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**FACTORS INFLUENCING THE IMPLEMENTATION OF PROGRAMS FOR
LEARNERS WITH SPECIAL NEEDS IN PUBLIC PRIMARY SCHOOLS IN
KASARANI DISTRICT, NAIROBI**

By WILSON SOSSION

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LEARNERS WITH SPECIAL NEEDS IN PUBLIC PRIMARY SCHOOLS IN
KASARANI DISTRICT, NAIROBI**

BY

WILSON SOSSION

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF DEGREE OF EXECUTIVE MASTER
IN EDUCATION MANAGEMENT AND POLICY STUDIES OF MOI
UNIVERSITY**

OCTOBER 2012

DECLARATION

Student's Declaration

This thesis is my original work and has not been presented in any other university for examination purposes.

.....

Date

Wilson Sossion

EDU/PGM/9028/2011

Supervisors' Declaration

This research project has been submitted for examination with our approval as the candidate's Supervisor.

.....

Date.....

Name:

.....

Date.....

DEDICATION

This project is dedicated to my beloved late wife Monicah Chesang Sossion, who devotedly in the spirit of Florence Nightingale who assisted paralyzed patients and herself died through a road accident. I also dedicate this work as well to my three children who are outstanding in all ways. Lastly, I dedicate this as well to all teachers in Kenya teaching special needs education in all our schools.

ACKNOWLEDGEMENT

I acknowledge my supervisor Dr. Kiprop having offered her time to guide me in writing this research proposal. Were it not for her efforts this study wouldn't have come this far.

Secondly, I wish to acknowledge all the department lecturers who in one way or the other interacted with us throughout this course which is quite insightful.

Third, I acknowledge my family for their continued patience and encouragement throughout this project.

Lastly, I wish to express my heartfelt gratitude to my classmates, as well as my other friends who have continued to encourage and guide me where i needed their help.

May the almighty God bless them all.

ABSTRACT

The general objective of this study was investigating the factors influencing the implementation of programmes for learners with special needs in Kasarani district, Nairobi. The specific objectives of this study will be: to establish the effect of adequate skilled staff on implementation of programmes for learners with special needs in public primary schools in Kasarani district, Nairobi, to investigate whether Instructional Materials influence the implementation of programmes for learners with special needs in public primary schools in Kasarani district, Nairobi, to find out the extent to which School Physical Environment influence the implementation of programmes for learners with special needs in public primary schools in Kasarani district, Nairobi, to establish the influence of Supervision and Monitoring on implementation of programmes for learners with special needs in public primary schools in Kasarani district, Nairobi and to find out the extent to which Financial Constraints affect the implementation of programmes for learners with special needs in public primary schools in Kasarani district, Nairobi. This study will adopt a survey descriptive research design approach in collecting views on factors influencing the implementation of programmes for learners with special needs in Kasarani district. The population of this study was all the schools in Kasarani division comprising of 252 possible respondents. The researcher used stratified random sampling technique to select a sample of 30% of the whole target population which gives a sample size of 76. This study will adopt a questionnaire and an interview guide for the instructors to collect the necessary information. Descriptive statistics and content analysis were used to analyze the data collected which was achieved through the use of Statistical Package for Social Science (SPSS). Findings were presented using tables, graphs, pie charts and figures as will be thought appropriately. The researcher presented conclusions and recommendations that will be derived thereafter.

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LIST OF ABBREVIATIONS

ECDE	: Early Childhood Development Education
EFA	: Education for all
EHA	: Education for All Handicapped Children Act (EHA)
FBO	- Faith Based Organization
ICT	: Information Communication and Technology
IDEA	: Disabilities Education Act
IEP	: Individualized Education Program
KISE	: Kenya Institute of Special Education
LRE	: Least Restrictive Environment
M & E	: Monitoring and Evaluation
MDG	: Millennium Development Goals
MOE	: Ministry of Education
NGO	: Non Governmental Organization
SNE	: Special Needs Education
UNESCO	: United Nations Educational Scientific and Cultural Organization
VSO	: Voluntary Service Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Globally, the number of children with special health care needs in schools has increased over the last 20 years due to legislation requiring education be provided to all children in the least restrictive environment, changing social attitudes that promote inclusion of children with special needs in schools and other community groups, improvements in medical technology, and advances in educational research of special needs populations. Determination of a child's need and eligibility for services at the earliest possible time leads to better educational outcomes for the child (Vogel & Reder 1998). Education is also a prerequisite to national development especially in the African continent. Seen in this light, education is an indispensable means of unlocking and protecting human rights by providing the environment that is required to secure good health, liberty, security, economic well-being, and participation in social and political activities (Wilmschurst & Brue, 2010).

The United Nations Standard Rules on the Equalization of Opportunities, rule 6 not only affirms the equal rights of children, youth and adults with handicaps to education, but also states that education should be provided in integrated school settings and in the general school setting. There is need to link inclusive education with wider community-based programs for Persons with special needs and disabilities. Building of a civil society requires an increased access to knowledge and education. The right to education is an essential human need and a basic human right, which is crucial to human development. Furthermore, the major social problems of individual countries and the world as a whole

cannot be solved without high-grade level of education. In accordance with Universal Declaration of Human Rights, education is seen as a pre-requisite of facilitating democracy, and a means of promoting peace and respect for human rights and fundamental freedoms (UN, 1994).

According to UN report, (1994) Special education programs were made mandatory in 1975 when the United States Congress passed the Education for All Handicapped Children Act (EHA) in response to discriminatory treatment by public educational agencies against students with disabilities. The EHA was later modified to strengthen protections to people with disabilities and renamed the Individuals with Disabilities Education Act (IDEA). The federal laws require states to provide special education consistent with federal standards as a condition of receiving federal funds. IDEA entitles every student to a free and appropriate public education (FAPE) in the least restrictive environment (LRE).

To ensure a FAPE, a team of professionals from the local educational agency meet with the student's parents to identify the student's unique educational needs, to develop annual goals for the student, and to determine the placement, program modification, testing accommodations, counselling, and other special services that the student needs. Parents become part of the multidisciplinary team, along with the local educational agency professionals, and collaborate with team members to make decisions on educational placement (Armstrong, 1994). These choices are recorded in a written Individualized Education Program (IEP). The school is required to develop and implement an IEP that meets the standards of federal and state educational agencies. Parents have the option of

refusing Special Education services for their child. Under IDEA, students with disabilities are entitled to receive special educational services through their local school district from age 3 to age 18 or 21.

To receive special education services, a student must demonstrate a disability in one of 13 specific categories, including autism, developmental disability, specific learning disability, intellectual impairment, emotional and/or behavioural disability, speech and language disability, deaf-blind, visual impairment, hearing impairment, orthopedic or physical impairment, other health impaired (including attention deficit disorder), multiple disabilities and traumatic brain injury. Depending on the students' individual needs, they may be included, mainstreamed, or placed in a special school, and/or may receive many specialized services in a resource room or self-contained classroom. In addition to academic goals, the goals documented in the IEP may address self-care, social skills, physical, speech, and vocational training. The program placement was an integral part of the process, and typically takes place during the IEP meeting According to (Wilmshurst & Brue, 2010).

1.2 Statement of the Problem

The implementation of programs for learners with special needs in Kenya cannot be over emphasized. The implementation of special education programs has also not been without problems. The educational opportunities for children (learners) with special needs are a major challenge to the education sector (Filmer, 2008). The national education system has been characterized by lack of systems and facilities that respond to the challenges faced by learners with special needs. At the same time, enrolment rates and educational

attainment of children with special needs lag far behind those of their non-disabled peers. The school enrolment rate for children with disabilities is estimated to be some 2 to 5 percent in developing countries, a deficit that far exceeds those of other high-risk groups such as girls, children from rural areas, or from low-income families

Research in SNE and disability is inadequate. Kenya has also been slow in generating knowledge and taking advantage of new and emerging innovations in the field of special needs and disabilities. Constraints facing research and development include lack of effective coordination between various actors; lack of harmonization on research policies and limited research funding. Mainstreaming of special needs education in all education sub-sectors and programs has been faced with a number of challenges (Kochung Report, 2003). These challenges include inappropriate infrastructure, inadequate facilities, inadequate equipment which makes it difficult to integrate special needs education in regular programs, inadequate capacity of teachers to handle learners with special needs, and inappropriate placement of children with disabilities, inadequate and expensive teaching and learning materials and inadequate supervision and monitoring of special education programs. It is against this background that this research paper will seek to investigate the factors influencing the implementation of programs for learners with special needs in public primary schools in Kasarani district, Nairobi.

1.3 Purpose of the Study

1.3.1 General Objective

The general objective of this study will be to investigate the factors influencing the implementation of programs for learners with special needs in Kasarani district, Nairobi.

1.3.2 Specific Objectives

This research study was guided by the following study specific objectives;

- i) To establish the effect of policy related factors on implementation of programs for learners with special needs in public primary schools in Kasarani district, Nairobi
- ii) To find out the extent to which infrastructure related factors influence the implementation of programs for learners with special needs in public primary schools in Kasarani district, Nairobi
- iii) To establish the influence of administration related factors on implementation of programs for learners with special needs in public primary schools in Kasarani district, Nairobi

1.4 Research Questions

The study was guided by the following research questions;

- i) What is the effect of policy related factors on implementation of programs for learners with special needs in public primary schools in Kasarani district, Nairobi
- ii) What is the extent to which infrastructure related factors influence the implementation of programs for learners with special needs in public primary schools in Kasarani district, Nairobi
- iii) What is the influence of administration related factors on implementation of programs for learners with special needs in public primary schools in Kasarani district, Nairobi

1.5 Significance of the Study

This study is on factors influencing special education programs implementation in public primary schools in Kasarani division. The study is therefore significance to the school

managers/ heads in these schools as well as in other similar institutional settings for it will have an understanding on issues surrounding implementation of the special education program.

The study may also be significant to the ministry of education and the government at large for it may gain understanding on factors affecting implementation of special education for learners with special needs.

Other researchers and academicians may also use this study as a review of the literature in the same field therefore making it a foundation for their research.

1.6 Scope of the Study

The scope of this study will be all the public primary schools in Kasarani division. The school managers, the instructors and learners will be supplied with the research tools so as to gather information regarding to affect the implementation of programs for learners with special needs in special schools.

1.7 Limitations of the Study

The researcher sole aim will be to personally administer the questionnaires so as to enhance the rate of response. The researcher may encounter a challenge in securing the respondents precious time considering their busy working timetables. The researcher made proper arrangements with respective public school managers for the respondents to avail themselves for the study off-time hours as well as them staff on the value of the study. The researcher also exercised utmost patience and care and in view of this, the researcher made every effort possible so as to acquire sufficient data from respondents.

1.8 Basic Study Assumptions

The study assumes that all the schools targeted have are offer special education to learners with special needs. The study also assumes that all the respondents targeted are aware of the program as well as the issues surrounding its implementation and hence will be in a position to give valid and reliable information in by answering questions in the research tools.

1.9 Theoretical and Conceptual Frameworks

1.9.1 Theoretical Framework

Howard Gardner's Theory of Multiple Intelligences (MI) has offered educators a comprehensive framework within which fundamentally different solutions can be implemented. A tenet of MI theory is that people learn, represent, and utilize knowledge in many different ways. These differences challenge an educational system which assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. According to Gardner, "the broad spectrum of students--and perhaps the society as a whole--would be better served if disciplines could be presented in a number of ways and learning could be assessed through a variety of means" (Gardner, 1991).

