

**THE EFFECTS OF TEACHER CHARACTERISTICS ON PUPILS'
ACADEMIC PERFORMANCE IN KCPE IN INCLUSIVE CLASSROOM IN
PUBLIC PRIMARY SCHOOLS IN NAROK NORTH SUB-COUNTY, KENYA**

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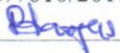
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I declare that this thesis is my original work and has not been presented for a degree, diploma or any other academic awards in any other university.

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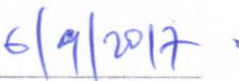


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DEDICATION

This thesis is dedicated to my late father Jones Leposo Langas, my mother Mary, husband Solomon and my sons; Enock, Ian and Gadiel.

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ABSTRACT

Despite education being one of the basic human rights and an empowerment prerequisite, there are various factors that affect the provision of quality education in inclusive public primary schools in Kenya. The purpose of this study was to examine the effects of teacher characteristic on pupil's academic performance in KCPE in inclusive classroom in public primary schools in Narok North sub-County in Narok County, Kenya. The objectives of the study were to assess; the effect of teacher's attitude, teacher's training, teacher's knowledge of inclusive education and teacher's perception of school environment on academic performance of pupils with special needs in the inclusive classes. The study adopted a descriptive survey design and targeted a population of the 507 teachers, 4 Quality Assurance and Standards Officers and 983 class 7 and 8 pupils from 55 public primary schools. The study selected 202 respondents constituting 98 pupils, 100 teachers and head teachers and 4 QUASOS. The study used simple random to select the teachers and the pupils while purposive sampling was used to select the head teachers. The study used an Interview schedule for the QUASOs staff and two sets of questionnaires for the teachers and the pupils. A pilot study was conducted in two primary schools and the data collected used in testing the validity and reliability of the questionnaires. The Cronbach alpha reliability coefficient of 0.716 and 0.784 was obtained for the teachers and pupils questionnaires respectively. Data collected using the questionnaires were analyzed using descriptive statistics of frequencies and percentages which were computed by the aid of the statistical package for social sciences. Pearson's correlation coefficient was used to establish the relationship between the variables. The results were presented using tables and charts. The findings showed that school environment had the highest effect on the academic performance of the pupils with special needs in inclusive classrooms followed by teachers' attitude; teachers training and teacher's knowledge of inclusive. The study concluded that the four factors of teachers' attitude, teachers' training, teachers' knowledge and teachers' perception of school environment influenced academic performance of learners with special needs in inclusive primary schools. The study recommends that schools should enhance the environment to be able to accommodate all learners and this will improve their academic performance. There is need for policy makers to formulate policies that will address the learning environment, teachers training and attitudes in order to allow for inclusion. The results of the study are expected to be of great significance to the policy makers in education as it shall shed light on how to improve academic performance of pupils with special needs in inclusive public primary schools in Kenya.

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ABBREVIATIONS AND ACRONYMS

ADEA	Association for the Development of Education in Africa
CRC	Convention on the Rights of the Child
EFA	Education for All
FPE	Free Primary Education
GoK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examination Council
MDGs	Millennium Development Goals
MoE	Ministry of Education
NCLB	No Child Left Behind
OECD	Organization for Economic Co-Operation and Development
SN	Special Needs
SNE	Special Needs Education
TSC	Teacher Service Commission
UN	United Nations
UNESCO	United Nation Education, Scientific and Cultural Organization
UPE	Universal Primary Education
USAID	United States agency for international development
WFP	World Food Program
QUASOs	Quality Assurance and Standards Officers
8.4.4	System of education in Kenya where 8 is the first years of primary schooling, 4- the years of secondary schooling and 4 the years of University schooling
UNCRC	United Nations Convention on the Rights of the Child

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The United States Department of Education (2006) noted that approximately 80% of students with disabilities receive special education support in the inclusive classroom. The reauthorization of the No Child Left behind (NCLB) Act of 2004, pressure on state policy makers and school administrations to integrate students with disabilities into general education classrooms has increased. Changes on rights of children with disabilities have generated varying attitudes and beliefs among general and special education teachers regarding the inclusion (Murawski, 2005; Kalyva, Gojkovic, & Tsakinis, 2007). Further, research indicates that there is lack of clarity in relation to the roles and responsibilities of both general and special education teachers who provide instruction in the inclusion setting (Ernst & Rogers, 2009).

Debate of including children with disabilities into society without being stigmatized has been discussed internationally at various forums (United Nations Convention on the Rights of the Child (UNCRC, 1989). These forums acknowledge education as a human right (Haider, 2008). The Convention on the Rights of the Child acknowledged the special needs of children with disabilities must be guaranteed with effective access to education in a conducive environmental setting to achieve the fullest social integration and individual development (UNESCO,1994; Haider, 2008).

In some countries, inclusive education is thought of as an approach to serve special educational needs children within general education settings. However, internationally, inclusive education is seen as a system which caters for the needs of a diverse range of learners and supports diversity as eliminates all forms of discrimination (UNESCO, 2009). In the United States, inclusive education is defined as the education of children with disabilities with their non-disabled peers to the maximum extent appropriate. Some other countries use the term integration but the term inclusive education is broader than integration (Long et. al., 2011). Friend (2007) defines inclusive education as the placement of all students including children with disabilities in inclusive classrooms with the necessary support given within these

classrooms. For this study, inclusion is defined as the integration of students with disabilities into the general education setting.

UNESCO (2009) developed a language of inclusion for the disabled into the system of education by stating that, inclusive education starts from the belief that the right to education is a basic human right. Further, UNESCO noted inclusive education as a foundation for a more just society and as an agenda for finding ways of enabling schools to serve all children in their communities as part of an inclusive education system. Inclusive education is considered as a way to create an environment that can give all children access to education.

Lindsay (2003) opined that if teaching is effective and responds to both students' needs and strengths, there is a possibility for all children to learn. Chhabra, Srivastava and Srivastava (2010) noted that for pupils with disabilities to fit into an inclusive programme class teachers should provide individual support and help them complete the required tasks. This is because academic success depends on how much a pupil learns from teachers (Young, Wright & Laster, 2005). The teachers play a vital role in the learning process of students by imparting knowledge. Therefore, successful and effective implementation of inclusive education requires adequate teachers' knowledge, training as well as positive attitudes (Ntombela, 2009; Loreman, Deppler & Harvey, 2005). This is very true in the perspective of this study which sought to clearly assess the effect that teachers characteristics has on the academic performance of pupils with special needs.

Monahan, Marino and Miller; Rheams and Bain (2005) stated inclusive approach for special needs pupils as that approach that look into providing various options and opportunities that enable the pupils to get better access to formal education. Fitch (2003) noted inclusive education to include functional integration rather than a total inclusion. Most countries in Africa experience a lot of challenges in the inclusion of learners with special needs in the regular classes in primary and secondary school level. This is attributed by myriad factors chiefly among them being lack of appropriate knowledge and skills among the teachers to support the inclusion process (Muga, 2011).

World Bank report (2005) noted Africa to have the lowest level of inclusive education at almost (45%) compared to other regions (West Asia: 69%; Europe, South America: 100%; East Asia and Oceania > 90%). In Burkina Faso, Burundi, Central African Republic, Niger and Rwanda, enrolment ratios of the learners with special needs are between 10% and 20%, which is a fifth of the global average of 79% of the school-age population (World Bank, 2005).

Further, Djangmah (2006) noted that greatest relative differences between enrolment ratios in inclusive classes in Burkina Faso, Equatorial Guinea, Mozambique and Niger ratios as less than one-third enrolment of the learners with special needs. Countries with the smallest enrolment ratios of the learners with special needs are Mauritania, Nigeria, Rwanda and Sierra Leone. The gross enrolment rate (GER) for learners with special needs in inclusive classes is lowest in Africa (29%) as compared to other regions (Europe > 100; Asia: 50% with West Asia at 40% and East Asia at 48%). although these statistics are self explanatory but they have only focused on the rates of enrolment, leaving a big research gap in addressing the effect of teacher's characteristics on the inclusion of learners with special needs in regular classes.

Morris (2001) noted that the Education System guarantees the right to education for all citizens regardless of religion, race, descent, and place of origin or disabilities. In any educational change, teachers are considered to be the change makers (Ertmer, 2005). Changing teacher's attitudes to allow educational change depends upon on some transformation in teachers characteristics such as beliefs, knowledge, attitudes and practices (Monahan, Marino, & Miller; Rheams & Bain, 2005). Teachers' attitudes and knowledge have an impact on classroom activities in an inclusive classroom which in turn has an effect on academic performance of the pupils. Therefore, it is important to investigate effects of teacher's characteristics on academic performance of the pupils so as to filter the acquired new knowledge and skills (Wozney, Venkatesh & Abrami, 2006). For this reason, this study sought to assess the effects of teacher characteristics on academic performance of pupils with special needs in an inclusive classroom in public primary schools in Narok North sub-county, Narok County.

1.2 Statement of the Problem

Special needs children are expected to be provided with meaningful all-inclusive education services that guarantees good academic performance (Leonard & Cheshire, 2013). It is regrettable, that it has not been realized as planned maybe due to teacher related characteristics such as; teacher's attitudes, teacher's training, teacher's knowledge of inclusive education and teacher's perception of school environment (Barnes, 2004). In Narok County, since 2011 to 2016 the pupils with special needs in most inclusive schools have been performing below average. For example, in Narok North Sub-County during the same period the trend has been that the best pupil had a score of 243 marks, 230 marks, 232 marks, 232 marks, 240 marks and 228 marks respectively. This indicated that the performance of the pupils with special needs in the inclusive schools has been below average. The reasons behind this low performance have not been well documented. In view of this, there is need to carry out a research to establish the effect of teacher's characteristics on academic performance of pupils with special needs in an inclusive classroom in public primary schools in Narok north sub-county, Kenya.

1.3 Purpose of the Study

The purpose of this study is to assess the effects of teachers' characteristics on pupil's academic performance in Kenya Certificate of Primary Education (KCPE) in an inclusive classroom in public primary schools in Narok North sub county, Narok County.

1.4 Objectives of the Study

The study was guided by the following objectives;

- i) To assess the effect of teacher's attitude on pupils academic performance in KCPE in inclusive classroom.
- ii) To examine the effect of teacher's training on pupil's academic performance in KCPE in inclusive classroom.
- iii) To examine the effect of teacher's knowledge of inclusive education on pupils academic performance in KCPE in inclusive classroom.
- iv) To establish the effect of teacher's perception of school environment on pupils academic performance in KCPE in inclusive classroom.

1.5 Research Questions

The study was guided by the following research questions;

- (i) What is the effect of teacher's attitude on pupil's academic performance in KCPE in inclusive classes?
- (ii) How do the Teachers level of Training affect pupil's academic performance in KCPE in inclusive classroom?
- (iii) What is the effect of teacher's knowledge of inclusive education on pupil's academic performance in KCPE in inclusive classroom?
- (iv) What is the effect of teacher's Perception of school environment on pupil's academic performance in KCPE in inclusive classroom?

1.6 Significance of the Study

The study was to identify factors affecting the provision of inclusive primary education for pupils with special needs in public primary schools which might create awareness among the stakeholders in education who may strive to address them. Policy makers and planners in the Ministry of Education could use the recommendations for future planning giving consideration to the quality agenda as they draw plans for basic education.

The study might also enlighten the teachers, parents and other stakeholders on their role in enhancing the education of the disabled pupils beyond the primary cycle. This might create a milestone in ensuring that factors that act as stumbling blocks to the provision of quality education among the inclusive classes with an aim of ensuring that quality is achieved. The developers and implementers of curriculum might consider the findings which might assist them accommodate the interests of diversities of learners in their formulation and implementation of education policies in order to make the learning process all-inclusive.

1.7 Scope of the Study

The study was conducted in Narok North sub -County of Narok County and covered the public primary schools found in four educational zones in the sub -county. It focused on the public schools where there is influx of students seeking free primary education. The Sub-county has fifty (55) public primary schools. It also focused on schools where KCPE has been done for the last three years to get a clearer picture of

the performance which reflects quality. The study was mainly limited to the effects of teacher's characteristics on pupil's academic performance in KCPE in an inclusive classroom in Narok North Sub-County, Narok County. It noted that there are many factors affecting quality primary education in inclusive classroom. This study however will only consider those factors related to teacher's characteristics, that is level of training on performance of learners with special needs, teacher's knowledge of inclusive education and school environment.

1.8 Limitations of the Study

This study was limited to the descriptive study design, which relies on the opinions, attitudes and experiences of the respondents. The main source of primary data was the head teachers, teachers, pupils from class seven and eight and QUASO officers. It is hoped that the data collected was adequate to support further studies in the area of inclusion. The focus of this study is only on one sub-County which may not provide adequate data to reflect the actual position of the study. Appropriate sampling method was used to ensure that there is representation of the population in order to reduce the bias. Parent's opinion was not part of this study and therefore it may be a limitation to our findings. However the teachers and head teachers' opinion was considered as adequate to support the current study.

1.9 Assumptions of the Study

- i. The researcher experienced non response from some of the teachers; however the number of non response was small that is only 3% hence did not influence the results. This indicated that the respondents understood the question items well and were able to provide the required data on characteristics that had an effect on the performance of the pupils in inclusive classrooms.
- ii. The researcher also expected that the sampled pupils and teachers for the study could be inferred to the entire population. This was attained following the high response rate achieved by the study.
- iii. It was also expected that the study respondents could willingly and truthfully provide information upon which the findings, conclusions and recommendations of the study were based.

1.10 Operational Definitions of Terms

Accessibility refers to the right or opportunity of reaching, obtaining and using a service and for purposes of this study, accessibility means to go to school, attain education and make use of existing facilities.

Disability according to this study refers to restriction or lack of ability to perform in a manner or within a range considered normal for a human being. Difficult or impossibility of a person, concerned to adequately fulfill his or her role in society

Inclusive education refers to the integration of students with disabilities into the general education setting with special education supports that aid in the student's access to the general education curriculum. The principle of integration is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other needs.

Integrated education refers to an approach in which children with disabilities and learning difficulties are placed in an inclusive setting

Teacher characteristic according to this study teacher characteristics were conceptualized as teachers' attitude, teachers training, knowledge and perception of the school environment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on a review of related literature discussing the variables in question. The literature was reviewed by focusing on inclusive education, teacher's attitudes towards inclusion, and educational level of teachers, teacher's knowledge of inclusive education and teacher's perception of the school environment. The chapter also discussed the theoretical framework and the conceptual framework. The study gaps and critique is also provided.

2.2 Policy Guidelines to Provision of Inclusive Education

The policy of inclusive education is based on the fact that all children and young people, despite different cultural, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools (UNESCO, 2008). UNESCO emphasizes that education systems, schools and teachers should focus on generating inclusive settings that uphold the values of respect and understanding of cultural, social and individual diversity. Essentially, inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. Removing barriers to participation in learning for all learners is the foundation of inclusive education systems (UNESCO, 2005). Focusing on inclusive education can be useful in guiding development of policies and strategies that address the causes and consequences of discrimination, inequality and exclusion within the holistic framework of EFA goals.

