

**FACTORS INFLUENCING TEACHERS' PREPAREDNESS IN
MAINSTREAMING OF LEARNERS WITH SPECIAL NEEDS IN
PUBLIC PRIMARY SCHOOLS IN MASABA SOUTH SUB COUNTY,
KISII COUNTY, KENYA**

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**A Research Thesis Submitted to the School of Education, Maasai Mara
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Master of Education Degree in Special Needs Education**

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DECLARATION

This thesis is my original work and has not been presented for an award of a degree in any other University.

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DEDICATION

This thesis is dedicated my beloved wife Lydiah Kemunto and our children; Sophy and Kevin for their support and encouragement.

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ABSTRACT

All over the world, learners with special needs experience difficulties in learning and have traditionally been marginalized within or excluded from schools. This has led to numerous campaigns and advocacy on the adoption of mainstreaming. Mainstreaming promotes education for all learners in mainstream schools. Teachers play a critical role towards the realization of this process. Although the government has trained many teachers in special needs education and is funding programs for learners with special needs, it is not clear whether teachers are ready for mainstreaming of these learners in regular public primary schools. The purpose of this study was to examine factors influencing teachers' preparedness towards mainstreaming of learners with special needs within regular public primary schools in Masaba South Sub County in Kisii County, Kenya. The study was guided by four objectives which included: To establish the extent to which teachers' attitude influence mainstreaming, to find out whether teachers' experience influence readiness towards mainstreaming, to examine the effect of training in influencing teachers' readiness towards mainstreaming and to assess strategies used by teachers in readiness for mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County. The study borrowed ideas from the Social Model of Disability theory as highlighted by Rieser (2002). The target population comprised of 784 teachers in the 82 public primary schools in Masaba South Sub County. Simple random sampling was used to select a sample of 234 teachers from 25 schools which were used in the study. 25 head teachers were purposively selected from the sampled schools. The study used questionnaires and interview schedules as instruments for collecting data. A pilot study was carried out in one of the schools within the study area. The study adopted survey research design to investigate the study variables. Both qualitative and quantitative procedures were used in analyzing data. The findings of the study found out that teachers' attitude, professional development and experience influence mainstreaming. The study also observed that for mainstreaming to be achieved, the curriculum needs to be structured, teachers should be trained in special needs education, and the school environment should meet the needs of learners with special needs. School administration should support teachers and teachers should equally desist from cultural beliefs that hinder mainstreaming. It is therefore recommended that since the named constraints were negatively affecting mainstreaming in Masaba south Sub County, the government of Kenya through the ministry of education should make efforts to allocate more funds to special education under mainstream education to enable teachers to be able to handle learners with special needs. The government and all education stakeholders should also jointly provide for expansion of facilities in the already established schools. This will encourage all teachers, trained or not to be ready to handle all categories of learners in the mainstream settings in Masaba South Sub County.

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CHAPTER ONE INTRODUCTION

1.0 Introduction

The study dealt with teachers' preparedness towards mainstreaming in regular primary schools in Masaba South Sub County. The integral purpose of mainstreaming is to value learners with disabilities and to assist them participate in a manner and level that is the same in the activities of education alongside their regular colleagues, Adoyo (2005). Any form of isolation, segregation or discrimination of learners with disabilities need to be discouraged while providing education services. These learners should be given equal chances to fully participate alongside regular learners, Manzi, (2011). It is with such initial premise that this study attempted to explore teachers' preparedness towards integrated education setting in regular primary schools.

1.1 Background of the Study

Mainstreaming is interpreted as a concept and practice of educating learners with challenges in regular education settings, Bryant, Smith & Bryant (2008). Mainstreaming advocates for education of all categories of learners without discriminating the specific group of individuals with disabilities, Topping and Maloney (2005). The same sentiment is stressed in Article 26 (1) of the Universal Declaration of Human Rights which indicates that everyone has a right to free and compulsory education at the basic level. Mainstreaming values and caters for the particular needs of learners so as to obtain the major goal of Education for All.