According to Gardner, all humans possess and exhibit these seven intelligences, and individuals possess varying amounts of these intelligences and combine them and use them in personal and idiosyncratic ways. These differences exert profound effects upon the child as a student, determining, for example, which "entry point," (a story, an image, hands-on activity) is most likely to be effective for a given student in encounters with

new material, and less happily, which concepts are likely to be confused with one another. Students vary as to which entry point is the most appropriate for them and which routes are most comfortable to follow once they have gained initial access to the room. Awareness of these entry points can help the teacher introduce new materials in ways which they can be easily grasped by a range of students; then as students explore other entry points, they have the chance to develop those multiple perspectives that are the best antidote to stereotypical thinking (Gardner, 1991).

The influence that MI theory can have on special education goes far beyond the development of new remedial strategies and interventions. If MI theory is implemented on a large scale in both regular and special education, it is likely to have some of the following effects: Fewer referrals to special education --when the regular curriculum includes the full spectrum of intelligences, referrals to special education classes will decline. Most teachers now focus on the linguistic and mathematical intelligence's, neglecting the needs of students who learn best through musical, spatial, bodily-kinesthetic, interpersonal or intrapersonal intelligences. It is these students who most often fail in regular classrooms and are placed in special settings. Once regular classrooms themselves become more sensitive to the needs of different kinds of learners through MI learning programs, the need for special placement, especially for learning disabilities or behavior problems, will diminish. A greater emphasis on identifying strengths --qualitative and authentic measures are likely to have a larger role in special education and may perhaps begin to supplant standardized diagnostic measures as a means of developing appropriate educational programs (Armstrong, 1994).

Increased self-esteem with more emphasis placed on the strengths and abilities of children with disabilities, students' self-esteem are likely to rise, thus helping to promote success among a broader community of learners. Increased understanding and appreciation of students --as students use MI theory to make sense of their individual differences, their tolerance, and understanding and appreciation of those with special needs is likely to rise, making their full integration into the general classroom more likely (Armstrong, 1994).

1.9.2 Conceptual Framework

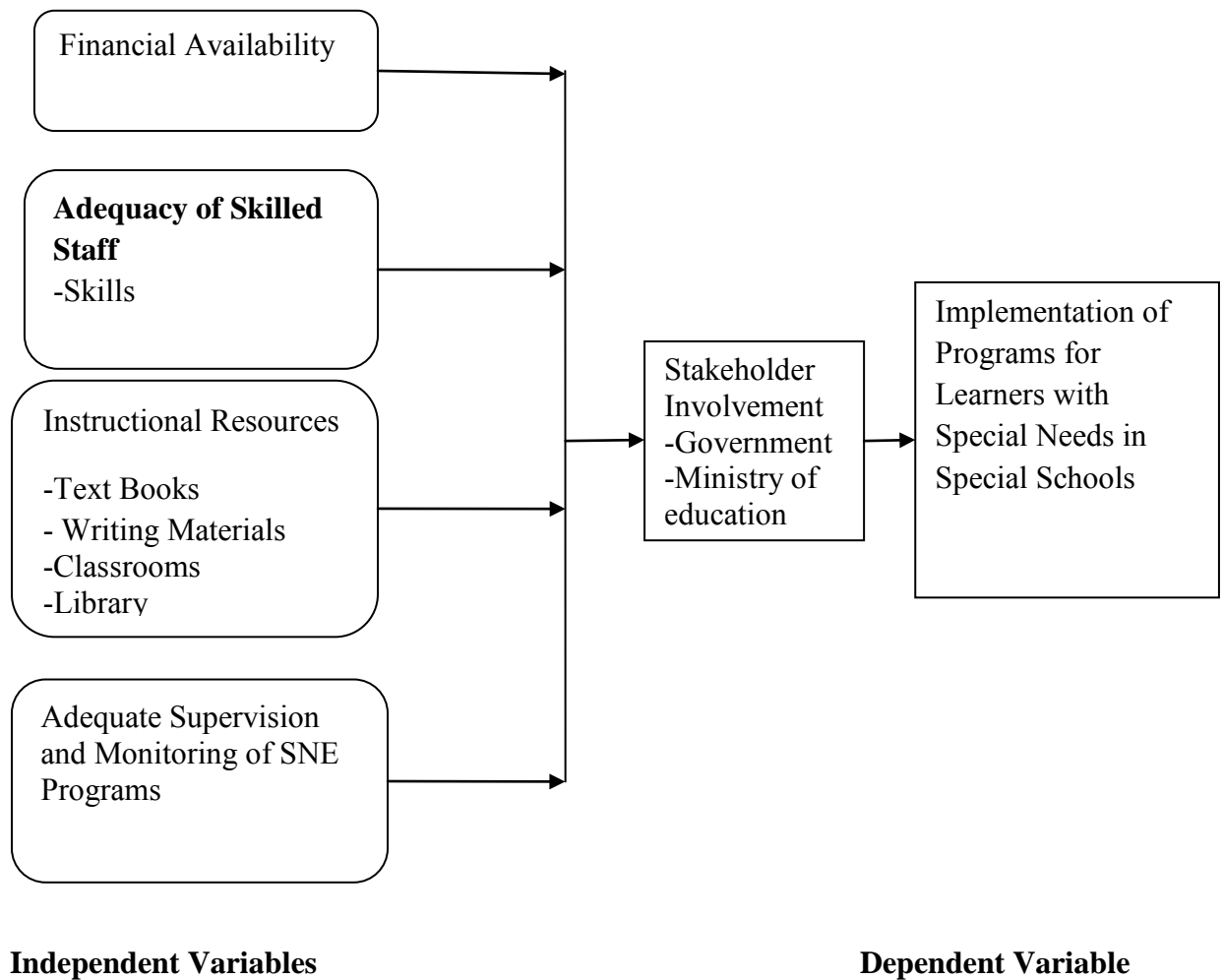


Figure 2.1: Conceptual Framework

1.10 Operational Definition of Terms

- Disability:** This will refer to A disability may be physical, cognitive, mental, sensory, emotional, and developmental or some combination of these.
- Instructional Resources:** This will refer to text books, wring materials, spaces, teacher guides and so on that are requires supporting learning of special education.
- Program:** A program is a sequence of instructions written to perform a specified task. In this study the word will refer to a sequence of instructions designed specifically for the special education subjects.
- Special Education Program:** A special education program is defined in the Education Act as an educational program that is based on and modified by the results of continuous assessment and evaluation includes a plan called an Individual Education Plan (IEP) containing specific expectations and an outline of special education services that meet the needs of the exceptional student.
- Special needs education teacher:** This is a teacher who is trained to support learners with special needs in education.
- Special Schools:** These are schools set aside to offer education to children with special needs in education.

Factor:

Special Needs Education (SNE):

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature by other international and local authors and scholars on the implementation of programs for learners with special needs. The chapter presents the following specific areas; the concept of special education, the importance of special education, theoretical background of the study, the empirical review of the study, the conceptual framework and the study gaps.

2.2 Concept of Special Education

According to Nola & Louise, (2005), special education is the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education.

Common special needs include challenges with learning, communication challenges, emotional and behavioural disorders, physical disabilities, and developmental disorders. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, use of technology, a specifically adapted teaching area, or resource room (Falvey & Christine, 1996).

Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special education" is generally used to specifically indicate instruction of students whose special needs reduce their ability to learn independently or in an ordinary classroom, and gifted education is handled separately.

In most developed countries, educators are modifying teaching methods and environments so that the maximum numbers of students are served in general education environments. Special education in developed countries is often regarded less as a "place" and more as "a range of services, available in every school. Integration can reduce social stigmas and improve academic achievement for many students.

All special-needs students receive an Individualized Education Program (IEP) that outlines how the school will meet the student's individual needs. The Individuals with Disabilities Education Act (IDEA) requires that students with special needs be provided with a Free Appropriate Public Education in the Least Restrictive Environment that is appropriate to the student's needs. Government-run schools provide special education in varying degrees from the least restrictive settings, such as full inclusion, to the most restrictive settings, such as segregation in a special school. The education offered by the school must be appropriate to the student's individual needs. Schools are not required to maximize the student's potential or to provide the best possible services. Unlike most of the developed world, schools are also required to provide many medical services, such as speech therapy, if the student needs these services.

2.3 Programs for Learners with Special Needs in Kenya

According to Republic of Kenya (2005), special needs education started in Kenya after the end of the Second World War and has since been mainly offered to four categories of children with disabilities, namely; children with hearing impairments, mental handicaps, visual impairments and those with physical handicaps. Education to these children was only offered in special schools until the 1970s when units and integrated programs were initiated. Special needs education has continued to expand and now includes the following categories: Learners with hearing impairments, Learners with visual impairments, Learners with physical impairments, Learners with cerebral palsy, Learners with epilepsy, Learners with mental handicaps, Learners with Downs Syndrome, Learners with autism, Learners with emotional and behavioral problems, Learners with specific learning difficulties, Learners who are gifted and talented, Learners with speech and language difficulties, Learners with multiple handicaps, Learners who are deaf blind, Learners living in the streets, Learners who are orphaned, Learners heading households, Learners who are abused, Learners of nomadic / pastoral communities, Displaced / refugee Learners and Learners with albinism.

The Government in collaboration with development partners and other stakeholders has prepared KESSP investment with a view to consolidating the gains accruing from the implementation of FPE, address the main sector issues and to support the Government in strengthening management and delivery of educational services in order to improve access, quality, equity and relevance of education and training. The government is aware that to stay on track, towards meeting the objectives of ERS, EFA and MDGs, further

investments in the short and medium terms are necessary. In particular, it is critical to work towards ensuring quality and to improve access especially for about one million school-aged children (GOK, 2007).

Improved national productivity is an important channel to eliminate poverty, disease and ignorance, hence improving human welfare. The Government of Kenya is committed to the provision of equal access to quality and relevant education and training opportunities to ALL Kenyans. Towards this goal, the government has ratified and domesticated various global policy frameworks on education. The government signed Article 26 of the Universal Declaration of Human Rights (1948), consequently recognizing and committing to the right of every child to access education. The Article recognizes the intrinsic human value of education, underpinned by strong moral and legal foundations. Other international policy frameworks ratified and signed by the government include, (but are not limited to) the 1989 United Nations Convention on the Rights of the child (CRC), the 1990 African charter on the Rights and Welfare of the child, Salamanca Statement (1994), the Framework for Action on Special Needs Education (1999) and most importantly, the Millennium Development Goals (MDGs). Education for all (EFA) by 2015 is one of the global goals sited in the MDGs.

Advocates of special education have suggested adoption of Community Based Rehabilitation programs, where the family is the primary trainer, and the community as a whole can be mobilized for support, as an alternative to formal schooling. The applicability of this approach to the developing countries' context remains bedeviled by

lack of reliable baseline data on enrolment and identification of children with special needs (Peters 2003).

To this end, majority of learners with special needs and disabilities in Kenya do not access educational services. For instance, in 1999 there were only 22,000 learners with special needs and disabilities enrolled in special schools, units and integrated programs. This number rose to 26,885 in 2003 (Koech, Report, 1999). This compares poorly with proportion in general education. Currently, there are over 1100 units and 100 public special schools in the country which include vocational and technical institutions that cater for learners with special needs and disabilities.

This is despite the government's commitment to support the provision of equal access to education by all children. The government's commitment to special needs education has been demonstrated through establishment of a special needs education section and the appointment of a Special Needs Education Inspector in 1975 and 1978 respectively at MOE headquarters. The government further posted a special needs education specialist at the Kenya Institute of Education (KIE) in 1977. Other developments include the preparation of teachers of learners with special needs and disabilities that have led to the establishment of Kenya Institute of Special Education (KISE) and departments of special needs education at Kenyatta and Maseno Universities respectively (GOK,2007).