The Concept of inclusive education is enshrined in international conventions including: the UN Convention on the Rights of the Child (1989), which sets out children's rights in respect of freedom from discrimination and in respect of the representation of their wishes and views; the UNESCO Salamanca Statement (1994), which calls on all governments to give the highest priority to inclusive education; and the UN Convention on the Rights of Persons with Disabilities (2006) which calls on all State Parties to ensure an inclusive education system at all levels(UNESCO, 2008).

UNESCO (2007) indicated that despite real progress since 2000 towards universal primary education, 72 million children are still not enrolled at all in school. Inclusion is rooted in the right to education as enshrined in Article 26 of the 1948 Universal Declaration of Human Rights. UNESCO's 1960 Convention against Discrimination in Education stipulates that States have the obligation to expand educational opportunities for all who remain deprived of primary education. The 1966 International Covenant on Economic, Social and Cultural Rights reaffirms the right to education for all and highlights the principle of free compulsory education. Inclusive education concept means to broaden educational opportunities for children with disabilities and marginalized groups so as to realize their full potential. The current study sought to assess how teacher's characteristics affect the performance of special needs learners.

Despite international declarations regarding the implementation of inclusive education, there are challenges in both developed and developing countries, such as gaps between policies and practices, negative attitudes towards inclusion, and lack of sufficient funding (Charema, 2010). In particular, many studies highlight the different challenges faced by developing countries in implementing inclusive education, such as lack of relevant research information, inadequate support services, lack of appropriate facilities and materials, inadequate training programs and ineffective policies and legislation for teachers in these schools (Eleweke & Rodda, 2002). Studies in both Organizations for Economic Co-Operation and Development (OECD) and non-OECD countries indicate that students with disabilities achieve better school results in inclusive settings. It must also be stressed, however, that these perspectives played a role in shaping the current views and practices of inclusive education in developed as well as developing countries. There is however, still a long way to go before EFA becomes a reality and it might not work unless there are more participation at all levels, change of attitudes, allocation of resources and alleviation of poverty among others.

While the principles of inclusive education have been broadly accepted by many since the international Salamanca Statement of 1994 on special needs education, efforts to make these a reality have been patchy (Hornby, 2010). The need for progress on inclusive education is becoming increasingly urgent in the context of efforts to

achieve international targets such as the Millennium Development Goal (MDG) of universal primary education by 2015, and the goal of (EFA) by 2015. These goals cannot be achieved if the relationship between teacher's characteristics and inclusion education is not well addressed.

It is important to note that people working towards children's rights in education may lack information about strategies that have been successful in changing education systems elsewhere (Kristensen, Loican-Omagor & Onen 2003). Sharing experience on how schools have become more inclusive in different contexts can help to build confidence that inclusive education has many different realities, and can be pursued in tangible ways. It is suggested by the various researchers that developing countries also need some changes in their policies to implement inclusive education. Similarly, Kristensen, Onen and Loican (2003), also noted that developing countries such as Uganda are facing similar challenges in the implementation of inclusive education. Similarly to some of these other developing countries, Bangladesh has tried to implement inclusive education in its inclusive education system (Kibria, 2005).

Inclusive education is divided into two; regular inclusion or partial inclusion and Full inclusion (Lindsay, 2003). Regular or partial inclusion is where students with special needs are educated in regular classes for nearly all of the day, or at least for more than half of the day. Whenever possible, the students receive any additional help or special instruction in the general classroom. Most specialized services are provided outside a regular classroom, particularly if these services require special equipment or might be disruptive to the rest of the class, and students are pulled out for these services (Ali and Jelas, 2006). The student occasionally leaves the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services, such as speech and language therapy, occupational and/or physical therapy, and social work. This approach can be very similar to many mainstreaming practices (Bowe, 2005). This study sought to examine how the teacher's characteristics influence the inclusion process of the learners with special needs.

Lindsay (2003) further noted that full inclusion is the complete integration of the student with a special need into the general education classroom. The student receives all special services in the same general education classroom as all other students. This

is very common with students whose needs are easily met in a classroom, such as a modification that allows the student more time to complete written assignments. Here the students classified as disabled remain in general classrooms virtually all the time (Bowe, 2005). Related services are provided via push in, meaning that professionals enter the classroom and deliver assistance there. In the current setting studies have not specifically addressed the needs of the learners with challenges in relation to the characteristics of the teachers and inclusive classrooms. This study therefore sought to address this gap by assessing the effects of teacher characteristics on the performance of the learners with special needs.

According to Loreman, Deppeler and Harvey (2005), schools that practice full inclusion for all students have no separate special education classes. However, full inclusion of all students, regardless of their particular needs, is a controversial practice, and it is not widely applied (Hastings, 2003). It is more common for local educational agencies to provide a variety of settings, from special classrooms to mainstreaming to inclusion, and to assign students to the system that seems most likely to help the student achieve his or her individual educational goals. This study considers the full inclusion where the pupils do not get any other help from what they get from the main classrooms they attend.

Loreman, Deppeler and Harvey (2005), further noted that the rapid quantitative growth in formal education in Kenya since independence has focused on promoting access, retention, equity, quality and relevance. However, challenges of quality, equity and relevance have persisted with regions with higher poverty index showing lowest indicators. To address these disparities, the Government implemented Free Primary Education (FPE) program with specific interventions contained in the Kenya Education Sector Support Program (KESSP 2005-2010) to enhance inclusive and equitable access and participation in basic education. These interventions had not been well assessed. The Government of Kenya (GoK, 2006) is committed to the provision of inclusive education to all children, youth and adults through targeted support to specific or vulnerable groups. Furthermore, the GoK emphasizes inclusive education with particular focus to marginalized groups, especially the girl child and children with special needs and those with disabilities. This commitment includes establishment of a Sector-Wide Approach to Planning (SWAP), enhanced legislation,

resource mobilization and allocation and ratification of relevant international conventions and declarations (Piccione, 2000). However, the factors that influence the effectiveness of the inclusion process have not been well documented, especially in counties like Narok. This study therefore sought to assess the effect of the teacher related characteristics on the performance of learners who are challenged in inclusive primary schools.

Kenya's education policy is committed to achieving EFA by 2015 through specific educational objectives and programs for providing equitable, all-inclusive quality education and training. Several interventions have been initiated to promote access, retention, equity, quality and relevance to enhance the sector's efficiency. Despite implementation of FPE program, about 1 million school going age children are still out of school. The reasons behind this trend have not been fully researched. There is need, therefore, for a study to assess the effect of teacher's characteristics on the academic performance of the pupils with special needs, in order to give recommendations on what is the appropriate policy measure for the problem.

2.3 Teachers Attitude towards Inclusive Education

According to Agbenyega (2006), many regular education teachers who feel unprepared and fearful to work with learners with disabilities in regular classes display frustration, anger and negative attitude toward inclusive education because they believe it could lead to lower academic standards. Additionally, access to resources and specialist support affects teacher confidence and attitudes toward inclusive education. The teachers' beliefs about inclusion suggest that they do not regard students with disabilities, particularly those with sensory impairments as belonging in regular classes and would rather prefer them being educated in existing special schools. On the other hand Loreman, Deppler & Harvey (2005), noted that teachers also believed that including students with disabilities limits the amount of teaching work they could do thereby resulting in incompleteness of the syllabuses, teachers also believed that if students with disabilities were included in regular classes it would affect the academic performance of their peers who are not challenged. Further, the teachers expressed fear and concern, that because they do not have the required knowledge and expertise to teach students with disabilities who are included

in their regular classes; it is contributing to a reduction in the academic success of their schools (Rivkin, Eric and Kain, 2002).

2.4 Teacher Level of Training and Provision of Inclusive Education

Praisner (2003), noted that qualified teachers know that classroom needs must be approached from curricular stand point, in which difficulties are defined depending on each specific task and activity, and on classroom conditions. Most teachers are not qualified to handle the students with physical challenges. The relevance of inclusive and equitable education in the provision of basic education was sought from the policy makers, education officials, head teachers and NGO representatives. Agbenyega (2006), asserted that slightly more than half had knowledge of the meaning of inclusive and equitable education. Long, Wood, Littleton, Passenger and Sheehy (2011), noted that clear knowledge among the education practitioners on the concept would have a reflection on their ability to translate knowledge to planning and formulation of targeted interventions at school and even up to national level. The concept of inclusive education is to ensure that there are equal school opportunities to the school going age population. This is only possible by removing barriers to participation in schooling for all learners.

Long, et al, (2011), further noted that the Government has enacted not less than 10 policy instruments that address the implementation of an all-inclusive education such as; Special Needs education, Nomadic education, Non Formal Education and even the citizens right to education in the new constitution among others. However, the role and the effect of the teacher's characteristics in the implemented process have not been clearly addressed both in the policy and in documented studies. This study sought to address the effect of these teacher related characteristics on performance of learners who are challenged in inclusive primary schools.

Long et al (2011) further established that the concept of equitable education is based on equity which is a concern for equality and social justice in the society. The process is made possible through provision of targeted approach to provision of education including curricula. It involves rationalized resource provision through funding formulas and financial support to the various interventions. Mitchell (2010), on the

other hand noted that a scenario where the education implementers are proactive in mitigating an all-inclusive and equitable education would result in positive outcome in access to education especially targeting special needs, Most Vulnerable Children from pockets of poverty. The study findings indicate a mixed knowledge that negates probable successful planning and management of targeted interventions that address an all-inclusive and equitable education. This study did not clearly address the effect of various factors including teachers training on the performance of learners with special needs in these inclusive primary schools.

Glewwe et al (2008) indicted that the average child did not benefit from textbooks, students who were already proficient did benefit. A possible explanation for this, the authors conclude, could be that many students had fallen behind the level of the textbook (and possibly the curriculum). Support for children who have fallen behind, including remedial education, could provide children who have fallen behind the basic skills that that they need to learn effectively. The characteristics of the teachers have not been discussed extensively among the studies, hence the need for the current study.

According to Duflo et al, (2009) one possibility is to reorganize the classroom to allow teachers to tailor their lessons to pupils' level of preparation. Findings of a study in Western Province suggest that this can allow students to benefit from being taught in more homogenous peer groups. Such groups have greater homogeneity which can allow teachers to tailor their teaching to what the students do not know. The study finds that the group of students who were less prepared seemed to gain the most in the easier competencies and to gain the least in the hardest competencies.

Monahan and Marino (2005) noted that more research is needed to determine the most effective teaching methods given the large and heterogeneous classes that are common in most developing countries. Several possibilities were highlighted including changing the teaching methods and increasing the flexibility in the way classes are structured. Given the heterogeneous achievement level in the classes, should the grade structures be more flexible so that some children can take different subjects with different peer groups, taking math with one group and reading with another. Some school systems group students into different classrooms for certain subjects depending on their achievement in that subject. Duflo et al (2009) also

suggested that these approaches can boost performance, although more research is needed to examine the effectiveness of subject specific grouping and also assess the effect of the teachers characteristics on the performance of the learners who are challenged and studying in inclusive classes.

Mitchell (2010) indicated that an inclusive curriculum addresses the child's cognitive, emotional and creative development. It is based on the four pillars of education for the 21st century learning to know, to do, to be and to live together. This starts in the classroom. Morris and Sharma (2011) noted that the curriculum has an instrumental role to play in fostering tolerance and promoting human rights and is a powerful tool for transcending cultural, religious and other differences. An inclusive curriculum takes gender, cultural identity and language background into consideration. It involves breaking gender stereotypes not only in textbooks but in teachers' attitudes and expectations. Multilingual approaches in education, in which language is recognized as an integral part of a student's cultural identity, can act as a source of inclusion. Furthermore, mother tongue instruction in the initial years of school has a positive impact on learning outcomes. In Zambia, for example, mother tongues are used as a medium of instruction for the first three years of schooling with positive effect.

2.5 Teachers Knowledge of Inclusive Education on Pupils with Special Needs

Shaddock (2005) noted that meeting a diversity of needs in the classroom can be a challenge. The demands of teaching in mixed ability classrooms, of changing instruction to meet individual needs, teaching to reduce prejudice, of working with others in the classroom, and of taking time out of the classroom to meet with other professionals, such as a special education consultant, are considerable and may be seen as a burden for regular classroom teachers. A recent report has revealed that most regular class teachers, feel that they do not have the skills to provide for students with special needs in their classrooms. This is of great concern given that regular class placement with specialist support is now the preferred model of service delivery for the great majority of students with disabilities. The Shaddock's report (2005) has highlighted a severe policy/ practice divide in special education, particularly, in high school teachers' attitudes towards inclusion and their lack of confidence, skill and knowledge in providing for individual needs of their students. A similar study has not

been documented in Kenya and specifically in Narok, hence the need for the current study.

Morris and Sharma (2011) indicated that the way teachers teach is of critical importance in any reform designed to improve quality. A child-centered curriculum is characterized by a move away from rote learning and towards greater emphasis on hands-on, experience-based, active and cooperative learning. Introducing inclusion as a guiding principle has implications for teachers' practices and attitudes – be it towards girls, slow learners, children with special needs or those from different backgrounds. There was need for a study to address the relationship that exists between teacher's characteristics and the performance of learners with special needs in the inclusive classrooms in public primary schools.

According to Shaddock (2005), adequate pre-service and in-service teacher training is essential to improve learning. Moreover, policies must address their status, welfare and professional development. But there exists not only a severe teacher shortage, especially in sub-Saharan Africa and South and West Asia, but a lack of adequately trained teachers. This shortage has unfortunate consequences for the quality of learning. A new curriculum cannot be introduced without familiarizing teachers with its aims and contents. Morris and Sharma (2011), asserts that assessment can help teachers to measure student performance and to diagnose difficulties. But teachers need to understand the value of good assessment practices and learn skills to develop their own tests. The term quality has different meanings and has been variously defined; as excellence. ISO 9001 defines quality as “the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs”.

Herman (2010) asserted that education quality is a rather vague and controversial concept. To different people, the definition may be different and so the indicators used to describe education quality may be different. Some may emphasize quality of inputs to the education systems whereas others emphasize the quality of processes and outcomes. Education is a complex system embedded in a political, social, cultural, and economic context. It focuses on learning which strengthens the capacities of

children to act on their own behalf through acquisition of relevant knowledge skills, and appropriate attitudes.

According to Kristensen, et al (2003), quality education can be defined in terms of the fitness for use, the satisfaction the needs of strategic constituencies (Policy makers, parents, school management committee, teachers and students etc) or conformance to strategic constituencies requirements and expectations by meeting their explicit and implicit expectations. With quality issues in place there is a gap in the literature on the performance of the learners with challenges who are in inclusive classes, and this is the purpose for the study.

Cheng and Tam (1997), also note that in a school set up the inputs refer to the quality of the learners; their health, nourishment, their readiness to participate and learn and the support given to them to learn by their families in terms of financial and psychological support. The financial inputs usually facilitate provision of instructional materials, textbooks, physical facilities and equipment like laboratories, classrooms, latrines /toilets, boarding facilities, stationery, co-curricular facilities, seats, desks and other instructional facilities. According to Lindsay (2003), these facilities should be gender sensitive and comfortable to all assuring health and safety. Water and sanitation, class size, psychological elements such as peaceful safe environment are key inputs. The quality of the content also matters. A student centered and non-discriminatory curricular that has unique content covering all areas of numeracy, literacy, life skills and peace educations are indicators of quality inputs. These factors alone may not result in better performance of the learners with special needs hence the need for this study.

