goals
MOE	Ministry of Education.
NGO	Non-Governmental Organization.
SDG's	Sustainable Development Goals.
SNE	Special Needs Education.
TSC	Teachers Service Commission.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

I.1 Introduction

In this chapter the researcher discussed the study background informationon, explained the statement of the problem, the purpose of the study and the objectives of the study. The researcher formulated research questions and addressed the significance of the study. The scope of the study delimitations, limitations and assumptions of the study were also outlined. The chapter also gave a summary of theoretical and conceptual frameworks.

1.2 Background of the Study

According to Kombo and Tromp (2006), the background of the study is a brief overview of the problem a researcher intend to address. Educating learners with special needs or children with disabilities in the general classroom is becoming the modern educational practice in the world.This practice is referred to as inclusive education. Inclusive education is perceived to be one of the ways of increasing educational access to large number of children with disabilities or those educational needs (Mukhopadhyay, Molosiwa & Molosiwa, 2009). The focus of inclusive education based on the philosophy of educating all learners in the same educational setting regardless of their uniqueness (Skarzyuki & Priotrowska, 2012). The role of trained persons in helping all learners to meet their diverse needs using adapted equipment and specialized instructional materialsis is vital as explained by Basch,(2011).Inclusive education provides all learners with equal

opportunities to learn and socialize with peers, those with special needs and those without special needs.

Through inclusion, every child's rights are upheld leading to elimination of discrimination against children with special needs. Inclusive education as a system of education programme is geared towards improvement of learner's potentials , capabilities and independence. It is also a gateway to inclusion into the society through participation in social activities. Inclusive education aims at making each child become a responsible member of the society and be as independent as possible (Adeny, 2015).

To make inclusive education sustainable, teachers preparedness is one of the major factors that have to be considered. Vaughn and Schumm (2011), observed and noted that both pre-primary and primary teachers need to be in-serviced to be able to take the challenges that are encountered in inclusive education settings. To Gaad (2010), teacher qualifications and continuous training poses as a major draw back to successful inclusion of children with special needs in inclusive setting. Lack of appropriate pedagogical approaches in handling children with SNE and laid down traditional programmes ,behaviour management schedules in different classroom settings are other challenges.Another challenge of inclusion is non conducive physical environments such as classrooms,playgrounds,libraries,kitchens and toilets in schools which need to be improved and adapted to be used by learners with special needs (Gaad,2010). However complex inclusive education may be, the benefits are more paramount especially to children with disabilities as compared to other forms of placements such as special schools and special units (Basch, 2011).

Adongo (2018) asserts that the level of inclusion of children with SNE in the regular system

today is one of the challenges the modern systems of education that current educationists are obliged to be conversant with and to understand in their regions in the 21st century. This is because the people with different abilities and disabilities form a part of the society.The learners invarious public schoolscome from various races and languages and are expected to fit in the same societyliketheir peersin the same environment (Barak,2013).Therefore these children with special needs have to equipped with all actitivity of daily living skills and other social skills that make them fit well in the society. This idea of inclusion is therefore a big and positive step towards providing right to education for all children in providing access to quality education for children with disabilty as enshrined in disability Act 2002 in Kenya. The right to education in EFA goals also echoes on the need to ensure that there is accessiblity to education for all, including children with special needs (UNESCO,2007).

Today this concept of inclusion has become among the salient agendas of the international communities including United Nations to affirm the importance of inclusive education. Sustainable inclusive education has been included as the fourth among the Sustainable Developlment Goals. This concept of inclusion has also prompted different countries in the world to carry out various researches regarding inclusion of children with disabilities in inclusive setting. Researches on inclusion have been done in several countries which include USA, Singapore Uganda, Turkey and Tanzania to assess the factors affecting inclusion of children with special needs in education systems.

Diferrent scholars such as Adoyo and Adeny (2015) and Basch (2011) have attempted to define the concept of inclusive education in different aspects. The two scholars defined inclusive education as an approach of providing equal learning opportunities to all learners

including those with special needs. Their imputs have given recognition that inclusive education is an international concern which has a voice to the existing policies and legislations on education of children with special needs. The strategies and targets have been set for the last two decades in various conventions, treaties and conferences to address the issue of inclusion. Among the most important treaties is the Education For All goals which was formulated in Thailand in Jomtien in 1990 and re-emphasized at the 2000 World Education Forum in Dakar-Senegal. During this world forum, several governments including Kenya committed themselves in ensuring that all children have acquired Universal Free and Compulsory Primary Education by the year 2015 (UNESCO,2007). This is the reason why sustainable inclusion come in handy for the purpose of ensuring that no Kenyan child will be left behind, including those with special needs.Baraka(2013) explains that an inclusive education has several basic components that are common and unifying in all inclusive settings in all countries. An inclusive school is expected to be flexible in all the things and activities that are carried out. These flexibility and modification includes,the content being taught, the teaching and learning resources used when giving instructions, pedagogy and assessment and evaluation procedures applied (Basch,2011).

Another aspect that is core in an inclusive setting of is availability the variety of the educational resources available which caters for the diversities in learners. The inclusive school should have evidence of accommodating all learners including those with special needs. Accommodation expected in inclusive settings is in terms of the structures and accessibility to all school facilities such as classrooms, washrooms, libraries, playgrounds, dormitories among other essential areas useful to the learner for indoor and outdoor activities in the learning process (Agesa,2014). UNESCO (2017), asserts the importance

of adaptation of the content being delivered. The attitude of the school community which include teachers, other learners without special needs are also essential to accommodate all learners irrespective of their disabilities.

The Persons with Disability Bill (2017), also confirms that Children with SNE learns better when they are not stigmatized or discriminated aginst in regular inclusive settings. They are able to work extra hard in a inclusive settings than when they are in special schools or special units. The only children who may benefit from inclusion are those with mild and moderate special needs conditions. Children with severe and profound special need conditions may only benefit from special schools , special units or home based institutions (Puri, 2014).Sustainable inclusion may also be hampared by some cultural beliefs that stigmatize people with disability.These negative cultural beliefs may also limit the exposure of children with disabilities in the society and thus affecting their personal development. Discrimination and stigmitization may hinder children with special needs from maximizing their talents and abilities (Sanagi,2011).The ultimate goal of inclusion is to provide every individualwith a relevant education and maximum opportunities towards development both in the society and in school (UNESCO,2017).

In inclusive education the role of individual stakeholders is very crucial., Basch (2011) ascertains parents have important roles to play in the implementation of sustainable inclusion in schools where their children learn. Studies done in Turkey, Spain and Tazania showed that teachers lack sufficient knowledge and skills to teach children with SNE especially the visually and hearing impaired in inclusive settings (Kesktas & Canete,2011).Therefore there is need to equip the regular teachers with sign language and braille reading and writing skills to enable them to teach in inclusive education settings.

In Africa there are several countries that have made commendable steps towards inclusion of chldren with special needs . Among these countries include South Africa,Tanzania,Uganda and Kenya. Although South Africa has been practicing appatheid for several years before her independence, there were guiding documents that explained the domestication of inclusive education policies in the learning institutions in that country. Adongo (2018) expressed concern that there is still a noticeable gap in South Africa as far as in implementation of inclusive education is concerned. in Uganda, Puri (2014), explains the need for the government to be commited in modifying learning institutions and contents to promote quality learning for all learners including those with special learning needs. This is a great stride towards sustainable inclusion of children with SNE in Uganda (Koech,2014).

The Tanzanian government has also made several positive strides towards inclusive education as stipulated in the Salamanca statement of 1994. Puri (2014) explains that the Ministry of Education in Tanzania has created awareness programs to the parents on the importance of sending all children to school including those with SNE to inclusive schools. The Tanzanian government is also becoming more positive towards the rights of education of people with disabilities generally in the community. Today there are several inclusive primary schools that are encouraging educational programmes for children with special needs.

Kenya has not been left behind in inclusive education of children with special needs either.Mwangi (2013) explains that the Kenyan government as a signatory of several International treaties related with Education For All (EFA) and many other related instruments has facilitated several steps towards sustainable inclusion. The government has also ratified some of these treaties and instruments like African Charter and

Convention on the Rights of the Child (CRC) and many others (UNESCO,2017).

The Kenyan government has also come up with initiatives such as Children's Acts of 2001 and Human rights Acts whereby the rights of children are incooporated in the new constitution of 2010. These steps are major strides towards sustainable inclusion of children with SNE at all levels of education. The implementation of the Kenya National Special Needs Education policy framework 2009, was expected to guide the various educational stakeholders on education of children with special needs. However ,this policy document is far from being fully implemented.The Kenya Institute of Special Education (KISE) in 2014 started module 2 certificates and Diploma programes to train teachers in regular schools on special needs education.These programmes helped the interested regular teachers to acquire skills and knowledge necessarily in handling children with special needs((KISE, 2014).

Despite these efforts in making inclusion sustainable, there is still the need for re-evaluating some of the factors that might be hindering the achievement of sustainable inclusion of children with SNE in public primary schools in Kenya.There is the need for combined efforts to ensure that children with SNE access inclusive, equitable and quality education to propagate 21st century skills necessary for individual development (Mwangi,2013).

The Kenya Vision 2030 also forms the government's blue print for long term development plans in education. In addition, Kenya is committed to achieve the United Nations Sustainable Development Goals (SDGs) by the year 2030.Among the fourteen (14) goals is the fourth one spells out the need for sustainable inclusive education in all United Nations member states. Sustainable inclusive education aims at providing accessible

quality education which promotes lifelong learning opportunities for all thus leaving no one behind (Odongo, 2018).Sustainable inclusive education therefore means that modalities have to be put in place to ensure that inclusion of children with special needs in education become realistic and achievable.

Training of teachers in SNE has gradually advanced. The integration of SNE courses is taking long at snail pace to be implemented in TTCs (Mwangi 2018). Since 1994, the government started Educational Assessment Resource Centres (EARCs) in all counties today under the new constitution there are EARCs in every sub-county to provide assessment, placement and psychological counselling services for parents, guardians and children with special needs (KISE,2014).

Researchers such as Agesa (2014) and Basch (2011) explain that there are several benefits that children with SNE can get from mainstream after various forms of support and adaptations have been done. Koech (2014) adds more weight on the benefits of inclusive education to children.The advantages include improvement on academic performance and social skills as compared to when they learn alone in special schools or special units.To accommodate every child in a sustainable inclusive education settings where schools have several responsibilities.Agesa (2014) explains the need for the school to ensure that all children participate, interact freely in teaching and learning activities.The participation of children with SNE in inclusive setting promotes their self-esteem especially when they are treated equally without any discrimination by their peers.Odongo (2018) agrees that these children are also able to improve on their cognitive and social abilities which may help them to improve in their academic performance.

Kiyimba (2013) added to the voice on the importance of inclusive education as an approach

that looks into ways of transforming educational systems in order to address the diversities of these learners.To make inclusion sustainable, Chiner and Cardon (2012) advocated for promotion of learner-centred approaches, development of appropriate textbooks and learning resources that are relevant to individual learners.That means that all educational resources in inclusive education settings have to be modified. The importance of inclusive schools is to ensure that they are safe and healthy for all children including those with special needs (Adongo,2018).To achieve sustainable inclusion, there is the need for strengthening the links in the community within which the learning institutions.The inclusive learning institutions have to be less restrictive to allow access to all learning environments.

1.3 Statement of the Problem

Despite the existence of domestic laws as well as the international commitments Odongo (2018) observes that children with special needs are still underrepresented in Kenyan education system.The focus on education of children with SNE propelled the government of Kenya to formulate National Special Needs Education policy in 2009 as a guide in education of children with special needs in Kenya, although these children continue to be discriminated in schools. Mwangi (2013) attributes the problem of discrimination to lack of clarity in the Special Needs Education policy. The SNE policy (2009) has also failed to define clearly the varoius categories of children with special needs and their interventions necessary in education. Agesa (2014) found out that most learners with special needs especially those with visual impairement in Tranzoia county performed poorly in academics due to lack of implementation of school policy which called for differentiated curriculum. The study attributed lack of school policy implementation to

social, economic and cultural factors that also affected these children.Lack of clear idetifications of children with SNEs often leads to lack of early interventions for these children in inclusive settings.Adoyo (2018),explains that manifestation of ineffecive inclusion is characterized by poor performance, poor transittion to secondary schools, chronic absentism, truancy, transfers to special schools and drop out rates in the mainstream among other indicators.The Kenyan government domesticated and adapted Sustainable Development Goals (SDGs) in 2016 fourth which explains about sustainable inclusive education. This is a good gesture and a bold step towards EFA goals especially for children with specail needs.

Despite the numerous Kenya government's effort in creating educative inclusive setting, children with SNE are unable to access quality education due to some education related factors. These affects their academic performance in public primary schools. In Kiambu, according to a report on special needs education, Kiyimba (2013) noted that learners with special needs including those with visual impairments require an environment which is free from obstacles so as to maximize their functional abilities (UNESCO, 2011).Odongo (2018) further found that lack of finer policies for suppervisory and implementation mechanisms, proper findings compounded with cultural attitudes towards individuals with disabilities hampers efforts towards addressing issues related with individuals with special needs.

This study therefore intended to focus on some of the selected factors that might have affected sustainable inclusion of children with special needs in education public primary schools.These children are not identified early enough as expected and therefore IEP interventions programmes are delayed or are never carried out by regular teachers.The results of ths negligence of these children is felt during the KCPE.This study therefore

sought to find out how the three selected factors affected sustainable inclusion of chilldren with SNE in public primary schools in Kiambaa sub-county, Kiambu county.The study sought to find out how to improve academic performance of such children in an inclusive setting.To this end ,there was a need to assess the SNE policy implementation, social cultural and school environment factors that affected education of children with SNE in public primary schools in Kiambaa Sub-County.

1.4 Purpose of the Study

The purpose of this study was to assess factors affecting sustainable inclusion of children with special needs in education (SNE) in public primary schools in Kiambaa Sub – County Kiambu county,Kenya.

1.5 Objectives of the Study

The study was guided by the following objectives;

a) To examine the effect of implementation of Special Needs Education policy on sustainable inclusion of children with special needs in Public Primary School in Kiambaa Sub County,Kiambu Count.

b) To assess the effect of social-culture on sustainable inclusion of children with special needs in public primary schools in Kiambaa Sub County,Kiambu County.

c) To establish the effect of school environment on sustainable inclusion of children with special needs in public primary schools in Kiambaa Sub County,Kiambu County.

1.6 Null Hypothesis

This research study was guided by the following null hypothesis among the variables :

HO_1: Implementation of SNE policy has no significant relationship with sustainable inclusion of children with special needs in public primary schools.

HO_2: Social-cultural factors has no significant relation to sustainable inclusion of children with special needs in public primary schools.

HO_3: School environment has no statistically significant effect on sustainable inclusion of children with special needs in public primary schools.

1.7 Significance of the Study

The significance of the study shows how the research benefits or impacts others in the part of the or whole study (Simon & Goes (2014).The study might be important to regular teachers in public primary schools to educate them the importance of modifying the teaching methods, curriculum content, learning environment and teaching/ materials when teaching children with special needs in inclusive settings. The study might also be of great importance to Education Officers and headteachers in supervising, evaluating and monitoring education of children with special needs in inclusive education settings in their areas of jurisdiction.

The study might be of great benefit to the school managements and the school community so that they can understand their specific roles in education of children with special needs.The study might also be used to evaluate the effectiveness of the current education policies in Kenya in relation to SNE in an inclusive setting. It might also help to evaluate

policy formulation and implementation of education for children with special needs in the Kenya. The study would also be an opener to both the county and national governments on their role in modifying the school environment and all the learning facilities in the scchools to accommodate all children including those with special needs at all levels of education in Kenya.

1.8 Scope of the Study

The scope of the study is the geographical area within which the study was operating (Marylin & Goes, 2013) This research study covered public primary schools in Kiambaa sub – county, Kiambu County in Kenya. All public primary schools in Kenya get trained teachers from Teachers Service Commission (TSC) and the learnres in these schools were almost similar in terms of inclusion of children with SNEs in all public schools.Therefore the instruments used minimized threats to internal validity for the study.

1.9 Delimitations of the Study

Mutai (2001), refers to delimitations as the boundaries of the study that may affect the overall outcome of the study but are within the researcher's control**,** this study focused on the factors affecting sustainable inclusion of children SNE in public primary schools.

It was only limited to three selected factors that affects education of children with special needs,these factors included; implementation of SNE policy in inclusion of children with special needs,social-cultural effects on sustainable inclusion of children with special needs and effects of school environment factors on sustainable inclusion. However, there were more factors that were not captured in this study. More broader and complex factors that might offer wider understanding of provision of education to children with special needs

which were not captured in this study.

The issue of Special Needs Education (SNE) is a broad concept and includes local, national as well as international levels.It is the reason why this study focused on selected factors affecting sustainable inclusion of children with SNE in public primary schools in Kiambaa sub- county. Other areas in the society and their roles on such children were not captured.

This is because it deemed not possible within the range of master's thesis. This study covered only factors affecting sustainable inclusion of children with special needs in public primary schools, other levels of education such as pre-school and secondary schools and university were not covered.The private schools in Kiambaa primary were not also captured in this study.

1.10 Limitations of the Study

Limitations refer to potential weaknesses in a study that are not within the control of the researcher (Kombo & Trump,2006). Some of the respondents were reluctant to provide the required information but the researcher assured them of confidentiality.The respondents were also expected to be paid for the service they offered but the researcher explained to them that the study was purely for academic purposes.This study was limited to the factors influencing sustainable inclusion of children with special needs in public primary schools in Kiambaa, therefore the results were not to be generalized to other parts of the country since the factors might be different in other counties in the country.

1.11 Assumptions of the Study

Assumptions are factors beyond the influence of the investigator; however, without them the research loses meaning (Simon, 2011).This study was based on the assumptions that the respondents would respond truthfully since confidentiality was guaranteed.The study

also assumed that respondents were subjected to equal opportunities in all the schools This study was carried out on the basis on the assumptions that the sample chosen for the study was representing the target population,the data collection instruments that were used in the study were to measure the desired constructs.

1.12 Theoretical Framework

A theoretical framework is a collection of interrelated ideas based on theories.It is a reasoned set of prepositions, derived from and supported by data or evidence.It 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 (Kombo & Tromp, (2006).

This study was guided by social learning theory whose proponent is Albert Bandura. Kabitu and Njenga (2009) explains that in social learning theory, human beings learn through observation.Observational lerning is also referred to as modeling.In social learning theory,a person observes others and then repeats someone's behavior.The theory further emphas that eople from the immediate environment.According to Bandura's social .learning theory,individuals observe significant odels such as arents,siblings,teachers,peers,TV or outstanding personalities. Social learning theory consist of three elements.These three basic elements are environment, behavior and human beings. The three aspects are interrelated in the theory and can be applied in the school environment whereby the children learn a lot by observing the teachers, peers and other people in the school. The children later imitate the desirable behaviors which are later

rewarded both at home and at school. The child with SNE may copy the good behavior such as good grooming and adapt it for everyday life. On the contrary, undesirable behaviors such as noise making and brutality are punished. The behavior that is being punished extincts and may fail to be modeled by any learner.