In view of the above, this situation calls for a re-appraisal of available approaches to expand Special Needs Education services so as to achieve an enrolment rate at par with that of other children (Vogel & Reder 1998). To attain this, Kenya needs to ensure the realization of inclusive education and simultaneously develop and implement guidelines

that mainstream special needs education at all levels of the education system. The SNE policy is geared towards harmonizing education service provision for learners with special needs and disabilities in Kenya. It shall address the inconsistencies that have been observed over the years through disjointed or duplicated provisions. The SNE policy shall provide a comprehensive framework of the principles and strategies to be followed in order to create equal access to quality and relevant education and training for learners with special needs. The policy also acknowledges other initiatives that are ongoing to bridge any gaps arising out of provision of SNE. It identifies extra measures that will be taken by the government and other stakeholders to redress inequities and inequalities in the provision of SNE.

Other government initiatives to develop policy guidelines include the Presidential working Committee (The Kamunge report, 1988) on education and training for this decade and beyond, which emphasized deployment of SNE inspectors at district level and The totally integrated Quality Education and training taskforce (The Koech report, 1999) which recommended the establishment of a national special education advisory board and noted that there is no comprehensive SNE policy or legal framework on SNE despite existence of various policy guidelines on SNE.

The Persons with disabilities act (2003) provides a comprehensive legal framework which outlaws all forms of discriminative treatment of persons with disability. The act in principle addresses issues of disability to eliminate discrimination of all forms towards individuals with disability. This includes access to education and training. It provides for adaptation of infrastructural, socio-economic and environmental facilities to ensure a

conducive environment for persons with special needs. The Children act (2001) harmonizes all existing laws and policy on children into one document. The act aims at improving the well being of ALL children. The act therefore provides a legal environment through which reinforcement of the rights of learners with special needs can be realized.

2.4 Factors Influencing the Implementation of Programs for Learners with Special Needs

2.4.1 Policy Related Factors

2.4.1.1 Financial Availability

The cost of providing educational services to learners with disabilities is relatively high and constitutes the single most limiting factor to increased enrollment, retention and transition of such learners within educational programs. This is aggravated further by the fact that the majority of children with special needs come from poor families. Such families find it difficult to participate in cost sharing where this is required. There is also inadequate planning of service delivery programs. This is mainly due to lack of skilled personnel and insufficient financial resources, thereby compromising the quality of services provided. On the other hand, uncoordinated planning amongst partners often results in duplication of programs, poor utilization of resources and gaps in service delivery. Financial and human resources are inadequate and the ever-rising prices of equipment and inadequate training of professionals compound this. Consequently, educational services for children with special needs call for concerted efforts between the Government and development partners (Nola & Louise, 2005).

Since Free Primary Education does not cover boarding and other mandatory requirements which learners with special needs have due to their disabilities, children in boarding special institutions are still paying for them. The Government allocates some additional grants to special schools and units which are made for schools recurrent expenditure and emergencies. The need of a learner with special needs goes beyond what the government provides. Under FPE every child in regular and special institution receives Kshs.1020 for tuition annually. This is far below the cost of educating a learner with special needs (Saitoti, 2005).

2.4.1.2 Adequate Skilled Teachers

Saitoti (2005) asserts that special education policy implementation requires a wide variety of staff skills and aptitudes, including the ability to influence, motivate, train, and teach; organizational, administrative, and communication skills; and creativity. Special education teachers or tutors teach a very wide range of subjects and skills ranging from art appreciation to languages and IT skills and, increasingly, Skills for Life/Skills for Business. For example, teachers/ instructors show students various techniques, including the use of tools and equipment, watch them use the techniques, and have them repeat procedures until specific standards required by the trade are met. This therefore implies that if a teacher does not meet the required skills of a given subject/vocational/ practical course, then the pupils may not acquire the rightful skills for the course expectations. If this is the case, a challenge is left to the learner not understanding the forward.

Teachers in special schools may take part in seminars, conferences, or graduate courses in special education or training and development. Other institutions play a growing role

in by offering special education forming consortiums with training institutions and junior colleges and providing input to curriculum development. Special education teachers maintain an ongoing dialogue to determine the most current skills required in the workplace. Special education teachers should communicate and relate well with students, enjoy working with them, and be able to motivate them. Special education instructors, in particular, must be patient, understanding, and supportive to make students comfortable, develop trust, and help them better understand concepts. Some teachers advance to administrative positions in departments of education, colleges and universities, and corporate training departments thereby having a better understanding of the effective implementation of special education programs (Saitoti, 2005).

In most States, special education teachers need at least a bachelor's degree, although some programs prefer or require a master's degree. Many colleges and universities offer master's degrees special education as well as classes or workshops with related topics relevant for their teachers. These include classes on teaching adults, using technology to teach, working with learners from a variety of cultures, and teaching children with learning disabilities. Teachers also should have courses or training in second-language acquisition theory and linguistics. In addition, knowledge of the citizenship and naturalization process may be useful. Knowledge of a second language is not necessary to teach ESOL students, but can be helpful in understanding the students' perspectives. GED teachers should know what is required to pass the GED and be able to instruct students in the subject matter (Smith & Dowdy, 2001).

According to Smith, Polloway, Patton & Dowdy (2001), professional development among adult education and literacy teachers varies widely. Both part-time and full-time teachers are expected to participate in ongoing professional development activities in order to keep current on new developments in the field and to enhance skills already acquired. Each State's professional development system reflects the unique needs and organizational structure of that State. Attendance by teachers at professional development workshops and other activities is often outlined in State or local policy. Some teachers are able to access professional development activities through alternative delivery systems such as the Internet or distance learning. Ensuring that teachers/ instructors in special education centres have the knowledge and skills needed to implement research-based instructional strategies require policies that specifically support their training. Professional development through training is the dominant approach to improving teachers' knowledge and skills and is critical to maintaining teachers' effectiveness.

According to Kelly (2010), the essence of communicating with the students with exceptionalities in this regard cannot be overemphasized. One aspect of communication that some instructors overlook is feedback on assignments, adding that Crum in her research, opined on the need to make comments on every paragraph of submitted assignments by the students, because it's a great opportunity to maintain that communication with students. This is a technique she applies across the board, and it benefits students with and without learning disabilities. The author further opined that special accommodations for students with learning disabilities can include extending deadlines, working with the disabilities services office to help students get access to assistive software, or working individually with the student,

and matching the struggling student with a professor that has a lot of compassion. Several factors have generally been identified as causes of poor performance.

Agyeman, (1993) reported that an instructor who does not have both the academic and the professional qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service.

2.4.1.3 Instructional Materials

Adequate well prepared instructional materials determine the amount of learning that can be placed in a learning setting. Good quality materials can motivate interest, maintain concentration and make learning more meaningful. The need for the use of instructional materials by the subject teacher in the modern age cannot be overemphasized; the traditional method of talk and chalk approach can no longer improve the performance of students in secondary schools academically (Falvey & Christine, 1996). Typically people with learning disabilities do best in learning environments where visual aids are used as much as possible such as charts, pictures, and graphs. These visual tools are also useful for helping students to understand what behaviors are expected of them. Using charts to map students' progress is very effective, for instance. Charts can also be used as a means of providing positive reinforcement for appropriate, on-task behavior (in conjunction with a token economy).

Vadas (1995) study considered the availability of textbooks as a determinant of performance of adults with learning disabilities. The results show that the public schools have fewer textbooks to use than the high-achieving private schools. The textbooks provide a common resource for widening general and specialist vocabulary. Exercises are often given and pupils use the textbooks to do their exercises and assignments. This enables the pupils to understand the lessons better and to check from their own performances if they have grasped what has been taught. Personal copies of set texts can be taken home by students for common homework tasks. This facilitates parental involvement in teaching and learning. The lack of textbooks in the adult learning centers implies that the learners will not be able to do a lot of exercises which in turn make them receive little or no attention and feedback to enhance their gained knowledge and improve their academic performance.

According to Adeyemo, (2005) ICT in the context of SNE refers to communication systems and techniques which are specific to various learners with special needs and disabilities. Currently ICT has not been optimally applied to the SNE teaching and learning processes. These include both augmentative and alternative modes of communication such as spoken language and sign language, Braille, tactile communication, readers for the blind, print, audio and visual tapes, and ICT skills. Provision of SNE services has not adequately integrated the use of ICT. Existing information and communication services remain largely inaccessible and unaffordable to persons with special needs and disabilities. Different disabilities require specific approaches to meet their information and communication needs. This requires heavy

investment and increased funding levels. This is a challenge that the government and partner organizations have to address in the delivery of SNE services.

2.4.2 Infrastructure Related Factors

The importance of schools physical environment to a successful special education program cannot be overemphasized; where the school is located determines to a very large extent the patronage such a school will enjoy. Similarly, the entire unattractive physical structure of the school building could mean no enough accommodation of learners with special needs. This is what Isangedighi (1998) refers to as learner's environment mismatch. There are many practical strategies that are effective in the classroom. It is up to the classroom and special education teacher to ensure that appropriate strategies are being used in the classroom to assist individual learning styles and provide success to all students with special needs. It is recommended that a multi-modal approach be used, visual, auditory, kinesthetic and tactile for optimum success.

The appraisal exercise on SNE (Kochung Report, 2003) noted that learners with special needs and disabilities required a barrier free environment to maximize their functional potentials. The physical environment where learners with special needs and disabilities operate should be accessible and or be disability friendly. It is important that learners with special needs and disabilities operate in educational environments with minimum support. Learners with special needs and disabilities require more conducive material resources for their education than their non-disabled peers. As part of the U.S. Individuals with Disabilities Education Act, the least restrictive environment is identified as one of the six principles that govern the education of students with disabilities and other special

needs. By law, schools are required to provide a free appropriate public education (FAPE) in the least restrictive environment that is appropriate to the individual student's needs. "Least restrictive environment" (LRE) means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. According to Falvey & Christine, (1996) the student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers.

Academically, a resource room may be available within the school for specialized instruction, with typically no more than two hours per day of services for a student with learning disabilities. Should the nature or severity of his or her disability prevent the student from achieving these goals in a regular education setting, then the student would be placed in a more restrictive environment, such as a special school, classroom within the current school, or a hospital program. Generally, the less opportunity a student has to interact and learn with non-disabled peers, the more the placement is considered to be restricted (Leal, Smith, Turnbull & Turnbull, 2002).

According to (Kochung Report, 2003) the learning environment, including the location of institutions, buildings, amenities, equipment and furniture, pose accessibility challenges to learners with special needs and disabilities. The physical environment where children with special needs and disabilities operate should allow them to access education with minimal hindrance. Schools" (and other related institutions) environments that are disability unfriendly to children with special needs and disabilities include class Learning

environment, social amenities (e.g churches and mosques), public transport (such as buses and matatus⁴) and public utilities (e.g libraries, toilets, telephones and lifts).

2.4.3 Administration Related Factors

Availability of a comprehensive Monitoring and evaluation (M & E) framework ensure effective and efficient implementation of the SNE policy. The M & E framework help address issues of monitoring processes to collect information/data, analyze, report and recommend necessary action for improvement of SNE service delivery. An indicator performance monitoring tool should be developed to track continuous implementation and consumption of SNE services by the target group and other publics. Specific activities should include identification and development of SNE responsive indicators and targets, building capacity of the inspectorate team on the indicators and the M&E framework concepts and procedures, actual field monitoring, evaluation and interpretation of findings for use in future planning and improvement. Continuous monitoring undertaken by the inspectorate and periodic (annual) evaluations should be used to inform the process of decision making on areas that require immediate, medium term and long term planning and improvement. Feedback from evaluations should be used for overall program improvement. Impact assessment should be integrated in the design, development and implementation of the M & E framework of the policy (GOK, 2005).