According to Kristensen,et al (2003), human resources in form of teachers, support staff, principals and Head teachers their experience, professional development, adequacy especially of teachers in terms of pupil teacher ratio. The extent of care for the teachers especially those with special needs are paramount. Time resources refer to the concern for time by the members, utilization of instructional contact hours, management of meetings and quality of time spent on co-curricular activities. Kristensen, et al (2003), further noted that other inputs are in terms of quality assurance procedures. Quality assurance refers to the process of ensuring that learning and teaching resources are put into proper and maximum use to achieve desired

outcomes. In schools it refers to use of inspection, monitoring implementation of the school curriculum through external and internal inspection, external in-servicing of teachers and other support staff, recording, rewarding, promoting and grading staff according to well-defined quality system standards.

According to Lipsky and Gartner (2003), the process refers to co-ordination of the school wide activities to bring about achievement of intended goals. Curriculum implementation process of teaching and learning is paramount in the school processes. The broadness or narrowness of the school curriculum, the subject options, effectiveness in time tabling, quality of teacher planning of daily programmes are crucial along with the school examination policy and modes of student evaluation. Key in the effective management of the processes is the management support including professional and supportive evaluation. Ability of students to understand the medium of communication is also an indicator of quality processes. The findings of this study show that the school curriculum combined with other factors such as time tabling have an influence on the effectiveness of the inclusion process and they affect the performance of the learners who are challenged (Fletcher and Jason, 2009).

Long et al (2011), indicated that the use of homework, quality of teacher dialogue, quality of pupil learning process, their motivation and their progress in learning are crucial along with their personal responsibility for learning, for instance, independent thinking and participation in learning and student to student interaction in and out of class. The contribution of the non-teaching staff in learning is also part of the processes which need not be forgotten. Communication with parents in relation to support of learning and teaching process is of importance along with the quality of the information given about pupil's progress (Harris and Associates, 2008). This study focused on the role of the parents in the education of the special need learners, little has been documented on the role of the teacher characteristics on the performance of learners with special needs, hence the need for this study.

According to Lipsky, et al (2003), student support processes of pastoral care, guidance and counseling, attention given to students with special needs and placement of students' educational need not be forgotten. Long (2011), concluded that the school's tradition in relation to students' behavior and the relationships maintained in

school as well as the link with the community is an important aspect in enhancing inclusion. Output refers to attainment. Attainment is the success in reaching or achieving something. The interventions put in place to achieve school's mission and vision are considered, the class size, the retention rate at school, the evaluation policy and process in the school, attainment in public examinations, performance in co-curricular activities and acquisition of useful social and practical skills. Community related outcomes including knowledge of human rights and the ability to analyze social situations, demonstrate autonomy in learning and exercise responsibility towards others are important indicators of quality education.

Monahan and Marino (2005), critically analyzed the above indicators of quality education cannot be achieved without proper inputs in terms of finances, time and human energy. Owing to challenges posed by poverty in provision of quality education where inputs are not adequate leading to interference with the processes and outputs, innovation and creativity on the part of the players in provision of education is paramount. Innovation in seeking alternatives in financing education at school level comes in handy. Teacher's characteristics are very important in the quality of education of the learners in inclusive schools yet it has been little attention in research. This study therefore sought to examine the effect of these teacher characteristics that influence the performance of special need learners in public primary schools.

2.6 Effects of Teachers Perception of the School Environment

Several school-based factors have been cited as being responsible for high drop-outs, and hence low completion rates among primary school pupils in most African countries. The cost of school-based instruction itself is a major factor. Schools require pupils to have uniforms, textbooks, and stationery, and pay tuition and activity fees. Since the cost of these items is high, children, whose parents cannot afford to provide all or most of these requirements, are always under pressure from the schools' administrators. The frustrations these pupils go through affect their academic performance: they lose interest in education and, eventually, drop out of school (Long, et al 2011). Apart from the documentation by Long (2011), there little evidence of the how teachers characteristics affect the performance of the learners with special needs in inclusive primary school classes.

The overloaded 8-4-4 curriculum is one of the factors which affect pupils' participation in school negatively (World Bank, 1992). The pressure under which pupils in primary schools work is a lot as they are taught 13 subjects, nine of which are examined at the end of Standard 8, stay in school from 7 a.m. to 5 or 6 p.m., and have short holidays. These burdens have reduced children's playing time, and affected their motivation for learning (Sifuna, 1997). The consequences are that their performance deteriorates. In the process, some children give up on education and, in the long run, drop out of school. This kind of curriculum also has a bearing on the costs borne by parents, such as the purchase of textbooks and payment for extra tuition. But it is important to note that, without effective teacher support in the inclusion process the performance of these special needs learners is not well documented, particularly in reference to school environment hence the need for this current study .

Monahan and Marino (2005), indicate that teachers' attitudes towards their work and pupils, their classroom management and their interaction with pupils have a great impact on the academic achievement and the retention in school of their pupils. In a World Bank (2002), report these pupils with special needs are sometimes neglected, abused, miss-handled, and sent out of class during teaching learning periods. This atmosphere is not conducive to learning and makes some children hate school and this leads to absenteeism, poor performance and non-completion of the education cycle. However, available surveys and case studies show that sexual harassment and pregnancies are posing a great threat to girl's participation and retention in education. Men teachers and some women teachers have been identified as the main culprits in perpetrating sexual harassment. There are cases where girl's pupils are forced or induced into engaging in sex. Reports by the Forum for African Women Educationalist (FAWE) indicate that more than 12,000 girls drop out of Kenya's schools yearly due to pregnancy. Such a hostile environment has two negative effects: it discourages parents from sending their daughters to or pulling them out of school and pupils lose interest in education and, if pregnant, are kicked out of the school system altogether (World Bank, 2002).

Normally, both teachers and the public believe that a low pupil-teacher ratio and teachers' high qualifications result in better performance in school. However, studies

from other regions have indicated that on the basis of available data no optimum class size can be scientifically established as a function of educational benefits. In Haddad's (2008), review, it was concluded that how a teacher organizes and motivates the class is more important than class size and that savings made from increased class size might be invested in teacher-training or educational materials, which have been shown to have stronger effects on learners' achievement. Available studies suggest that high or very low pupil: teacher ratio is one of the main reasons for the poor quality and low efficiency which characterize primary education in Africa. A study to evaluate the effect of teacher's characteristics on the performance of the special needs learners is important at this stage in order to add value to the work of Haddad and fill the gap in literature on Kenya and Narok County in particular.

Many policy oriented interventions and research studies consider a 40:1 ratio reasonable in developing countries. World Bank-financed primary education projects are usually designed with an average pupil-teacher ratio of approximately (41:1). In Kenya, the national pupil: teacher ratio in primary schools is about 30:1 (2005). The primary school teaching force is 181,975 and pupils enrolled in primary level of education are 5.5 million. While women teachers constitute about 40 % of the teaching force, trained teachers comprise 90.1% of it (World Bank, 2002).

2.7 Theoretical Frame Work

This study was informed by the following theories; Vygotsky's and Glasser's theories.

2.7.1 Vygotsky's theory

Vygotsky (1993), and other emerging social constructivist perspectives have made a strong impact in the field of education as they focus not on an isolated individual but on the interaction of individuals within their social and cultural context. Obviously, this theory has a great potential to inform the practice and the policy of special education, considering that Vygotsky's major concepts 'were conceived, formulated and elaborated upon within the special education framework and terminology.

An important facet of Vygotsky's theory that relates to special education practice was his call for 'inclusion based on positive differentiation. Vygotsky was equally critical

of segregation and mindless inclusion. In his early writings he advocated what is now called the Full Inclusion Model (Lipsky & Gardner, 1996). However, he was always equally critical of segregation and mindless inclusion. He also proposed that different learning environments where all of the teaching staff could concentrate on the individual needs of the child were necessary. Although at first these two seem contradictory, Vygotsky emphasized that it was the methods of teaching that should be changed and not the school setting. Therefore, this theory is in line to the study because the study sought to establish the effect of teacher characteristics on pupils' performance in an inclusive classroom.

2.7.2 Glasser's theory

Besides the Vygotsky's theory, the Glasser's choice theory (1998) is also applicable to this study (Murawski (2005).

This theory defines an individual's quality world as a small personal world which each person starts to create and re-created throughout life through a small group of specific pictures. These pictures fall into three major categories, including "the people they want to be with, the things they want to own or experience and the ideas and beliefs that govern their behavior (Keefe & Moore, 2004). Henning and Mitchell (2002), noted that Glasser, building strong relationships with individuals can only foster the quality world of a person the theory also concluded that individuals were responsible for their own thoughts and actions. Glasser's concept of a quality world forms the conceptual framework of this study because Glasser proposes that individuals choose to develop attitudes and beliefs about situations based upon lived experiences.

Therefore, teachers' attitudes and beliefs about inclusion may be determined by their characteristics which have been shaped by in the educational setting. Keefe and Moore (2004), also noted that Glasser's concept of a quality world pertains to this study because the goal of this study is to understand the lived world of human experience in relation to the inclusion setting. Murawski (2005), also noted that inclusion may seem difficult for educators when they are mandated to step out of their traditional roles; therefore, the purpose of this study is to describe the lived experiences of both general and special education teachers who provide instruction in an inclusive setting and to describe the impact of these experiences on their attitudes

and beliefs about educating students with disabilities, based upon Glasser's concept of an individual's quality world.

Since the campaign for education for all started and the introduction of free primary education, this was an indication that the government was committed to ensuring that every child can access the required education. These increased demands have created a sense of hopelessness and frustration among both general and special education teachers because they are required to step out of their quality world into an inclusion setting where they are ill-equipped and unprepared to teach students with disabilities (Kalyva, Gojkovic and Tsakiris, 2007). In addition to Glasser's choice theory, theoretical framework for this study is also supported by current research studies conducted by Henley, Ramsey, and Algozzine (2002). These studies noted that inclusion can be successful when the teacher has a clear and concise understanding of their roles and responsibilities. The theoretical theory is also supported by other studies conducted by Gojkovic, and Tsakinis (2007), which identified feelings of pride, inadequacy, frustration, and lack of support as reasons why educators like or dislike the phenomenon of inclusion. Glasser's choice theory (1998) examined the following three theoretical constructs in relation to an individual's quality world: the people, with whom individuals want to be, the things that individuals want to own or experience, and the ideas and beliefs that govern an individual's behavior. Teachers are a key component in determining the success or failure of educating pupils with disabilities in inclusive educational settings. Included in this theory are the teachers' abilities to feel competent in their quality worlds. Interpersonal and personal relationships foster the quality world of an individual.

2. 8 Conceptual Framework

Glasser's theory, Vygotsky's theory and other research studies reviewed in this study support this conceptual framework. Both the theories and the reviewed studies advocated that individuals develop attitudes and beliefs about a situation based on personal characteristics that affect pupils' performance with special needs in inclusive classroom. This study therefore, conceptualized that teacher's characteristics form an important aspect in the academic performance of pupils with special needs.

In order to understand the relationship between the variables of the study, the conceptual framework provides the interface between the dependent variable – the academic performance of pupils with special needs in inclusive schools and the four study independent variables that defined the teacher’s characteristics that is teacher’s attitude, teacher’s training, knowledge of inclusion and the perception of the school environment as shown in figure 1.

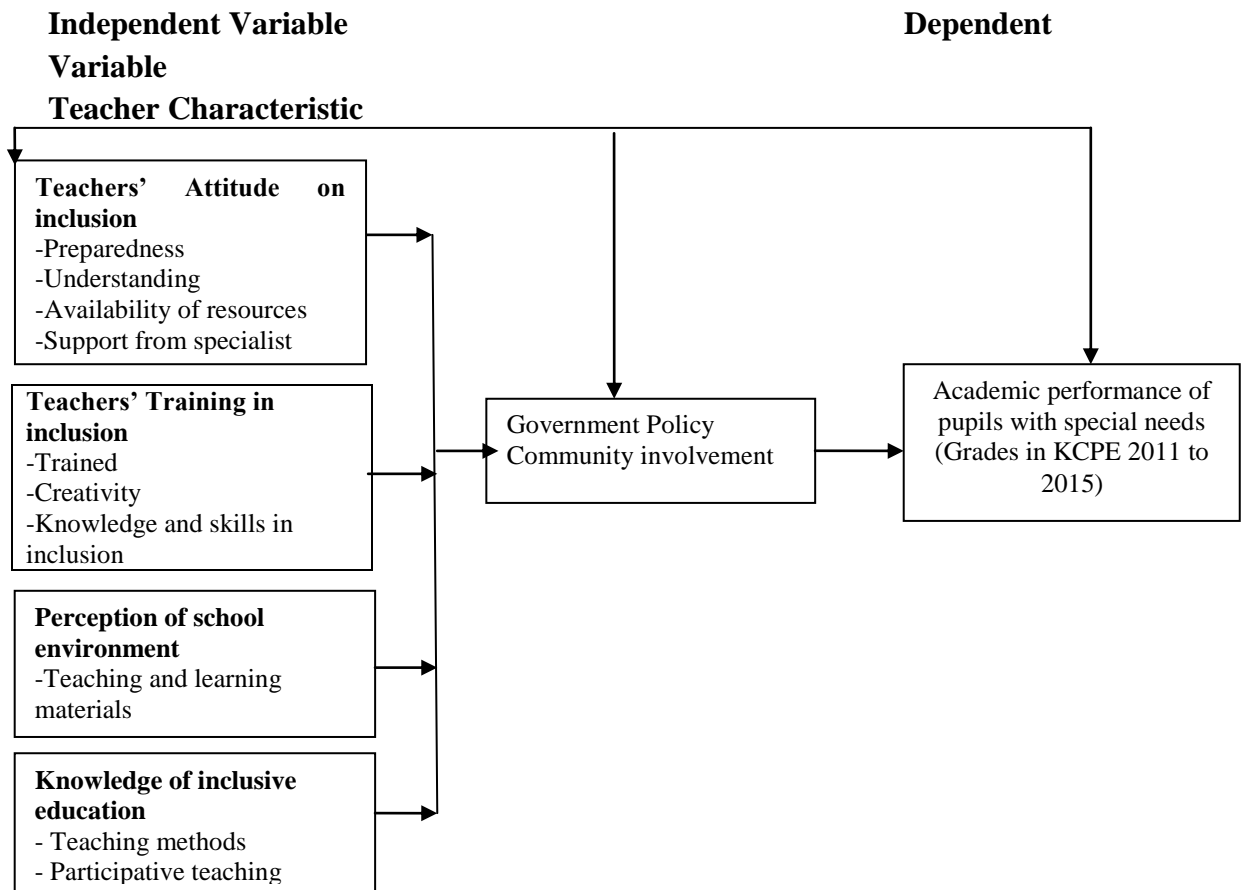


Figure 1: Conceptualization of Effects of Teacher Characteristics on Pupils Academic Performance in KCPE in an Inclusive Classroom.

2.8.1 Teacher’s attitude and inclusion

The figure shows that there is a relationship between teacher’s attitude and the inclusion of learners with challenges in Inclusive Schools. The figure shows that teachers Preparedness, Understanding, Availability of resources and Support enhance the performance of learners in KCPE.