Social learning theory further explains the importance of the learner in paying attention to the desired behavior from the learners, teachers, parents and members of the community. When the child with special needs model desirable behaviors they are retained in the Child's long term memory in the brain which are retrieved later for use in the learning process. After sometimes the desirable behaviors are reproduced by the learner when a need arises especial in assessment.When the desired behaviors are rewarded, and motivated, the child copies them. The child may continue praising the copied behaviors and finally acquires the expected behavior. Retention, reproduction and motivation of the expected behavior are important elements in learning of children with special needs. Both children with SNE and those without disability may observe, imitate or model acceptable behaviors from each other.The learned desirable behaviors may help them to accommodate each other in the teaching and learning process in the inclusive setting. The social learning theory also aids the learners to model even positive life skills, self-care skills and social skills like leadership.

1.13 Conceptual Framework

Mugenda and Mugenda (2013) regard conceptual framework as an imagined model recognizing the concept under study and their connection. Conceptual frame work is a diagrammatic representation of the researcher's conceptualization of the relationship between variables in the study.It is therefore a linked set of variables that are backing up

in the analysis of the study.It consists of dependent and independent variables.

Kenya's education policy is committed to achieving Education For All (EFA) by 2015 through specific educational objectives and programmes for providing equitable all inclusive quality education and relevance to enhance the sector's efficiency. Figure 1.1 shows the Independent and Dependent Variables in the Conceptual Framework.

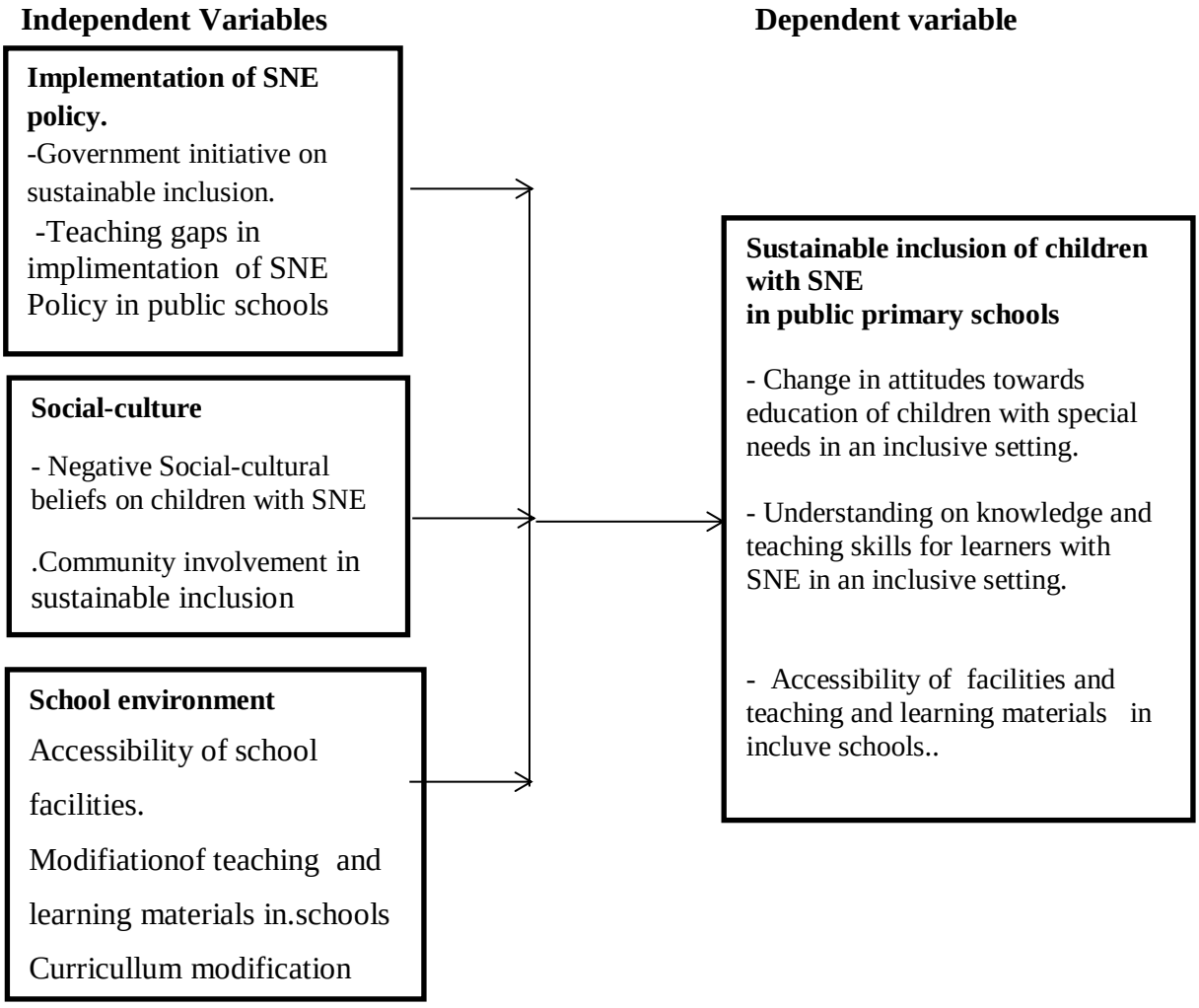


Figure 1.1; Effects of selected Factors on Sustainable Inclusion of Children with Special Needs.

Figure 1.1 shows the independent and dependent variables. According to the conceptual framework, the first independent variabe is the effects of implemention of SNE policy on sustainable inclusion of children with special needs.Although the Ministry of Education

has come up with Special Needs Education policy, there are gaps within teachers and other education staeholders on sustanable inclusion of children with special needs.The second independent variable was Social- cultural effects on sustainable inclusion of children with special needs.Negative attitude of the society towards children with special needs impacts on their overall performance in school. The effects of school local environment in relation to facilities were also vital in sustainable inclusion of children with special needs.The accessibility of school facilities such as classrooms,libraries and modification of teaching and /learning materials also impacted on sustainable inclusion of children with special needs in public primary schools in Kiambaa Sub-County.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter entails on an overview of literature on the hypothesized factors affecting sustainable inclusion of children with special needs in education.The chapter explains the concept of sustainable inclusion of children with SNE in regular schools and the need to make it sustainable in public primary schools.It also discusses the effects of implementation of SNE policy on sustainable inclusion, social-cultural and the school-environment factors are also discussed.The chapter starts by describing the concept of inclusion and its components.An empirical review of literature entailed all engagements about the variables in the study.These variables were written in order as in conceptual framework which forms sub-topics.These variables include effects of SNE policy implementation, social-cultural effects on sustainable inclusion on children with special needs and the effects of school environment on sustainable inclusion of children with special needs` education in Kiambaa sub-county.

2.2 Concept of Sustainable Inclusion of Children with Special Needs

Inclusive education is an approach of giving instructions to children with disability together with their peers without disability in the general classroom environment (Odongo, 2018).Inclusion of children with SNE is about addressing all educational needs in a learning institution with a perspective to responding to their diversities of needs of all learners.These categories include the physically challenged, the mentally handicapped, the visually impaired, the gifted and talented among others. It also entails increasing maximum

participation of such learners in learning situations irrespective of their cultural backgrounds. Lim (2014) further explains that inclusion also involves reducing restrictions within the environment and from educational programes.The education policies in any country have to address these diversities. Sanagi (2011) further explains that an inclusive school has a duty of being flexible and have variety of all the school components at its core businesses.

The opportunity of a child to attend school is influenced by the community and other stakeholders. Children's achievement in education is also largely dependent on the degree of support they receive from home, the quality of teachers they have at school , the teaching methods employed, the experiences they are engaged in as actors in the educational process, the availability of the necessary teachings aids and resources and modification of the environment (UNESCO, 2017).This is evidenced in the structures of the school, the content in the curriculum, the attitudes and the beliefs of the staff, parents, pupils and other stakeholders.The World Health Organization (WHO) estimates that about 10% of every population are people with disability. In addition approximately 85% of the world's children with disability below 15 years live in developing countries (Mwangi E & Orodho J 2014) Kenya is among developing countries.According to a research carried out in Malaysia, Donnie (2016) explains that there is a need for understanding the effects of implementing special needs education policies in different learning institutions.

In a similar study carried out in Nyeri County on the challenges or barriers of inclusion, the society was found to be among the hindrances that affected the area.The social-economic and geographical factors were also among the challenges by Mwangi and Orodho (2014). Parents involvement in education of children with SNE was also another salient factor. The main problem encountered by the parents in education of their children

with SNE was stigmatisation, negative attitudes from members of the society and parental negligence.The society understanding of inclusion was extending the same attitude to children who are in the mainstream or regular classes.This is seen in quality of teaching and learning process whereby children in special units are sometimes considered inferior and labelled negatively by their counter parts in the mainstream.

To ensure that Sustainable inclusion is achieved, all children and young people irrespective of their cultural, social and learning backgrounds are put in equal and equivalent learning opportunities in all kinds of schools. UNESCO (2017) emphasizes that policy implementation in education systems relating all children is vital since it guides all the components in the system.The school facilities, parents and teachers have to ensure that inclusive settings that upholds the values of respect and understanding of cultural, social and individual diversities are advocated for by all stakeholders.

2.3 Special Needs Education Policy Implementation and Sustainable Inclusion

Wong (2014) emphasizes the need for legislation on inclusionof children as supported by aresearch done in Singapore.Wong (2014) explains that without proper legislation on inclusive education it was explicit difficult to make declarations in Singapore on education of children with disabilities. It is therefore important for the Kenyan government to ensure that the policies and legislations on inclusive education are implemented to the latter.Lim (2014) further adds more weight on Wong's suggestion when he emphasized on introduction of two initiatives which would include the mild disabilities into the main schools in Singapore.Lee Hsieng Loong set out his vision by declaring in his inaugural speech as Prime Minister of Singapore in 2004, by emphasizing on the need to build a nation that will leave no one behind.Lee (2004) explicitly stated that the people of

Singapore should look after the less educated and elderly who have asssisted to build Singapore.He also said that they should have a place in their hearts and lives for the disabled. Singapore from that time set a pace for others to emulate (Lim, 2014). The factor of policy implementation of special needs education (SNE) policy is very vital in making inclusive education sustainable in all countries. The SNE policy facilitates in ensuring that all issues related to education of children with special needs education are fully understood and addressed effectively at all levels of education.

In Africa, the status of inclusive education varies from one country to another and from one region to another.There are several developments in Africa concerning education of students with intellectual disabilities (Koech, 2014).Most African governments have made commitments to address issues affecting people with disabilities which began in the early 1970's. Countries with the advanced economics have gone beyond the common provisions to full inclusion.Mwangi (2013) confirms that South Africa has 12 million children in schools and approximately 366,000 teachers in 28,000 schools including 390 schools for children with special needs. Despite the fact that the history of South Africa has been based on on Apartheid and the education system has been based on segregation and exclusion of particular groups of students, today the government in South Africa has introduced Special Needs Education in all schools.The introduction of SNE in South Africa is a direct response to Act 108 of 1996 national commitment to the EFA goals and movement towards inclusion as stipulated in UNESCO Salamanca statement of 1994. There is also the Education white paper NO; 6 that forms the blue print on approaches of education of children with disability in South Africa.

Although in Kenya we have local and international laws that guide inclusion of children with SNEs insignificant steps have been made by the Ministry of Education towards

sustainable inclusion. Agesa (2014) noted although there are policies and laws on the right of children with special needs they continue to be discriminated in tne current educaation system in Kenya. The history of education of children with special neds in Kenya started with the segregated approach which placed learners with disabilities in special learning institutions after the end of the Second World War. However, special education in Kenya was offered to only categories of children with learning disabilities while the other categories of children with SNE such as the deaf,the emotinally disturbed,the physically challenged and the mentally handicapped were left behind. Education to such learners was only offered in special schools until the 1970s when special units and integrated programmes were started. This has caused a discrepancy in education of children with SNE which forms the major challenge to the education sector especially those in the mainstream.

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The recognition that education is a fundamental right that should be available to all learners is not new in Kenya. The Kenyan policy on education is centrally fixed within the framework of Education For All (EFA), the millennium Development Goals (MDGs), the Convention on the Rights of the Child (CRC), the UN Convention on the rights of persons with Disabilities and currently in the most recent plan of Sustainable Development Goals (SDGs) (NESP, 2016). Furthermore inclusion as a new concept is fundamentally subscribed by the new Kenya constitution that was promulgated in 2010. Policy Framework on Special Needs Education 2009 and Disability Mainstreaming Policy 2012 are among other documents that recognize education of learners with special needs in the mainstream or inclusive settings (Adoyo & Odenyi, 2015).

Despite the Kenyan government's effort in providing education for children with special needs,there is the need to implement these policies to the later There are few rganizations

such as Leornard Chesire International (2001) that are set to assist learners with special needs. The major policy that need to be implemented to the later is the Special Needs Education Policy of 2009 (MOEST, 2009) to guide the other stakeholders on education of children with specal needs in education. The of problem of providing quality education to learners with SNEs, still persists in public primary schools. Mwangi and Orodho (2014) states that three quarters of pupils with special educational needs (SENs) are in special schools with only a quarter in special units within the mainstream schools.Therefore ,there is a significant group of learners in the inclusive setting whose special needs remains unattended. Odongo (2018) explains that the policy of integration and inclusion which is not yet fully implemented should be made to reach the majority of children with special needs in regular schools It is also estimated that about 750,000 learners are within the primary school going age population with only 26,000 enrolled. That means there are learners who are not yet in enroled in school.The estimated population with disabilities is 10% of the total population according to World Health Organisation(WHO). Children with disabiity forms 25% of these are children of school going age. Out of the total of 750,000 children with SNEs, are estimated as 90,000 have been identified and assessed while only 14,614 are enrolled in educational programmes for children with SNEs. The remaining group are either at home or in regular schools with little or no specialized assistance (Mwangi & Orodho, 2014). It is therefore evident that inclusion of childrenwith special needs is crucial.

Odongo, (2018), explainsthat the government is faced with the challenges of developing inclusive environments in schools due to unclear policies. The unclear policies include ambiquity lack of clarity in terms of definitions and classification of children with special needs.There is need for more reform process that aims at realigning education system to

the constitution of Kenya and inclusive education by extension. The policies have to address barriers in terms of communication as well as environment which exclude persons with disabilities (Oracha & Lumumba, 2015). Children with SNE continue experiencing difficulties n inclusive settings. These are Some impediments towards inclusive education in Kenya.

When addressing school-level barriers related to implementation of inclusive education, the Ministry of Education have to asses the extent to which teachers are prepared to educate a diverse body of learners within the inclusive setting. Danahue and Bornman (2014), explains the importance of regular teachers to receive comprehensive training programmes in areas where they lack knowledge and skills related to special needs education. Kesktas and Alcanete (2011) further suggests that these training programmes can be supplemented with specialized support teams that have the capacity to teach inclusive classes. The training for the regular teachers can either be pre-service or in-service courses to address some of these barriers.When regular teachers are well equipped with the required knowledge,skills and values related to SNR then inclsive education will be sustainable

Agesa, (2014) found out that there are three broader challenges hindering inclusive education in Kenya. Among these challenges is the design and focus of the Kenya education system which is based on ideals of human capital theory. In that more education and higher economic returns are over emphasized against the individual achievements. The focus on the acquisition of the values, attitudes, and skills fundamental to inclusive education is therefore often neglected (Kiyimba, 2014). The teachers interviewed by Williams confessed that they rarely question their given curriculum and instead they struggle to deliver the assigned information to the children. Teachers teaching children with disabilities in large classrooms also lack appropriate SNE training (Williams, 2014).

This research carried out by Williams (2014) showed the extent of ignorance of teachers on the value of education of children with special needs in education in an inclusive setting. The ignorance and inadequacy of regular teachers inhandling inclusive schools also limits the pontential of children with special needs. The implementation of Special Needs Education (2009) is far from being realised since the teachers and other main stakeholders are not well equipped with relevant knowledge,skills and attitudes required to handle the various diversities of special needs in children in inclusive settings.

Despite the paradigm shift globally regarding the adoption of inclusive education, teachers still have varying preconceived misconceptions about its successful implementation and practices in the general education classroom (Odongo, 2018). Ibrahim (2012) expresses concern on the vast misconceptions of the definition of inclusive education. The factors that affect inclusive education in Kenya like other countries include; lack of sufficient training, insufficient resources, administrative support, teachers attitudes and inadequate or misconception of information regarding inclusive education. These factors impact on the effective inclusion of children with disabilities in an inclusive setting.

According to Enrod, Algasa, Hanza & Ibrahim (2012) teachers are perceived to be an integral component in the implementation of inclusive education Ibrahim et al, (2012) asserts the value of positive attitude towards learners with SNE in an inclusive setting. Many researches communicates that teacher's perception are the key to the success of inclusive programmes. Chiner & Cardona (2012) explains the importance of the teachers in supporting inclusive education. The teachers are required to modify the curriculum, learning resources, knowledge and skills for giving instructions to children with special needs in an inclusive setting. They are critical to the process of including students with disabilities into regular classes. It is also important to examine the attitudes of educators

towards the inclusion of students with disabilities in regular settings as their perceptions may influence their behaviour towards acceptance of such students. The success of inclusion may be at risk if regular classroom teachers hold negative perceptions towards the inclusion of students with disabilities (Wang, 2012).

Negative perceptions of inclusion may become an obstacle towards general education (Shimunzu, 2010). When teachers become more receptive towards inclusion, students achievement, socialization and skills acquisition then access to education for children with special needs is guaranteed. According to findings from Andrews and Frankel (2010) it was recognized that inadequate training and skills required to teach students with special needs are important in the implementation of inclusive education programs.