2.5 Research Gap

The main factors as presented by various authors in relation to their effect on implementation of special education programs have been presented in the study. The study

did not consider all the factors and their relevant effect hence more research needs to be done to establish the relationship. The main factors considered by this study are: the need of adequate Skilled Staff, effect of school physical environment, financial constraints, instructional resources and their effect towards Implementation of Programs for Learners with special needs in schools. Further research should therefore be carried out to establish whether the same factors presented in this study are also reflected by other authors besides the ones in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the research design and methodology that will be used in the research study. It describes research design, target population, sample design and size, data collection methods, instruments and procedures and data analysis.

3.2 Research Design

This study will adopt a descriptive survey research design approach in collecting views on factors influencing the implementation of programs for learners with special needs in special schools in Kasarani district. A descriptive study is concerned with determining the frequency with which something occurs or the relationship between variables (Bryman and Bell, 2003). Thus, this approach will be appropriate for this study, since the researcher intends to collect detailed information through descriptions and is useful for identifying variables and hypothetical constructs. This method will provide descriptions of the variables in order to answer the research questions in the study.

3.3 Target Population

According to Ngechu (2004), a population is a well defined or set of people, services, elements, events, group of things or households that are being investigated. Busha (1980) states that "a population is any set of persons or objects that possesses at least one common characteristic." The population of this study will be all the schools in Kasarani division. The researcher will purposively pick a representative target of 4 teachers/instructors and 4 learners from each of the 28 schools in Kasarani giving a total target

population of 252 possible respondents. The distribution will be as shown in the table below;

Table 3.1: Target Population

Category	Target Population
Head Teachers	28
Special education teachers	112
Pupils with special needs	112
Total	252

Source: Author, (2012)

3.4 Sample Size and Sampling Techniques

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population, (Orodho 2002). Cooper and Schindler (2003) observe that random sampling is the process of selecting a population sample where the researcher selects a population randomly from the randomly arranged list of the population of the study. The researcher will use stratified random sampling technique to select a sample of 30% of the whole target population. The sample size of the study is as shown in the sampling frame below;

Table 3.2: Sample Size

Category	Sample Ratio	Sample size
Head Teachers	0.3	8
Special Education Teachers	0.3	34
Pupils with Special Needs	0.3	34
Total	0.3	76

Source: Author, (2012)

3.5 Research Instruments

For the case of this study a questionnaire and an interview schedule will be used to collect the necessary information based on the research objectives. The questionnaires for pupils will be used to obtain important information about the population. The questionnaire will contain the questions which will be structured of closed-ended question and also a few open ended. These types of questions will be accompanied by a list of possible alternatives from which respondents are required to select the answer that best describes their situation. The main advantage of close ended questions is that they are easier to analyze since they are in an immediate usable form. They are also easy to administer because each item is followed by an alternative answers and is economical to use in terms of time saving.

3.6 Piloting Study

A pilot, or feasibility study, is a small experiment designed to test logistics and gather information prior to a larger study, in order to improve the latter's quality and efficiency. A pilot study can reveal deficiencies in the design of a proposed experiment or procedure and these can then be addressed before time and resources are expended on large scale studies (Borg and Gall, 1989). Piloting will be carried to test the validity and reliability of the instruments.

3.6.1 Validity of Instruments

Validity indicates the degree to which the instrument measures the constructs under investigation (Mugenda and Mugenda, 1999). There are three types of validity test, content, criterion and related construct validity. This study used content validity because

it measured the degree to which the sample of the items represents the content that the test is designed to measure. An instrument is said to be valid to the degree that it measures what it claims to measure or the extent to which it will predict accurately such types of behavior as better service delivery (Best and Khan, 2004) validity is actually the degree to which a test or an instrument actually measures the variable it claims to measure learners and teachers of the selected centres will be sampled as they represent the core of the respondents.

3.6.2 Reliability of Instruments

The data collection instruments that will be used is reliable because they have the ability to consistently yield the same results when repeated measurements are taken of similar individuals under the same conditions. Copies of the same questionnaires will be repeatedly distributed to similar individual categories of respondents i.e. teachers and pupils and yield the same kind of response. To ensure consistency of the questionnaire they will be tested in the schools. This will be repeated after three weeks as a retest for the questionnaires using the test-retest approach (Mugenda & Mugenda, 2003). The response from both the testing periods to be correlated by the following sufficient of reliability, an instrument that yields a reliability coefficient of 0.80 and above (80% and above) is reasonably consistent and therefore acceptable for data collection. The questionnaire has to be revised to attain this percentage.

3.7 Data Collection Procedures

Primary data will be collected from respondents through a semi- structured questionnaire comprising of closed and open ended questions and interview guide for the pupils. The

researcher will seek permission from the Ministry of Education to conduct research. The researcher will also seek a letter from the university which will accompany the questionnaires to the management of special schools in Kasarani division for the data collection exercise.

3.8 Data Analysis

Descriptive statistics and content analysis will be used to analyze the data collected. Closed questions will be analyzed through the help of the statistical package for social Science (SPSS) computer software by assigning numbers to responses for analysis of qualitative data as it is efficient and give straight formal analysis on practically all possible using a Likert scale while open ended questions will be analyzed through percentages, frequencies, tables and bar graphs.

3.9 Logical and Ethical Consideration of the study

The researcher will focus on the objectives and maintain high level of integrity. The researcher will have a task of assuring the respondents that the views they raise will only be for academic purposes and that would be held with utmost confidentiality. This will in turn help in soliciting accurate information and views concerning the factors influencing implementation of special needs education programs in Kenya.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND PRESENTATION

4.1 Introduction

This chapter presents the interpretations of the data as obtained from the field on factors influencing implementation of special education programmes in public primary schools within Kasarani district. The data analysis and interpretation is based on the study objectives.

4.2 Response Rate

Table 4.3: Response Rate

	Distributed	Not responded	response rate
Headteachers	30	30	100%
Special education teachers	30	30	100%
Special education children	30	22	73%

Out of the total sample size of 8 school principals, 30 special needs school teachers and pupils with special needs, all the 8 questionnaires for the principals, 30 special education teachers and 22 special needs children filled and returned the questionnaire. This therefore gave a 100% response rate for the school head teachers, 100% response rate for the special education teachers and a 73% response rate for the case of special education children. The response rates are as distributed in the table above and also in the figure below;

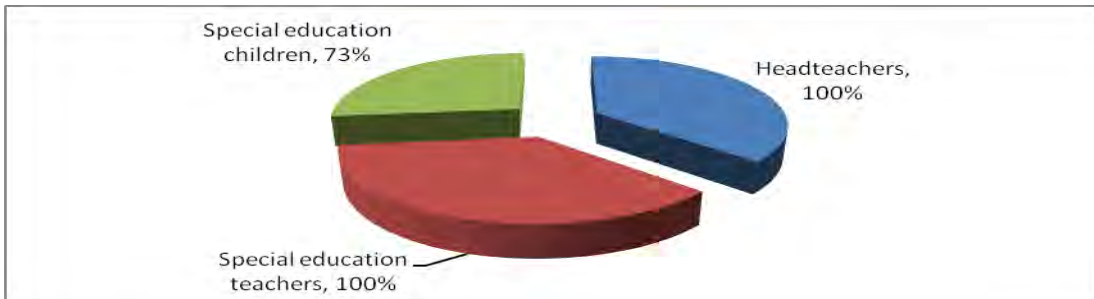


Figure 4.2: Response Rate

4.3 Demographic Information

4.3.1 Gender of Respondents

Table 4.4: Gender of Respondents

	Male	Percentage	Female	Percentage
Head teachers	11	63	19	37
Special education teachers	4	50	4	50
Children with special needs	13	51	9	49

The study required the respondents to indicate their gender. According to the results shown in the table 4.2 above, 63% of the special education teachers in the schools targeted were male while 36% were female. Fifty percent (50) of the head teachers were male while 50 % were female. The study also established that 51% of the special education children were male while 49% were female respectively.

4.3.2 Age

Table 4.5: Age of Respondents

25-35yrs	4	13.3
36-45yrs	11	36.7

46-55yrs	14	46.7
55above	1	3.3
Total	30	100.0

On the age brackets of the respondents as presented in the table above, the study found out that majority of the special education teachers were aged between 46-55yrs as shown by (47%). Others were aged between 36-45 years (37%), 25-35 years (13%) while the rest were aged 55 years and above respectively. The study also established that majority of the head teachers were aged between 46- 55 years (75%) while the rest were aged between 36-45 years as shown by 14% respectively. The results are as shown in the figure below;

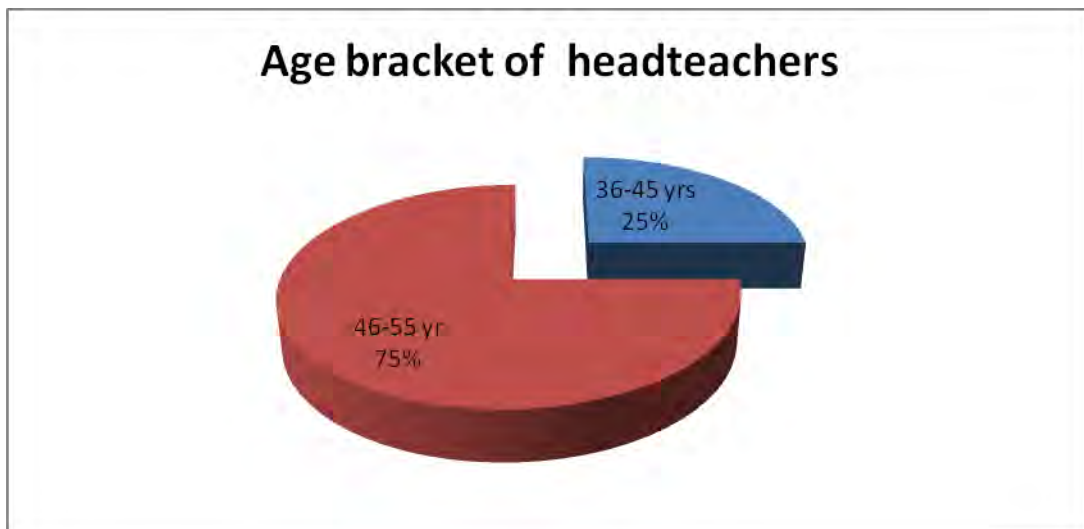


Figure 4.3: Age bracket of Headteachers

4.3.3 Highest level of education of respondents

Table 4.6: Highest level of education of special needs education teachers

	Frequency	Percentage
PI certificate	8	26.7
Diploma	8	26.7

Bachelors degree	13	43.3
Masters degree	1	3.3
Total	30	100.0

The study required the respondents to indicate their age brackets. According to the results indicated in the table above, the study established that 43% of the special education teachers had a Bachelor’s degree, 27% had P1 certificate and diploma certificates while 3% had masters’ degree. On the same question, the study established that 88% of the head teachers had a bachelor’s degree while 13% had a masters degree certificates respectively as shown in the figure below. The fact that majority of the teaching staff had a bachelors degree implies that the headteachers and teachers in the schools were knowledgeable of the issues related to special education programs and hence liable to giving valid information on factors influencing implementation of the special education programs.