A number of countries globally including developing and developed have embraced the idea of mainstreaming in their education policies. The mainstreaming process has its roots in the push for education of students with challenges in ordinary school classrooms, which

began in Canada in early years of 1980s, Lindsay (2007). For many years it was common practice in developed countries learners with disabilities to be schooled in isolated classes or institutions. However in the late 1960s and 1970s, new education theories developed which led to mainstreaming of learners who had traditionally received their education separately from their typically developing peers (Tamar, 2008).

When the Canadian Charter of Rights and Freedom took effect in 1985, it supported the drive for equal access to educational opportunities in regular school classrooms when learners with challenges were educated in special classrooms or separate schools. Much of the push for integrated education has stemmed from the argument that placing students in separate special education classrooms or schools violates their rights. While also viewing integrated education as a student's right, many proponents support mainstreaming as being more effective than special education terms of academic and social outcomes for students, Mambo (2011).

In the United States of America, a study was conducted which found out that close to 96% of learners with special needs were catered for in mainstream schools. The remaining 4% are handled in schools meant for learners with severe disabilities, (United States Department of Education, 2008). This demonstrates that mainstreaming has been implemented successfully.

In Nova Scotia, mainstreaming practices became widespread starting in 1996 when the department of education and Culture released the first special education policy manual. These manual states that "the goal of integrated schooling is to facilitate the membership,

Participation and learning of all students in school programs and activities (special Education Policy Manual, 1996).

According to the British Columbia Ministry of Education, (2004), the British Columbia government stresses that every learner is entitled to equal chances in learning, achievement and pursuit of excellence in their education systems. Their policy and legal framework emphasize the right for all learners with challenges to learn and play together. To make sure that quality education is provided for learners with challenges, the British Code of Practice (1994) requires mainstream schools to name a coordinator in the department of special needs, to advise teachers on ways of addressing education requirements of all learners and maintain the special education requirements register of the school and contributing to the in-service training of teachers according to Hek (2005). The practice of mainstreaming does not only entail placement but also includes worthwhile participation and interaction with other learners within the school setting (British Columbia Ministry of Education, 2004).

In Malaysia, mainstreaming of children with special needs began through the Malaysians' involvement at the global level in workshops hosted by United Nations particularly under the UNESCO activities. The World's emphasis on education meant to cater for all persons held in Thailand at Jomtien in 1990 has been focusing on mainstreaming initiatives and equity issues for all levels of children. Further commitment emphasizing on education of all learners was emphasized in the UNESCO's Sub-regional Seminar on Policy, Planning and Organization of the education of learners with challenges in Harbin, China in 1993. The outcomes of the seminars and workshops on special Education have made way for

mainstreaming to be carried out in schools at primary and secondary levels in Malaysia (Heiman, 2004).

Most African governments' commitments to special needs education started in 1970s while developed countries have moved from categorical provisions and are currently fully integrated. Most African countries are grappling with the challenge of handling learners with special needs even at the level of mainstreaming. In the African continent, special needs education remains a new idea in majority of its countries. Most of these countries have formulated very nice theoretical concepts that are only paper work such as social rehabilitation or community, mainstreaming and family just to instill or justify the notion of equal education that may cater for all categories of learners. Dissatisfaction with movement towards mainstreaming has aroused demand for adjustments in many African countries according to (Mcheka, 2008).

Were (2008) quotes that in sub-Saharan Africa, Zambia, Zimbabwe and South Africa share a strong history of active disability human rights organizations? Most learners with SNE in the region have been actively engaged in education activities for at least a decade. Within South Africa as a country, there are 390 learning institutions for learners with special needs according to Mcheka (2008). Teachers in South Africa are struggling with a remnant system of education inherited from the colonial government which was based on segregation of learners according to race and colour. The adoption of SNE in South Africa was a follow up of Act 108 of 1996 and Education for All initiative as quoted in Salamanca statement of 1994. The education white paper 6 document helped in the implementation of mainstreaming in South Africa.