Bernete and Galapher (2012) argues that not only do teachers' perceptions of inclusive education affect inclusive practices but their role educators in preparing new graduates to work in inclusive classrooms is a critical component in successful inclusion as well. The teachers need to understand the concept of inclusion as the practice of including another group of learners in regular classrooms .These learners include those with physical, developmental or social-emotional and behavioural difficulties and those with chronic health problems (Cushner & Safford, 2012). In essence the role of the regular teacher is integral in sustainable inclusive education of children with special needs

However the idea of inclusive education should be well addressed especially in the training of teachers in areas pertaining to desired knowledge, relevant skills and positive attitude related with inclusion of children with special needs. Kiyimba (2014) noted that many researches carried out in several in the developed and developing countries shows that many school teachers have limited skills to teach in inclusive classrooms. This is

consequently translated into serious concerns on the part of teachers to be engaged in inclusive education settings. David and Kuyini (2010) are supporting the view that teachers' negative perceptions towards disability leads to low expectations from their students which result to decreased learning opportunities and low academic performance globally. Bernete & Gallapher (2012) adds weight to the importance of teachers in an inclusive classroom in ensuring that all learners learn according to their disabilities. The reason behind this is the fact that some of the students are comfortable with abstractions, others feel much more at home with facts and observable situations. Others prefers active learning while others lean towards visual presentations of information and others prefer verbal explanations. They should understand that one learning style is neither preferable nor inferior to another but is simply different, with different characteristics strengths and weaknesses.The inclusive therefore has responsibility of using as many teaching resources as possible to accommmodate the individual learner's diversity.

Learners with SNE are not one homogenous group, therefore they require diversity in pedagogical approaches. They have individual needs and experience different disabilities ranging from mild to profound levels of severity. These diversities make many teachers, school administrators and parents worried about the consequences of enrolling children with special needs in regular schools Khetani (2015). Mostly teachers are concerned about how these many students in the schools especially the gifted and talented are supposed to be handled. The Kenyan teachers and administrators in public primary schools have no compelling evidence to change the needed attitude, pedagogical competences, perception and instructional resources as well as school infrastructure to facilitate the accommodation of the heterogeneous nature of the learners in the all-inclusive schools in Kenya. (MOEST, 2008).

Pedagogical factors in different schools influence the quality of education of children with special needs.The pedagogies that emphasis on mean score, inadequate resources, stigmatization, non-adopted highly restrictive environment and low teacher pupil ratio influence greatly affects implementation of sustainable inclusion. MOE (2009) explains that lack of appropiate infrastructures, inadequate facilities and inadequate capacity of teachers to manage learners with special educational needs in regular schools are other hinderances. Khetani (2015) explains that other impediments include inadequate and expensive learning materials, negative attitude from the society, inadequate supervision and monitoring of inclusive education in schools.

Teacher education in Kenya has not yet created attitudes regarding the separate education of learners with disabilities that have become strongly embedded in the Kenya teaching culture. It is also re-orienting such teachers. Danohue and Bornman (2014) pointed out that new ways of educating learners after many years in the profession remains a great challenge in enforcing inclusive education policy and legal frameworks. Capacity building on inclusive education approaches have to be organized for the curriculum to be accommodating and flexible.

Danohue and Bornman (2014) further explains the need for teachers to receive comprehensive training programmes in areas where they lack skills education for children with special needs. The teachers' training programmes can be supplemented with specialized support teams that have the capacity to enter classrooms and provide teachers with hands-on experience and practical skills for inclusive education to be successful. The way the rights, responsibilities and obligations attached to inclusive policy will be disseminated to key players, the better for the team building and team playing among all

related stakeholders (Agesa, 2014). The stake holders including parents, communities, educationists and development partners such as Non-governmental Organizations (NGOs) need to be capacity build on ideas on inclusive education.

2.4 Social-Culture and Sustainable Inclusion of children with Special Needs

Odongo (2018) explains the importance of an inclusive society whereby culture and important aspects of education are paramount. The society determines the extent to which people with disability can be included in day to day social activities. The society that denies people with disability equal opportunities to excel in social matters makes them to be handicapped and continue to be dependent instead of being independent. Children with disabilities in such communities fail to build confidence and self esteem. They become unprofitable to themselves and to the society to some extent (Kiyimba, 2013). Children with SNE who are also deprived their rights to develop the same confidence both at home and at school.They also perform considerably well as compared with their peers who are isolated.

Mariga (2014) points out that children with special needs benefit more when placed in inclusive setting than when they are in isolated settings. Puri, 2014) also affirms that these children are capable of maximizing their potentials. However, inclusive education is not an end to itself but rather a means to an end, therefore it has to be complimented with other aspects of education. This means creating a better quality of life for children and their families beyond schools and in nurturing more acquitable and just society for all (McConkey & Bradly, 2010).The severity of a child's isability is pegged mostly on the ulture of the society.

The building of social capital framework is urguably crucial and endeavour to conduct and create an inclusive society. (Mariga & Conkey, 2014) affirms that inclusive education comes in handy to support this idea of inclusivity in education. Culture on the other hand is concerned with the people's way of live in all aspects. Local communities who might hold negative attitudes towards people with disability and stereo type them with preconceived misconceptions may hinder children with special needs from maximizing their potentials.

There are also parents of children without disability who may not be ready to let their daughters and sons attend the same schools together with children with disabilities. They need to be enlightened on the advantages of inclusion (Mariga & Conkey, 2014). Pallat (2014) ascertains the essence of community's awareness on the rights of children with special needs. When the society expresses disregard and prejudice towards people with disabilities, they discriminate them in their everyday community engagements.

The diversity of abilities and competencies of children with special needs in education poses as a challenge both at regular school and at home. These children when given conducive environment both at home and at school,they may portray great pontentials if excercised can be of great benefit to the society. (Mwangi & Orodho, 2014). Sinc children with SNE ae members of the society,the Kenyan government has the role of creating awareness in the society on importance of inclusive education. The Kenyan government has great responsibilities to ensure that sustainable inclusive education becomes a reality at all levels of learning.The state agencies hasve also the duty of fulfiling thei obligations with regard to right based education. Children with special needs need the active support

and engagement of other stakeholders which include; parents, extended family members, unions, teachers, religious communities, civil society organizations and local politicians. (UNESCO, 2017). The government has the responsibility to ensue that every member of the society embrace an inclusive society.

Health service providers believe that the participation of parents and families is a very crucial factor in the success in education of children with special (Agesa, 2014). A parent of a child with SNE has a responsibility to be actively involved in many important discussions and decisions to support the child throughout school life. The support include gathering information to help in making decisions about the schools their children will attend . participating in the assessment process, the individual educational planning process and helping the child to make transition from one setting to another (Pallat, 2014). The parents of children with special educational needs also have responsibilty to fulfil the rights based approach to life for their children.

The parents and other caregivers have to ensure that their children attend schools on a day to –day basis as stipulated in Kenyan constitution (2010). The opportunity of the child to attend school is also influenced by the community. Their achievement in education is largely dependent on the degree of support they receive at home, the quality of teachers , the teaching methods employed, the extent to which they are engaged as actors in the educational process, the availability of the necessary teachings aids and resources (UNESCO, 2017).

Koech (2014) aaserts that parents and other caregivers have key responsibilities in supporting and facilitating access of children to education in many societies, particularly

those with children with SNE and the less fortunate children. It is the responsibility of members of the extended family to care for these children. Enrod (2012) adds weight to the role of parents and other caregivers as the first people to provide the initial stages for learning in the life of a child. They are the important partners in their children's continuing education. Without parents' engagement, Kiyimba (2013) warns that children's chances of gaining access to sustaining a commitment to education are significantly diminished. Therefore parents of children with SNE have a greater responsibility and concern in ensuring that their children have access to quality education. The parent have o provide an enabling environment in the early years that ensures the child's preparedness to start schools. They have to get involved in the school and support its work such as participating in governing bodies and committees as well as fund- raisings (Baraka, 2013). The parent should also show encouragement and support for their child's work and where possible helping in homework for children with SNE follows up of school work is of great value.

Advocating for children's right to education, holding schools and education authorities to account in fulfilling their obligations to children, monitoring progress and challenging rights violations and also other responsibilities of parents both in school and the society (Basch, 2011). The local community have to establish partnerships with organizations of marginalized and vulnerable people including children living especially in difficult circumstances. This will help to alleviate challenging prejudices and stereotypes that go with such special groups of children. Parental factors has also contributed to the problem of exclusion in that same parents of pupils with learning disabilities suffered extreme stigmatization by the members of the society (Mwangi & Orodho, 2014).

A similar study carried out in Turkey on successful inclusion showed that families form

the greatest portion of responsibility to children with special needs (Ahuja & Sunish, 2013). There are other studies that have been carried out on inclusion of children with special needs in different countries including Kenya. These studies shows that there are many advantages of inclusive education to children with special needsas compared to other fors of placements. The benefits of inclusive education include the ability of the learners with SNE to participate and interact with their classmates. The benefits of inclusion are pegged on the degree of mutual understanding between the community and the stakeholdres working for children with special needs (Adoyo & Adeny, 2015). Therefore there is the dire need for collaboration between the community and other stakeholders to make sustainable inclusion a reality.by discouraging social and cultural beliefs that discriminate and disadvantage children with special needs.(Koech,2014).

2.5 School Environment and Sustainable Inclusion and Children with Special Needs.

The environment of the child and by extension of every human being is very important. Environment is the immediate surroundings of the child. The school environment includes school facilities such as classrooms, libraries, washrooms, playgrounds, kitchens among other areas. Koech (2014) explains the importance of the child interacting with school environment. Agesa (2014) affirms the importance of the child's healthy interaction with the immediate nuclear family, the school, the local society and the wider community. When the child's immediate surrounding is accommodating, the child can benefit a lot from the environment in the learning process. Any child tries to manipulate the immediate environment by use of the five senses so that learning can make sense by use of locally available educational resources. Children with SNE have limitations in manipulating the school environment and therefore, such environments have to be less restricting. Khetani

(2015) expresses concern that children going to school is not enough, it is not a guarantee of any education, but the school environment has to enable individual learners to achieve their economic and social objectives. This can be achieved through acquisition of skills, knowledge, values and attitudes that bring about responsible and active citizenship (Omwoko,2010). The access to education have to be comprised of three basic elements as stipulated in (CRC) Article 26. Among these elements are the provisions of education throughout all stages of childhood and beyond, accessibility to school facilities, learning opportunities and equality of opportunities. Inclusive education has to provide the best right based approach and practices that do not discriminate some children from receiving appropriate education. Inclusive education is therefore an important strategy for the attainment of the broader Education for All (EFA) agenda set by world leaders in 2001. The presence of accessible and adequate school environment facilitates the attainment of sustainable education.

A similar research carried out on inclusion in Nyamira North sub- county in Nyamira County showed that the inadequate resources as one of the challenges.Omwoko (2010) stated that educational resources referred do not only mean teaching methods and materials but also the time available for instruction for the children with special needs. Khetani (2015) also stated that other factors that hinder inclusive education are inadequate knowledge, skills and experience of regular teachers required to handle children with special needs. Teaching learners with special needs in the inclusive classroom deviates from the regular programme since these pupils with SNE may require more instructions, time, other training methods and professional knowledge.

Puri (2014) further explains that the schools setting have to ensure inclusion of children if possible by increasing resources or by re-arranging available resources in inclusive classrooms. The classroom and by large extension the school environment have to be modified to accommodate individual learner's needs (Odongo, 2018). Chiner and Cardona (2012) argues that the school management and teachers have to make efforts to identify and attend to individual needs of learners with special learning needs.

Kiyimba (2013) explains that it is important to put children with SNE in a least restrictive environment. Inclusive schools need to be learner- friendly to allow discovery and reduce undesirable emotional behaviours that might be found among children with special needs. The teachers have to be equipped with management skills to curb undesirable behaviours among learners. (Oliver & Reshly, 2010) reported that due to the behaviours shown by children with special needs, teachers need to be supported with necessary skills in classroom organization and behaviour management in order to address these challenging behaviours, ease learning dificits and ensure effective inclusion. Puri (2014), pointed out that a positive school culture and positive perceptions among the teachers are elements that might contribute significantly to the success of inclusion.

Oyugi and Nyaga (2010), notes that teaching and learning resources including peripatetic services, support staff such as sign language interpreters and braille transcribes are essential in inclusive settings. Other resources include community involvement, regular and special needs teachers among others. Instructional methods, examination systems and rigid curriculums are some of the barriers to implementation of inclusive education in public primary schools in Kenya (Adoyo & Adeny, 2015). Implementing sustainsble inclusive education often require adequate support of human resource, teaching and learning

resources. There is also a great need for resources such as textbooks, charts, maps, audio-visual and electronic recorders, televisions and video tape recorders. Other category of material resources consist of paper supplies and writing materials like pens, erasers, exercise books, crayons, chalks, drawing books, note books, pencils, rulers, slate workbooks and others (Koech, 2014). The ministry of Education Science and Technology (MOEST, 2005) explains the importance of ensuring that there are adequate and appropriate facilities for teaching and learning so that educational programmes can be improved effectively.

According to (UNESCO, 2017) survey carried out in schools in Kenya, there were no libraries or reading corners to enable literate environment. It is the responsibility of the head teacher to ensure that there is adequate classroom space to enable teaching and learning process to take place. The headteacher should ensure that all facilities are efficiently and effectively utilized so as to achieve the intended educational goals and improve learning outcomes (MOEST, 2005). Chiner and Cardona (2012) emphasize that classrooms have to be appealing and interesting for learners to feel enthusiastic about being in school. For easy access ramps (for children with physical disabilities), hand rail (for children with visual impairment) Braille for reading and writing and wheel chairs are needed in an inclusive school. Hand washing points with enough water should be kept outside the classroom to ensure that learners maintain basic hygiene by washing their hands after visiting toilet and after playing (Koech, 2014).

The curriculum should be adapted to enable learners with special needs to learn at their own pace. Training of the learners with SNE is vital to ensure their residual senses and their functional parts of their bodies are useful in learning. Provision of extra academic work for exceptionally talented and intellectually gifted learners is ideal (Mwangi, 2013).

Mastriopieri, Sgruggs and Marshak (2012) explans the importance of peer tutoring as another approach of learning whereby gifted learners in class work assist their less proficient peers in a mutual academic relationship. It is also asserted that peer support stem collaborative team work when learners share tasks amongst themselves (Blanch et al, 2012). It is therefore evident that management of school and classroom facilities is very important in ensuring that children with special needs benefit from inclusion and hene sustainable will be achieved.

2.6 Summary of Reviewed Literature and Gaps

The review of the literature has identified several gaps on the several factors on sustainable inclusion. Although Individuals with disabilities Act (IDEA,2018),states that children with disabilities should learn together with their peers in the same classroom,these children contiue to be discriminated.Some learners with SNE are in special units while others are in special schools.Those in the mainstream are given instructions by teachers who lack pedagogical,skills and knowledge in handling these children thus making sustainable inclusion unrealistic. Advocacy of chldren with SNE is another gap, some parents of children with SNE prefer taking their children without disability to school and avoid taking those special needs. Persons With Disability Bill Act (2017) which is supposed to advocate for the rights of children with special needs fails to be effective in education system. The government as a major stakeholder set a task force in (2010) that every child with SNE be allocated kshs.2000 capitation for procuring assistive devices, These funds are inadequate for buying these devices since learners requires specialized resources which are sometimes very expensive than the unds available.Another challenge of this funds is lack of efficient monitoring and accountabiity on the side of the Ministry of Education

which leads to misuse of the funds by headteachers. Other factors include advocacy, policy implementation mentation, social-cuiture, school environment and stake holders.

There is the need for mitigation on effective learning of children with special needs in education. Time allocation is another area in which adaptability could be done in pedagogy of children with special needs such as visually impaired. The issue of teachers' preparedness in teaching learners with disability is also vital in inclusive education. (Guest, 2013). The review found a gap in school environment became some school facilities were restrictive for learners with disabilities. There is also the need for mutual interaction, understanding and clear defined roles of relevant stakeholders in providing salient services in education of children with special needs. Lack of clear policies on issues related with inclusion came out clearly as a hinderance to successful inclusion. Odongo (2018) confirms the importance of collaboration and networking of various stakeholders. He states that the class teacher is not the only person who interact with the learner, the learner interact with the peers, parents, members of the society and other service providers such as doctors and therapists. Therefore all partners in inclusion have to be allocted time to provide their services to children with special needs.When all stakeholders collaborate,thse children are able to maximize their potentials for effective and quality education.

However, there are evidence of failure of implementing sustainable inclusive education as enshrined in sustainable development goals (SDGs). The problems in Kenya on inclusion are a replica of developing, developed and under developed countries in Africa and the world in general. The Ministry of Education (MOE), The Teachers Service Commission (TSC), Kenya Institute of Curriculum Development (KICD), Kenya Institute of Special Education (KISE) children and disablity related stakeholders have the greatest responsility

to ensure inclusion of children with SNE is successful in public primary schools. Through stakeholders mobilization the gaps that hinder sustainable inclusion of children with SNE will be bridged in Kenya.

The literature reviewed in this research showed that there is a gap in human and material resources as evidenced by (Koech 2014) and Adoyo (2015). The two researchers expressed concern that lack of educational resources and social workers to assist in inclusive settings hinder full implementation of sustainable inclusion of children with special needs.Guest (2013) further explains the importance of mitigation and modification of teaching and learning materials while Chiner and Cardona (2015) expresses concern on the need to modify and make school facilities appealing and interesting for learnersto feel enthusiastc about being in school.The need for mitigation and modification of teaching and learning materials was highlighted by Guest (2013). Odongo (2018) shows that there is there is need for collaboration and networking among the various stakeholders in providing various various in inclusive education.

Implementation of sustainable inclusion as explained n reviewed literatures is only possible in inclusive schools if modification of environment and teaching and learning materials has been done to cater for children with special needs. However is a need for great interventions which is necessary to make integration of children with severe and profound disablities possible in the current inclusive schools in Kenya. Children with Autism Spectrun Disorder (ASD) and those with Attention Deficient Hyperactive Disorder (ADHD) might be difficult to placed in mainstream due to their distinct psychopathologies. Therefore the special schools and special units are the only placements for children who may not fit in inclusive setting in education.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains the method that this study applied to reach sample population in order to collect data and analyse it. It also consist of research design, research site, target population, sampling procedures and reliability of data collection procedures, data analysis techniques, legal and ethical considerations.

3.2 Research Design

Lavrakas (2008), explains that a research design is defined as the arrangement or the plan of research that directs the procedure of the research from formulation of the research questions and hypothesis to reporting the research judgement. In this study, the researcher used mixed method desgn. This study involved mixed method research design for collecting and analysing data. This design was used to collect and analysing qualitative and quantitative data both in numbers and words respectively. The method involved descriptive statistics such as percentages bar graphs and pie charts analyses and multiple regression in questionnaires foregular teachers. Qualitative data for interview schedules for headteachers and Education officers were anlysed thematically. According to ther eseach objectives.

3.3 Research Site

The study was carried out in Kiambaa sub county, Kiambu county, Kenya. Kiambaa sub county is found in Kiambu county which is located in the central part of Kenya. It is among the divisions that make up Kiambu county. The area has twenty six (26) public primary schools with a population of 7, 450 girls and 7, 575 boys, totalling to 15,025 pupils. There are four hundred (400) teachers teaching the twenty six (26) public primary schools in the sub-county. The schools are divided into two zones, i.e. Kihara zone with eleven (11) schools while Karuri zone with fifteen (15) schools. The area has been selected because the focus of this study is related to some of the factors that may be affecting the poor performance of children with special needs in KCPE in inclusive public primary schools

in Kiambaa sub-county.