2.8.2 Teachers training and inclusion

The study also noted that there is a relationship between teachers training and inclusion in public primary schools. For this study teachers training was considered in terms of Training, Creativity, Knowledge and skills in inclusion. The study noted that if teachers are equipped with the necessary skills then they will enhance the inclusion of learners and hence academic performance of the learners with disability.

2.8.3 Knowledge of inclusive education

The knowledge of inclusive education was also noted to have a relationship with learner's performance in inclusive schools. The study sought to establish the relationship between the knowledge of teachers on inclusion and the performance of the learners with special needs in the inclusive schools.

2.8.4 Perception of school environment

On teacher's perception the Teaching and learning materials was considered as having an influence on performance of the learners with special needs in KCPE. The study notes that the perception of the learners about the schools environment influences their performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The chapter focuses on the Research Design, Location of the Study, Target Population, Sample Size and Sampling Design. Other sections covered are; Research Instruments, Pilot-testing, Data Collection Procedures, data analysis method

3.1 Research Design

The study adapted a descriptive survey design. By using this design standardized quantifiable information from all members of a population or a sample, data was collected. By using this design the researcher was able to collect data that enabled that assessment of respondent's opinions, attitudes and descriptions as regards to the study area. The design also assisted the researcher to collect both Qualitative and quantitative data for evaluating the effect of teacher's characteristics on performance of SNE pupils in inclusive classes. Scholars such as Gay, Mills and Airasian (2009), Ghauri and Gronhaug (2005), Mouton and Prozesky (2005) and Mugenda and Mugenda (2003), suggested the use of the design to evaluate the opinion and views of respondents in their own work environment. The design was suitable in getting information from the education officials, school administrators, teachers and pupils who answered the research questions of this study.

3.2 Study Location

The study covered schools in Narok central sub County of Narok County. The county consists of the three former districts; the Narok North, Narok South and Transmara districts. It borders Bomet, Kisii, Kajiado and Nakuru counties. The main economic activities of the county are farming, livestock rearing and Tourism. Narok central division was chosen for the study because it has the highest number of public primary schools which are accessible to the pupils with special needs in the county. Also the cosmopolitan nature of the population played a role in ensuring that all pupils including those with special needs are not hidden at home.

3.3 Study Population

A research population according to Ghauri and Gronhaug (2005), relate to the total universe of units from which the sample is to be selected. The study targeted subjects from all public primary schools in Central Division of Narok North Sub County. The

accessible population was therefore primary school head teachers, teachers and class seven and eight pupils in the selected primary school in Narok central sub county and the QUASOs drawn from the administrative educational zones. This was to bring diverse perspectives in the study. The class seven and eight pupils were selected because they have been in the school long enough and they understand the challenges the learners with special needs go through in the school environment. They also have had an experience with the teachers and were in a position to provide their views and opinion on how teacher's characteristics affect performance of special needs learners in the school.

3.4 Sampling Procedure and Sample Size

Bless and Higson-Smith (2000) defines a sample as “a sub-set of a population which must have properties which make it representative of the whole”. Similarly, Bryman and Bell (2003) representative sample is crucial to quantitative research and must reflect the population accurately so that inferences can be drawn.

Central division of Narok North Sub County has four educational zones (table 1). This study used all the zones to ensure that the sample obtained is representative. A list of names of all public primary schools was obtained from the county education office at Narok North Sub County and was used as the sampling frame. Sample frame is the actual list from which the final people are selected. Various scholars such as Struwig and Stead (2001) and Gay (1992) have suggested different methods that could be applied in selecting an appropriate sample. According to them a sample of 10% or more of the population was suggested as most appropriate for a social study. For the purpose of this study 30% was used to select the sample of schools from each zone. This gave a sample of 17 schools with learner's enrolment of 982 and 507 teachers. The researcher then selected 10% of the learners and 20% of the teachers was used. In total 98 learners and 100 teachers were selected for the study, including the 4 zonal inspectors.

Table 1 :Pupils Enrolment and Staffing Status in Primary schools in March 2011

Zone	No. of schools	Percentage sample 30%	Enrolment in class 7 and 8	10% of pupils	Teaching staff	20% of the teacher
Ole Sankale	12	4	259	26	153	31
Ilmashariani	15	5	312	31	161	32
Nkobon	10	3	138	14	107	20
Olchorro	18	5	273	27	86	17
TOTAL	55	17	982	98	507	100

Source: D.E.Os office, Narok North (2011).

Table 1 shows the distribution and the sample selection procedure from the study. It shows that out of the 55 schools 17(30%) was selected, from which 98(10%) of learners were selected and 100(20%) of the teachers giving a total of 198 respondents. All the four zonal inspectors were purposively selected to give a total of 202 respondents. The sample was selected using both stratified random sampling, simple random sampling and purposive sampling.

3.5 Data Collection Instruments

The study used both questionnaires and interview schedules to get the views of the respondents.

3.5.1 Questionnaire

The questionnaire for the head teachers and teachers was applicable in data collection for this study because of its numerous advantages and its ability to yield the most satisfactory range of reliable data (Mugenda, 2003). A questionnaire provides confidentiality and gives the respondent time to fill it at his/her own time. Similarly, the questionnaire ensures that sensitive matters can be discussed without much pressure on the respondents (Gay, 1992). Questionnaires are also easier to administer thereby making it possible to reach a large population. A researcher is able to design questionnaires in a way that simplified analysis (Likert scale format, open or closed ended format and multiple choices). The questionnaire consisted of two sections. Section A was to seek demographic information from respondents, whereas, section B comprised of questions or statements that enabled the respondents to evaluate the extent to which various factors affect the provision of quality education in inclusive

public primary schools. The items were measured on a (5) point Likert scale with anchors, “strongly agree” (5), “Agree” (4), “Neutral” (3), “Disagree” (2), “Strongly disagree” (1). The questions were made short and simple to understand because a short and simple questionnaire is preferred because it yields a high response rate (see appendix 1,2, 3 and 4) .

3.5.2 Interview Schedule

Face to face interviews were carried out with the management staff. This was designed in a way that more specific and truthful answers can be drawn. The interview helped to capture information that might not be provided for by the questionnaire. This method was preferred because of its flexibility and ability to provide new ideas on the subject (Kothari, 2003).

3.6 Piloting

Piloting was important because it helped in revealing deficiencies in questionnaires (Mugenda & Mugenda, 2008). The researcher then addressed any deficiencies which were revealed by the piloting exercise. It also gave an indication whether the selected procedure was most suitable for the purposes of the investigation. The researcher selected schools for pilot testing where by a few respondents from two primary schools in Olokurto division in the district. The study population was selected. Five percent (5%) of the total number of schools were selected following the one to ten percent (1% - 10%) of the sample size as recommended by Mugenda and Mugenda (2008).The pilot test questionnaires were examine and used to correct anomalies such as omission or inconsistencies in the questionnaire. The questionnaire was then modified and redesigned to ensure that they achieved the intended purpose of the study.

3.7 Validity of the Research Instruments

Validity refers to the extent to which a method of data collection presents what it is supposed to do (Orodho, 2004). The instruments were validated through content validity. Content validity refers to the degree to which the sample of the test represents the content that the test is designed to measure (Orodho, 2008). The researcher assessed content validity through the use of professionals or experts as

advocated by Mugenda and Mugenda (2003). The comments from these experts were used to modify the questionnaire before the actual data collection process began.

3.8 Reliability of the Research Instruments

Reliability was assessed using the split half method where by the test was divided into two equivalent halves and scores got half were correlated with those of the other half. The Cronbach alpha reliability coefficient was used to test the reliability of the test instrument. Struwig and Stead (2001) describe Cronbach's alpha as a measurement of how well a set of items measure a single one-dimensional talent construct. According to Struwig and Stead (2001), for consistency to be present, the alpha must be above 0.7 for the questionnaire to be acceptable and hence used for analysis in the study. For this study a Cronbach alpha reliability of 0.712 and 0.768 for learners and teachers questionnaires respectively were obtained hence the questionnaires were considered reliable for use in the study.

3.9 Data Collection Procedures

The researcher obtained an introductory letter from the director of post graduate studies at Maasai Mara University to enable her to get a letter of authority and research permit from National Council of Science and Technology (NACOSTI) (See Appendix 6) which allowed her to get permission to visit the schools. The researcher then visited the primary schools to request the head teacher for permission to carry out research in their schools and also to familiarize with the respondents. Appointments were made with respondents in advance; pupils were given questionnaires first to fill under the supervision of the researcher. Thereafter, head teachers and teachers were also given questionnaires to fill then the researcher interviewed the quality assurance officers using interview schedules. The respondents were given a maximum of two weeks to return the filled questionnaire which were summarized, coded, entered into the computer then by the help of the Statistical Package for Social Sciences (SPSS), the analysis was done.

3.10 Data Analysis

After data collection, the questionnaires were coded, summarized and analyzed by descriptive statistics of frequency and percentages. Descriptive statistics of frequency and percentages was used to describe the numerical data which helped the researcher to summarize the results, make comparison between responses, interpret and make conclusions. The objectives of the study were analyzed descriptively in order to

provide a summary of responses in each statement while Pearson’s correlation analysis was used to establish the relationship between the dependent variables and the independent variables. SPSS was used as a tool to aid in the analysis process. The results were presented using tables, charts, and graphs. The results were interpreted to establish whether the research questions were appropriately answered. Conclusions and recommendations were then drawn based on the results.

This is summarized in table 2.

Table 2: Research Methodology Matrix

Research objectives	Type of data required	Sources of data	Research instruments	Data analysis techniques
To assess the effect of teacher’s attitude on the academic performance of pupils with special needs in KCPE in inclusive classes in Narok central sub county	Nominal	Primary / field data (teachers , pupils and the QASOs were key espondents)	Questionnaire and interview guide	Frequency and percentages and correlation analysis
To examine the effect of teachers training on academic performance of pupils with special needs in KCPE in an inclusive classroom in Narok central sub county.	Nominal	Primary / field data (teachers , pupils and the QASOs were key respondents	Questionnaire and interview guide	Percentages , mean and frequency and correlation analysis
To examine the effect of teacher’s knowledge of inclusive education on academic performance of pupils with special needs in KCPE in the inclusive classes in Narok central sub county.	Nominal	Primary / field data (teachers , pupils and the QASOs were key respondents	Questionnaire and interview guide	Percentages , mean and frequency and correlation analysis
To establish the effect of teacher’s perception of school environment on academic performance of pupils with special needs in KCPE in the inclusive classes in Narok central sub county	Nominal	Primary / field data (teachers , pupils and the QASOs were key respondents)	Questionnaire and interview guide	Percentages , mean and frequency and correlation analysis

Source: Field data 2014

Table 2 gives a summary of the analysis process as per the study objectives.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and interpretation of data collected using questionnaires and interviews. The chapter is organized to present the response rate of the respondents, demographic profile, forms of disability among the pupils, inclusion, teachers attitude towards inclusion, teachers level of training, teachers knowledge and the perception of school environment on performance of pupils with special needs in KCPE in inclusive classes.

4.1.1 Response Rate

The study distributed a total of 198 questionnaires, of which 98 were for the pupils and 100 for the teachers. Interviews were scheduled for the 4 Zonal quality assurance officers. The researcher collected back 194 questionnaires which were used for the analysis and only 2 interviews with the Zonal quality assurance officers were successful. The distribution is as shown in table 3.

Table 3:

Response rate

Category	Total Sample	Returned Questionnaires	Percentage Return
Teachers	100	93	93%
Pupils	98	98	100%
Zonal Quality Assurance Officers	4	2	50%
Total	202	196	97.2%

Source: Field data, 2014

All the 98(100%) questionnaires from the pupils were collected back and 93(93%) from the teachers. Only two interviews were successful because the other two zonal officers were out of their duty stations for the two weeks of data collection. This represented a total of 97.2 % response rate which was accepted as representative. According to Babbie (2002) any response of 70% and above is considered representative and adequate for analysis. The questionnaires were then coded for easy entry into the computer system through the Statistical Package for Social Sciences

(SPSS, version 20). Mugenda & Mugenda (2003) on the other hand noted that when a response rate is 70 % and above then it is considered appropriate for a descriptive study. The few questionnaires that were not collected back were as a result of the respondents not being available during the time the questioners were collected back. The results of the study were summarized in form of percentages and frequencies and the significance of the relationship determined by use of correlation and inferential .This chapter was presented on the basis of the objectives but first it described the demographic characteristics of the respondents.

4.2 Demographic Profile of the Study Respondents

The respondents' characteristics were considered important to this study as they helped to establish the respondents' differences and find out how they may affect the outcome of the results. The various demographic characteristics of the respondents (pupils, teachers and zonal quality officers) were gender, age, academic qualifications and working experience.

4.2.1 Gender of the Respondents

Gender was considered as an important factor in this study, both for the teachers and the pupils. This was important for this study because most of the teachers in the schools are female and their response was thought to influence the findings of the study. The results obtained from the study are presented in figure 2.

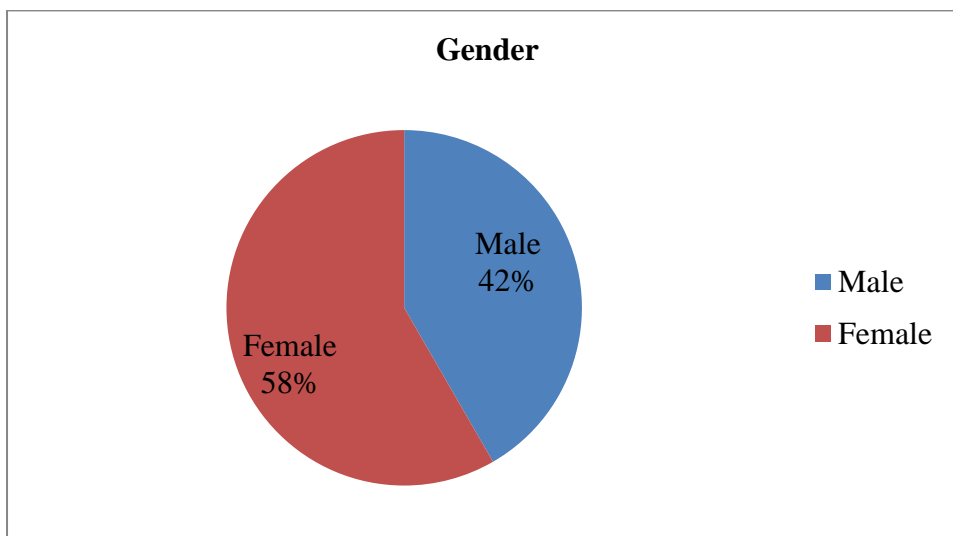


Figure 2: Gender of the respondents

Source: Field data 2014

The results shows that most of the respondents 56(58%) who responded to the study were female while the rest 40(41.7%) were male . This implies that more women responded to the study and since they make up the highest percentage of the teachers then the responses obtained were considered to be a reflection of the schools environment.

4.2.2 Age Bracket of the Teachers

The age of the teachers was important to the study because it helped to establish the opinion and views of the teachers on inclusion. It is noted that different age groups have different opinions and views of a similar situation. Their understanding and perception of teacher’s characteristics on the performance of special needs pupils was therefore expected to be different. The responses were computed and presented in figure 3.