In the same African region, a number of countries which include Uganda, Lesotho and South Africa, have policies that support the idea of mainstreaming. Bategeka, Ayok and Mukungu, (2004) carried out a study and discovered that in Africa, Uganda is among the countries that is handling the educational requirements of persons with special challenges as per the requirements of Universal primary Education as from January 1997. The government of Uganda has enabled families financially to educate their children with special challenges. According to Bosa (2003), families in Uganda give first priority to a child with a disability followed by girls in school matters. Although a lot has been emblazed, there is evidence that some learners with challenges are still not enrolled in school. Moreover, those with special needs in general schools are likely to discontinue if they are not enrolled in integrated settings.

Nigeria also included mainstreaming in her education policy in 1998. The policy advocates for mainstreaming in ordinary school classrooms and provision of free education to exceptional children in the entire education programme. In reality, only one state in Nigeria has implemented integrated education at primary school level. A number of states have created a unit in their primary schools which help in educating learners with special needs (Fakolade, Adeniyi &Tella, 2009)

Before the special needs education policy was started in Kenya in early 2010, special education followed the guidelines of sessional paper No. 5 of 1968 and no. 6 of 1988. The policies outlined that learner with special needs were to be taught in special schools. Presidential directives, legal notices from the ministry of education and education

commissions provided other policies that gave direction on how learners with disabilities were to be handled in terms of education (MOEST, 2009)

The current policy on special needs education vividly highlights the essence of going ahead with mainstreaming as a necessary way of attaining the goal of Education for All objectives as regards to the MOEST (2014). The implementation of free primary education Kenya was a crucial move in the realization of that objective. As much as free primary education increased enrolment in all primary schools in Kenya between the year 2002 to 2008 from 5.9 million to 8.5 million, the percentage of children who should be in school but do not attend remains high. Among the 750,000 children with disabilities who should be attending school, only 6% translating to 45,000 are placed and attend learning in educational institutions, MOEST), 2014. This proves that 94% of CWDS are not attending school (MOEST, 2005).

Various commissions in Kenya advocated for education for all categories of learners. Among the commissions established by the Kenyan Government to look into sustainability of the educational provision for all children include Ngala Mwendwa (1964), Ominde Commission (1964) and Gachati Commission (1976). The National Education Committee, Objectives and Policies (1976) and Gachati Report emphasized the importance of improving education and other equitable provisions for persons with special needs put the community and the school. Similarly, the Kamunge report (1964) stressed on the essence of integrating learners with special needs in regular schools.

The report also investigated particular types of challenges faced by learner with various challenges especially disabilities and recommended possible ways of helping them achieve

goals in education. The Gender policy on education (2005) finds it necessary to look into special needs education so as to address the specific needs of beneficiaries who are learners with special needs. The policy states to help learners with special needs stay in school, participate and complete the education programme, the state should support the initiative. This can be achieved making sure that teachers' preparedness is being addressed by training them and giving them adequate skills that will be vital in providing knowledge to student's special needs, changing their attitudes positively towards these categories of learners, getting necessary assistance from the institution's administration and by eliminating teachers' cultural beliefs that hinder mainstreaming.

In Kenya, the ministry of education has also given guidelines that have paved way for a friendly environment that is conducive for learners with special needs making schools conducive for learning. The government has promoted education by giving extra money to assist address the wants of learners with special needs enrolled in regular primary schools. The policy of mainstreaming is also being implemented to benefit majority of this category of learners within primary school going age as per Kenya persons with Disabilities Amendment Bill (2014, validation workshop). It has also instituted capacity building programs to ensure that education personnel and managers handling the added responsibilities have adequate capacity in terms of management skills and facilitation tool to support the implementation of the reforms.

In an attempt to ensure effectiveness in implementation of integrated education in Masaba South Sub-County, various indicators are important. They include: quality of teachers skilled in special needs education, relevant and adequate teaching aids and the perception

of teachers on mainstreaming. It is with such initial premise that forms the motivation of this thesis in attempting to assess factors influencing teachers' readiness for mainstreaming.