3.4 Target Population

Sekaran (2010), defines target population as the universal group that contains the subjects to be investigated. The target population in this study was all the twenty six(26) public primary schools in Kiambaa sub county. The study also targeted four hundred (400) teachers. Teachers were targeted in this study because they were the major classroom supervisors, managers and implementers of the basic curriculum. four hundred (400) teachers. Twenty six (26 The study also targeted head teachers because they were the overall school advisors, managers and supervisors of the curriculum delivery in their respective schools. Education officers. Six (6) Education officers were also targeted in this study since they monitored the implementation of all educational related policies and legal frameworks in the education system in Kenya.

Table 3.1 shows the target population of the study

Table 3.1 Target Population of the Study

Strata	Teacher	Head teachers	Education Officers
Lower	133	All	All
Middle	133	All	All
Upper	134	All	All
Total	400	26	6

Source; Kiambaa Sub-County Director of Education Office

3.5 Sample Size and Sampling Techniques

A sample is a sub group of the target population which is used to generate the required data for the study (Creswell, 2014). It is a group of subjects from which data will be collected. Orodho (2012) explained the importance of having a small target population on sample size from the target population.The sample based on Mugenda and Mugenda (2003) that proposes that 10%-30% of the target population is recommendable for a sample size. Therefore the study used 120 teachers out of the 400 teachers who forms 30% the target population of teachers. The one hundrend and twenty (120) teachers were sampled using simple stratified sampling method, in this method, teachers from the target sample population in lower, middle and upper classes were sampled purposefully the simple lottery method was applied to identify the respondents to be involved in the study the education officers were all sampled since they represented various departments of education in the Sub-County. The head teachers were sampled purposefully from schools without special units and those with enrolment above seven hundred (700)pupils

The sample size of the study is as shown in Table 3.2

Table 3.2 Sample Size of the Study

Strata	Teachers	%	Head teachers	%	Education officer	%
Lower	40	30	All	All	All	All
Middle	40	30	All	All	All	All
Upper	40	30	All	All	All	All
Total	120	30	15	100	6	100

Source; Kiambaa Sub-County Director of Education Office

3.6 Data Collection Instruments

The study employed two data collection instruments which were constructed by the researcher to address specific objectives of the study. To gather data from regular teachers, the researcher used questionnaires.Interview schedules were also used to get data from Headteachers and Education Officers. The use of several research instruments or sourceTriangulation is the surest way of minimizing threats to both internal and external validity (Creswell (2012). In addition, triangulation provides a more detailed and balanced picture of the situation.

3.6.1 Regular Teachers' Questionnaire

The study used questionnaires to collect impirical data from the regular teachers. The questionnaires were constructed by the reseacher according to the specific research objectives the sample size size of the regular teachers filled the questionnaires following the instructions in each section. Each item in the questionnaire was developed to address a specific objective. The type of questions contained in the questionnaire were structured (close-ended), unstructured (open–ended) or contigency questions. The structured questions contained a list of all possible alternatives from which the responends selected the answer that best described their situation.The unstructured questions gave the respondents complete freedom to respond to the question in his or her words. Contigency questions were subsequent questions that the researcher may have employed to probe for more information. The questionnaires were administered to the respondents by the researcher afer a week.

This questionnaire consisted of five sections A, B, C, D and E. Section A covered back ground information such as gender, experience and professional qualifications. Section B

consisted of effects of SNE policy implementation on sustainable inclusion. Section C was on the effect of social-culture on sustainable inclusion. Section D was on effects of school- environment on sustainable inclusion section E on the level of sustainable inclusion of children with special needs in an inclusive setting. To assign meaning , numbers were given to the responses, The variables were measured at interval while questionnaires rating employed likert scale. Daki (2004), affirms that likert scale is used to measure perceptions, attitudes, values and behaviour and therefore was the most useful in this study.

3.6.2 Head Teachers' and Education Officers' Interview Schedules

Kothari (2008), states that interview guides provides flexibility and the ability to probe and clarify responses. The interview guides in this study consisted questions seeking pertinent information on teachers and professional related factors, implementation of SNE policy on sustainable inclusion.The headteachers were interviewed at their schools on various aspects of monitoring SNE policy. Each headteacher was interviewed at least thirty (30) minutes. The head teachers were also given opportunty to express their concerns on perforance of children with SNE in KCPE. Interview was also conducted to six (6) Education officers were interviewed using the interview schedules. These schedules contained information or questions seeking information on their competence on supervision and monitoring of inclusion of children with SNE in their areas of jurisdiction.

3.6.3 Piloting of Research Instruments

Creswell (2012) explains the importance of testing of tools before disbursing them to ensure their validity, reliability and practicability. Before the actual data collection was done, the researcher conducted a pilot study in order to ascertain the validity and reliability of thequestionnaire. The pliloting was conducted in one of the school withiin the sub

County where three regular teachers participated which was not in the samled population. The respondents were encouraged to comment and give their own suggestions that could be used to improve the research items. Macmillan and Schumacher (2001) asserts that a small number is adequate for pilot testing. The importance of pilot testing is to discuss the responses with the participants so that any item to be found vague will be rectified and corrections done on editing and grammatical errors. The headteachers interview schedule was also piloted using one headteacher whose school was not in the sample size. An Education officer from a neighbouring in Nairobi county used to pilot the interview schedule. All the research instruments were piloted to ascertain their validity and relability.

3.6.4 Validity of Research Instruments

Mugenda (2009) defines validity as the degree to which the inferences are made from measurements. Cresswell and Miller (2000) asserts that validity is the degree to which an instrument measures the subject matter and behaviour the researcher wishes to measure. To establish the validity of an instrument, Cresswell (2009) recommends the use of professional experts in the field of research who scrurinizes the content validity of the research instruments of the study.

This study sought to establish the validity of the instruments by seeking the opinions of colleagues, supervisors, other researchers and experts by discussing with them (Creswll,2012). After the advice and recommendations of the supervisors, the researcher submitted instruments to the experts of research at Africa Nazarene University who critically examined the items in questionnaires and interview guides. The experts made suggestions for further improvements of instruments. Based on the expert's opinions the researcher was able to do away with ambiguous questions. Some questions were added to

make the instruments more comprehensive in covering the aspects the researcher intended to cover in the study.

3.6.5 Reliability of Research Instruments

Staruss and Carbin (2009), concurs with the view that instrument is said to be reliable when repeated measures of the same things give similar results. Reliability of quantitative items in thequestionnaires was established by computing Cronbach alpha coefficient which is an estimate of internal consistency by determining how items on a questionnaire relate to all other items and to the total test (Simon,2012). According to Creswell (2012),in social sciences ,a reliability coefficient of 0.6 and above is satisfactory for any research instrument. The question for teachers had a coefficient of 0.8 and thus they were satisfactory according to Creswell(2012). The reliability of the instrument in this study was done by use of test-retest method. This is a method that involves the administration of an instrument to a group of individuals on two different occasions (Onancha & Okpala, 1995). The instruments were administered to those selected for pilot study after two weeks, the same instruments were administered to the same participants from the two set of scores to a group which does not form a part of the sample population. Correlation coefficient and descriptive analysis was computed using SPSS data analysis program version 20 and interpreted to provide an estimate of reliability. The correlation co-efficient was used in order to establish the extent to which the contents of the questionnaires were consistent in producing the same responses when the instrument is administered.

3.7 Data Processing and Analysis

Sunders, Lewis and Thornhill (2009), define data analysis as the processing of data to make meaningful information. Data processing and analysis involved coding, editing, data

entry and monitoring of the whole data processing procedure. The raw data collected from the participants was organized according to research objectives. The data were analysed using descriptive and multiple regression. The data obtained was analysed using International Busines Machines for Statistical Packages for Social Sciences (IBM SPSS) version 22 a computer program for statistics after cleaned and checked for mistakes in the entry. This software programme is suitable for assessment of behaviours in human beings. Qualitative data was thematically analyzed asper the three objectives of the study.Descriptive statistics were used to represent data in terms of means, percentages and multiple regression. The findings were presented in graphs, charts and tables and interpreted in relation to the three objectives of the study.

3.8 Legal and Ethical Considerations

Schaeffer (2011), asserts that subjects should be protected from warmth that may arise as the specified study proceeds. The essence of ethical considerations is to avoid embarrassment and ridicule that may lead to failure to achieve the intended study objectives. Throughout the period of this study, the researcher observed ethical procedures by ensuring that respondent's dignity was respected. All participants were treated with respect and their confidentiality maintained. The process of conducting this study started with the approval of the topic by the supervisors from Africa Nazarene University. Before engaging in data collection, the researcher sought permission from the Sub County Education officers and the school heads of the sampled schools. This was done through an advance letter informing the relevant authorities about the study. To ensure

confidentiality of the respondents, the researcher avoided elements that could indicate identities of respondents names or schools. The respondents revealed or could be identified through the comments they made verbally or on writing. In this regard, numbers were assigned to different schools and the general term for the teacher were used to conceal the identity of the respondents. Emphasis was placed on accuracy and complete information so that the respondent was able to make voluntary decisions about their participation (Mugenda & Mugenda, 2003). To ensure that ethic isupheld, the researcher designed a letter of consent, which was attached to the questionnaires explaining the purpose of the study. The researcher also needed an introductory letter from Africa Nazarene University which assisted to get permission from National Commission for Science Technology and Innovation (NACOSTI) to conduct the study. The researcher ensured that the study purpose was clearly communicated to the respondents to prior to the study.

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 this study was to assess factors affecting sustainable inclusion of children with special needs in education (SNE) in public primary schools in Kiambaa Sub – County Kiambu County, Kenya Study objectives were;1) to examine the effect of implementation of SNE policy on sustainable inclusion of children, 2) to assess the effect of social-culture on sustainable inclusion of children with SNE and 3) to establish the effect of school environment on sustainable inclusion of children with SNE in public primary schools in

Kiambaa sub-county. Data were analyzed as per the research objectives of the study using both descriptive and inferential statistics data were presented using descriptive and multiple regressin for quantifative data and thematic analysis for qualitative data.

4.2 Response Rate

Response rate equals to the number of people with whom questionnaires were properly completed divided by the total number of people in the entire sample (Fowler, 2004). The researcher thus administered 120 questionnaires to regular teachers' for data collection. However, 100 questionnaires were properly filled and returned which represented 83% response rate of the possible120 expected number of the sampple size. On other hand, all the fifteen (15) head teachers were sampled and interviewed which represented 100% response rate. A total population of 6 Education Officers were sampled which represented 100% response rate. Respondents were also assured of confidentiality of the information provided by the respondents. Babbie (1990) suggested that a response rate of 50% is adequate 60% is good and 70% and above very good for analysis. This implies that 83% and above response rate were very appropriate for data analysis.

4.3 Demographic and Background Information of Regular Teachers

The researcher found it necessary to analyze the demographic information of respondents, which formed the basis under which some of the interpretatiobs were made. The demographic information sought included: gender, age bracket, teaching experience and the highest level academic qualification. This was meant to identify the demographic related gaps within the study and how they determine the realization of the objectives of the study. The features captured include; gender of the respondents and age brackets for

teacher respondents.The demographic and background information were meant to identify the related gaps within the studyand how they determine the realization of the research objectives.

4.3.1 Gender Distribution of the Regular Teachers

The researcher respondents sought to establish the gender distribution of regular teachers.Figure 4.2 depicts the findings.

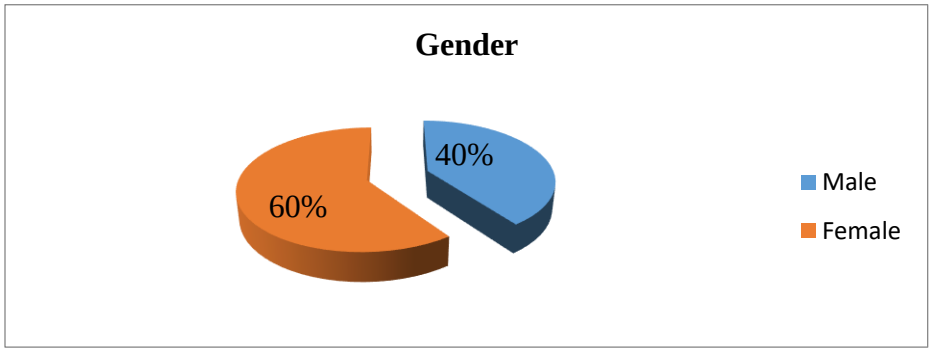


Figure 4.2: Gender Distribution of Regular Teachers

It was evident from figure 4.2 that among regular teachers, female teachers were more (60%) than male teachers (40%). This implies that majority of the regular teachers were female. Gender is an important parameter in Kenyan community (Suda, 2002), which could apply to this sample population.

4.3.2 Age of Regular Teachers

The study deemed it important to establish the age of the regular teachers. The findings were as presented in table 4.1.

Table 4. 1: Age of Regular Teachers

	Frequency	%

Below 25 Years	3	3.0
26- 30 Years	11	11.0
31-40 Years	38	38.0
41 -50 Years	36	36.0
Above 50 Years	12	12.0
Total	**100**	**100.0**

As evident from Table 4.2, most of regular teachers were aging between 31-40 (38%) years, and 41-50 (36%) respectively. The age of the teachers in teaching children with special needs can be an asset to facilitate achievement of sustainable in public primary schools. This implied that special needs children are handled by mature regular teachers. Therefore, these regular teachers have a lot of experience in the teaching profession.

4.3.3 Years of Teaching in the Current School of Regular Teachers

The study sought to determine the years a regular teacher had been teaching in the same school. The results are displayed in figure 4.3

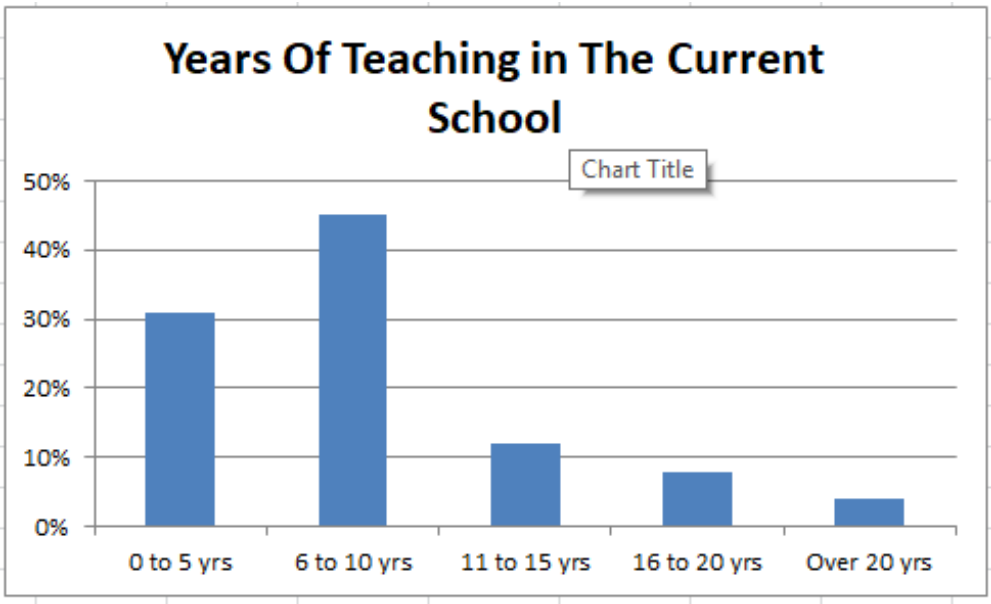


Figure 4. 3: Years of Teaching in the Current School

From figure 4.3 it was clear that most regular teachers had taught in their current schools for a period between 0-5 years 30% and 6-10 years (45%) respectively. This implied that children with special needs are handled by either teacher who has spent in their current schools. This alludes that 75% of the teachers had taught in the current school for a period between 1-10 years. This is vital for the teacher as they can be able to identify individual needs of their pupils and give reliable information on children with special needs. Further more the period allows the pupils to get used to that teacher and feel free when sharing some information and experiences on their individual needs. The regular system teacher is also capable of of giving the information on the history of learner's performance. This implied that most of the regular teachers in Kiambaa sub-County public primary schools have taught in their current schools for 6-10 years ,therefore thereis need to plan for inservice training on education of children with special needs in education.

4.3.4 Academic Qualifications of the Regular Teachers

The regular teachers were asked to indicate their academic qualifications and their responses are represented in Table 4.2

Table 4. 4 Academic Qualifications of Regular Teachers

	Frequency	**Percent**
P1	29	29.0
Diploma	27	27.0
Degree	40	40.0
Masters	4	4.0
Total	**100**	**100.0**

From table 4.2 the study deduced that most of the regular teachers had Degree 40%. This implies that all egular teachers handling children with special needs have received professional training. It further qualifies that 71% of the regular teachers had attained specialized training when furthering their studies which could be useful in teaching children with special needs education.

4.3.5 Level of Teaching of Regular Teachers

The regular teachers were requested to indicate the level they were teaching. Their responses were displayed in Figure 4.4

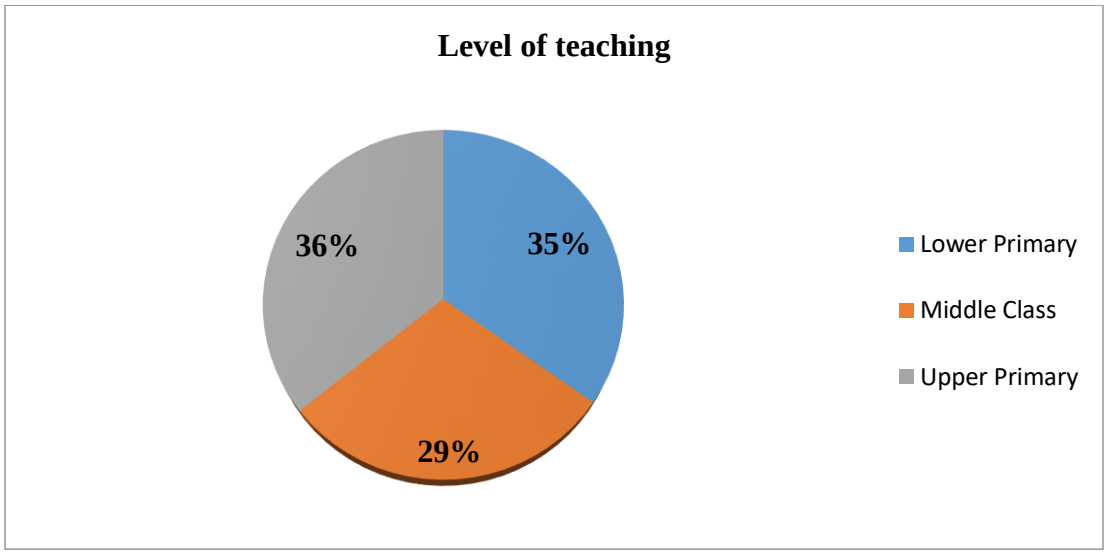


Figure 4. 4 Level of Teaching of Regular Teachers

From Figure 4.4 the study found out that most of the regular teachers 71% taught both in lower and upper primary classes. This indicates that the significant number of teachers teaching in lower and upper primary are able to give reliable information about children with special needs in their classes.The regular teachers inthese classes are capable of coming up with individualized education program for children with special needs to

improve on their academic and personal development. It therefore evident that all teachers teaching children with special needs at at all levels have to be equipped with relevant knowledge,skills,attitude and values to enable them to identify and address diversities of needs in their respective classes in public primary schools in Kiambaa sub-County.