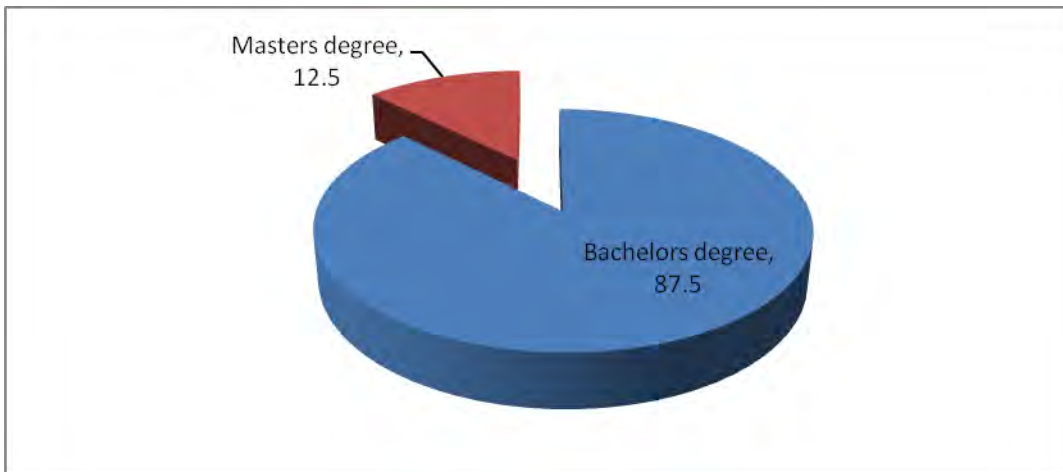


Figure 4.4: Highest level of education of special needs education teachers

4.3.4 Occupation of Parents

The study required the special needs education teachers to indicate the occupation of their parents. On this question, respondents as shown by 50% respondents indicated that their parents were formally employed while the rest 50% indicated that their parents were in self employments respectively. This implied that most parents were in a position to support their children in the school hence contributing to the implementation of special education programs implementation.



Figure 4.5: Occupation of Parents

4.3.5 Total enrollment in a school

Table 4.7: Total enrollment in a school

	Frequency	Percentage
Over 1000	3	37.5
600-999	2	25.0
Less 600	3	37.5
Total	8	100.0

The study wanted to establish the total school enrollments in the schools sampled. On this question, majority of the schools had enrollments of over 1000 pupils (38%) and less than 600 pupils (38%) while the rest had enrollments of between 600-999 as shown by 25% respectively. This implied that there were some schools which had over 1000 students (congested) whereas others had few. Implementation of special education programs tend to be difficult where there is congestion in classes.

4.3.6 Enrolment of children with special needs in the school

Table 4.8: Enrolment of children with special needs in the school

	Frequency	Percentage
100-199	3	37.5
50-99 Children	1	12.5
Less than 50	4	50.0
Total	8	100.0

The study also established that of the total pupils populations’ majority of the schools (50%) had less than 50 pupils with special needs, 100-199 (38%) and between 50-99 children (12.5%) respectively. The results are also as shown in the figure below;

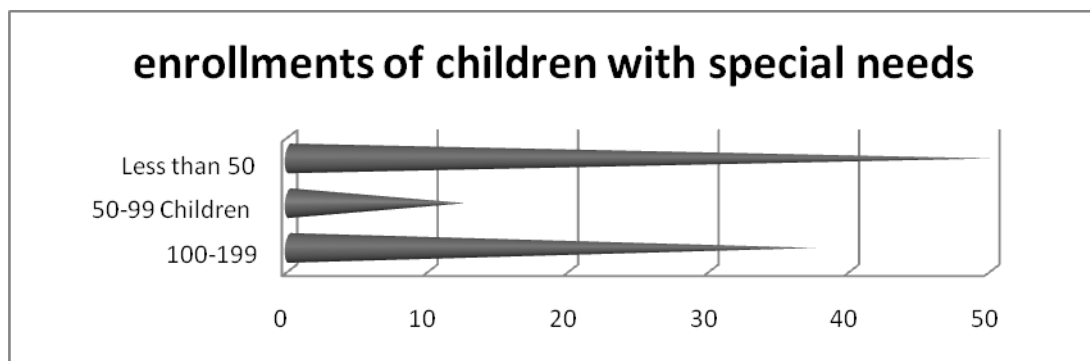


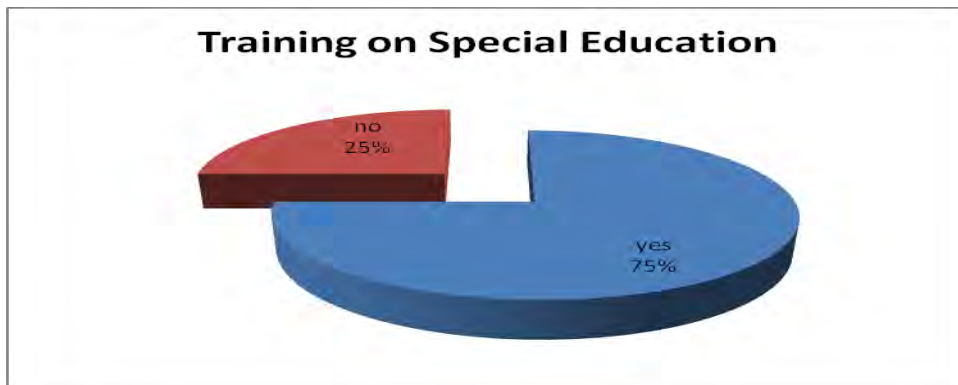
Figure 4.6: Enrolment of children with special needs in the school

4.3.6 Training on special needs education

Table 4.9: Whether the teachers has a training on special needs education

	Frequency	Percentage
Yes	17	56.7
No	13	43.3
Total	30	100.0

The study was also required to establish whether the special education teachers had trainings on special education as presented by the table above. On this question, majority of the respondents as shown by 57% indicated that they had training on special needs education while the rest as shown by 43% indicated that they did not have training on special education needs. On the same question, the study established that 75% of the headteachers had acquired training on special needs education while others as shown by 25% had no training on special education. This would mean that most of the head teachers in the targeted schools do not have training on special education needs. A situation where the head teacher is also trained in special education needs may achieve the implementation of the very programs while those without may face difficulties respectively. This information is also as presented in the figure below;



4.4 Finances Availability

Table 4.10: Whether the financial position of the school support special education programmes implementation in this school

	Frequency	Percentage
Yes	20	66.7
No	10	33.3
Total	30	100.0

The study was required to establish whether the whether the financial position of the school support special education programmes implementation in this school. According to the results indicated in the table above, 67% of the special education teachers were in agreement that the financial position of the school support special education programmes implementation in this school while only 33% were in disagreement that the financial position of their respective schools cannot support special education programmes implementation in this school. On the same question, majority of the school head teachers (75%) said that the financial position of their schools cannot support special education programmes implementation, not sure (12.5%) while the rest still indicated that the financial position of their schools can support special education programmes implementation. The information stated implies that not all schools in Kasarani district have got enough funds/finances to support the implementation of the special education programs. The results are as shown in the figure below;

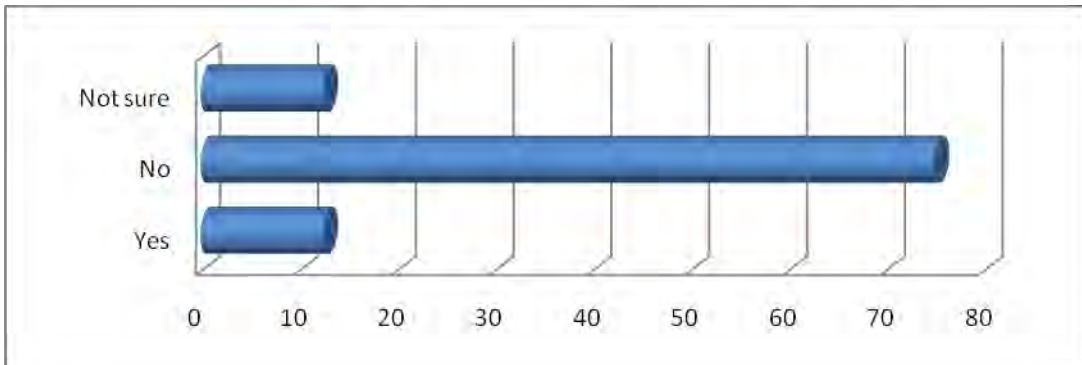


Figure 4.7: Whether the financial position of the school support special education programmes implementation in this school

Table 4.11: Extent to which financial position of the school support special education programs implementation

	Frequency	Percentage
Very Great extent	4	13.3
Great extent	12	40.0
Moderate extent	7	23.3
Little extent	7	23.3
Total	30	100.0

The study was to establish the extent to which financial position of the school to support special education programs implementation. According to the results in the table above, majority of the respondents (40%) indicated that the financial position of the school support special education programs implementation to a great extent, moderate extent (23%), little extent (23%) and to a very great extent (13%) respectively. On the same question, head teachers in the samples schools indicated that the financial position of their schools support special education programs implementation great or moderate extent respectively as shown by 50% and 50% respectively as show in the figure 4.8 below; the results suggests that there are still difficulties contributed by lack of finances on the implementation of special education programs in Kasarani district.

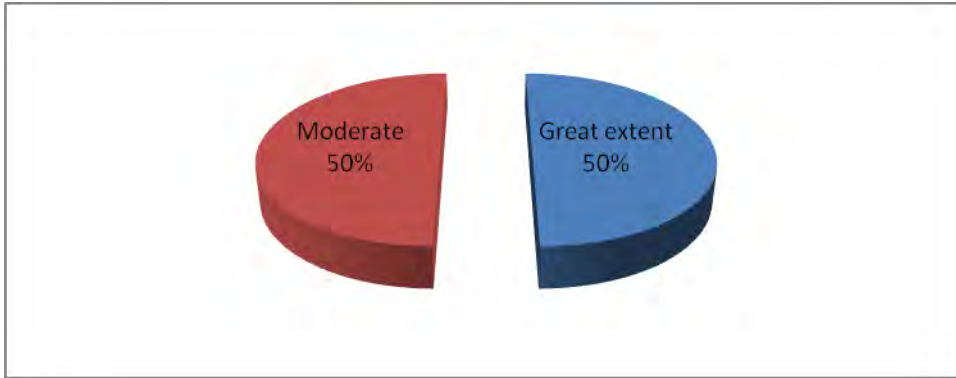


Figure 4.8: Extent to which financial position of the school to support special education programs implementation

Table 4.12: Availability of other sources besides government funds available in the school to support implementation of programmes for learners with special needs

	Frequency	Percentage
Yes	15	50.0
No	13	43.3
Not sure	2	6.7
Total	30	100.0

Majority of the special education teachers indicated that their schools had access to other sources besides government funds available to support implementation of programmes for learners with special needs as shown by 50% in the table above. Other respondents said that their schools do not have other sources besides government funds available to support implementation of programmes for learners with special needs while 7% were not sure on the same. Majority of the schools head teachers as presented by 63% agreed that their schools do not have other sources besides government funds available to support implementation of programmes for learners with special needs. Only a few as presented by 38% who said that their schools do not have other sources besides government funds available to support implementation of programmes for learners with

special needs. The results therefore implies that there are more sources of funds besides that of the government used in the implementation of special education programs in Kasarani district (*government money not enough*). The results on head teachers' responses on sources of funds to support implementation of special education programs are as shown in the figure below;

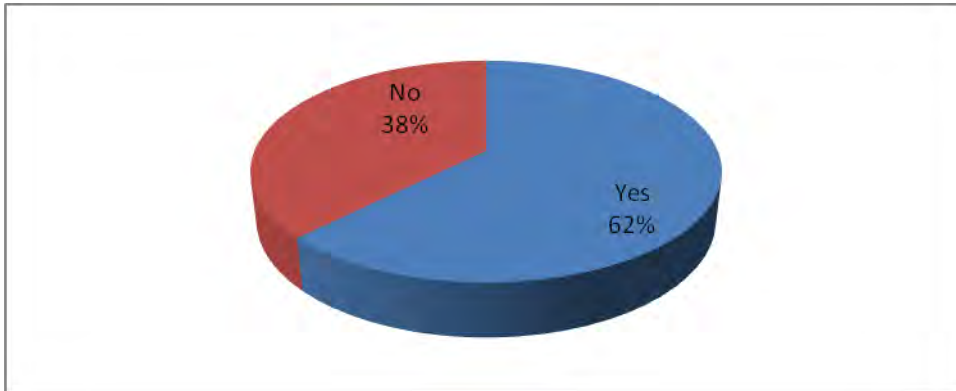


Figure 4.9: *Availability of other sources besides government funds available in the school to support implementation of programmes for learners with special needs*

Table 4.13: *Children being sent home to collect fees to support the special education programmes*

	Frequency	Percentage
Yes	6	27.3
No	16	72.7
Total	22	100.0

The researcher was to find out whether school ever sent children home to collect schools fees. According top the results in the table above, majority of the special education teachers as shown by 73% said that they their schools never sent children home to collect schools fees while 27% said that they sent children home to collect school fee to support

the special education programmes. A lower figure of 27% implies that a few schools in the district are still sending their children home in an effort of implementing special education programs.