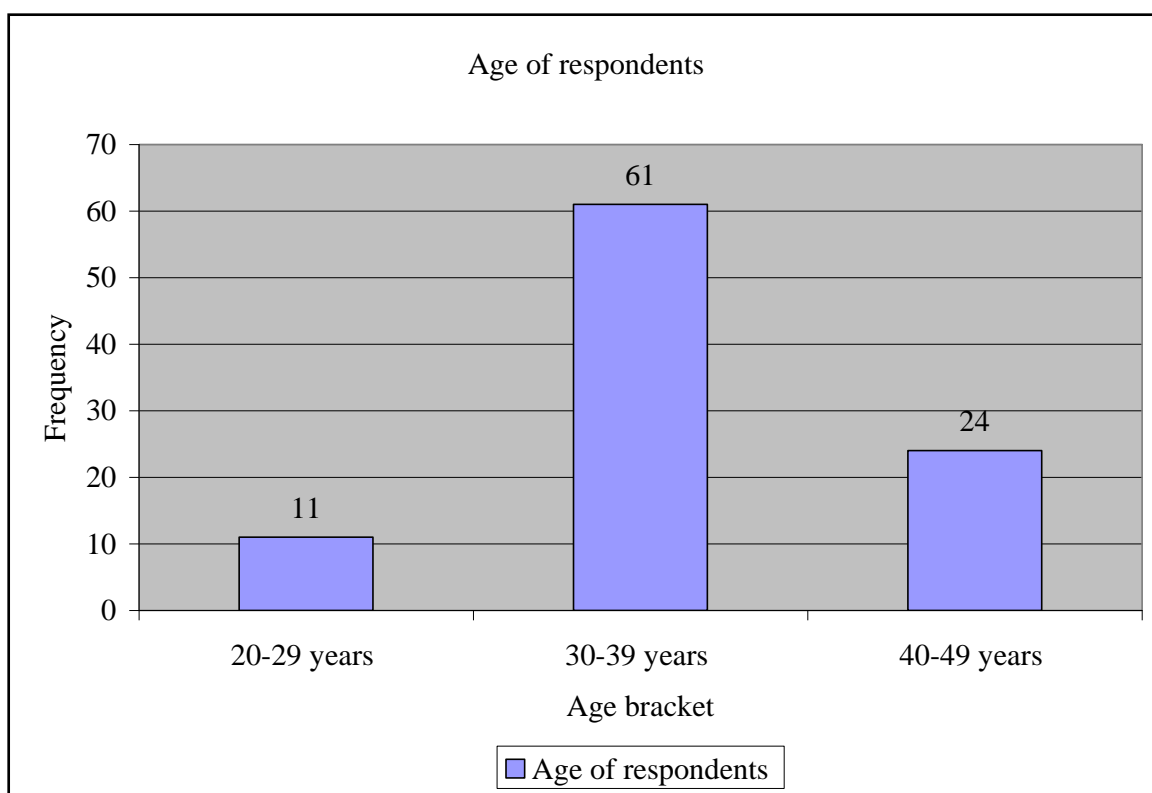


Figure 3: Age of the teachers

Source: Field data, 2014

The results presented shows that majority of the teachers 61(63.5 %) were in the age bracket of 30 – 39 years, followed by 40-49 years and 20-29 years. It was noted that teachers are well aware on the factors affecting inclusion of pupils with special needs

in the main stream classes in primary schools, because most of them are in their middle age and might understand these pupils better because of experience.

4.2.3 Level of Education of the Teachers

It was also important to establish the level of education of the teachers, this was important as it helps to determine whether the teachers had the required education to deal with inclusion. The results were presented in figure 4.

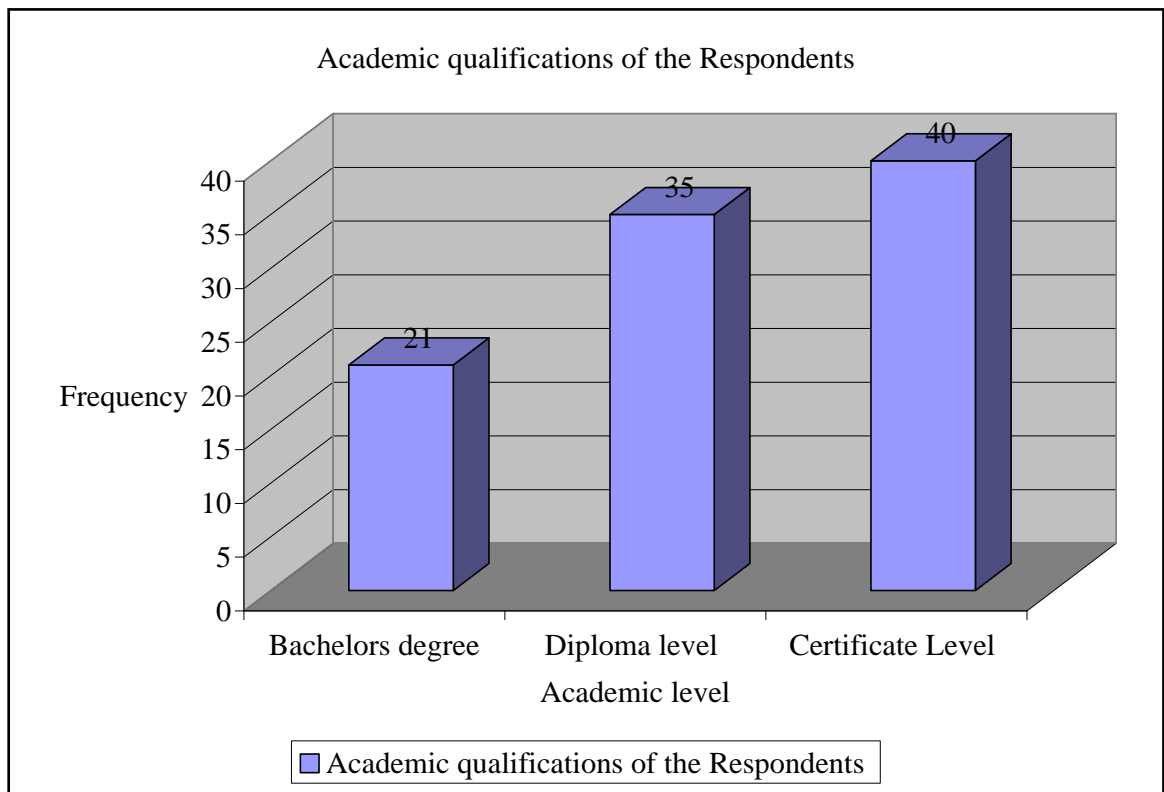


Figure 4: Level of education of the teachers

Source: Field data 2014

The results in figure shows that most of the teachers 40(41.7%) were certificate holders (P1), 35(36.5%) were diploma holders and 21(21.9%) were holders of bachelors degree. This shows that majority of the respondents had the minimum qualifications for teaching in a primary school and hence they were able to respond to the questions appropriately. A similar trend was seen for the QUASO officers who were interviewed.

Both of them were diploma holders and this was because they had earned their promotion based on their previous performance. This has the implication that the majorities of the respondents, having the required level of education qualification were well versed with inclusion and easily understand the effect that teachers characteristics had on performance of special needs learners in an inclusive school.

4.2.4 Years of Teaching at Primary School Level

The study sought to establish the teaching experience of the respondents in order to assess whether they understand the factors that influence inclusion of pupils in the main stream classes and also assess their understanding of the effect of teacher’s characteristics on the academic performance of special needs pupils. The results were presented in figure 5.

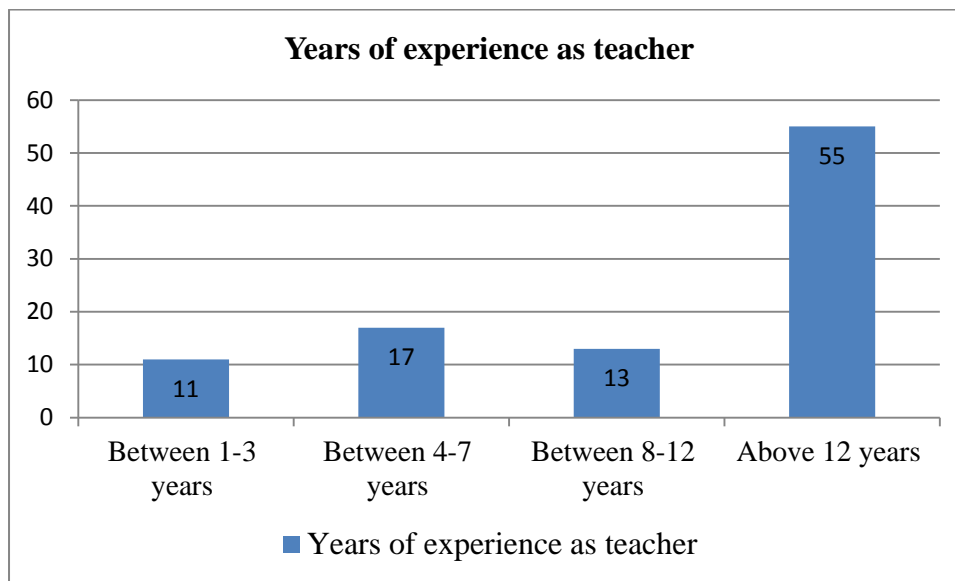


Figure 5: Years of experience of the respondents

Source: Field data 2014

The study noted that majority of the respondents 55(57%) had worked for more than 12 years , 17(18%) had worked for between 4-7 years , 13(14%) had worked for between 8 -12 years . This shows that most of the respondents had appropriate teaching experience and they were in a position to describe the effect of teacher’s characteristics on the academic performance of the special needs learners in inclusive primary schools in Narok County.

All the teachers who participated in the study noted that there were pupils with special needs in their schools. This shows that they were well aware of any challenges that

the schools faced and hence they were aware of the factors that affects the inclusion of pupils with special needs in the mainstream classes. All the teachers again agreed that they conduct inclusive classes at their school.

This shows that the teachers were well aware of the special needs children presence in the school and they were aware that the inclusion takes place in the main stream classes. The results of the interview with the QUASO noted that both of them had been working in the county for more than ten years and therefore there was no doubt that they understood the education situation in the county.

4.2.5 Response on Whether Pupils Have Any Form of Disability

This study sought to establish whether the pupils were aware of the inclusion of learners with special needs in their respective classes. The results were presented in table 4.

Table 4: Any Form of Disability among the Pupils in the selected schools

	Do You Have learners with Any Form of Disability		Total
	Yes	No	
Male	13	35	45
Female	18	30	48
Total	31	65	96

Source: Field data 2014

Among the pupils who participated in the study majority 65 said they did not have learners with special needs while only 30 said they had learners who were challenged in their classes. This implies that among the respondents only a few knew of learners with special needs in the classes.

Teachers were also asked to give their views on whether there are learners with special needs in their classes. The responses response was presented in Table 5.

Table 5 : Whether there are pupils with special needs in the classes

	Do You Have Pupils With Special Cases In Your School Or Class		Total
	Yes	No	
Male	22	22	44
Female	37	12	49
Total	59	34	93

Source: Field data 2014

On whether they had pupils with special needs in their school majority 59 of the teachers indicated that they had pupils with disability in their classes, while only 34 said they did not. On whether there was inclusion where the SNE pupils learn together with the other pupils in the same classes at the school. The responses were presented on Table 6.

Table 6 : Response on the inclusive classes

	Do You Learn Together With Disabled Pupils In The Same Classes At The School		Total
	Yes	No	
Male	24	20	44
Female	52	0	52
Total	76	20	96

Source: Field data 2014

On whether the learners learn with pupils who have special needs, majority 76(79%) of the pupils indicated that they had pupils with special needs in their classes. This shows that inclusion was practiced in the schools where the study was conducted. This implies that there were learners with special needs included in the primary schools that participated in the study. Since the study sought to find out the effect of teachers characteristics on the academic performance of the learners the results indicates that the classes were inclusive since the learners could identify that there were learners with special needs in the school.

4.3 Teacher's Attitude on Academic Performance of Pupils with Special Needs in an Inclusive Classroom

The first objective of the study sought to establish the effect of teacher's attitude towards pupils with special needs and their performance in an inclusive classroom based on a scale of 1-5 where, 1- strongly disagree, (SD), 2 – Disagree (D), 3 – Not sure (NS), 4 – Agree (A) and 5 – Strongly Agree. The results were presented in table 7.

Table 7 : Teacher's attitude on academic performance of pupils with special needs in an inclusive classroom

Statement	SA	A	NS	D	SD	Total
Teachers are over burdened by special needs pupils and this creates bad attitude among them	9(9.4)	73(76.0)	0	14(14.6)	0	93(100)
Inclusion has helped many disabled pupils to accept their condition and perform as other normal pupils	17(17.7)	79(82.3)	0	0	0	93(100)
Inclusion puts a lot of pressure on the teachers as they have to put in a lot of effort to help the SN pupils	21(21.9)	75(78.1)	0	0	0	93(100)
Inclusion affects the performance of the school in final examinations	32(33.3)	48(50)	9(9.4)	7(7.3)	0	93(100)

Source: Field data 2014

An overwhelming majority of respondents 73(76.0%) agreed that the teachers are over burdened by special needs pupils and this creates an attitude among them which affects the academic performance of the pupils with special needs in public primary schools. This supports the view that the teacher's attitude has a very significant effect on the performance of pupils in public primary school.

On whether inclusion has helped many disabled pupils to accept their condition and perform as other pupils, majority of the respondents 79(82.3%) agreed with the statement which means the performance of the special needs pupils in primary school is influenced positively with inclusion of the pupils in mainstream classes. This supports the view that inclusion is an effective strategy in enhancing performance of the disabled pupils in primary schools.

It was also important to establish whether inclusion puts a lot of pressure on the teachers as they have to put in a lot of effort to help the SN pupils, there was also an overwhelming response where 75(78.1%) agreed with the statement and the rest 21(21.9%) strongly agreed. This means that inclusion is too demanding for the teachers a fact that affects their performance and hence the performance of the pupils in the classes where inclusion is practiced. Depending on the nature of special needs of the pupils it is noted that having both able and special needs pupils put in one class room affects their performance as the teachers tend to ignore the SN pupils with the assumption that they have understood even when they have not.

There was varied response when the teachers were asked to respond to the statement that inclusion affects the performance of the pupils in final examinations in public schools. The results indicates that 48(50%) agreed with the statement, 32(33.3%) strongly agreed, 9(9.4%) were not sure and 7(7.3%) disagreed with the statement. These results support the fact that schools shun inclusion because the Special needs pupils tend to affect the overall performance of the school. This indicates that though inclusion is there in most of the schools but its effect on performance is viewed. These results agreed with the findings of Agbenyega (2006), who noted that many regular education teachers feel unprepared and fearful to work with learners with disabilities in regular classes. Such teachers have displayed frustration, anger and negative attitude toward inclusive education because they believe it could lead to lower academic standards. A similar observation was noted by Bennett (1997) and Katzenmeyer (1997). This clearly shows that teacher's attitude has an effect on the performance of pupils with special needs in primary schools.

Results from the interview with the QUASOs also noted that they felt the teachers had a negative attitude towards inclusion and this could be a factor affecting academic

performance of the pupils with disability. The reason behind this was that the SN pupils were making the work of the teachers more difficult, yet the teachers were busy trying to complete the syllabus. They however noted that the pupils in the inclusive classes were very friendly and assisted those with special needs whenever they needed help.