4.3.6 Training in Teaching of Children with Special Needs

The study sought to determine whether the respondents had received training in teaching special needs education. Their results were tabulated in Table 4.3

Table 4.3 Training in teaching of children with special needs

	Frequency	**Percent**
Yes	31	31.0
No	69	69.0
Total	**100**	**100**

As indicated in Table 4.3**,** a large number of teachers (69%) had not trained in special needs education. This implies that most of the teachers in Kiambaa Sub-County do not have special training on how to handle special needs children which may effective learning.This shows that despite the fact that there are children with special needs in public primary in Kiambaa sub-County schools, regular teachers have no training on Special Needs Education. This shows that the urgency of training regular teachers

4.3.7 Identifying a Child with Special Needs in an Inclusive Class.

The researcher also sought to investigate whether the respondents were able to identify a child with special needs in their classes. The responses were shown in Table 4.4

Table 4.4 Identifying a Special Needs Child in in an inclusive class

	Frequency	**Percent**
yes	72	72.0
No	28	28.0
Total	**100**	**100.0**

From table 4.4 the study found that 72% of teachers were able to identify a child with special needs from their class. It can then be elluded that most teachers in Kiambaa Sub-County were able to know children with special needs.Although most regular teachers were identify children with special need, they were able to identify the severe conditions only, the mild conditions remained unidentified and hence unattended.Therefore intensive in-service training on SNE is important to teachers in making sustainable inclusive education achievable in Kiambaa sub-County.

4.4 SNE Policy Implementation Factor on Sustainable Inclusion

In this study, the researcher intended to establish the extent to which SNE implementation affect sustainable inclusion of children with special needs in schools. The respondents were asked to rate their responses as; strongly Disagree, Disagree, Moderately Agree, and Agree and Strongly Agree. Their responses were captured in Table 4.5

Table 4.5 SNE Policy Implementation Factor on Sustainable Inclusion

Factors under consideration as per SNE Policy	SD	D	MA	A	SA
I have skills and knowledge on teaching all children with special needs	32%	11%	19%	25%	13%
I can assess and identify all children with special needs in my class	27%	27%	12%	19%	15%
I need skills to be able to teach children with special needs in my class	6%	6%	18%	18%	52%

n=100

Table 4.5 depicts the various aspects in regards to implementation SNE policy. The study found out that 57% of the regular teachers agreed that they had skills and knowledge on teaching all children with special needs as required by SNE policy.When analysing the reponses, both strongly agree and agree were considered to mean agree On the same note

43% of the respondents disagreed on the fact that they were skillful and knowledgeable on teaching all students with special needs.In this context strongly disagree and strongly disagree mean disagree This indicates that programs that can improve knowledge and impart skills to teachers in Kiambaa sub-county should be put in place, to equip the teachers with appropriate knowledge on handling children with special needs. The study also sought to establish whether the respondents were able to assess and identify all children with special needs in their class. It was evident that only 46% agreed to be able to assess and identify children with SNE in their classes. Further, it was noted that 54% of the teachers were not able to either identify or assess special needs children in their classes. Therefore, the finding implies that special needs children may be undergoing discrimination or end up being misunderstood.

When teachers were asked whether they needed skills to be able to teach children with SNE, overwhelming number (88%) agreed that they needed the skills while 12% declined. This possesses an implication that SNE should be incorporated in teachers training curriculum to equip them with these invaluable skills.

4.5 Effects of Social-Culture on Sustainable Inclusion

The second objective of the study sought to determine the effects of social-culture on sustainable inclusion of SNE in public primary schools in Kiambaa Sub-County. The regular teachers were asked to rate the factors under consideration and their responses were shown in Table 4.6.

Table 4.6 Effects of Social-Culture on Sustainable Inclusion

Factors under consideration	SD	D	MA	A	SA
Some cultural practices disregard education of children with special needs.	9%	13%	15%	20%	43%
There are some beliefs in the society that disability can be contagious.	8%	22%	14%	21%	35%
Some parents in the school community do not support education of children with special needs.	5%	5%	18%	42%	30%
There is a lot of ignorance on SNE among communities	11%	4%	7%	20%	58%

n=100

From Table 4.6, majority of the regular teachers (78%) affirmed to the fact that some cultural practices disregard education of children with disability. Further (70%) of the respondents agreed that there are some beliefs in the society that disability can be contagious. With a (90%) of the regular teachers the study deduced that some parents in the schools community do not advocate for education of children with special needs. In addition, a majority (85%) agreed that there is a lot of ignorance on SNE among communities.When the community isnot enlightened on the rights of all children may lead to discrimination of children with special. Children may be denied access to quality

education and other essential aspects necesaryfor personal and community development. These findings sum up that socio-culture to a greater extent affects the sustainable inclusion of children with special needs in public primary schools in Kiambaa Sub-County.

Finally a few regular teachers disagreed that some cultural practices disregard education of children with special needs (21%), 30% of the regular teachers disagreed that there are some beliefs in the society that disability can be contagious, 10% further disagreed that Some parents in the school community do not support education of children with special needs and lastly 15% of the regular teachers disagreed on issue of ignorance on SNE among communities.

4.6 Effects of School Environment on Sustainable Inclusion

The third objective of the study sought to investigate the effect of school environment on sustainable inclusion of children with special needs in public primary schools in Kiambaa sub-county. In this regard the researcher also sought to establish to what extent the school environmenthas been modified to accommodate children with special needs. The regular teachers gave their opinions depending on the range of the extent.

Their responses were represented indicated in Figure 4.5.

4.5 Extent of School Environment Modification to Accommodate Children with Special Needs

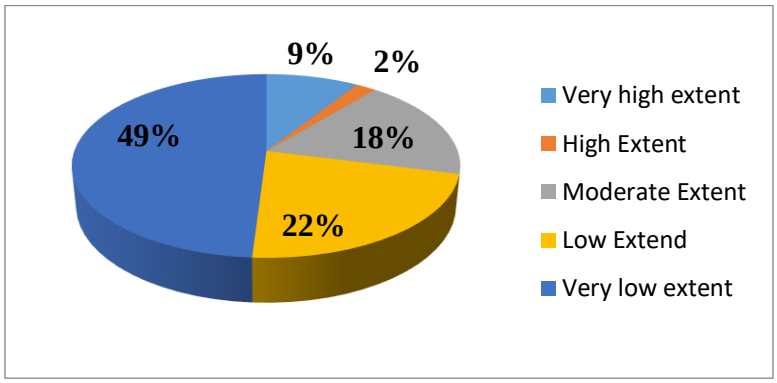


Figure 4.5 Extent of School Environment Modification to Accommodate Children with Special Needs

Figure 4.5, indicates that majority of the regular teachers (71%) affirmed that there was low extent regarding school environment modification to facilitate SNE. This implies that a handful of schools in Kiambaa sub- county were not ready to undertake this vital responsibility of making possible for children with special needs to enjoy learning as their counterpart. Further 11% cited that there was high extent while moderate extent was 18%. This depicts that few schools had started modifying their environment to accommodate children with special needs. This study found that most of the schools in Kiambaa sub-county have not modified the environment to accommodate learners with special needs.

The school facilities that were commonly affected were the toilets and classrooms. Children with physical difficulties, especially those with crutches and wheel chairs could

not access such facilities. The school lacked ramps and adapted desks for physically challenged children.

4.3.10 School Compound is Friendly to all Children with Special Needs

The study intended to establish the friendliness of school compound and their fitness to be used by children with special needs. The results were as depicted in figure 4.6

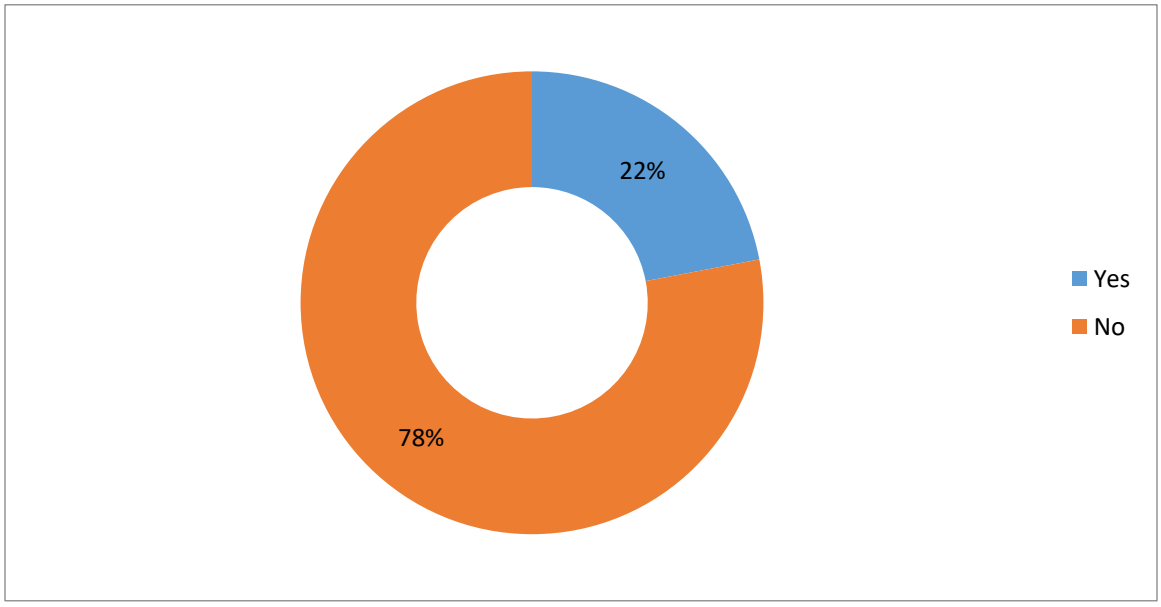


Figure 4.6 School compound is friendly to all children with special needs.

From the findings, figure 4.6 depicts that when asked whether the school compound was friendly to children with special needs, majority (78%) of the regular teachers declined. On the same note, 22% of the regular teachers replied positively. This shows that many public primary schools in Kiambaa sub-county had not integrate

4.3.11 Extent of Sustainable Inclusion of Children with SNE in Public Primary Schools

This study sought to assess the extent of sustainable inclusion of children with SNE in public primary schools in Kiambaa sub-county. The responses of regular teachers were shown in Table 4.7.

Table 4.7 Extent to which Sustainable Inclusion affects Children with Special Needs

Factors under consideration	SD	D	MA	A	SA
(a)All school classrooms in my school are accessible by children with special needs.	36%	32%	13%	11%	8%
(b)The furniture in my class can be used by all children with special needs.	58%	21%	11%	5%	5%
(c)Teaching and learning materials are modified to be used by all learners with special needs	55%	17%	8%	10%	10%

n=100

In Table 4.7, majority of the regular teachers (68%) disagreed that all classrooms were accessible by children with special needs, in this case,both strongly disagree and disagree were considered to mean disagree agree. Additionally, a significant number of regular teachers (79%) disagreed that their classes had furniture that can be used by all children with special needs. Finally, (72%) of the regular teachers disagreed that teaching and

learning material were modified to benefit all learners with special needs. This ascertains that the sustainable inclusion of children with special needs has not been achieved in public primary schools in Kiambaa sub-county.

4.3.12 Level of Sustainable Inclusion of Children with SNE in an Inclusive Setting.

This study sought to find out the level of sustainable inlusion of children with special needs public primary schools in Kiambaa sub-county.

.The responses of regular teachers are shown in Table 4.8.

Table 4.8 Level of Sustainable Inclusion of Children with SNEin an inclusive Setting

Statement		SD	D	UN	A	SA
(a) The learners with SNE that I teach are as good as others in the class.	%	0	25.7	28.6	31.4	14.3
(b) Learners with SNE should learn in an inclusive setting	%	8.6	31.4	22.9	22.9	14.3
(c) I am comfortable teaching learners with special needs	%	8.6	42.9	17.1	28.6	2.9
(d) There is high retention rate for learners with SNE in our school	%	2.9	40.0	14.3	31.4	11.4
(e) Learners with SNE interact normally with other pupils	%	37.1	34.3	2.9	17.1	8.6

(f)Some of the children with SNE have been appointed to leadership positions in student council	%	11.4	40.0	17.1	14.3	17.1
(g) Learners with SNE in my school are psychologically well adjusted to their condition	%	17.1	34.3	14.3	20.0	14.3
(h) Most of the teachers are always alert to the learning needs of children with special needs such as enlarging fonts when writing	%	20.0	42.9	8.6	22.9	5.7
(i) Our exams are sensitive to children with special needs	%	20.0	31.4	17.1	20.0	11.4
(j) Some children with special needs excel in co-curriculum activities	%	0	25.7	28.6	31.4	14.3
(k) We have low incidences of absenteeism for children with special needs	%	8.6	31.4	22.9	22.9	14.3
(l) Children with SNE are voluntarily assisted by their collogues to avoid stigmatization	%	8.6	42.9	17.1	28.6	2.9
(m) Most of the children with SNE have acquired life skills such as dressing,toileting,feeding bathing and washing	%	2.9	40.0	14.3	31.4	11.4

n=100

The results in Table 4.8 shows that only 28.6% of regular teachers disagreed those children with SNE in their classes are as good as their peers However 31.4% strongly agreed that children with SNE are as good as their peers in their classes. Children are likely to benefit from inclusion if teachers have attained teacher development skills on modification of

teaching and learning materials for children with special needs. The statement that learners with SNE should learn in an inclusive setting was affirmed by 31.4% of teacher respondents, 51.4% refuted while 17.1% were undecided. Lack of essential teaching and learning materials inhibits both the learner and the teacher in an inclusive setting since the SNE policy implementation was fore stalled. Another aspect that the study sought was the retention of children with SNE in public primary schools. According to the respondents 40% disagreed that there is high retention of children with special needs in their schools.However, 11.4% strongly agree that there is high retention rate for children with special needs The retention of children with SNE was among the challenges of sustainable inclusion in Kiambaa Sub-County. On the other hand, only (31%) of the respondents indicated that classrooms were accessible by children with special needs in their schools. This was followed by 28% of the respondents who confirmed that teaching and learning materials were modified to be used by all children with special needs in education. Lastly, 21% responses showed that the furniture in their classrooms could not be used by all children with special needs. This implies that a lot of modification of school facilities has to be done to increase accessibility of these facilities by children with special needs education in Kiambaa sub-county. Interaction of children with SNE is very important, 37.1 % of the respondents strongly disagreed that children without special needs interact normally, and 17.1% agreed that children without special needs interact normally with those without special needs while 2.9% were undecided. The study found that 40% of the teachers refuted that children with SNE are appointed in leadership positions in the student council while 14.3% agreed, 1.4% strongly disagreed with the statement while those who strongly agreed and those who were undecided made 17.1% of the respondents

respectively. It is therefore clear that children with SNE cannot be trusted with leadership of of other learners without special needs in an inclusive education setting

The study sought to find out whether children with SNE are psychologically well adjusted according to their condition in an inclusive setting. The teachers who agreed with the statement were 20%, those who disagreed were 34.3 while those who were undecided formed 17.1% which means that children with special needs were unable to adjust psychologically in inclusive schools. The study also wanted to find out whether teachers were sensitive to the individual learner's need in their schools. The teachers who agreed with statement that they are sensitive were 22.9% while those who disagreed with the teachers' sensitivity on learners' needs were 42.9%.Therefore it is evident that most teachers do not modify the teaching and learning resources to cater for their individual needs of learners. This means that children with SNE in public schools in Kiambaa sub-county do the same exams like their counterparts without special needs. This study further sought to find out the sensitivity of the exams to children with special needs. The teachers who agreed with statement were 20% while 31.4% disagreed with the statement. It is therefore clear that the individual exam needs of the learners with SNE were not considered and hence their dismal academic performance in regular schools.

Contrary to the dismal academic performance of children with SNE in an inclusive setting, these children excel in co-curriculum activities depending on the degree of severity of special needs of each learner. Teachers who confirmed this information were 31.4% of the respondents while none i.e. 0% of the teachers strongly disagreed with the statement. The incidences of absenteeism of children with SNE was also sought whereby 31.4% of the respondents disagreed with the statement that the incidences were low. This meant that children with SNE had high incidences of absenteeism 22.9% of the respondents were

undecided and the same percentage agreed with the statement. This study went ahead and sought the assistance offered to children with SNE by their colleagues in inclusive setting to avoid stigmatization. The results of the findings showed that 42.9% of the respondents disagreed with the statement meaning that children with SNE are not offered any assistance by their colleagues to avoid stigmatization in inclusive setting.

Last but not the least, the study also sought to find out whether some children with SNE have acquired life skills such as dressing, bathing toileting and feedingin inclusive schools. The results showed that 40% of teachers disagreed with the statement that they have acquired the life skills while 11.4% strongly agreed that the children with SNE have acquired life skills such as dressing bathing, toileting and feeding. According to the research findings it is evident that inclusion of children with SNE is far from being realized in public primary schools in Kiambaa sub-county.