1.2 Statement of the Problem

The low population of learners with special needs registered in regular schools despite their presence in the society has presented a considerable concern to the sector of education. This has been associated with teacher associated factors such as their readiness to give instructions to learners with special needs in regular primary schools. This is occurring in spite of the efforts the government is doing to train teachers in special needs education including taking them for seminars and workshops regularly so as to make them fit to manage and educate learners with special needs in regular school settings. The government also allocates money at an annual rate of Ksh. 1020 per child to all government primary schools. In addition, each learner with a disability is allocated ksh. 2,000 as a top up to supplement their special need (MoEST, 2014). This is aimed at enabling learners with special needs to be well taken care of in integrated settings. In spite of the state's efforts to give emphasis and to take care of the unique needs of learners with challenges, it is not clear whether teachers are ready to integrate children with special challenges in regular primary school settings in Masaba South sub-County. It is with this concern that this inquiry decided to scrutinize factors affecting mainstreaming of learners with special needs in regular primary schools in Masaba South Sub County.

1.3 Purpose of the Study

The purpose of the study was to critically examine factors influencing teachers' readiness in relation to mainstreaming of learners with special needs in regular primary schools in Masaba South Sub County, Kisii County.

1.4 Objectives of the Study

- (i) To establish the extent to which teachers' attitude influence mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County.
- (ii) To find out whether teachers' experience influence readiness towards mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County.
- (iii) To examine the effect of training in influencing teachers' readiness towards mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County.
- (iv) To assess strategies used by teachers in readiness for mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County.

1.5 Research Questions

The following were the study questions

- (i) To what extent do teachers' attitudes influence mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County?
- (ii) How does teachers' experience influence readiness towards mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County?
- (iii) To what extent does teachers' training influence mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County?
- (iv) Which strategies have been used to make teachers ready for mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County?

1.6 Significance of the Study

The study investigated factors affecting teachers' preparedness towards mainstreaming of learners with special needs in Masaba South Sub County. The outcome of the study may help to sensitize the entire community including pupils, parents and teachers on the essence of integrating students with disabilities in learning institutions within their locality. The study may also help teachers to identify factors that affect mainstreaming and to invent solutions to those that have negative impacts. It is also hoped that it may enhance the need for holding seminars and workshops for teachers thus equipping them with knowledge and skills of educating learners with special challenges in their learning institutions.

The findings may help in reforming and restructuring special needs education in Kenya. Curriculum developers might also use this study to develop a set of courses that would take care of the diverse needs of all categories of students in integrated schools. They may also use the study in structuring Competence Based Curriculum (CBC) which is the latest education programme in Kenya that was introduced in the year 2018. At the long run, the study hopes that teachers may be properly prepared to manage learners with disabilities within the mainstream classes and that more learners might be enrolled in integrated settings in Masaba South. It is believed that other researchers may derive their areas from this study and carry out further research.

1.7 Assumptions of the Study

The research study assumed that learners with disabilities can be taught successfully with regular ones in ordinary primary schools. The study assumed that respondents were to be cooperative and willing to give honest and factual responses. It was also assumed that the data collection instruments gave accurate and reliable information of the study and that

variation in the readiness of teachers concerning learners with disabilities was likely to exist due to the different factors affecting them.

1.8 Limitations of the Study

Among the limitations that were encountered include low questionnaires return rate. Some questionnaires were not returned since some teachers claimed to be very busy. To overcome this, the study opted to operate with the valid percentage. The input of the community, education stake holders and that of parents with children with special needs would have made this study quite useful but due to the resources required, the time that would have been taken, they were avoided. Never the less the study collected enough information about factors influencing mainstreaming from the respondents who were teachers and heads of the institutions involved in this investigation.

1.9 Delimitations of the Study

This investigation was restricted within Masaba South Sub County and covered 82 public primary schools. It focused on the factors influencing teachers' readiness in relation to mainstreaming of learners with special needs in regular primary schools in Masaba South Sub County, Kisii County. The respondents were only teachers within the study area.

1.10 Operational Definition of Terms

Attitude: A mental state involving beliefs, feelings, values and dispositions of teachers in regular schools in relation to children with special needs.

Disability: This is any condition that restricts or limits a person's daily activities

General Education: A classroom environment where all learners without disabilities are generally taught.

Mainstreaming: This is the placing and teaching together of all categories of learners in a learning institution. The learners are placed and receive instruction in an ordinary classroom, taught by regular teachers and are required to own and fit into the environment.