The response from the pupils questionnaire was presented in table 8 and the explanation given thereof.

Table 8 :Effects of Teacher’s Attitude on Academic Performance of Pupils with Special Needs in an Inclusive Classroom

Statements	SA	A	NS	D	SD	TOTAL
Because teachers are willing to help us learn our performance is good.	64 (66.7)	32 (33.3)	0	0	0	96 (100)
Our teachers are supportive and have a good attitude to all pupils in class.	78 (81.2)	18 (19.8)	0	0	0	96 (100)
Our teachers do not discriminate us depending on the speed we learn and this helps us to performer better.	52 (54.2)	0	0	44 (45.8)	0	96 (100)
Teachers understand the pupils with special needs in the school and are always ready to help them hence improving our performance.	11 (11.4)	47 (49.0)	18 (19.8)	20 (20.8)	0	96 (100)

Source: Field data 2014

The findings on table 8 show that majority 778(81.2%) of the respondents strongly agreed that the teachers are supportive and have a good attitude to all pupils in class. it was also noted that 64(66.7%) of the respondents strongly agreed that because teachers are willing to help the learners their performance is good. On whether the teacher’s understand the pupils with special needs in the school and are always ready to help them majority 52(54.2%) agreed with the statement. most of the respondents noted that sometimes teachers discriminate them depending on the speed they learn and this helps them to performer better. This shows that the attitude

of the teachers had an effect on the performance of the pupils with special needs and hence it affected their performance. This was consistent with the response from the teachers and the head teachers in the schools where the study was conducted.

4.4 Teachers level of Training on Academic Performance of Pupils with Special Needs in an Inclusive Classroom

Objective two sought to establish teacher's level of training on academic performance of SN pupils. Respondents were asked to make choices on a scale of 1-5 where, 1- strongly disagree (SD), 2 – Disagree (D), 3 – Not sure (NS), 4 – Agree (A) and 5 – Strongly Agree for each question item. The results were presented in table 9.

Table 9: Teachers Training on academic performance of pupils with special needs in an inclusive classroom

Statement	SA	A	NS	D	SD	Total
Teachers receive general training which does not equip them to handle special needs.	44(45.8)	35(36.5)	0	7(7.3)	10(10.4)	93(100)
Lack of proper training for teachers affects the way they handle the SN pupils	37(38.5)	45(46.9)	0	7(7.3)	10(10.4)	93(100)
There is need to equip teachers through seminars and other training session to help them handle inclusion.	44(45.8)	33(34.4)	0	19(19.8)	0	93(100)
The performance of the SN pupils in inclusive classes is affected by the lack of appropriate training on how to handle special needs pupils	77(80.2)	19(19.8)	0	0	0	93(100)
Training of the teachers in SNE has a direct effect on the performance of the special needs pupils.	12(12.5)	56(58.3)	9(9.4)	19(19.8)	0	93(100)

Source: Field data 2014

It is noted from the study result that most of the teachers 44(45.8%) and 35(36.5%) strongly agreed that teachers receive general training which does not equip them to handle special needs, only 7(7.3%) disagreed with the statement. This means that there is a lapse in teachers training on how to manage the special needs pupils in the inclusive classrooms. On whether lack of proper training for teachers affects the way they handle the SN pupils majority of the respondents 45(46.9%) agreed with the

statement while 37(38.5%) strongly agreed . This implies that teachers with the right training can be able to handle SN pupils in an inclusive classroom. The lack of proper training of the teachers makes it difficult for the pupils to cope. This agrees with the findings of Praisner (2003) and Agbenyega (2006), who indicated that most teachers are not qualified to handle the learners with special needs in inclusive schools.

On whether there is need to equip teachers through seminars and other training session to help them handle inclusion, majority of the respondents 44(45.8%) strongly agreed and 33(34.4%) agreed meaning that teachers were aware that they lack the skills needed to handle special needs pupils in an inclusive classroom, hence they need to be equipped through seminars and other training sessions to handle the inclusion issues. On whether the performance of the SN pupils in inclusive classes is affected by the lack of appropriate training on how to handle special needs pupils by the teachers, majority of the teachers who responded 77(80.2%) strongly agreed while 19(19.8%) agreed . This means that there is need to have the teachers acquire the appropriate skills in management of SN in the inclusive class room. The performance of these SN pupils will be improved when the teachers are taken for training on how to handle SN pupils. This concurred with the findings of Long, et al (2011), who noted that clear knowledge among the education practitioners on the concept of inclusion was a prerequisite for the performance of the teachers in inclusive classes.

Finally, it was important to establish whether training of the teachers in SNE has a direct effect on the performance of the special needs pupils. Majority of the respondents 56(58.3%) agreed and 12(12.5%) strongly agreed with the statement. However 19 (19.8%) strongly disagreed with the statement. This shows that majority of the teachers believe that lack of training in SNE by the teachers affect the performance of the special needs children in inclusive classes. It is therefore noted that teachers training has an effect on the academic performance of pupils with special needs in an inclusive classroom. A similar view was held by Monaham & Marino (2005), in their findings on the effect of teachers training on performance of learners in inclusive schools.

The findings from the QUASOs indicated that the teachers in primary school did not have knowledge to assist the SN pupils and this could be a major contributor to the negative attitude held by the teachers. There was also lack of appropriate materials for the teachers to use when teaching the SN pupils. Such materials as large print books were not available for use by the pupils. They agreed with the teachers that the academic performance of the pupils was therefore affected due to lack of teachers training, skills and lack of appropriate materials for use. The pupil's response on whether the teachers level of education has an influence on the performance of the SN pupils. Table 10 presents the results. This agreed with the findings of Monaham & Marino (2005); Duflo et al, 2009) and Mitchell (2010), who indicated that teachers are not well prepared to handle special needs learners in inclusive school.

Table 10 :Effect of Teachers Training on Academic Performance of Pupils with Special Needs in an Inclusive Classroom

Statement	SA	A	NS	D	SD	TOTAL
Our teachers are well trained to teach	11 (11.4)	85 (88.6)	0	0	0	96 (100)
Teachers understanding of the pupils learning needs shows that they are well trained	41 (42.7)	11 (11.4)	44 (45.8)	0	0	96 (100)
Teachers are able to identify the pupils with disability in class and this shows they are well trained.	0	0	0	0	96 (100)	96 (100)
The performance of the SN pupils depends on how the teachers are trained.	49 (51.0)	0	0	0	47 (49.0)	96 (100)
Training of the teachers in SNE has a direct effect on the performance of the special needs pupils.	52 (54.7)	0	0	0	44 (43.3)	96 (100)

Source: Field data 2014

The results also revealed that the pupils were well aware of the teachers and how they affect the learning and academic performance of the pupils with special needs. On average 85(88.6%) of the pupils strongly agreed while 111 (11.4%) agreed with the statements meaning they understood that the teacher's level of training had an effect on the academic performance of the pupils with disability. It is also noted that teachers understanding of pupils learning needs was a reflection of their level of training. Similarly, the performance of the SN pupils was seen to depend on the training level of the teachers. Therefore teachers' training has an effect on the

performance of the SN pupils in primary schools. These results again reflect the response from the teachers and the head teachers meaning that the teacher's level of education has an effect on the performance of the SN pupils in primary schools where inclusion is practiced. The results concur with the findings of Long et al (2011) , Mitchell(2010) , Gleww et al(2008) who established that there was a gap in the training of the teachers to handle special needs learners and this has an effect on the inclusion of learners in the public primary schools.

4.5 Teacher's Knowledge of Inclusive Education on Academic Performance of Pupils with Special Needs in the Inclusive Classes.

Objective three sought to establish the effect of teacher's knowledge of inclusive education on academic performance of SN pupils. Respondents were asked to make choices on a scale of 1-5 where, 1- strongly disagree,(SD) , 2 – Disagree (D), 3 – Not sure (NS) , 4 – Agree (A) and 5 – Strongly Agree for each question item. The results were presented in table 11.

Table 11:Teacher's knowledge of inclusive education

Statement	SA	A	NS	D	SD	Total
Teachers lack the skills and knowledge to help them handle inclusion	25 (26.0)	52 (54.2)	0	12 (12.5)	7 (7.3)	93 (100)
Lack of knowledge has created an attitude in teachers and it has affected the performance of the SNE in their schools	23 (24.0)	61 (63.5)	0	12 (12.5)	0	93 (100)
Teachers are equipped through seminars on how to handle the SNE hence this affects the academic performance of the pupils.	7 (7.3)	7 (7.3)	25 (26)	33 (34.4)	24 (25)	93 (100)
Lack of knowledge has created an attitude in teachers and it has affected the performance of the SNE in their schools	12 (12.5)	84 (87.5)	0	0	0	93 (100)
The challenge facing teachers in handling special needs children in an inclusion classroom is due to lack of appropriate knowledge	33 (34.4)	63 (65.6)	0	0	0	93 (100)

Source: Field data 2014

The results presented on table 11 shows that majority of the teachers 52(54.2%) agreed while 25(26.0%) strongly agreed that teachers lack the skills and knowledge to help them handle inclusion among the primary school pupils and this might be contributing to the poor academic performance of the pupils with special needs.

It was also noted that lack of knowledge has created an attitude in teachers and it has affected the performance of the SNE in their schools. Majority of the respondents 61(63.5%) agreed while 23(24%) strongly agreed with the statement only 12 (12.5%) disagreed with the statement. This means that teachers lack the knowledge to deal with SNE and this affects their attitude which eventually affects the performance of the pupils with SN. On whether teachers are equipped through seminars on how to handle the SN pupils in an inclusive classroom, majority 33(34.4%) disagreed with the statement, 24(25.0%) strongly agreed, 25(26%) were not sure while only 7(7.3%) agreed with the statement. this indicated that there was no equipping of teachers through seminars on how to handle the SNE and this affects the academic performance of the pupils with SN. It was also important to establish whether lack of knowledge has created an attitude in teachers and hence affected the performance of SN pupils in primary schools. Majority of the respondents 84(87.5%) agreed while 12(12.5%) strongly agreed that the teachers lack of knowledge has created an attitude teachers which has affected the performance of SN pupils. The findings agree with those of Shaddock (2005) ; Morris and Sharma (2011),who indicated that teachers lack the appropriate knowledge and skills to deal with special needs learners in inclusive classes and this affects their performance.

Finally, it was important to establish whether lack of appropriate knowledge among the teachers to handle SNE is a major challenge facing teachers in handling special needs children in an inclusive classroom. Majority of the respondents 63(65.6%) agreed while 33(34.4%) strongly agreed with the statement. The findings of this study indicate that teacher's lack of knowledge in SNE has an effect on the performance of special needs pupils in an inclusive classroom. The findings of the study agree with the findings in the work of Praisner (2003), who indicated that qualified teacher know that classroom needs must be approached from curricular stand point, in which difficulties are defined depending on each specific task and activity, and on classroom conditions. Agbenyega (2006), added that most teachers

are not qualified to handle the students with physical challenges, and this affects the performance of these pupils in an inclusive classroom.

The results from the interview with the QUASOs also pointed out similar sentiments on teacher's knowledge in handling SN pupils. It was noted that the teachers have very limited knowledge in handling special education and there is need for them to be taken for seminar and other training to equip them for effective delivery of service. Teachers lack the time to provide the learners with the necessary attention needed and this has contributed a lot to the poor academic performance of the pupils with SN. Responses from the pupils on whether teacher's skills and knowledge had an effect on the academic performance of the pupils with SN were presented on table 12.

Table 12 :Effect of Teacher's Knowledge towards Inclusive Education

STATEMENT	SD	D	NS	A	SA	TOTAL
Teachers have the skills and knowledge to help them handle the challenges of inclusive education	96 (100)	0	0	0	0	96 (100)
Lack of knowledge has created an attitude in teachers and it has affected the performance of the Special needs pupils in the school	38 (39.6)	0	0	11 (11.4)	47 (49.0)	96 (100)
Teachers attend seminars to enhance their knowledge and skills in SNE.	96 (100)	0	0	0	0	96 (100)
Lack of knowledge has created an attitude in teachers at primary School and it has affected the performance of the SNE in their schools	18 (18.8)	11 (11.4)	0	0	67 (69.8)	96 (100)
The challenge facing teachers in handling special needs children in an inclusion classroom is due to lack of appropriate knowledge	0	11 (11.4)	18 (18.8)	44 (45.8)	23 (24.0)	96 (100)

Source: Field data 2014

It was also important to establish the effect of teacher's knowledge on the performance of the SNE pupils in an inclusive classroom. The study established that

48(51.6%) of the respondents strongly agreed that the teachers had the knowledge required for them to handle the pupils with special needs and this affected their performance in an inclusion class. The results also show that 93(100%) of the pupils disagreed with the fact the fact that teachers have the skills and knowledge to help them handle the challenges of in an inclusive class room. Also it is observed that lack of skills and knowledge makes teachers to create an attitude towards special needs pupils and this affects their performance.

4.6 Effect of School Environment on Academic Performance of Pupils with Special Needs in an Inclusive Classroom.

Objective four sought to establish whether school environment affects the academic performance of pupils with special needs in an inclusive classroom. Respondents were asked to make choices on a scale of 1-5 where, 1- strongly disagree,(SD) , 2 – Disagree (D), 3 – Not sure (NS) , 4 – Agree (A) and 5 – Strongly Agree for each question item. The results of the study were presented on table 13.

Table 13 :Effect of school environment on academic performance of pupils with special needs in an inclusive classroom

Statement	SA	A	NS	D	SD	Total
The percentage number of pupils with special needs in the classes is very small hence little attention is given as the teacher struggle to complete the syllabus.	32 (33.3)	64 (66.7)	0	0	0	96 (100)
The Class size of the schools is very large and hence the teachers are un able to give special attention to the pupils with SN.	56 (58.3)	40 (41.7)	0	0	0	96 (100)
Due to the learning condition in the schools the special needs pupils are un able to receive help from the teachers.	37 (38.5)	59 (61.5)	0	0	0	96 (100)
The schools lack the appropriate number of instructional and testing accommodations for the SNE	78 (81.3)	18 (18.8)	0	0	0	96 (100)

Source: Field data 2014

The study items establish that the percentage number of pupils with special needs in the classes is very small hence little attention is given as the teacher struggle to

complete the syllabus. Majority of the respondents 64(66.7%) agreed with the statement while 32(33.3%) strongly agreed. This shows that the classroom environment did not favour the pupils with special needs because they were few and teachers are under pressure to complete the syllabus hence have very little time to attend to the learners. It was also noted that in most of the schools the Class size is very large and hence the teachers are unable to give special attention to the pupils with Special Needs. Majority of the respondents 56(58.3%) strongly agreed while 40(41.7%) agreed with the statement. It is therefore indicated that, these large classes have a big effect on the performance of the pupils with special needs in an inclusive classroom. In a study by Long et al (2011), it was established that the school environment in terms of classroom size, materials required and the support from other pupils affects the performance of the learners with special needs, this supports the current study findings.