4.7 Results of Interview Schedule for Head Teachers on Sustainable Inclusion

The study interviewed 15 head teachers selected randomly from 26 schools. The 15 head teachers were all drawn from public primary schools in Kiambaa sub-county. In accordance to the ethical consideration of maintaining confidentiality and safeguarding individuals information, the fifteen head teachers have been identified as HT1, HT2, HT3, HT4……..HT15

4.7.1 Professional Qualifications of Head Teachers.

The study sought to determine the professional qualification of head teachers.The professional qualification of a head teacher in any school sthe evaluates and monitor implementation educational policies including SNE policy. The qualification also determinesthe extent to which the headteacher has advanced in education which may be useful in managing the human and material resources for children with special needs. The responses were indicated in figure 4.7

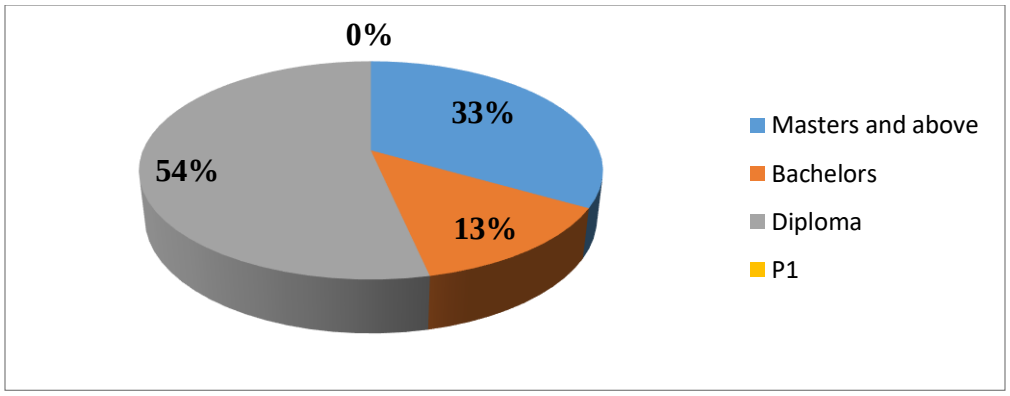


Figure 4.7 Head teachers professional qualification.

To hide the identity of head teachers, the researcher coded them as HT1, HT2-------HT15

The first question aimed at determining the professional qualifications of the head teachers in public primary schools in Kiambaa sub-county. It was evident that most head teachers were diploma holders (54%) followed by masters and above (33%) according to Figure 4.7.The information from this pie chart shows that most schools were managed by head teachers with higher education. However SNE policy implementation is a new idea to them.

4.7.2 Headteachers experience in leadership position.

The study sought to find out the experience of headteachers in leadership position.

The leadership experiencecan beused asan assetin management of SNE in public primary schools.Along experienced headteacher may give more information on special needs education education

Table 4.9: Headteachers Experience in Leadership position

	Frequency	%

Below 5 Years	3	3.0
6- 10 Years	11	11.0
11-15 Years	38	38.0
16 -20 Years	36	36.0
Ab;ve 21 Years	12	12.0
Total	**100**	**100.0**

n=15

The study sought to find out the number of years each head teachers had spent in leadership positions. The results indicated that majority of head teachers (74.0%) had served as head teachers for a period between 11-20 years. This implies that most head teachers had grasped leadership skills and were far much experienced in managing public primary schools in Kiambaa sub-county. Though they were experienced in, administration of these schools, they had very little knowledge on Special Needs Education (SNE) policy implementation as far as education is concerned.

The head teachers' attendance in SNE policy seminars and workshops were varied. The responses given indicated that 60% of the head teachers had never attended any of SNE seminars nor workshop.Most of the head teachers lamented that they were overwhelmed by administrative duties which hinders them from attending such seminars. The responses were as stated below:

> Sometimes I get tied up in administrative assignments… There are also other lessons that I have to attend… Many a times I find it hard to attend the seminars given the work load I have ….. (HT3).

This head teacher explained that due to understaffing workload is very heavy to allow him attend such seminars and workshops.

The (H/T5) openly overlooked the importance of seminars and workshops.

> Honestly, I do not think that I need any skills in special needs…. During my studies I tackled a unit dealing with the same… I don't need to attend any of those seminars or workshops….I better delegate it to one of my colleagues… then s/he can report to me at a later date…(HT 5)

It was evident that head teachers overlooked seminars and other activities on SNE policy implementation and blamed their administrative duties to fail to attend. Some also think that SNE is not a very important aspect in education. The attitude of H/Ts on SNE policy may have a trickle down effect on other regular teachers which may lead to negligence of such learners in inclusive classrooms.

The other interview question was on assessment and identification of children with special needs. Two school heads gave their response as recorded below.

> My school has a number of physically challenged pupils…however, I have not developed any assessment method…I mean there is no particular way of assessing them …. (HT7)

This is a clear indication that though there are children with SNE in various public primary schools in Kiambaa sub-county, little effort has been put in place to alleviate or address their diverse needs. Failure to identify children with SNE leads to lack of early intervention procedures for them.

> Assessing children with special needs children is simple… I just use observation to underpin any disability… I have also advised the teachers to use the same method…. (HT10).

From the responses of HT7 and HT10 it is clear that most head teachers in puplic primary schools delegate the role of identifying children with special needs to the regular teachers who are not trained on special needs education. Therefore with such negative attitude of H/Ts towards SNE, it might be hard for them to assist in the implementation of special needs education (SNE) policyin puplic primary schools in Kiambaa Sub-County.

There was a question that sought to find out whether the school facilities were accessible by all children with special needs. The responses were indicated as shown below:

> My school has some few facilities…. But accessibility is not guaranteed… I will tell you not all are friendly…HT12

> The facilities are available… but some toilets and classrooms are not accessible by children with physical difficulties….HT15

In reference to HT12 and HT15 responses, it is evident that most of the schools in Kiambaa sub-county have not modified their school facilities to accommodate children with special needs. Additionally, the facilities that are available are in deplorable conditions and may need to be renovated to be useful to children with special needs.

The researcher also sought to understand how evaluation of children with special needs is done. An overwhelming number of respondents indicated that formal and informal tests are applied. This further proves that the methods used to evaluate children without disabilities cuts across in all learners including those with special needs When the same

assessment tools are used to all learners without any modification, children with SNEs are disadvantaged and may be wrongly judged and rated.

Further more the head teachers were requested to respond on the regular teachers they had, the number of pupils and number of pupils in respective classes.

I have 16 teachers only… the pupils are about 600….and each class accommodates 40 pupils unless otherwise… (HT8)

My school has 800 enrolled pupils… they are handled by 18 teachers…each class has 50 pupils… as you can see we are understaffed… I am forced to decline

I have 12 teachers to be precise…690 pupils… and every class has roughly 45-50 pupils… it is a large number though… but we are trying… (HT9)

From the responses of HT8, HT13 and HT9 it can be noted that in most schools there are in adequate teachers. This means that the schools are understaffed. This shows that it is not easy to teach effectively as well as paying attention to individual learners including those with special needs in such difficult situations. When children with SNEs are not provided with remedial teaching or individualized educational program (I.E.P) they tend to continue performing poorly academically which impact on their performance during KCPE finally leading to limited self development and poor self-esteem.

4.7.2 Results of Interview Schedules for Education Officers on Sustainable Inclusion

The researcher also conducted education officers' interviews. For identification and maintaining anonymity the education officers were labeled as E1, E2……E6.

The first interview question sought to determine whether there was in service training for head teachers on SNE. In a unique manner it was noted that 100% response of never having in service training was noted. One education officer pointed out that:

> No… it has never happened… in fact there are no funds provided for such activities…the policy is in place… but funding is yet to be done… we are still waiting… (E3).

The response by E3 shows that many head teachers might be lacking special needs education knowledge and skills on how to address challenges related with children with special needs.

On whether there was in service training for teachers, the responses were:

> If the head teachers do not get these trainings….. Do you think it is possible for teachers to have it? Absolutely no….not at all…. (E5)

> I have never had such training…and I have never thought of it being important any way… I will think about it as time moves on….E2

In reference to E5 and E2 responses, it is evident that education officers were ignorant of SNE policy. Consequently, they may be avoiding the issues related with the implementation.

The other questions were 3 and 4 which sought to address the number of special need teachers and regular teachers in various zones respectively. The responses were as indicated:

> In my zone I have six special needs trained teachers…and…a hundred and seventy regular teachers…. (E4)

> This zone has two hundred and thirty regular teachers…and only eight special needs teachers…E1

The responses of E4 and E1 are very evident that most schools lack enough SNE trained teachers. This poses a very great challenge in implementation of SNE policy in Kiambaa sub-county.

The fifth question sought to investigate whether training of regular teachers improved performance of children with SNE. 80% of the education officers agreed that it had a positive impact on their performance.

> Yes… I concur fully with that….it is obvious the teachers possessing appropriate skills…can understand easily the needs of children with special need …E6.

This shows that there is an urgent need to train more teachers on special needs education. Further, it has been noted that this area of study has been inadequate staff to radiate education of children with special needs.

Responding on whether assessment and identification of children with SNE assists in improving academic performance, 50% of the education officers agreed to the statement.

> If you are able to identify SNE children… you can assess them by means of formal tests…E2

This observation shows that, assessment and identification of children with SNE should be done before they are formally tested. This will help to justify their capability in terms of their talents and potentials. In question eight, the researcher wanted to investigate whether, poor results in KCPE were sometimes caused by lack of knowledge, skills and attitude handling children with SNE. All the education officers (100%) agreed it was quite possible the dismal performance in KCPE might be attributed to inadequate skills, knowledge and attitude among the regular teachers in handling children with special needs.

> I think if children with special needs are not handled well….in lower classes…their performance … will always be pathetic. I have been in a school… where physical challenged learner perform very well in academic work….E2

This response indicates that special needs children can perform well on if their challenges are identified at earlier stages of their education.

Interview question ten was very particular on whether the education officers had knowledge and skills on identifying and assessing children with SNE. Majority of them had moderate knowledge on that area.

> I have moderate knowledge…I cannot fully say I am able to do much…as far as SNE is concerned…E3

The response by E3 indicates that there is need for sensitization on the Special Needs Education policy if sustainable inclusion of children with special is to be implemented.

4.8 Hypotheses Testing of Independent Variables against Dependent Variable

In order to affirm both the composite and relative influence of the three independent variables on the dependent variable (Sustainable inclusion of children in SNE), multiple regression analysis was conducted. Each of the three variables (SNE Policy, social-culture and School environment on sustainable inclusion of SNE) was hypothesized to stand in as predictors of dependent variable. However, the three hypotheses were stated in the null form and tested at 95% confidence level. Tables 4.10, 4.11 and 4.12 indicate the summary of multiple regression analysis.

Table 4.10 Multiple Regression Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	0.364	.133	.106	2.79983

Predictors: (Constant), SNE Policy, Social-Culture and School environment

Dependent Variable: Sustainable inclusion of children with SNE in public primary schools

R2 is known as the coefficient of determination and indicates the proportion of the change in Sustainable inclusion of children with SNE that is caused by the change in explanatory variables. From Table 4.9 the value of R square was found to be 0.133 indicating that SNE policy, social- culture and school environment explained 13.3% of any change in sustainable inclusion of SNE public primary schools in Kiambaa Sub-county. The study

further revealed that remaining 86.7% could be explained by other factors affecting sustainable inclusion of children with special needs in education in public primary schools in Kiambaa Sub-County.

Table 4.11 ANOVA

Model		**Sum of Square**	**df***	**Mean Square**	***F***	**Sig.**
1	Regression	115.291	3	38.430	4.902	0.003
	Residual	752.549	96	7.839		
	Total	**867.840**	**99**			

df* degree of freedom

Table 4.11 shows the analysis of variance (ANOVA) output model. The regression has an F value given by F (3, 96) = 4.902 and tests whether the overall regression model is a good fit for the data. That is, the ANOVA shows whether the model, overall, results are in a significantly good degree of prediction of the outcome variable. The table shows that the joint independent variables, statistically and significantly predict the dependent variable, F (3, 96) = 4.902, $p < 0.05$ and that other variables not included in this model may have accounted for the remaining variance. Therefore, the regression model was a good fit for the data.

Table 4.12 Regression Coefficients Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	**Std. Error**	**Beta**		
	1(Constant)	0.049	1.755		0.028	0.978
	SNE1	0.251	0.102	0.235	2.466	0.015
	SNE2	0.235	0.085	0.265	2.772	0.007
	SNE3	0.012	0.225	0.005	0.051	0.959

Dependent Variable: sustainable inclusion of children with special needs in education.

Given that the model was as follows:

Y= β0+β1X1+β2X2+ β3X3+Є

Y is the sustainable inclusion of SNE while X1, X2, and X3 represent the SNE policy, Socio-culture and school environment factors respectively. B0 is the constant while β1, β2, β3, are representing the SNE policy, Socio-culture and school environment factors respectively. Є is the error term.

The model can then be generated as follows:-

Y = 0.049 + 0.235X1 + 0.265X2 + 0.005X3 + Є

From the model, the constant value of 0.049 implies that the level of sustainable inclusion of SNE will have an index of 0.049 when coefficients for all variable factors are zero given a scale of 1 to 5 where 1 is the least influence and 5 is the largest influence. The results also indicated that a change in one unit of the SNE Policy factor will lead to a 23.5% change

in sustainable inclusion of SNE in the same direction. Likewise, change in socio-culture and environmental effects by 1 unit in each, will result to a positive change in academic performance by 26.5% and 0.5% respectively. This is an indication that the three variables under investigation were positively related to the dependent variable (sustainable inclusion of SNE).

In order to test the study's three formulated hypotheses (section 1.7), the *t* statistic that tests whether a *B* value is significantly different from zero (H_0: $\beta = 0$) is considered (refer to Table 4.12).

($H0_1$) ***Implementation of SNE policy has no significant relationship with sustainable inclusion of children with special needs in public primary schools***.

It was notable from table 4.11 that implementation of SNE policy in sustainable inclusion made a significant contribution or influence ($\beta = 0.235$, $t = 2.466$, $p < 0.05$) on sustainable of children with special needs in education. Thus the first null hypothesis (**$H0_1$**) was rejected. This means that implementation of SNE policy is a significant factor in making sustainable inclusion of children with special needs a reality.

($H0_2$) ***Social- cultual factors have no significant relation on relation to sustainable incusion of children with special needsi in puplic primary schools***

Additionally, the social-cultural factors have significant relationship in relation to sustainable inclusion of SNE ($\beta = 0.265$, $t = 2.772$, $p < 0.05$), therefore, the second null hypothesis (**$H0_2$)** was also rejected and alternate hypothesis adopted**.** Social-culture factor like implementation of SNE policy,has significant relationship with sustainable inclusion of children with special needs in puplic primary schools in Kiambaa sub-countyin Kiambu county,Kenya.

(HO3) School environment has no significant relationship on sustainable inclusion of children with special needs in education

Finally on school environment (β = 0.005, t = 0.051, $p > 0.05$) was not potent predictor. Consequently the third hypotheses **($H0_3$)** were retained. This independent variable has no significant relationship with sustainable inclusion of children with special needs in public primary schools in Kiambaa sub-county in Kiambu, Kenya.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents discussion of the results as per research objectives, summary of the findings, and conclusions depicted from the findings. The chapter closes with the recommendations in regard to the objectives and suggestions of areas for further studies. The purpose of this study was to assess factors affecting sustainable inclusion of children with special needs in education (SNE) in public primary schools in Kiambaa Sub – County Kiambu County, Kenya. The study focus was to assertain the effect of implementating SNE policy on sustainable inclusion, the effect of social- culture and the school environment on sustainable inclusion of children with SNE in public primary schools in Kiambaa sub-county?

5.2 Discussion of Findings on Sustainable Inclusion of Children with Special Needs

This section discusses the results and analysis (worked on in chapter four) as per the three research objectives. However, the section starts with a brief discussion of demographic information of the respondents.

5.2.1 Demographic and Background Information of Respondents on Sustainable Inclusion.

In reference to figure 4.1 it is evident that there was no gender balance in among teachers in public primary schools in Kiambaa sub-County. The female teacher represents 60% while male teachers are 40% of the respondents. This implied that the primary schools are dominated by female teachers. The findings are however contrary to the findings of Onyuka (2015) in his study on the factors influencing implementation of inclusive

education in primary schools IFO refugee camp in Dadaab, Garissa County Kenya. He established that the male teachers were 80% compared to female teachers who comprised of 2%. These finding were also supported by the finding of Kogei (2013) in his study in Nandi south district when he observed that male teachers dominated the region by 64% while female teachers held 36%. This shows clearly gender disparity in primary schools which could impact negatively SNE inclusion.

The study sought to determine the age of the respondents, it was noted that 49% of the respondents were between 26-40 years of age. This shows that majority of teachers in Kiambaa Sub-county are within child bearing age. Therefore, they can easily be able to take good care of children with special needs in education in primary schools. This finding concur with Kibias (2015) in the study that sought to determine the school based factors influencing inclusion of learners with disabilities in primary schools in Kakuma refugee camp, Turkana County, Kenya. The study found that majority of the teachers 57.2% were aged between 31-40 years of age.This means that most of teachers in the two study ares are middle aged thus they have opportunity to acquire more skills,knowledge and values on ow to ater for learners with special needs.

In reference to table 4.2, the researcher further, affirmed that 67% of the respondents are holders of diploma and degree. This implied that apart from P1 certificates the respondents had acquired higher qualifications. Their knowledge and experience then can be useful in teaching children with special needs due to specialization that comes with higher education. In another study Kibias (2015) noted that successful inclusion depends on the correctness of professional qualifications of the teachers. Where it was also established that majority of the teachers in Kakuma refugee camp (57%) were untrained. This means that they lack appropriate teaching methods to effectively teach in an inclusive education setting.

The study further noted that only 31% of the respondents had received specialized training regarding handling children with special needs.In addition it was also noted that 28.8% of the teachers had B.Ed. in special needs education while (7.1%) had attained Diploma in special needs education which is the right professional qualification to teach in the classes where children with special needs are placed (Kibias, 2015). This ascertains that there is great need to train more teachers on SNE so as to achieve sustainable inclusion.

5.2.2 Effects of SNE Policy Implementation on Sustainable Inclusion of Children with Special Needs

In reference to Table 4.7, the study concluded that 32% respondents who agreed and those who strongly agreed were considered as agree, they had skills and knowledge on teaching all children with special needs as required by SNE policy. This study also shows that 43% of the respondents disagreed on the fact that they were skillful and knowledgeable on teaching children with special needs, in this case, strongly disagree and disagree were analysed as disagree. A similar study carried out by Mwangi and Orodho (2014) found out that there was insufficient teaching and learning materials which included a adapted curriculum, proper equipment and other facilities which formed 40% of the total necessities for successful inclusion.

The study also found that only 46% of the respondents were able to assess and identify children with special needs in their classes while 54% of the regular teachers were not able to either identify or assess children with special needs in their classes. However, the study noted that (88%) of the respondents needed the skills to be able to teach children with special needs The study shows that only 12% of the respondents seemed not to be interested.in getting the skills necessary for teaching children with special needs. The study therefore eludes that lack of appropriate skills and knowledge on teaching these children may greatly hinder sustainable inclusion of children with special needs in education in

Kiambaa Sub-County. The overwhelming number of respondents expressed the need for introducing in service-training of teachers to improve their capacity in dealing with children with special needs in in primary schools.

These findings indicates there is an urgent need to train more teachers in SNE. The findings concur with Onyuka (2015) who cited the inadequacy of teachers and tutors in teaching children with SNE as a challenge. The explains 21(35.8%) and 23(39.1%) of the respondents strongly agreed that inadequate number of teachers affects teaching of children with special needs.