Table 4.14: Feel happy when there is enough money in school to support the special education programmes

	Frequency	Percentage
Yes	21	95.5
No	1	4.5
Total	22	100.0

Majority of the respondents indicated that they feel happy when there is enough money in your school as shown by 96% while others indicated that they do not feel happy when there is enough money in school to support the special education programmes as shown by 4%. This implies that effective implementation of the special education programs for learners with special needs would only be achieved if and only if enough funds are available in the school.

Table 15: Extent of agreement respondents agree with the statements on factors related to financial constraints influencing the implementation of programs for learners with special needs

	Mean	Std. Deviation
Lack of enough financial support has hindered the purchase of resources`	1.75	.71
Lack of enough financial support affect construction of many classes for learners with special needs	1.63	.74

Lack of finance to hire more teachers besides those employed by the government	1.50	.53
Financial support is paramount to effective implementation of the school special education curriculum in this school	1.88	.83
i like the way the special education teachers mobilize on the issue of raising fund from well-wishers to support SNE programmes	1.75	.87
I like the way parents support the school financially in purchase and construction activities	2.75	1.489
There is always chronic absenteeism of students due to lack of transport funds	1.87	.83452

Majority of the respondents were in agreement that; lack of enough financial support has hindered the purchase of resources, Lack of enough financial support affect construction of many classes for learners with special needs, Lack of finance to hire more teachers besides those employed by the government, Financial support is paramount to effective implementation of the school special education curriculum in this school, they like the way the special education teachers mobilize on the issue of raising fund from well-wishers to support SNE programmes and that there is always chronic absenteeism of students due to lack of transport funds.

4.5 Adequate Skilled Staff

Table 4.16: Enough teacher to implement the teaching on special education programmes

	Frequency	Percentage
Yes	9	30.0
No	11	36.7
Not sure	10	33.3

Total	30	100.0
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The required the respondents to indicate whether there are enough teachers to implement the teaching on special education programme. According to the study findings as indicated in the table above, 37% of the respondents indicated that there were no enough teachers to implement the teaching on special education programmes in their schools, 33% were not sure while 30% believed that there were Enough teacher to implement the teaching on special education programmes. On the same question as shown in the figure below, majority of the head teachers as shown by 50% indicated that there were enough teachers to implement teaching on special education programmes, 37.5% were of the view that there were no enough teachers to implement teaching on special education programmes. On the same question, 13% of the respondents were not sure of the availability of enough teachers to implement teaching on special education programmes in their schools. The finding in all the cases implies that there is no enough skilled staff to enhance the implementation of special education programs.

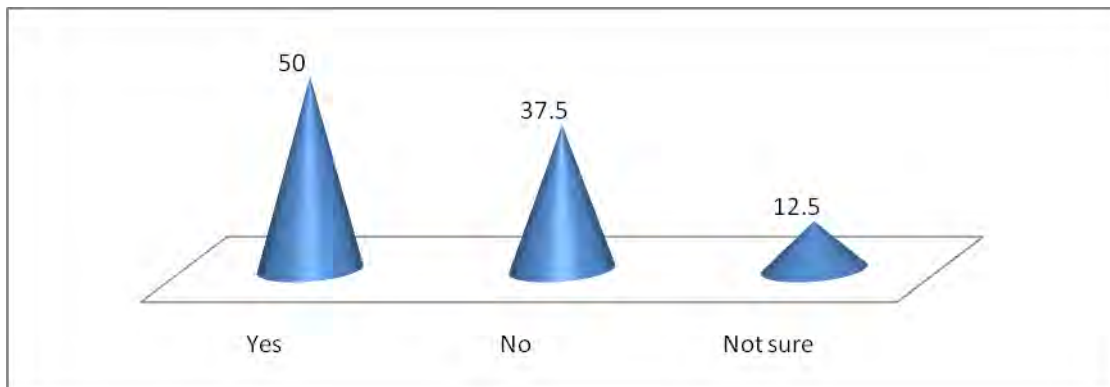


Figure 4.10: Whether there are enough teachers to implement the teaching on special education programmes

Table 4.17: Satisfaction on way the teachers handle the issue of learners with special needs in the school

	Frequency	Percentage
Very happy	6	20.0
Happy	14	46.7
Fairy happy	5	16.7
Not happy	5	16.7
Total	30	100.0

Majority of the respondents indicated that they were very happy on the way teachers handles the issue of learners with special needs in the school as shown by 47%. Other respondents indicated that very happy (20%), fairly happy (17%) and not happy on the way the teachers handles the issue of learners with special needs in the school as shown in the table above. This implies that majority of the stakeholders feel satisfied on the way teachers handle children with special needs in the schools. The same results are as indicated in the figure below;

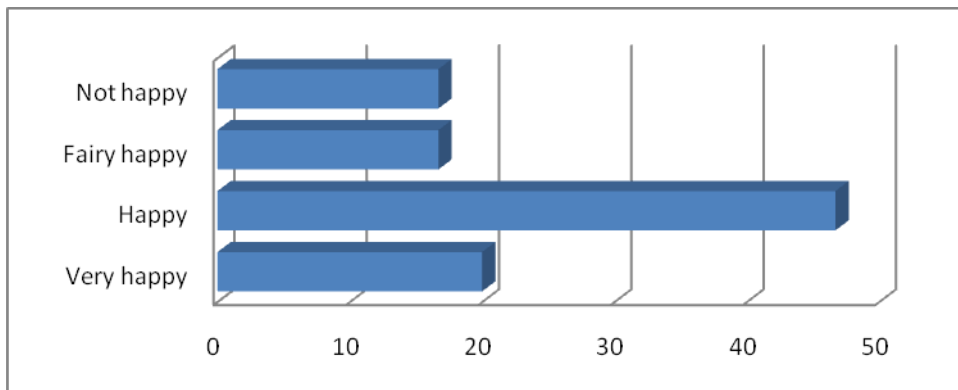


Figure 4.11: Satisfaction on way the teachers handle the issue of learners with special needs in the school

4.5.1 Whether Special education pupils like the way teachers teach in class

The study was to establish from children with special education needs whether they liked the way their teachers teach in class. According to all the respondents (100%), all the pupils liked the way their teachers teach in class. Where children with special needs indicate happiness, the implementation of the special education programs in the school is also as smooth.

Table 4.18: Level of agreement on statements related to adequacy of skilled staff towards implementation of special education programmes in schools

	Mean	Std. Deviation
The special education staff teach the learner's at their pace	1.93	.98027
Teachers always guides pupils on the importance of education	1.86	1.00801
Teachers always teach more than the required special education subjects in the school	2.37	1.12903
There is frequent lateness and absenteeism among the school teachers	2.83	1.14721
Language is effectively used by teachers as a medium of instruction	2.10	.95953
There is completion of the syllabus on special education in this school	2.60	.96847
The special education teachers in this school are concerned about pupils with special needs	2.00	1.14470
There are more than enough special education teachers in this school	3.033	1.12903
The school management always motivates special education teachers	2.867	1.07425
Teachers who deal with special education pupil are experienced and focused	2.00	1.17444
Teachers quality is key to the implementation of programmes for learners with special needs	1.967	.92786

The study sought to find out the level of agreement level of agreement on statements related to adequacy of skilled staff towards implementation of special education

programmes in schools. On this question, the study established that majority of the respondents agreed that the special education staff teach the learner's at their pace, teachers always guides pupils on the importance of education, teachers always teach more than the required special education subjects in the school, Language is effectively used by teachers as a medium of instruction, there is completion of the syllabus on special education in this school, the special education teachers in the school are concerned about pupils with special needs, teachers who deal with special education pupil are experienced and focused and that teachers quality is key to the implementation of programmes for learners with special needs as shown by the mean scores of 1.9333, 1.8667, 2.3667, 2.1000, 2.0000, 2.0000 and 1.9667 respectively.

Other respondents moderately agreed that; there is frequent lateness and absenteeism among the school teachers, there is completion of the syllabus on special education in this school, there are more than enough special education teachers in this school and that the school management always motivates special education teachers as shown by the mean scores of 2.8333, 2.6000, 2.8667 and 3.0333 respectively.

Table 4.19: Extent to which the teachers influence the implementation of special education programmes in the school

	Frequency	Percentage
Very great extent	7	23.3
Great extent	7	23.3
Moderate	8	26.7
Little extent	8	26.7
Total	30	100.0

The study was to establish the extent to which teachers influence the implementation of special education programmes in the school. On this question, majority of the respondents as presented by 27% indicated that teachers influence the implementation of special education programmes in the school to a moderate extent, little extent (27%), great extent (23%) and very great extent respectively (23%) respectively. On the same question, majority of the headteachers as presented by 50% said that teachers influence the implementation of special education programme in the school to a very great extent, great extent (25%) and moderate extent (25%) respectively. The results indicates that the availability of teachers with training on special education needs cannot be neglected at all for their importance on the implementation of the very programs.

4.6 Instructional Resources

Table 4.20: Whether there are enough resources to support the special education programmes in this school

	Frequency	Percentage
Yes	12	40.0
No	15	50.0
Not sure	3	10.0
Total	30	100.0

The study was to establish whether there are enough resources to support the special education programmes in this school. According to the results as indicated in the table above, 50% of the respondents indicated that their schools resources to support implementation of programmes for learners with special needs. Other respondents (40%) indicated that their schools had no resources to support implementation of programmes for learners with special needs while 10% of them were not sure on the same. The school

headteachers also indicated that 75% of the school head teachers indicated that their schools did not have enough resources to support the special education programmes while 12.5% were in agreement that they have enough resources to support the special education programmes. Only 12.5% of the head teachers were not sure whether their schools had enough resources to support the special education programmes. On the same question, majority of the children with special needs (63.6%) also indicated that there were enough text books to pass the subjects while only 36% who said that their schools had enough resources to support the special education programmes. The results are as indicated in the figure below;

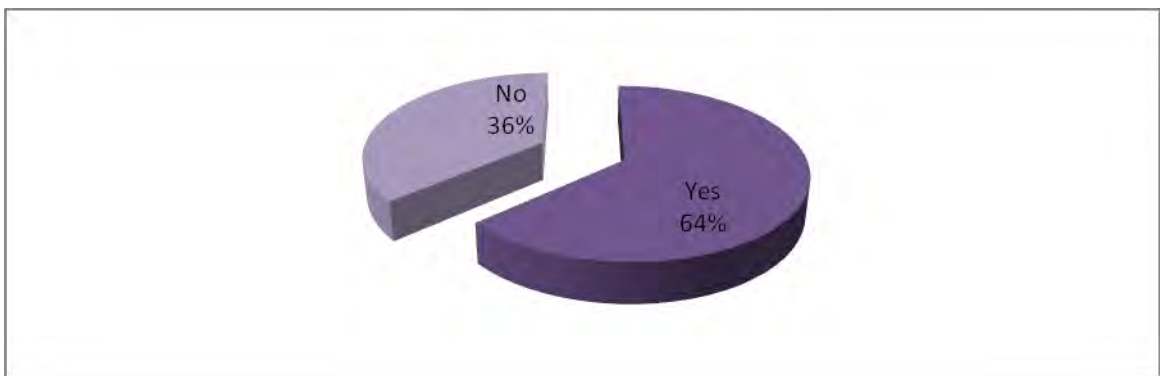


Table 4.21: Level of adequacy of the following facilities in the school

	Mean	Std. Deviation
Text books	2.3667	.99943
Desks	2.5333	1.07425
Classroom	2.6667	1.09334
Toilets	2.8000	.92476
Libraries	2.7667	.93526
Laboratory	3.0667	.86834
Playing field	3.0667	.90719
Teachers	3.0000	1.14470

The researcher sought to establish the level of adequacy of school facilities. On this question, the study established that text books were adequate as shown by a mean score of 2.37. Majority of respondents also indicated that desks, classroom, toilets, Library (ies), laboratory, playing field and teachers fairly adequate as shown by the mean scores of 2.5333, 2.6667, 2.8000, 2.7667, 3.0667, 3.0667 and 3.0000 respectively. The findings obtained indicates that most of the facilities in most schools are fairly adequate which may not support the implementation of special education programs to a 100% as expected.