On whether the learning condition in the schools affects the special needs pupils' ability to receive help from the teachers, 59(61.5%) agreed while 37(38.5%) strongly agreed with the statement. This shows that the learning conditions at schools do not provide appropriate environment for the effective learning of the special needs pupils in the inclusive classes. Sifuna (1997) and World Bank (1992), noted that the pressure under which pupils in primary schools work is a lot. They are taught 13 subjects, nine of which are examined at the end of Standard 8, stay in school from 7 a.m. to 5 or 6 p.m., and have short holidays. These burdens have reduced children's playing time, and affected their motivation for learning (Sifuna, 1997). The consequences are that their performance deteriorates. In the process, some children give up on education and, in the long run, drop out of school. Due to the learning condition in the schools the special needs pupils are unable to receive help from the teachers.

On suitability of school environment for the SN pupils, the officers indicated that the environment is not modified to suit the needs of the learners. There is therefore need for a conducive school environment to support the inclusive process. The officers suggested that there is need for more funding and for the syllabus to be revised in order to take into consideration the needs of the learners. The officers stressed on the need to have the teachers and all other stake holders get training to equip them for the

purpose of making inclusion effective. This is in support of the findings by Sifuna (1997) and World Bank (1992), this implies that there is need for the teachers to be well equipped for inclusion schools so that the performance of learners with special needs could be improved.

Finally the responses from the pupils were considered pertaining to the effect of the school environment on the performance of pupils with special needs in the inclusive classrooms in the Narok County. The results were presented in Table 14.

Table 14: Pupils response on Effect of School Environment on Academic Performance

Statement	SD	D	NS	A	SA	TOTAL
Little attention is given to pupils with disability because they are few.	0	0	0	64 (68.8)	29 (31.2)	93 (100)
The Class size of the schools is very large and hence the teachers are un able to give special attention to the pupils with SN.	0	0	0	0	93 (100)	93 (100)
The learning condition in the schools does not favour special needs pupils learning.	0	0	0	64 (68.8)	29 (31.2)	93 (100)
The schools lack the appropriate materials for accommodations of the SNE pupils which affects the pupil's performance.	0	0	18 (19.4)	44 (47.3)	31 (33.3)	93 (100)

Source: Field data 2014

It is noted from the table that most of the respondents 46(49.5%) strongly agreed that the school environment does not cater fully for the pupils with SN and hence this affects their performance. It was observed that the class sizes of the schools are very large making it difficult for the teachers to give special attention to the SN pupils. This eventually affects their performance. It was also noted that there is little attention given to the SN pupils by the teachers because they lack the skills and the knowledge to handle the pupils with special needs. This agreed with the findings established by Sifuna (1997) and (World Bank 1992), who indicated that teachers lack of skills and

knowledge affects their ability to address the needs of the learners with special needs in school and this affects their academic performance.

The results have also indicated that the academic performance of the pupils with SN is influenced by the teacher's attitude, the teachers' skills and knowledge and the schools environment. The response from the teachers and the pupils were consistent and it means that if the academic performance of the special needs pupils is to improve in the inclusive classrooms, the teachers have to be at the centre so that they can provide the correct guidance to the SN pupils.

4.7 Correlations Analysis on Teacher Characteristics and Academic Performance of Learners with Special Needs

Correlation analysis was used to test whether there was significant effect between the variables. The hypothesis under test was; there is no effect between teacher characteristics and academic performance of learners with special needs in inclusive classroom. This was tested at a confident level of 95%. The correlation value which should be less than one was computed by the help of the computer system (SPSS VS 20). The dependent variable (student's academic performance) was correlated with the independent variables (Teachers attitude, Teachers level of training, Teachers knowledge and skills and School environment) and the results presented in table 15.

Table 15: Correlation analysis

		X1	X2	X3	X4
Teachers attitude and the academic performance of SN pupils (X1)	Pearson Correlation Sig. (2-tailed)	1			
Teachers level of training and the academic performance of SN pupils (X2)	Pearson Correlation Sig. (2-tailed)	.394**	1		
Teachers knowledge and skills and the academic performance of SN pupils (X3)	Pearson Correlation Sig. (2-tailed)	.556**	.797**	1	
School environment and the academic performance of SN pupils (X4)	Pearson Correlation Sig. (2-tailed)	.584**	.416**	.142	1
Academic performance of SN pupils (DV)	Pearson Correlation Sig. (2-tailed)	.000	.000	.167	1.000**

Source: Field data 2014

From table 16 it is noted that the teacher's attitude had a significant positive correlation of 0.584 with academic performance of pupils with special needs. Teachers level of training also had a significant positive correlation of 0.416 and the academic performance of SN pupils, teachers knowledge and skills was not significantly correlated with the academic performance of SN pupils since the correlation value was 0.142 and a significant value of 0.167, this means that the effect of teachers knowledge and skills did not have a remarkable effect on the performance of the pupils with special needs.

Lastly, School environment was noted to have an almost perfect correlation which was significant on the academic performance of the pupils with special needs in an inclusive class room. This implies that there is a statistically, positive relationship between the four selected teacher characteristics and the performance of learners with special needs in primary schools. The findings of this study agree with UNESCO (2007); Charema, (2010), Hornby (2010), and Long, et al (2011), established a positive and significant relationship between teacher's characteristics and performance of SN learners in inclusive schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the relevant findings, respective conclusions and recommendations based on the statement of the problem and research objectives. Questionnaires, validated by the supervisors were used to collect data from the respondents. The purpose of the study was to assess the effect of teacher characteristics on pupil's performance in KCPE in an inclusive classroom in public primary schools in Narok central sub-county, Narok County

5.2 Summary of the Findings

All the teachers who participated in the study noted that there were pupils with special needs in their schools. As indicated in section 4.2 on demographic factors of the study, the study noted that most of the respondents 58% were female. Majority, 63.5% were in the age bracket of 30-39 years and had certificate qualification. In regard to the teaching experience most of the respondents 57% had taught for 12 years and above. Most of the respondents 59 indicated that their schools have children with disability that the selected schools had inclusive classes. The results also indicated that majority of the respondents 73% agreed that the learners with special needs learn in the same classroom. This shows that the respondents understood the performance of the learners with special needs in their respective schools.

5.2.1 Teacher's Attitude on Academic Performance of Pupils with Special Needs

The results in table 7 have revealed that majority of respondents agreed that, teachers have a lot of work in the schools which denies them a chance to attend to the special needs pupils. This pressure makes them develop an attitude among them which affects the academic performance of the pupils with special needs in public primary schools. The level of significance of the relationship between the teacher's attitude and performance of special needs pupils in public primary school. The results indicated that through inclusion the SN learners have been able to accept themselves and their condition. This has enhanced their academic performance.

The results also show that inclusive primary schools education is positively correlated with inclusion of the pupils in mainstream classes. This supports the view that inclusion is an effective strategy in enhancing performance of the disabled pupils in primary schools. The results also indicated that teachers are in constant pressure to help the SN pupils; this has an impact on the teacher's attitude which affects the performance of the learners with special needs in inclusive schools. Because of the pressure the teachers are unable to give their full support to the SN learners hence their performance in the inclusive schools is below average.

Most teachers indicated that the schools shun the special needs learners because they tend to affect the overall performance of the school. The Pearson's correlation analysis indicated that there is a positive correlation between performance of the learners with special needs and the attitude of the teachers in inclusive primary schools. From the interview with the QUASOs it was also noted that they felt the teachers had a negative attitude towards inclusion and this could be a factor affecting academic performance of the pupils with disability. The reason behind this was that the SN pupils were making the work of the teachers more difficult, yet the teachers were busy trying to complete the syllabus. They however noted that the pupils in inclusive classes were very friendly and assisted those with special needs. The pupils noted that the teacher's attitude affects the academic performance of the pupils with special needs.

5.2.2 Teachers level of Training on Academic Performance of Pupils with Special Needs in an Inclusive Classroom.

The summary of the results on teachers level of training and performance of pupils with special needs in inclusive classroom was presented based on table 9 and 10 for the teachers and learners respectively. The study established that teacher's level of training has an effect on academic performance of SN pupils. The results indicated that most respondents agreed that teachers receive general training which does not equip them to handle special needs. Meaning that there is a lapse in teachers training on how to manage the special needs pupils in the inclusive classrooms. The results also indicated that how the teachers are trained affects the way they handle the SN pupil's. There is therefore lack of effective teacher training to equip them with the

skills required to handle the SN pupils in an inclusive classroom. This means that there is need to have the teachers acquire the appropriate skills in management of inclusive classroom and hence improve the performance of the SN pupils.

It was further established that teachers training on SNE has a direct effect on the performance of the special needs pupils. Majority of the teachers felt that lack of training in SNE affects the performance of the SN learners in inclusive classes. It is therefore important for teachers to be well equipped through training on how to handle SN learners and hence improve their academic performance of SN pupils in an inclusive classroom. The response from QUASOs also gave a similar indication that the attitude of the teachers towards inclusion was influenced by the lack of effective training on special needs. There was also lack of appropriate materials for the teachers to use when teaching the SN pupils. Such materials as large print books were not available for use by the pupils. They agreed with the teachers that the academic performance of the pupils was therefore affected due to lack of teachers training, skills and lack of appropriate materials for use. The pupils indicated that teachers' training helps them have skills to understand the learning needs of the SN pupils and this influences their academic performance. The relationship was tested using Pearson's correlation analysis which revealed that there is a significant positive correlation between teachers training level and the academic performance of the learners with SN in inclusive primary schools.

5.2.3 Effect of Teacher's Knowledge of Inclusive Education on Academic Performance of Pupils with Special Needs in the Inclusive Classes

The results on whether teacher's knowledge of inclusive education has an effect on the academic performance of SN pupils in inclusive primary schools. The results are summarized as presented in table 11 and 12 for teachers and learners respectively. Majority of the teachers who participated in the study agreed that teachers lack the skills and knowledge and this affects their ability to handle the needs of SN learners in inclusive primary schools. It was also noted that lack of knowledge in SN has created an attitude among the teachers which has influenced the performance of the SN pupils in the inclusive schools. This means that teachers lack the knowledge to deal with SNE and this affects their attitude which eventually affects the performance of the pupils with SN.

Most of the teachers indicated that there were no seminars and workshops through which they could be equipped with knowledge and skills on how to handle the SN pupils in inclusive schools and this affects the academic performance of the pupils. It was also established that lack of knowledge among the teachers has created a negative attitude among the teacher's who lack the knowledge and skills to assist the SN pupils hence the poor academic performance of these pupils in inclusive classroom. This was confirmed by the opinion of the QUASOs from the interview which pointed out that the academic performance of the SN learners was affected by the skills and knowledge of the teachers. It was noted that the teachers have very limited knowledge in handling special education and there is need for them to be taken for seminar and other training to equip them for effective delivery of service. Teachers lack the time to provide the learners with the necessary attention needed and this has contributed a lot to the poor academic performance of the pupils with SN.

It was also important to establish the effect of teacher's knowledge on the performance of the SNE pupils in the inclusive classes, where most of the respondents agreed that the teachers had limited knowledge required to handle the pupils with special needs and this affected their performance in an inclusion class. It was observed that lack of skills and knowledge affects teacher's attitude towards special needs pupils and this affects their performance. The Pearson's correlation confirmed the relationship as being weak but positive meaning that teacher's knowledge of special needs is an important factor to enhance inclusion and hence performance of learners but it does not have a very significant effect.

5.2.4 Effect of Teacher Perception of the School Environment on Academic Performance of Inclusive education.

The study sought to establish whether Teacher Perception of the school environment affects the academic performance of learners with special needs in an inclusive classroom (table 13 and 14). The study sought to establish whether the percentage number of pupils with special needs in the classes is very small hence little attention is given as the teacher struggle to complete the syllabus. Majority of the respondents agreed with the statement. This shows that the classroom environment did not favour

the pupils with special needs because they were few and the teachers were busy trying to complete the syllabus hence ignoring the plight of the disabled pupils.

It was also noted that in most of the schools the Class size is very large and hence the teachers are unable to give special attention to the pupils with SN. Majority of the respondents agreed with the statement. It is therefore indicated that, these large classes have a big effect on the performance of the pupils with special needs in these classrooms. The learning condition in the schools also affects the special needs pupils' ability to receive help from the teachers. Majority of the respondents agreed with the statement. This shows that the learning conditions at schools do not provide appropriate environment for the effective learning of the special needs pupils in the inclusive classes. Due to the learning condition in the schools the special needs pupils are unable to receive help from the teachers.

The officer indicated that the environment is not modified to suit the needs of the SN pupils. There is therefore need to have the school environment made conducive to ensure that the inclusion process is effective. The officers suggested that there is need for more funding and for the syllabus to be revised in order to take into consideration the needs of the SN pupils. The officers stressed on the need to have the teachers and all other stake holders get training to equip them for the purpose of making inclusion effective. The pupils also noted that the school environment does not cater fully for the pupils with SN and hence this affects their performance. It was observed that schools class size is very large denying special attention to the SNE pupils hence affecting their performance. It was also noted that there is little attention given to the SNE pupils by the teachers because they lack the skills and the knowledge to handle the pupils with special needs.

This shows that the academic performance of the pupils with SN is influenced by the teacher's attitude, the teachers' skills and knowledge and the schools environment. The response from the teachers and the pupils were consistent and it means that if the academic performance of the special needs pupils is to improve in the inclusive classrooms, the teachers have to be at the centre so that they can provide the correct guidance to the SN pupils.

The dependent variable (student's academic performance) was correlated with the independent variables (Teachers attitude and Teachers level of training) it is noted that the teacher's attitude had a significant positive correlation of 0.584 with academic performance of pupils with special needs. School environment was noted to have an almost perfect correlation which was significant on the academic performance of the pupils with special needs in an inclusive class room. The study further tested the significance of the results in relation to the academic performance of the pupils with special needs. The results shows that all the four factors (Teachers attitude, Teachers level of training, Teachers knowledge and skills and School environment) were strong predictors of academic performance of SNE pupils in schools with inclusive classes. Teacher's attitude is the next most important predictor of academic performance of SN pupils. The study notes that the school environment is the main predictor of SN pupil's performance in inclusive schools.

5.3 Conclusions

The study sought to establish the effect of teacher characteristics on pupil's performance in KCPE in an inclusive classroom in public primary schools in Narok central sub-county, Narok County. The study concluded that teacher's characteristics affect pupil's performance in KCPE in an inclusive classroom. Teacher's attitude and training were found to have the highest effect on the performance of the SNE pupils in an inclusive class, meaning that if teachers have the right attitude towards special needs learners they are likely to influence the inclusion process of the learners.

The study also concludes that teacher's level of training is a big challenge for them to handle special needs children in an inclusive environment. This shows that most teachers teaching in inclusive schools undergo the normal training and hence they lack the skills needed to deal with special needs learners and this affects the effectiveness of inclusion in public primary schools. In regard to teacher's Knowledge of Inclusive Education the study concluded that most of the teachers did not have knowledge of inclusive education, this affects their ability to handle special needs learners.

Lastly, the study established that there was a relationship between teacher's perception of the school environment and inclusion of special needs learners in public primary schools had a significant influence of their academic performance. This

indicates that with the right environment teachers perception on special needs education influences the inclusion process, this is because when teachers have the right environment they develop a positive perception towards the learners with special needs and hence will appreciate the influence of inclusion education on learner's academic performance in public primary schools.