It has been noted that regardless of the governments' undying efforts over the years to curb the difficulties of exclusion among children with special educational needs, this problem has consistently been at the increase. Children with learning difficulties have now not been thoroughly supplied with the fundamental resources, physical facilities and equipment to cater for their special needs like their counterparts in regular schools. They continue to suffer disproportionately from whatever acute/persistent issues affecting Kenya's education system. They are socially excluded from the mainstream settings through the nature of their learning incapacity. Most are taught in special schools for children with moderate and severe learning difficulties (Mittler, 2000).

In reference to Table 4.11 the study noticed that, implementation of SNE policy in sustainable inclusion had a significant contribution or influence to sustainable inclusion of children with special needs SNE (β = 0.235, t = 2.466, p < 0.015). Thus the first null hypothesis (**$H0_1$**) which stated that, implementation of SNE policy has no significant relationship with sustainable inclusion of children with special needs in public primary schools in Kiambaa sub-counnty was rejected since the P- value was less than 0.005

significant levels. Therefore, if the SNE policy implementation is negated by any of the involved parties the sustainable inclusion of SNE might remain to be a mirage to be achieved.

The study pointed out that there need for creating awareness among all the stake holders on the plight of learners with special needs and establish the need for collaboration between the teachers and parents. This may pass a long way in converting the negative mind-set in the society towards implementation of the SNE programs. Currently, some of the teachers are using ongoing home-based programs for severe and profound learners.

5.2.3 Effects of Social-Culture on Sustainable Inclusion of Children with Special Needs

In reference to Table 4.7 Majority of the respondents (78%) confirmed that some cultural practices disregarded education of children with disability. The study further found that 70% of the teachers confirmed that there are some beliefs in the society that believe that disability can be contagious.The 90 percent of the respondents, agreed that some of the parents in the schools community do not advocate for education of children with special needs. A majority of (85%) of the respondents also noted a lot of ignorance on education of children with special needs in the communities. This was ascertained by Mwangi & Orodho (2014) who noted that the primary problem encountered by the parents in teaching their children with learning disabilities was stigmatization, negative attitudes from members of the society and parental ignorance. The quality of teaching was affected was affected especially where both the children without special needs and those special needs in education were taught in the same classroom setting.The reasons that regular teachers explained the challenges involved in allocating time to give individual learner's attention

between the two category of learners in the inclusive setting.The regular further expressed that syllabus coverage is also affected which makes the teacher to teach in a slow process.

The studt furher found that majority of the respondents were female teachers and this showed that most female instructors had a motherly touch for children with special needs and they had therefore taken up the SNE course or had the interest of such pupils at heart. Pupils with special needs in education have different learning abilities, capacities and talents as compared to their regular counterparts and consequently they ought to be dealt with according to those character differences both in school and at home. These finding possess an indication that, a lot of stereotyping and negative attitude about children with special need can be minimized through training and creating awareness on the education of children with special needs. .

As noted by Amanda (2010) in the meantime, research on the features and characteristics of individual as compared to collectivist cultures provide an explanation for historical and existing ways of addressing the instructional needs of children with disabilities while assisting to pick out how training can best be approached in light of cultural variations. The specific position of Confucius ideals and parental attitudes in figuring out the proper model for academic services in China conveyed how educational services needed to reflect the context they are running within. To become aware of the best methods of meeting the needs of students with disabilities, it is also precious to account for the level of development considering that developing countries regularly lack the financial and organizational structures to assist inclusion at all levels. The economic limitations in developing countries mean that a huge population of children with special needs may not be recognized or receiving adequate services, in particular in rural regions.

Loss of financial resources can also have effects on the success of existing educational services by limiting the development of staff training and different initiatives aimed at growing acceptance and know-how of people.

The findings of this study where, showed that a few respondents disagreed on some cultural practices disregard for education of children with special needs which forms (21%) of the respondents. About 30% of the respondents disagreed that there are some beliefs in the society that disability can be contagious. Respondents at 10% further disagreed that some parents in the school community do not support education of children with special needs.

A different study carried out by UNESCO (2017) emphasized that education systems, schools and instructors have to focus on producing inclusive settings that upholds the values of respect and understanding of cultural, social and individual diversity. Basically, inclusive schooling is an approach that looks into how to transform education systems and other learning environments to respond to the variety of learners. Eliminating barriers to participation in gaining knowledge of for all learners is at the core of inclusive education systems (UNESCO, 2017). Thus specializing in inclusive education may be beneficial in guiding development of policies and strategies that address the causes and effects of discrimination, inequality and exclusion in the holistic framework of EFA goals. Ainscow (2006) declares that the 'rights' perspective invalidates any argument that some children's needs are exceptionally served in any form of special setting. This kind of results indicates that it is not easy to implement sustainable inclusion of children with SNE in such a community.

Finally, it is noted that educational needs are ever-changing. The definition of what a good education system involves the one that involve need assessment and re-evaluated catering

for the diversity of individual learners in an inclusive setting and one which promotes individual and social development.Cultural and mind-set changes in the community have to show up, and schools have to advocate for an 'inclusive school culture' (Groom & Rose, 2005) before it is likely to be viable to obtain real inclusion.

However, according to table 4.11, the social-cultural factors were found to have significant relationship in relation to sustainable inclusion of children with SNE at

($\beta = 0.265$, $t = 2.772$, $p < 0.007$), therefore, the second null hypothesis (**$H0_2$**) which stated that social-cultural factors have no significant relationship on sustainable inclusion of children with special needs in education in public primary schools since the P-value was less than o.oo5 significant level, in Kiambaa sub-county was also rejected. This is a clear indictaion that if awareness of inclusion of children SNE is not created to the community, sustainable inclusion of SNE will never be fully achieved.

5.2.4 Effects of School Environment modification on Sustainable Inclusion.

In reference to Figure 4.5, the study found out that majority (71%) of the respondents ascertained that there was low extent regarding school environment modification to facilitate inclusion of children with special needs in primary schools in Kiambaa sub-County (Figure 4.4). The findings of this study were supported by another study carried by Buhere, Ndiku and Kindiki (2014) which noticed that a school environment articulates what is going on in the school and classroom contacts with the learner in an inclusive setting. Consequently, provision of instructional materials, assistive equipment such as head pointers and organization of the school environment is vital for development of practical situations of inclusion sepecially for learners with special needs in education.

The study tested the supply of selected resources and organization of the school environment. Only 6 (20%) of the schools had books for children special needs compared

to 24 (80%) of the schools had none. A few of the schools 9 (30%) had spacious classrooms while most of the schools 21 (70%) did not have spacious classrooms and only 6 (20%) of the schools in the study population had adapted desks for learners with physical impairments compared to 24 (80%) of the schools that had none. A paltry of the schools 7 (23.3%) had designed fields that have been accessible while most 23 (76.7%) remained unfriendly to the physically impaired learners. Some 5 (16.7%) of the schools had school buildings with ramps even as most 25 (83.3%) of the schools homes had staircases that remained restrictive to learners with special needs. During the interview, the SNE teachers confirmed that the available resources were insufficient for all learners as the head teachers do not often make considerations in purchasing materials equired for children with special needs inspite of the government's capitation made to these schools and units. The special instructors observed that head instructors have no longer taken the considerations of children with special needs and instead vire the funds for other school needs. They rarely consider their requests and instead they favor other learners. This was well elevated by one of the special needs teachers who remarked, "Whenever there is a staff meeting to budget for resources we are hardly invited to attend. But whenever we attend them, our agendas are constantly driven to A.O.B (any other business)". The school structure and incapacity conditions dictate the way the school environment should be prepared. One of the special needs teachers interviewed recalled on the sentiments of the head teacher who brushed off the construction of a study room with ramps just due to the school having three physically challenged learners. On the other occasion, the administration constructed a toilet for physically challenged learners without the technical consultation from the specialist. In the long run the toilet has remained unused because it became poorly designed not adapted for mobility of learners with physical handicap. Those findings may additionally imply the

negative mind-set of head teachers emanating from lack of education in special needs education that was glaring in their demographic data.

In reference to Figure 4.5 It is evident that 11% of regular teachers cited that there is high extent in environmental modifications of school environment to accommodate children with special needs while only 17% of the regular teachers noted that there is moderate extent. This percentage is very low and therefore it can be deduced that most primary schools in Kiambaa Sub-county have done very little or no modification in reference to inclusion of children with special needs in education. The study also endeavored to determine the extent of successful inclusion as indicated in Table 4.7. Pertaining accessibility of the classroom by children with special needs in education, an overwhelming majority of 68% disagreed that their classrooms were appropriately accessible by all children with special needs. On of modification of teaching and learning materials; 72% of the respondents confirmed that there were no modified teaching and learning materials to cater for children with special needs in education. This findings implies that very few primary schools in Kiambaa Sub-county have modified the teaching and learning materials to accommodate children with disabilities. For instance, in this study only 28% of the respondents affirmed that their schools had such materials. In another study Manzi (2011) observation in the study on effectiveness of the implementation of inclusive education in primary schools in Mwingi District, Kenya: Money was given to schools in the year 2004 for special needs education which aimed at improving infrastructure but there were no clear guidelines on how to spend the money hence some head teachers used the money to plaster and paint classroom walls. The money was meant to construct ramps on classrooms, build toilets with wide doors and provision of seats for physically challenged children's for easy access.

Consequently it was further affirmed by Wachira (2012) when investigating establishment of teaching and learning resources required for the effective implementation of inclusive Education. The study noticed that (60%) of the respondents suffered inadequacy in availability of teaching/learning resources and materials. This was also hammered by the researchers' observations in the visited institutions where 90% of the institutions the teaching/learning materials were inadequate and inappropriate. Majority (70%) of the respondents indicated that within the schools, the available materials should be renovated and modified in order to be fit for use by children with special needs in education. The other (30%) of the respondents noted that the Kenya Government should set funding through programs like FPE which may purchase SNE friendly materials and equipment and thus promote and enhance inclusive learning. A high percentage (70%) of the visited schools had adaptive desks that were in proper and functional state with only a smaller number of the schools that lacked adaptive desks. This did not pose a major problem since even the available desks were renovated to suit the learners with special needs in mobility. The study also sought to investigate on whether the available toilets were adaptive for learners with special needs. From the findings only a small number of schools had the available toilets adaptive to learners with special needs. This posed a great challenge for the adaption of learners with special needs into an inclusive school set-up.

The researcher sought to determine the friendliness of the school environment. From the findings in Figure 4.6 it was evident that 78% of the regular teachers denied that the school compound conformed to the needs of children with special needs. Lack of appropriate and fit materials for use by children with special needs was raised as the undermining factor. Kirui (2014) argued that the government has not been able to effectively implement inclusive education policy framework. In Kenya, the education policy is an exclusively

one-sided policy and fails to meet the needs of the challenged learners in inclusive education arrangement. One case in point was the endlessly controversial national examinations, which failed to capture learners' diverse backgrounds and needs. The same study, further noted that most schools were characterized by inadequacies in basic facilities such as well-ventilated classrooms, suitable furniture for the disabled and non-disabled learners, kitchen, safe clean water, playground, toilets and play material among others. This impediment limited the enrollment of the children with special needs in the mainstream schools hence affecting the success of sustainable inclusive education.

In reference to Table 4.11, Regression Coefficient Model, the study investigated the effect of school environment (β = 0.005, t = 0.051, p = 0.959) to determine whether it had any influence on SNE policy implementation on sustainable inclusion of children with special needs. Consequently the SNE policy was not a potent predictor sinee the P value was greater than 0.005. Therefore, the null hypothesis **($H0_3$),** School environment has no statistically significant effect on sustainable inclusion of children with special needs in public primary schools in Kiambaa sub-county, was retained. This implies that the school environment cannot adversely affect sustainable inclusion of children with special needs in public primary schools in Kiambaa Sub-County,Kiambu, Kenya.

5.3 Summary of the Findings

Based on the findings in chapter four, the study found that a whooping majority of teachers lacked skills and knowledge to handle children with special needs. This shows that there is an urgent need for policy makers to introduce SNE in teachers' training curriculum. Further, in -setseminars can be organized regularly in schools where the regular teachers who have the appropriate knowledge and skills can act as facilitators to improve awareness

on the needchildren with special needs to their counterparts in the regular classrooms. Similarly, a substantial number of teachers (46%) of the respondents alluded that they could asses and identify children with special need in education. This improves the perception of teachers' and attitude towards children with special needs in their classes. These children with special needs would feel comforted and valued if they find teachers who can associate with them which may reduce stigmatization and improve their performance and improves their self esteem.

Further, the findings on effects of social-culture on sustainable inclusion, it was evident that cultural practices disregard education of children with special need. This statement was supported by majority of the respondents. It can be noted that most children with special needs have never been enrolled in any school despite government directive and introduction on FPE. On the other hand, the notion and beliefs of the society that disability can be contagious is very demotivating. Those beliefs can lead to segregation and unfair treatment of people with disability which my limit their exposure both in school and in the society. Additionally, it can make parents fear taking their children to schools in fear of being discriminated by teachers and peers. The study noted that some parents in the community do not support education of children with disabilities. This is due to lack of knowledge that having a physically challenged child is not any bodies making. In addition to this, ignorance has been noted to be a major challenge. It's important for all stakeholders, policy makers to formulate polices that would create awareness to the community on the rights of children with special needs in education. The study noted that there was little environmental modification to accommodate children with special needs in education. This implies that to some extent the schools have not adopted fully the integration and inclusion of children with special needs.

Finally the study investigated the extent of successful inclusion of SNE. The study deduced that in most schools accessibility of classrooms by children with special needs was not guaranteed. It was also evident that appropriate infrastructure wls accessibility to classrooms by children with physical were underdeveloped and in pathetic conditions. Similarly, the furniture was not modified for easy utilization by children with special needs. This acclaims that most schools were not suitable and ready for SNE inclusion. On the same note, the researcher confirmed that little modification of learning and instructional materials had been attained with some school lacking any intended modification standard. The study also looked at the fitness of the school compound in regards to inclusion of children with special needs. It was ascertained by the findings that, many schools have compounds which were in deplorable conditions. In line with these findings they were unfit for utilization by children with special needs.

5.4 Conclusion

From the finding and discussions, the following conclusions were made;

Most of regular teachers in Kiambaa sub-county lack relevant skills knowledge attitudes neede in teaching children with special needs.Teachers rarely modify teaching/llllearning resources when instructing children with special needs. The regular also appropriate pedagogical approaches for teaching children with special needs.This is an indicator that implementation of Special Needs SNE policy has not been effective. Additionally, majority of teachers are not able to assess or identify the various categories of children with special needs. Further more,a whooping number of regular teachers showed interest on training in

Special Needs Education. Therefore, training in Special Needs Education is crucial for both the regular teachers and Education Officers in primary schools in Kiambaa sub-county.

Almost teachers in all public pimary schools in Kiambaa sub-county, believed that social-culture of community affected education of children with special needs in an inclusive setting. It was clear that some cultural practices disregard education of children with special needs. Similarly, some societal beliefs did not favour children with special needs in education and preferred education their siblinds without special needs in the family. It was openly cited that some members of the society thought that disability is contagious. Surprisingly, some parents do not advocate for the rights of children with special needs education in their families. Failure to advocate on the rights of children with SNE could lead to fear of segregation and negative attitudes of the community regarding disability. A lot of ignorance on special needs education was evident among communities in Kiambaa sub-county. The effect of schools environment was said to be a major barrier on inclusion of children with special needs in education. Majority of the respondents in this study pointed that school environment had not been modified to befit children with special needs. This makes sustainable inclusion lag behind despite over emphasis by government.

Lastly, the classrooms were not accessible by children with special needs in education. This was evident through the observation made by researcher; which noticed that most schools lacked ramps. On the other hand, the available furniture in most classrooms could not be used by all children with special needs. In many schools, teaching and learning materials were not modified to be used by all learners with special needs. A few schools had few improvised teaching and learning materials that could be used for learners with special needs.

5.5 Recommendations

According to the study carried out in Kiambaa Sub-county, Kiambu County, it is eident that some issues ust be addressed to make inclusion of children with special needs sustainable

The research found out that failure to implementation of SNE policy in Kenya is one of the hindrances of sustainable inclusion in Kiambaa county.The Ministry of Education,the parliamentary group related to education and other agents of education ike KISE,KICD and TSC should make policies o ensure that the policies on sustainable inclusion are made.The education stakeholders need to come up procedures to monitor and evaluate the progress and challenges experienced in the implementation of Special Needs Education (SNE) policy.The monitoring and evalution should do periodical assessments on the possible modifications to be done on these toolsThe MOESThave to collaborate with other stakeholders that give services to children and schools such as the Ministry of Health and Social services.This networking will assist the children with special needs access aroius essential services from each service provider with ease.Although The Kenya Institute of Curriculum Development (KICD) has include SNE in the curriculum for TTCs a programe should be put in place to capacity build the in-service teachers in the mainstream schools.By in-servicing the the regular teachers will equip them with skills,knowledge and attitude in handling children with special needs. 2) There should be community sensitization through seminars to avert socio-cultural negative effects. When social-cultural effects are not addressed sustainable inclusion will never be attained any time soon.

3) During the study ,the researcher found that school community has a significant role to play in making inclusion of children with special needs sustainable.The term community

involves the people surrounding the school which includes;.local leaders Governmenta Organizations(NGOs),FaithBasedOrganization(FBO,),cooporates,professionals,volunteer as well wishers which may offer different forms of ssistance. The ommunity has a great responsibility in creating awreness on the right of all children including those with special needs.The greatest challenge is lck of an organized structure that can guide on the role of each member of the community.The polcy on community involvement n sustainable inclusion should have details on the extent to which stakeholders can go in helping schildren with special needs.The various stakeholders like NGOs and FBOs should supplement what the national or county government have not addressed to avoid duplication of duties.Networking among different stakeholders either for children with special needs and those of children special needs should work in unison for the common good of all children in an inclusive setting.The school community should ensure that all learners'needs are taken careof including the orphaned and vulnerable children (OVC) with the inclusive setting.These includes the street children,neglected children,children living under difficult circumstances,children living in slums,those with chronical diseases and those affected and infected by HIV/AIDS in inclusive school

4) Another pertinent issue that came out clearly is unfriendly school environments with unaccessible facilities by learners with special needs in education.The government through MOEST should increase capitation that goes helps in improvement special schools and special units to help in improving the school structures.The current capitation of kshs 2000 per per child per year is not enough to adapt the teaching and learning materials and learning environment for children with special needs.Therefore the government should increase the amount to allow modification of learning environment and essential facilities such as the classrooms,library,toilets dormitories,dinning rooms and play grounds The

government should evaluate and monitor the expenditure of unds meant for children with special needs. Further and audit should be conducted so as to make sure every funding has been utilized properly to enhance transparency and accountability to ensure sustainable inclusion of children with special needs in education. The county government inconjunction with other relevant bodies should upgrade the buildings in the schools to make them learner friendly for all children including those with special needs.Improvements include accaustically treated rooms for learners with hearing impairement,ramps in all learning facilitiea for children who are physically challenged,prevocational workshops for the mentally haildren and a counseling room for guiding and counselling children who are emotionally and behaviourally disordered (EBD) children.The identification and intervention procedures for the challenges facing children with special needs should be treated as a matter of urgeny to alleviate these children from their suffering and make sustainable inclusion of such children a reality

5.6 Suggestions for Further Research

The following areas have been suggested for further research:

1) A study should be conducted to investigate teachers' preparedness in teaching children with special needs in secondary, pre-schools and universities.
2) A research should also be conducted to determine whether all children special needs in education in public schools can be fully accommodated comfortably.
3) A study should be done to investigate the basic infrastructures and learning materials that needs to be put in place for schools to qualify them being inclusive.