Table 4.22: Extent of usage of the different forms of lighting in school in support of implementation of special education programs implementation in a school

	Mean	Std. Deviation
Pressure lamps	3.5667	.85836
Candles	3.7333	.78492
Kerosene	3.5000	.93772
Electricity	2.9333	1.17248

The study also established that electricity was fairly often used form of lighting in school in support of implementation of special education programs implementation in school as shown by a mean score of 2.9. Majority of the respondents also said that; Pressure lamps, candles and kerosene were not very often used in the implementation of special education programs implementation in the schools as shown by the mean scores of 3.5667, 3.7333 and 3.5000 respectively. Electricity remains a good source of light to enhance learning of the special education subjects which may also make them pass an indication of effective implementation of the same programs.

Table 4.23: Extent to which the availability of resources to support implementation of programmes for learners with special needs

	Frequency	Percentage
Very great extent	5	16.7
Great extent	16	53.3
Moderate	7	23.3
Little extent	2	6.7
Total	30	100.0

The study sought to establish the extent to which the availability of resources to support implementation of programmes for learners with special needs in public primary schools in Kasarani district. According to the study findings as presented in the table above, majority of the respondents (53%) said that availability of resources support implementation of programmes for learners with special needs to a great extent, moderate extent (23%), very great extent and little extent as shown by 7% respectively. This would imply that schools without enough resources may face difficulties in the implementation of special needs education programs in the district.

4.8 Adequate Supervision of Special Needs Programmes

Table 4.24: Person who supervises special needs programmes in this school

	Frequency	Percentage
Headteacher	14	46.7
The board	8	26.7
School PTA and board	2	6.7
Area quality education officer	3	10.0
EARC officer	3	10.0
Total	30	100.0

The study sought to establish the people responsible for supervision of special needs programmes in this school. On this question, majority of the respondents as shown by 47% indicated that the head teacher is responsible for the supervision of the special education program in the school, 27% the board, Area quality education officer, EARC officer as shown by 10% and both the School PTA and board (7%) respectively. The results indicates that each of the stakeholders in the schools or outside the schools have a role to play related to supervision towards implementation of special education programs. This information has been presented in the figure below;

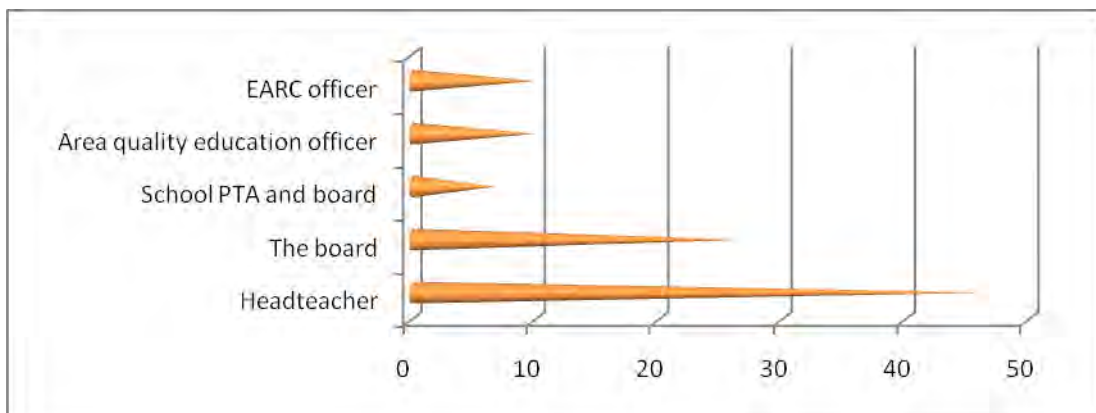


Table 2.25 Extent to which supervision influences the implementation of programmes for learners with special needs in the school

	Frequency	Percentage
Very great extent	18	60.0
Great extent	8	26.7
Moderate	2	6.7
Little extent	2	6.7
Total	30	100.0

The study sought to establish the extent to which supervision influence the implementation of programmes for learners with special needs in the school. According

to the results presented in the table above, 60% of the respondents indicated that supervision influences the implementation of programmes for learners with special needs in the school to a very great extent. Other respondents indicated to a great extent (27%), moderate and little extent as shown by 7% respectively. On the same question, the school headteachers indicated that supervision influences the implementation of programmes for learners with special needs in the school to a little extent (50%), very great extent great extent (25%), great extent (13%) and moderate extent (13%) respectively. The results therefore imply that effective supervision is a key determinant in the implementation of special education programs. The results on headteachers' responses are as shown in the figure below;

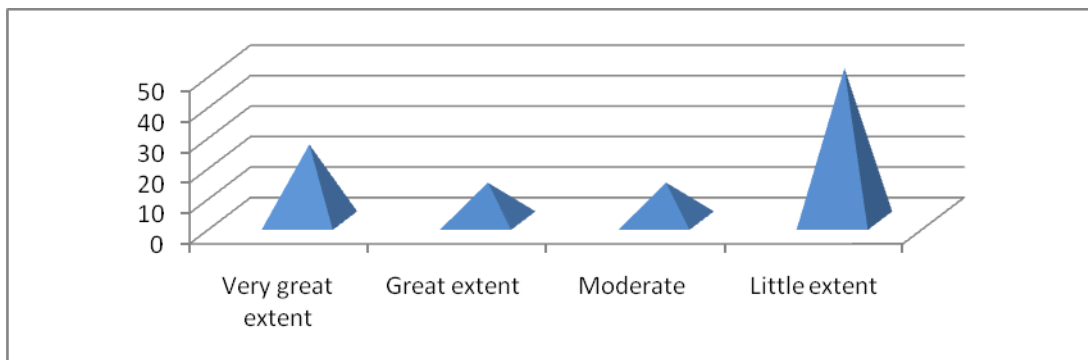


Figure 4.12: Extent to which supervision influence the implementation of programmes for learners with special needs in the school

Table 4.26: Improvement on the kind of supervision normally conducted for effective implementation of programmes for learners with special needs in this school

	Frequency	Percentage
Yes	5	62.5
No	3	37.5
Total	8	100.0

Majority of the respondents indicated that they would like improvement on the kind of supervision normally conducted for effective implementation of programmes for learners with special needs in this school as indicated by 63% while others were of the view of the vice versa (38%). Respondents said that they were ready suggest an improvement on the of supervision normally conducted for effective implementation of programmes for learners with special needs in this school as shown by 60% whereas were of the view that they wouldn't be ready to suggest an improvement on the of supervision normally conducted for effective implementation of programmes for learners with special needs (40%). The findings indicate that there is a room to allow stakeholders in education system to suggest more ways on supervision which can enhance implementation of special education programs in the schools.

CHAPTER FIVE

DISCUSSION OF THE MAIN FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the main findings, conclusion and recommendations. The specific objectives of this study were to: to find out the extent to which Financial Constraints influence the implementation of programs for learners with special needs in public primary schools in Kasarani district, Nairobi, to establish the influence of adequate skilled staff on implementation of programmes for learners with special needs in public primary schools in Kasarani district, Nairobi, to investigate whether Instructional resources influence the implementation of programmes for learners with special needs in public primary schools in Kasarani district, Nairobi and to establish the influence of supervision and monitoring on implementation of programmes for learners with special needs in public primary schools in Kasarani district.

5.2 Discussion of the main findings

The study established that 88% of the head teachers had a bachelor's degree respectively while 43% of the special education teachers had a bachelor's degree and that parents were in either formally employed or self employed respectively. Majority of the schools had enrollments of over 1000 pupils (38%) while having less than 50 pupils with special needs respectively. The study also found out that majority of the teachers and head teachers as presented by 57% indicated that they had training on special needs education.

The study found out that majority of the respondents (40%) indicated that the financial position of the school support special education programs implementation to a great

extent. Sixty seven (67%) of the special education teachers were in agreement that the financial position of the school support special education programmes implementation in this school while (75%) of the head teachers disagreed by indicating that the financial position of their schools cannot support special education programmes implementation. The study also found out that majority of the special education teachers indicated that their schools had access to other sources besides government funds available to support implementation of programmes for learners with special needs as shown by 50%. Finally, majority of the respondents said that their schools never sent children home to collect schools fees. Majority of the respondents indicated that they feel happy when there is enough money in your school as shown by 96%. Finally, Majority of the respondents were in agreement that; lack of enough financial support has hindered the purchase of resources, Lack of enough financial support affect construction of many classes for learners with special needs, Lack of finance to hire more teachers besides those employed by the government, Financial support is paramount to effective implementation of the school special education curriculum in this school, they like the way the special education teachers mobilize on the issue of raising fund from well-wishers to support SNE programmes and that there is always chronic absenteeism of students due to lack of transport funds. the literature findings as presented by MOEST (2001) also confirms that the cost of providing educational services to learners with disabilities is relatively high and constitutes the single most limiting factor to increased enrollment, retention and transition of such learners within educational programs and that the need of a learner with special needs goes beyond what the government provides hence the extra sourcing.

On adequacy of skilled staff, 27% indicated that teachers influence the implementation of special education programmes in the school to a moderate extent. The finding therefore confirm with Maundu (1986) who indicated that teacher's qualifications and experience play a key role in learners' performance. The study also established that 37% of the respondents said that there were no enough teachers to implement the teaching on special education programmes in their schools and that they were very happy on the way teachers handles the issue of learners with special needs in the school as shown by 47%. According the all the respondents (100%), all the pupils liked the way their teachers teach in class and that majority of the respondents agreed that the special education staff teach the leaner's at their pace, teachers always guides pupils on the importance of education, teachers always teach more than the required special education subjects in the school, Language is effectively used by teachers as a medium of instruction, there is completion of the syllabus on special education in this school, the special education teachers in the school are concerned about pupils with special needs, teachers who deal with special education pupil are experienced and focused and that teachers quality is key to the implementation of programmes for learners with special needs. The study findings therefore agree with the literature by Nsubuga (2000) that special education policy implementation requires a wide variety of staff skills and aptitudes, including the ability to influence, motivate, train, and teach; organizational, administrative, and communication skills; and creativity.