5.4 Recommendations

Based on the findings of this study the following recommendations are derived;

5.4.1 Policy recommendations

The study recommends that the policy makers should ensure that education policy on training of teachers should be reviewed to ensure that the teachers training includes special needs so that when the teachers are posted to the inclusive schools they are not caught un aware by the challenges that arise from the learners with special needs.

There is also need for policy makers to come up with a policy framework to address the school environment and its suitability to accommodate all learners inclusively. This will go a step further to enhance the perception of the teachers while dealing with learners in inclusive classrooms.

5.4.2 Practice recommendation

- i) The study noted that there is a relationship between teacher's attitude and academic performance of pupils with special needs, there is therefore need to have the teacher's attitude enhanced through reduced work loads so that they can have time to handle the special needs cases. This will help reduce the pressure on teachers who will be in a position to assist the pupils.
- ii) The study established that teacher's training is not comprehensive to assist them deal with special cases. There is need for the government to review the teacher training curriculum to ensure that it fully caters for the needs of all the learners in an inclusive school.
- iii) Teachers lack appropriate knowledge and skills about special needs learners and this affect the inclusion process, the study therefore recommends that the government through the various education officers ensure that teachers

are taken for seminars and workshops where they can be equipped with the skills and knowledge on handling various special needs cases in inclusive classes.

- iv) Without an effective school environment, inclusion will not be effective in public primary schools. Head teachers and county directors of education should take the initiative to ensure that they make the environment appropriate for the inclusion process. There is also need to ensure that the school environment is made conducive for the teachers and the pupils so that the performance of the pupils in the inclusive classes is improved.

5.4.3 Areas of Further Study

- i. There is need for further study to cover the wider Narok County so that comparison can be sought in relation to different counties on issues to do with inclusive education.
- ii. A study to assess the effectiveness of teachers training should be conducted to establish whether they are well equipped to handle the challenges of inclusive education.
- iii. A study to examine other teacher related characteristics and academic performance of pupils with special needs should be conducted to add more knowledge to the areas of special education.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Rebecca Timpiyian Langas

Reg. No. EM09/7010/2011

Maasai Mara University.

Dear Respondent,

RE: QUESTIONNAIRE

I am a post graduate student in the School Of Education at Maasai Mara University for the fulfillment of the requirement for the Degree of Masters of Education In Special Needs Education, Department Of Education Management And Administrations. I am required to undertake a research study and title is *Effects Of Teacher Characteristics On Perfomance Of Pupils With Special Needs In An Inclusive Classroom In Public Primary Schools In Narok North Sub-County, Narok County.*

I kindly request you to assist me collect data to compile my research by truthfully filling the attached questionnaires. The data you provide will enable the researcher to complete a research project for the above report. I would like to assure you that all information given will be treated with utmost confidentiality and use for academic purpose only. A copy of the final report will be made available to you on request.

Your assistance and cooperation is highly appreciated.

Thank you

Yours faithfully,

Rebecca Timpiyian Langas

REG. NO. EM09/7010/2011

APPENDIX I1: INTERVIEW SCHEDULE FOR THE QUASO

Section A: BACK GROUND INFORMATION.

1. a) Zone
- b) Years working in the district
- c) Academic qualification
- d) Years of experience in as a quality assurance officer

Section B. STUDY OBJECTIVES

B1: Teacher's attitude on academic performance of pupils with SNE

- 2) How is inclusive education perceived by the teachers in the area of your operation?
- 3) Do you think inclusion is a good idea in enhancing performance of special needs children?
- 4) What is your stake on attitude of pupils towards inclusion?
- 5) Would you say that the teachers have the right attitude towards inclusion?

B2: Teachers Training on inclusion on the success of an inclusive classroom

- 6) Do you think the teachers are well prepared to handle inclusive classes at primary schools?
- 7) Please suggest the necessary competences that the teachers have on inclusion;
- 8) What are the challenges faced by SNE pupils in the zone of your operation.
- 9) What kind of knowledge or skills, do you think teachers lack to ensure that there is effectiveness in the inclusion class?

B3: Teachers' knowledge on inclusive education

- 10) Do you think teachers have the required knowledge on inclusive education in the district?
- 11) if No. in the above statement suggest the possible measures you are taking to address the situation.
- 12) How does the teachers knowledge on inclusion affect their attitude towards the special needs pupils ?
- 13) Does social status of the pupils with special needs affect the effectiveness of inclusion in public primary schools?

B4: School environment on the provision of inclusion education in the inclusive classes

- 14) Are the school condition favorable to give equitable attention to the pupils with special needs in the inclusive set up?
- 15) Please elaborate about the school factors influencing inclusion.
- 16) What kind of supports or facilities, do you think schools must have to ensure the performance of the SNE pupils is up to the expectation.
- 17) Give your personal view about inclusive education in the district?

APPENDIX III: QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS

This research is meant for academic purpose. It seeks to examine the *effects of teacher characteristics on performance of pupils with special needs in an inclusive classroom in public primary schools in Narok North sub -county, Narok county.*

Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name or that of your school anywhere on this questionnaire. Please tick [√] where appropriate or fill in the required information on the spaces provided.

SECTION 1: Background Information

1. Your gender Male Female

2. Your age (in years)

Between 20-29 Between 40-49

Between 30-39 50 plus

3. Level of education

Certificate in teaching Diploma

Bachelor's Degree Masters Degree

4. How many years have you been a teacher?

Between 1-3 Between 4 -7

Between 8-12 12 and more

5. Are there special cases of pupils in the school? Yes No

6. Please if yes in the above question; give the average percentage number in your school. -----

7. What form of disability is present in the school? -----

8. Do you conduct inclusive classes at the school? Yes [] No []

9. What is your opinion on the inclusion of pupils with special needs in the normal classes.-----

10 Do you think inclusion is an appropriate remedy to help the pupils with special needs develop normally.(please explain) -----

SECTION 2: Effect of teacher’s attitude on academic performance of pupils with special needs in an inclusive classroom.

On a scale of 1-5 where, 1- strongly disagree,(SD) , 2 – Disagree (D), 3 – Not sure (NS) , 4 – Agree (A) and 5 – Strongly Agree. Please provide your views and opinion based on the items in the table.

	Statement	S A	A	N S	D	S D
11	Teachers are over burdened by special needs pupils and this creates bad attitude among them					
12	Inclusion has helped many disabled pupils to accept their condition and perform as other normal pupils					
13	Inclusion puts a lot of pressure on the teachers as they have to put in a lot of effort to help the SN pupils					
14	Inclusion affects the performance of the school in final examinations					

Section 3: Effect of Teachers Training on academic performance of pupils with special needs in an inclusive classroom.

On a scale of 1-5 where, 1- strongly disagree,(SD) , 2 – Disagree (D), 3 – Not sure (NS) , 4 – Agree (A) and 5 – Strongly Agree. Please provide your views and opinion based on the items in the table.

	Statement	SA	A	NS	D	SD
15	Teachers receive general training which does not equip them to handle special needs.					
16	Lack of proper training for teachers affects the way they handle the SN pupils					
17	There is need to equip teachers through seminars and other training session to help them handle inclusion.					
18	The performance of the SN pupils in inclusive classes is affected by the lack of appropriate training on how to handle special needs pupils					
19	Training of the teachers in SNE has a direct effect on the performance of the special needs pupils.					

Section 4: Effect of teacher’s knowledge of inclusive education on academic performance of pupils with special needs in an inclusive classroom.

On a scale of 1-5 where, 1- strongly disagree,(SD) , 2 – Disagree (D), 3 – Not sure (NS) , 4 – Agree (A) and 5 – Strongly Agree.

Sno	Statement	SA	A	NS	D	SD
20	Teachers lack the skills and knowledge to help them handle inclusion					
21	Lack of knowledge has created an attitude in teachers and it has affected the performance of the SNE in their schools					
22	Teachers are equipped through seminars on how to handle the SNE hence this affects the academic performance of the pupils.					
23	Lack of knowledge has created an attitude in teachers and it has affected the performance of the SNE in their schools					
24	The challenge facing teachers in handling special needs children in an inclusion classroom is due to lack of appropriate knowledge					

Section 5: To examine the effect of school environment on academic performance of pupils with special needs in an inclusive classroom.

On a scale of 1-5 where, 1- strongly disagree,(SD) , 2 – Disagree (D), 3 – Not sure (NS) , 4 – Agree (A) and 5 – Strongly Agree. Please provide your views and opinion based on the items in the table.

sno	Statement	SA	A	NS	D	SD
25	The percentage number of pupils with special needs in the classes is very small hence little attention is given as the teacher struggle to complete the syllabus.					
26	The Class size of the schools is very large and hence the teachers are un able to give					

	special attention to the pupils with SN.					
27	Due to the learning condition in the schools the special needs pupils are un able to receive help from the teachers.					
28	The schools lack the appropriate number of instructional and testing accommodations for the SNE					

Please give your own open opinion on the challenges and prospects of the inclusive programme in your school.

Thank you for your time

APPENDIX IV: QUESTIONNAIRE FOR PUPILS

This research is meant for academic purpose. It seeks to examine the *effects of teacher characteristics on academic performance of pupils with special needs in an inclusive classroom in public primary schools in Narok central subcounty, Narok County.*

Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name or that of your school anywhere on this questionnaire. Please tick [√] where appropriate or fill in the required information on the spaces provided.

Yours

Rebecca Lankas

SECTION: BACKGROUND INFORMATION

1. Your gender Male Female
2. Your age (in years) -----
3. Current class class 7 class 8
4. Position and score last term -----
5. Do you have any form of disability? Yes No
6. Are parents working yes no
7. Do you have pupils with special cases in your school or class? Yes No
8. Do you learn together with disabled pupils in the same classes at the school? Yes No

SECTION 2: Effect of teacher’s attitude on academic performance of pupils with special needs in an inclusive classroom.

On a scale of 1-5 where, 1- strongly disagree,(SD) , 2 – Disagree (D), 3 – Not sure (NS) , 4 – Agree (A) and 5 – Strongly Agree. Please provide your views and opinion based on the items in the table.

	Statement	SA	A	NS	D	SD
9	Our teachers are supportive and have a good attitude to all pupils in class					
10	Because teachers are willing to help us learn our performance is good					
11	Teachers understand the pupils with special needs in the school and are always ready to help them hence improving our performance					
12	Our teachers do not discriminate us depending on the speed we learn and this helps us to perform better					

13. Would you say your teachers have a good attitude towards all pupils in the school and this enables you to perform better? Yes [] No []

Section 3: Effect of Teachers Training on academic performance of pupils with special needs in an inclusive classroom.

On a scale of 1-5 where, 1- strongly disagree,(SD) , 2 – Disagree (D), 3 – Not sure (NS) , 4 – Agree (A) and 5 – Strongly Agree. Please provide your views and opinion based on the items in the table.

	Statement	SA	A	NS	D	SD
14	Our teachers are well trained to teach					
15	Teachers understanding of the pupils learning needs shows that they are well trained					
16	Teachers are able to identify the pupils with disability in class and this shows they are well trained.					
17	The performance of the SN pupils depends on how the teachers are trained					
18	Training of the teachers in SNE has a direct effect on the performance of the special needs pupils.					

Section 4: Effect of teacher’s knowledge of inclusive education on academic performance of pupils with special needs in an inclusive classroom.

On a scale of 1-5 where, 1- strongly disagree,(SD) , 2 – Disagree (D), 3 – Not sure (NS) , 4 – Agree (A) and 5 – Strongly Agree. Please provide your views and opinion based on the items in the table.

	Statement	SA	A	NS	D	SD
19	Teachers have the skills and knowledge to help them handle the challenges of inclusive education					
20	Lack of knowledge has created an attitude in teachers and it has affected the performance of the Special needs pupils in the school					
21	Teachers attend seminars to enhance their knowledge and skills in SNE.					
22	Lack of knowledge has created an attitude in teachers at primary School and it has affected the performance of the SNE in their schools					
23	The challenge facing teachers in handling special needs children in an inclusion classroom is due to lack of appropriate knowledge					

Section 5 : To examine the effect of school environment on academic performance of pupils with special needs in an inclusive classroom.

On a scale of 1-5 where, 1- strongly disagree,(SD) , 2 – Disagree (D), 3 – Not sure (NS) , 4 – Agree (A) and 5 – Strongly Agree. Please provide your views and opinion based on the items in the table.

sno	Statement	SA	A	NS	D	SD
24	Little attention is given to pupils with disability because they are few					
25	The Class size of the schools is very large and hence the teachers are un able to give special attention to the pupils with SN.					
26	The learning condition in the schools do not favour special needs pupils learning					
27	The schools lack the appropriate materials for accommodations of the SNE pupils which affects the pupils performance.					

Thank you for your time

APPENDIX V: LETTER FROM THE UNIVERSITY



MAASAI MARA UNIVERSITY (SCHOOL OF EDUCATION) OFFICE OF THE DEAN

Tel: 02026853567/7
0208082410

P.O. Box 861-20500
NAROK
KENYA

05th May, 2014

The Executive Secretary,
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF REBECCA TIMPIYIAN LANGAS -
EM09/7010/2010**

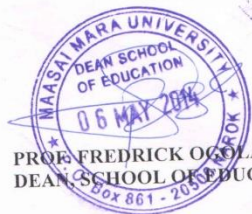
The above named is a MED student at Maasai Mara University, School of Education, Department of Educational Psychology, Guidance & Counselling, EPE, Special Needs Education and Educational Foundations.

It is a requirement that she conducts research and produces a thesis. Her research is entitled:

"Effect of Teacher Characteristics on Pupils Academic Performance in KCPE in an Inclusive Classroom in Public Primary Schools in Narok Central Subcounty, Narok County."

Any assistance given to her will be highly appreciated.

Yours faithfully,




PROF. FREDRICK OGOLA
DEAN, SCHOOL OF EDUCATION

APPENDIX VI: RESEARCH PERMIT

CONDITIONS

- You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- Government Officers will not be interviewed without prior appointment.**
- No questionnaire will be used unless it has been approved.**
- Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.**
- The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

RESEARCH CLEARANCE PERMIT

Serial No. A-2335

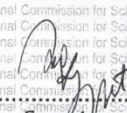
CONDITIONS: see back page


THIS IS TO CERTIFY THAT:

MS. REBECCA TIMPIYIAN LANGAS
of MAASAI MARA UNIVERSITY,
861-20500 narok, has been permitted to
conduct research in Narok County
on the topic: EFFECT OF TEACHER
CHARACTERISTICS ON PUPILS ACADEMIC
PERFORMANCE IN KCPE IN AN
INCLUSIVE CLASSROOM IN PUBLIC
PRIMARY SCHOOLS IN NAROK CENTRAL
SUB-COUNTY, NAROK COUNTY

for the period ending:
8th October, 2014

Applicant's Signature _____

Secretary

National Commission for Science, Technology & Innovation



APPENDIX VII: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

22nd July, 2014

NACOSTI/P/14/0202/2410

Rebecca Timpijian Langas
Maasai Mara University
P.O.Box 861-20500
NAROK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effect of teacher characteristics on pupils academic performance in KCPE in an inclusive classroom in public primary schools in Narok Central Sub-County, Narok County,”* I am pleased to inform you that you have been authorized to undertake research in **Narok County** for a period ending **8th October, 2014**.

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:
The County Commissioner
The County Director of Education
Narok County.

APPENDIX VIII: MAP OF NAROK NORTH SUB COUNTY