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APPENDICES

APPENDIX I:LETTER OF TRANSMITTAL

APPENDIX II: QUESTIONNAIRE FOR REGULAR TEACHERS

I am a student at Africa Nazarene University taking a Master's degree in Education. I am conducting a study about factors influencing sustainable inclusion of children with special needs in education in public primary schools in Kiambaa sub-county, Kiambu county Kenya.

This is purely an educational study that is meant for academic purposes only. Therefore the information you give will be regarded as confidential and private. I kindly request you to fill this questionnaire to enable me achieve the research target. Please do not indicate your name anywhere in this questionnaire. No marks or credit will be assigned to anyone whatsoever. Therefore just give your sincere response.

SECTION A: Background information instructions

Please respond to each item by putting a tick in the spaces provided or by writing any information as required.

1.Please indicate your gender .

a)Male ( )

b)Female ( )

2.Marital status. Married ( ) Single ( )

3.What is your age bracket ?

Below 25 Years ( )

26-30 Years ( )

31-40 Years ( )

41-50 Years ( )

Above 50 Years ( )

4.How many years have you been teaching in the current school?.

0-5 Years ( )

6-10 Years ( )

11-15 Years ( )

16-20 Years ( )

Over 20 years ( )

5.Please indicate your highest academic qualification

P1 ( ) Diploma ( ) Degree ( ) Masters ( )

6.Which level are you currently teaching?.

Lower primary ( )

Middle class ( )

Upper primary ( )

7. Are you trained in teaching children with special needs?

Yes ( ) No ( )

If yes, specify the area of specialization_____

8.I Can identify a child who has special needs in your class ?

Yes ( )

No ( )

If No, ;give the reason----------

SECTION B: SNE policy implementation factor on sustainable inclusion

9. To what extent do you agree with the following statement on the effect on inclusion in schools?. Rank by placing a tick.

1=strongly disagree ( )

2=Disagree ( )

3=moderately agree ( )

4=Agree ( )

5=Strongly Agree ( )

Factor under consideration	1	2	3	4	5
I have skills and knowledge of teaching all chidren with special needs according to education SNE policy					
I can assess and identify all children with SNE in my class as expected in education SNE policy.					
I need training on how to teach children with SNE in my class as expected in education SNE policy.					

SECTION C: Effects of social–culture on sustainable inclusion

10.To what extent do you agree with the following statements on social-culture?

Rank by placing a tick in the appropriate place.

1=Strongly disagree

2=Disagree

3=Mderately agree

4=Agree

5=Strongly agree

Factor under consideration	1	2	3	4	5
Some cultural practices disregard education of children with Special needs.					
There are some beliefs in the society that disability can be contagious					
Some parents in the school community do not support education of children with Special..					
There is alot of ignorance on SNE among the communities.					

SECTION D: Effects of school environment on sustainable inclusion

11.To what extent has the school environment been modified to accommodate children with special needs?.

a)Very high extent ( )

b) High extent ( )

c) Moderate extent ( )

d) Low extent ( )

e)Very low extent ( )

12; The school compound is friendly to all children with special needs?

Yes ( )

No ( )

If no give the reason----------

SECTION E: Level of sustainable inclusion of children with special needs

13. To what extent do you agree with following statement on sustainable inclusion?

1=Strongly disagree

2=Disagree

3=moderately disagree

4=Agree

5=Strongly agree

Factors under consideration	1	2	3	4	5
All school classrooms in my school are accessible by children with special needs.					
The furniture in my class can be used by all children with special needs,					
Teaching and learning materials are modified to be used by all learners with special needs					

Level of sustainable inclusion of children with special needs

Statement	**SD**	**D**	**N**	**A**	**SA**
Learners with SNE that I teach are as good as other learners in my class.					
Learners with SNE should learn in an inclusive setting					
I am comfortable teaching learners with special needs					
There is high retention rate of learners with special needs in our school					
learners with SNE in my school interact normally with other pupils					
Some of the learners with SNE have been appointed to positions of responsibility in my school such being in students' council					
Learners with SNE in my school are psychologically well adjusted to their condition					
Most of the teachers are always alert to children with SNE such increasing the font in their typed learning materials					
Our exams are sensitive to children with special needs					
Some of children with SNE excel in in co-curriculum activities					
We have low incidences of chronic absenteeism among children with SNE in our school					
Children with SNE are voluntarily assisted by their colleagues to avoid stigmatization					
Most of children with SNE in our school have acquired essential life skills such as dressing, toileting, feeding, bathing and washing					

Thank you for participating in the study

APPENDIX III: INTERVIEW SCHEDULE FOR HEADTEACHERS

This research is meant for academic purpose only. The aim of the study is to assess the factors that affect sustainable inclusion of children with SNE in public primary schools in Kiambaa sub-county and suggest ways of improving academic performance of such learners in an inclusive education setting, please do not write your name on the questionnaire. All responses will be treated with utmost confidentiality.

1. What are your professional qualification
    a. Masters and above ( )
    b. Bachelors ( )
    c. Diploma ( )
    d. P1 ( )
2. How many years have you been a head teacher?

    (a) 0-5 years ( ) b) 6-10 years ( ) c) 11-15 years ( ) d) 16 and above ( )
3. I have attended seminars and workshops on SNE policy? Yes ( ) No ( )

    If yes, how often per year?
4. There are children with SNE in this school?

    Yes ( )

    No ( )

    If yes, how are they assessed or identified? _____
5. Teachers in this school attend seminars and workshops on SNE?

    Yes ( )

    No ( )

    If yes, how often per year? _____

6. In this school all school facilities are accessible to all children with SNE?

   Yes ( )

   No ( )

   If not, give the reason. ……

7. How do you evaluate the teaching of children with SNE in your school?

   ……

8. What is number of teachers trained in SNE in your school? ……..

9. How many regular teachers do you have? ……

10. What is the number of pupils in the school? ……

11. What is the individual class enrolment? ……

APPENDIX IV: EDUCATION OFFICERS INTERVIEW SCHEDULE

I am a student of Africa Nazarene University taking Master's Degree in Education. I am conducting a study about "factors affecting sustainable inclusion of children with SNE in public primary schools in Kiambaa Sub-County, Kiambu Kenya. This study is purely an educational study that is meant for academic purposes only. Therefore the information you give will be regarded as confidential and private.

I kindly request you to fill this questionnaire to enable me achieve the research target.

Therefore, just give your sincere response.

1) (a) Are there in service training for head teachers on SNE policy in Kiambaa sub-county?

   Yes ( )

   No ( )

   (b) If yes, how is the training organized?

      (a) Quarterly ( )

      (b) (c) Annually ( )

      (c) Semi

      (d) Any other…….

2) Are there in service training for teachers on SNE policy implementation?

   Yes ( )

   No ( )

   If yes, how often is the training done?

   (a) Termly ( )

(b) Yearly ( )

(c) Quarterly ( )

(Another way----------.

3) Do you have enough SNE teachers in your area?

Yes ( )

No ( )

If no, how many more are needed?

4) Do you have adequate of regular teachers do you have in your zone?

Yes ( )

No ( )

If no how many more are needed……..

5) Training of regular teachers can improve the academic performance of children with SNE in schools.

Yes ( )

No ( )

If yes, what is your take on the training---------- ?

6) Assessment and identification of children with SNE helps in improved academic performance?

Yes ( )

No ( )

If yes, how are children with SNE assessed and identified in regular schools? ……

7) In your opinion do you think children with SNE are taught effectively in the mainstream area in your …….

8) Poor results in KCPE are sometimes caused by lack of knowledge, skills and attitudes on handling children with SNE at all levels of education in primary school?

   Agree ( )

   Disagree ( )

   If agree give a reason. ……

9) Have all schools in your zone friendly and modified to accommodate all learners with SNE?

   Yes ( )

   No ( )

   If No, which area are affected…….

10 As an education officer, do you have knowledge, skills on identifying and assessing children with special needs? ……..

APPENDIX V: ANU AUTHORIZATION LETTER

AFRICA NAZARENE
UNIVERSITY

July, 5th 2016

Re: To whom it may concern

Redempta Ngina Waruingi (15J01DMED008) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal **"Factors Affecting Sustainable Inclusion of Children with Special Needs in Public Primary Schools in Kiambaa Sub-County, Kiambu, Kenya."**

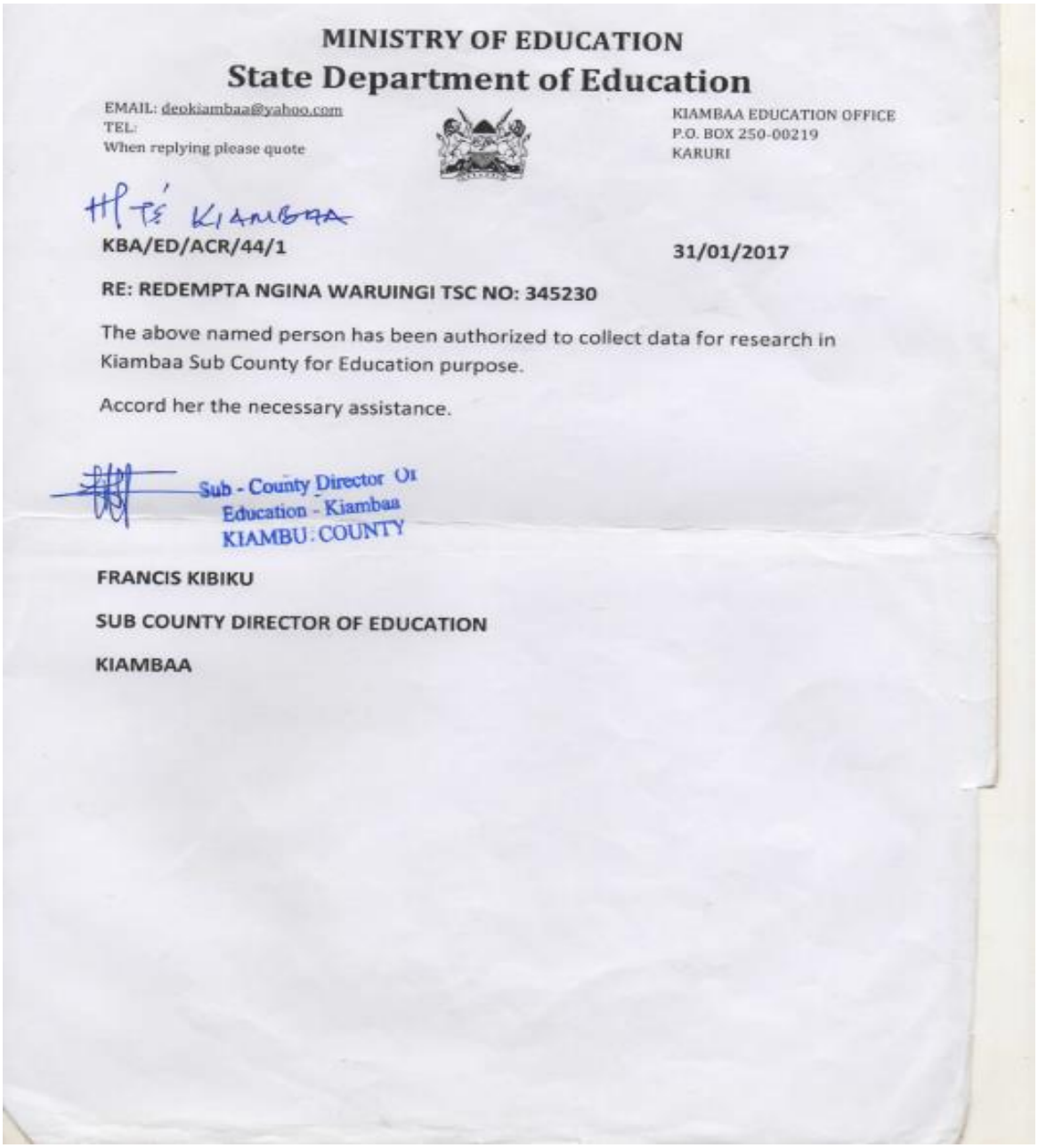
Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

Prof. Rodney Reed
DVC, Academic Affairs

P.O Box 53067 - 00200 Nairobi, Kenya ● Tel: 020 252 7170/1 - 5 ● Fax: 020 201 2235 ● Cell: 0733 874 111 ● Email: registrar@anu.ac.ke ● www.anu.ac.ke

APPENDIX VI: AUTHORIZATION LETTER FROM MOE

(KIAMBAA-SUB-COUNTY)



MINISTRY OF EDUCATION

State Department of Education

EMAIL: deokiambaa@yahoo.com
TEL:
When replying please quote

KIAMBAA EDUCATION OFFICE
P.O. BOX 250-00219
KARURI

HQ TS KIAMBAA

KBA/ED/ACR/44/1 **31/01/2017**

RE: REDEMPTA NGINA WARUINGI TSC NO: 345230

The above named person has been authorized to collect data for research in Kiambaa Sub County for Education purpose.

Accord her the necessary assistance.

Sub - County Director Of
Education - Kiambaa
KIAMBU: COUNTY

FRANCIS KIBIKU

SUB COUNTY DIRECTOR OF EDUCATION

KIAMBAA

APPENDIX VII: NACOSTI RESEARCH AUTHORIZATION LETTER

THIS IS TO CERTIFY THAT:
MS. REDEMPTA NGINA WARUINGI
of AFRICA NAZARENE UNIVERSITY,
22107-400 NAIROBI,has been permitted
to conduct research in *Kiambu County*

on the topic: *FACTORS AFFECTING SUSTAINABLE INCLUSION OF CHILDREN WITH SPECIAL NEEDS IN PUBLIC PRIMARY SCHOOLS IN KIAMBAA SUBCOUNTY,KIAMBU KENYA*

for the period ending:
17th August,2019

Permit No : NACOSTI/P/18/54802/24130
Date Of Issue : 18th August,2018
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

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/18/54802/24130**

Date: **18th August, 2018**

Redempta Ngina Waruingi
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors affecting sustainable inclusion of children with special needs in public primary schools in Kiambaa Sub County, Kiambu Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **17th August, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu 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.

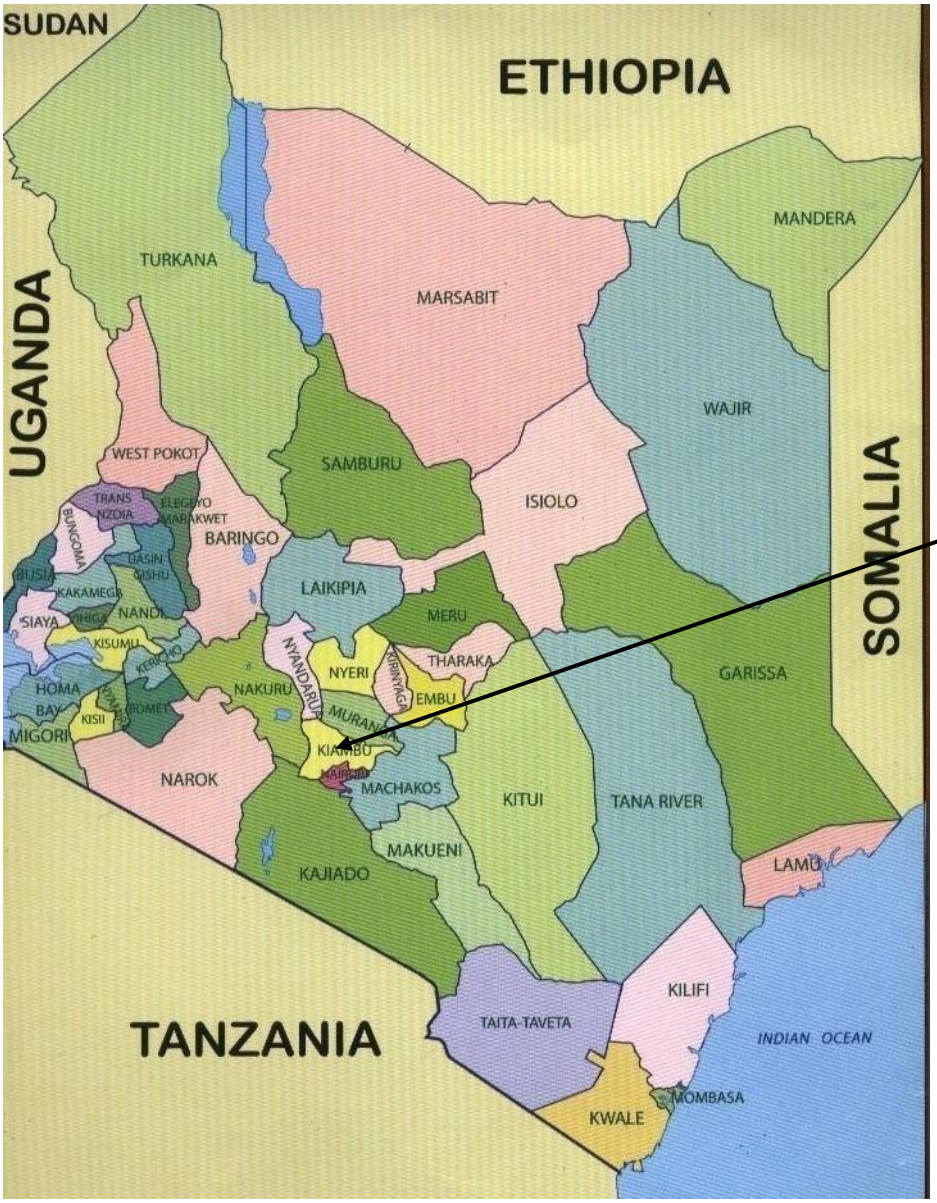
BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

APPENDIX VIII: MAP OF KENYA SHOWING KIAMBU COUNTY



APPENDIX IX: KIAMBU MAP SHOWING KIAMBAA SUB-COUNTY