On instructional resources, the study found out that availability of instructional resources support implementation of programmes for learners with special needs to a great extent. Fifty percent (50%) of the respondents indicated that their schools had enough resources

to support implementation of programmes for learners with special needs. Seventy five (75%) of the school head teachers indicated that their schools did not have enough resources to support the special education programmes. On the same question, majority of the children with special needs (63.6%) also indicated that there were enough text books to pass the subjects. Majority of respondents also indicated that desks, classroom, toilets, Library (ies), laboratory, playing field and teachers were fairly adequate. Finally, the study also established that electricity was often used a form of lighting in school in support of implementation of special education programs implementation in school and that Pressure lamps, candles and kerosene were not very often used in the implementation of special education programs implementation in the schools. The findings therefore indicate the necessity of enough resources in schools as asserted in the literature by Vadas (1995) study which considered the availability of resources especially textbooks as a key determinant of performance of learners with learning disabilities. The findings also confirm the assertion by Tammy, Zupanick & Mark (2006) that lack of textbooks and other resources in the child's learning centers implies that the learner will not be able to do a lot of exercises which in turn make them receive little or no attention and feedback to enhance their gained knowledge and improve their academic performance.

On supervision, majority of the respondents as shown by 47% indicated that the head teacher is responsible for the supervision of the special education program in the school, the board, Area quality education officer, EARC officer as and both the School PTA and board respectively. Sixty percent (60%) of the respondents indicated that supervision influences the implementation of programmes for learners with special needs in the school to a very great extent. The study also established the school head teachers

indicated that supervision influences the implementation of programmes for learners with special needs in the school to a little extent and that majority of the respondents indicated that they would like improvement on the kind of supervision normally conducted for effective implementation of programmes for learners with special needs in this school as indicated by 63%. These findings therefore confirms the literature reviewed by Billingsley (1993) who asserted that lack of administrative and supervisory support has been identified as a factor related to teacher attrition. Effective implementation through supervision is also supported in the literature as argued by Falvey and Christine & Givner (1996) that impact assessment should be integrated in the design, development and implementation of the M & E framework of the policy.

5.3 Conclusion

5.3.1 Financial Availability

On financial availability, the study concludes that the financial position of the sampled school in Kasarani district support special education programs implementation to a great extent and that their schools had access to other sources besides government funds available to support implementation of programmes for learners with special needs. The study also found out that schools never sent children home to collect schools fees and lack of enough financial support has hindered the purchase of resources, Lack of enough financial support affect construction of many classes for learners with special needs, Lack of finance to hire more teachers besides those employed by the government, Financial support is paramount to effective implementation of the school special education curriculum in this school, they like the way the special education teachers mobilize on the

issue of raising fund from well-wishers to support SNE programmes and that there is always chronic absenteeism of students due to lack of transport funds.

5.3.2 Adequacy of Skilled Staff

On adequacy of instructional resources, the study concludes that teachers influence the implementation of special education programmes in the school to a moderate extent and that there are no enough teachers to implement the teaching on special education programmes in their schools within Kasarani district. The study also concludes that the stakeholders in the very schools are very happy on the way teachers handles the issue of learners with special needs in the school and that teachers always guides pupils on the importance of education, teachers always teach more than the required special education subjects in the school, Language is effectively used by teachers as a medium of instruction, there is completion of the syllabus on special education in this school, the special education teachers in the school are concerned about pupils with special needs, teachers who deal with special education pupil are experienced and focused and that teachers quality is key to the implementation of programmes for learners with special needs.

5.3.3 Instructional Materials

On instructional resources, the study concludes that availability of instructional resources support implementation of programmes for learners with special needs to a great extent. The study also concludes that there were enough text books to pass the subjects. Majority of respondents also indicated that desks, classroom, toilets, Library (ies), laboratory,

playing field and teachers' fairly adequate even though the school head teachers indicated that there were no enough instructional resources in the school.

5.3.4 Adequate Supervision of Special Needs Programmes

On Adequate Supervision of Special Needs Programmes head teacher is responsible for the supervision of the special education program in the school, the board, Area quality education officer, EARC officer as and both the School PTA and board. The study also concludes that supervision influences the implementation of programmes for learners with special needs in the school to a little extent.

5.4 Recommendations

5.4.1 Financial Availability

The study recommends that schools management committees ensure the availability of enough financial resources to support the implementation of programs for learners with special needs. On this note, more and more sources of funds need to be established alongside the government funding so as to enhance participation of learners as well as the implementation of the said programmes.

5.4.2 Adequacy of Skilled Staff

On adequacy of skilled staff, the study recommends that teachers be motivated and allowed to further their studies so as to gain more knowledge on special education. A special education teacher needs to be motivated in an effort to promote implementation of special education programme.

5.4.3 Instructional Materials

On instructional materials, the study recommends that the ministry of education intervene and ensure that there are enough resources. The school management need also continue establishing ways in which they can get extra instructional resources may be through donations or fundraisers to support whatever little that the government might have contributed. This will ensure that there is an even distribution of text books and other instructional resources as well as minimized sharing among students.

5.4.4 Adequate Supervision of Special Needs Programmes

On Supervision of Special Needs Programmes, the study recommends that the school head teachers continue with that motive of supervising the implementation of special education programs in their school. The school head teachers need to enrol in tertiary institutions so as to pursue on small courses related to special education for this would promote and enhance them understand well on the requirements of an effective special needs education program.

5.5 Recommendations for further studies

This study recommends that the same study be undertaken in other regions outside public secondary schools in Kasarani district. This will help in understanding whether the same factors discussed in this study influence the implementation of special education programmes with accordance to the findings of this study. Finally, researchers should use the same approach by coming up with new factors like technology and establish the effects of the same towards implementation of special education programs in public primary schools alongside other special education learning centers.

APPENDIX 1: INTRODUCTION LETTER TO THE RESPONDENTS

Name of School:

Date:

Dear Respondent:

RE: DATA COLLECTION

I am a student at the Moi University pursuing a degree in Master of Education, in Management and Policy Studies. As part of the course requirements, I am supposed to carry out a research study in the same area on “**Factors influencing the implementation of programs for learners with special needs in public primary schools in Kasarani district, Nairobi**”. I therefore kindly ask you to fill in by ticking and responding to the questions provided with the right information since you have been chosen as one of the respondents in this study.

Thanks in Advance

Wilson Sossion

.....

Signature

**APPENDIX 11: QUESTIONNAIRE FOR THE HEAD TEACHERS AND
SPECIAL EDUCATION TEACHERS**

SECTION A: DEMOGRAPHIC INFORMATION

1. Indicate your gender?

Male

Female

2. Indicate your age?

Less than 12 yrs old

12-15 years

16-20 years

Above 20

3. What is the level of education of your parents?

Primary level

Secondary level

Middle level education-College

University

None at all

4. Which special needs can be established in this school?

.....
.....
.....

5. Which are the various subjects related to special education program in this school?

.....
.....

SECTION B: FACTORS INFLUENCING IMPLEMENTATION OF SPECIAL EDUCATION PROGRAMS IN PRIMARY SCHOOLS

a) Financial Constraints

6. Would you say that the financial position of the school is always enough to support the special education programs implementation in this school?

Yes [] No [] Not sure []

7. If yes, to what extent

Very great extent []

Great extent []

Moderate []

Little extent []

8. Are there other sources of besides government funds available in your school to support implementation of programs for learners with special needs?

Yes [] No [] Not sure []

b) If yes, list the sources

.....

9. What is the extent to which you agree with the following factors related to financial constraints influence the implementation of programs for learners with special needs in your school? Rate where; 1= great extent, 2= great extent,, 3= fairy extent and 5= not at all

	1	2	3	4	5
Lack of enough financial support has hindered the purchase of resources					
Lack of enough financial support affect construction of many classes for learners with special needs					
Lack of financial support hinders hiring of more special education teachers besides those employed by the government					
Financial support is paramount to effective implementation of the school special education curriculum in this school					
I like the way the school head mobilizes on the issue of raising more funds from parents and other well wishers					
I like the way parents support the school financially in purchase and construction activities					
There's is always chronic absenteeism of students due to fees balances or other funds					

b) Adequate Skilled Staff

10. According to own view, are there enough teachers enough to implement the teaching on special education programs

Yes [] No [] Not sure []

11. Are you happy about the teachers for learners with special needs handle their subject areas in this school?

Very happy []

Happy []

Fairly happy []

Not happy []

12. To what extent do they influence the implementation of special education curriculum in the school

Very great extent []

Great extent []

Moderate []

Little extent []

13. What is your level of agreement on the following factors on adequate skilled staff influence the implementation of programs for learners with special needs? Rate where 1 strongly agree, 2 agree, 3 fairy agree and 4 disagree

Factors	1	2	3	4
The special education staff complete the subject syllabus in time				
Teachers always guide pupils on the importance of education				
Teachers always teach more than the required special education subjects in the school				
Lateness and absenteeism among public school teachers				
Language is used as a medium of instruction				
Completion of the syllabus on special education subjects				
The special education teachers in this school are concern about the children with special needs				
There are more than enough Special education teachers in this school				
The school management always motivate special education teachers in an effort to enhance completion of various subjects				
Teacher who deal with special education pupils are experienced and focused				
Teacher quality is key to the implementation of programs for learners with special needs				
Others {.....}				

c) Instructional Materials

14. Do you think there are enough instructional resources to support the special education programs/curriculum in this school?

Yes No Not sure

15. If yes, to what extent does their availability influence the implementation of programs for learners with special needs?

Very great extent

Great extent

Moderate

Little extent

16. Using the scale below, indicate the level of adequacy of the following facilities in the school where 1 greatly adequate, 2 adequate, 3 fairly adequate and 4 not adequate

Facilities	1	2	3	4	5
Text Books					
Desks					
Classrooms					
Toilets					
Library (ies)					
Laboratory					
Playing field					
Teachers					

Others {.....}					
-------------------	--	--	--	--	--

17. The following list indicates resources that support implementation of special education programs implementation in a school. How often do you use the following forms of lighting in school? Rate where 1 is very often, 2 often, 3 fairly often and 4 is not at all

	1	2	3	4	5
Pressure lamp					
Candles					
Kerosene lamp					
Electricity					
Any other (specify).....					

d) Adequate Supervision and Monitoring of Special Needs Programs

18. Who conducts monitoring the supervision of special needs program in this school?

- The school head
- The board
- The school PTA and board
- The area quality education officer
- All of the above

19. To what extent do effective supervision and monitoring influence the implementation of programs for learners with special needs in this school.

- Very great extent
- Great extent
- Moderate
- Little extent

20. Would you suggest an improvement on the kind of supervision and monitoring normally conducted for effective implementation of programs for learners with special needs in this school?

- Yes No Not Now

THANK YOU FOR YOUR CONTRIBUTIONS

APPENDIX 11: INTERVIEW SCHEDULE (PUPILS)

SECTION A: DEMOGRAPHIC INFORMATION OF PUPILS (to be interpreted by the Researcher/ Teacher)

1. Indicate name of school.....
2. Your gender?
Male
Female
3. Indicate your age.....
4. Indicate your class.....
5. Type of special need (s)?

SECTION B: IMPLEMENTATION OF SPECIAL EDUCATION PROGRAM

a) Financial Availability

6. Indicate the occupation of your parents
Formal/ salaried employment { }
Informal/ self employment { }
7. Have you ever been sent home to collect fees?
Yes { } No { }
8. Do you think that when there is enough money in the school, you would feel happy in a special education class?
Yes { } No { }

ii) Why

.....

b) Adequacy of skilled staff

9. Do like the way your teachers teach you in class?
Yes { } No { }

ii) Why?

.....

.....

c) Instructional Materials

10. How many subjects do you take?

.....

11. Are there enough textbooks to use in order to pass the subjects?

Yes {} No {}

12. What instructional resources do you think should be bought for special education pupils for them to perform well in class?

.....
.....

d) Supervision of Special Education Programs

13. Is supervision of special education programs important in your school?

Yes {} No {}

14. State 2 reasons why supervision of special education programs is important

.....
.....
.....

THANK YOU FOR YOUR COOPERATION

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