Learners with Special Needs: Are learners with conditions such as disabilities, health or emotional difficulties that hinder them from normal development and learning. It also refers to learners with disabilities or special challenges in this study.

Public schools: These are government owned schools where learners are admitted for educational services

Regular classroom: Education offered in the ordinary classrooms

Regular schools: These are learning institutions where average or normal learners are admitted for educational services.

Special needs education: Is the education that addresses the needs of learners with different diversities

Special Education: Refers to the process of giving educational instructions to learners by identifying and addressing their individual requirements or the kind of learning given to learners with special needs.

Support services: These are resources, strategies and supports provided to specific groups of learners who have additional needs, or may face particular barriers to engage with school

Special unit: This is a class designed in a special or ordinary school in which students with educational and special challenges get instructions.

Teachers' Preparedness: Teachers' readiness to engage with learners with special needs

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examined literature related to factors influencing teachers' preparedness towards the practice of mainstreaming. The factors considered included teachers' experience, teachers' beliefs and support from administration.

2.1 Teachers' Attitude towards Mainstreaming of Learners with Special Needs

Mainstreaming is the process in which learners with disabilities receive educational instructions within their locality in regular school classrooms with their regular counterparts, Payan (2012). Accommodating and teaching the disadvantaged learners especially those with special needs in regular schools is a global concern. Arguments for mainstreaming largely rest on the right of all people to participate in their communities and to eliminate negative attitudes that people have towards those with disabilities. While there are very important human, economic, social and political reasons for pursuing a policy, promoting integrated education is a means of bringing about personal development and building relationships among individual groups and nations.

Mainstreaming has been studied by many scholars across the globe. Muhammad (2013) notes that while it seems that mainstreaming may be beneficial to all categories of learners in general school setting; research has concentrated on successful mainstreaming and the perception of general school teachers. It has been proved that mainstreaming benefits all categories of learners without entirely concentrating on those with disabilities according to Payan (2012). For example, learners with special needs in integrated institutions perform better socially and academically compared to their colleagues in non-integrated school

settings. Regular school Learners on the other hand learn to cope and accept those with disabilities resulting in value for mankind (Payan, 2012).

The success of mainstreaming mainly depends on teachers “positive attitude and perception towards mainstreaming and that teacher attitude have been largely associated with successful mainstreaming according to Avmaridis & Norwich, (2010). Teachers who are positive and are ready to create an integrated environment for all learners in class regardless of disabilities or differences are likely to be more successful in implementing mainstreaming (Avmaridis & Norwich, 2010).

A study done by Pearce (2009) stated that it is paramount to maintain an attitude aimed at mainstreaming than just skills or knowledge. The same was supported by a study by Boyce, Scriven, Durning, and Dawnes, (2011), who noted that an appealing attitude directed to disadvantaged learners was much more than school resourcing because teachers are the ones who make mainstreaming successful. Teachers trained in the course of pre-service training were discovered to be more positive in teaching children with special needs in ordinary schools contrary to the untrained in special needs education (Pearce, 2009)

A study by Davis (2013) concluded that attitudes may be doubtful, highly negative, positive or optimistic. These views affect learners during their education process. Majority of research studies indicate that teachers, like majority of people in the society negatively view mainstreaming.

According to Forlin (2010), teachers handling learners in regular primary schools seem to have views about mainstreaming. As much as there is evidence advocating for the

importance of mainstreaming, negative attitudes still exist for a variety of students, Weiner, (2003). Teachers' attitude in relation to mainstreaming is critical according to Hwang & Evans (2010) and a variety of ways of improving this attitude is required. Teachers who hold negative attitudes may affect the success of learners in integrated settings.

In a New York City, an investigation was launched in a school system to assess teachers' perspectives about mainstreaming. All teachers surveyed were found to be ready to provide their services in integrated settings. This was not the same with regular school teachers since only a section of them were ready to work in integrated schools while the other have were not willing to even try. The same teachers who were negative disputed the success of mainstreaming and even dared to retire or change schools if forced to work in integrated settings (Familia ,2001).

Among other reasons why teachers may hold negative perceptions about learners with disabilities might have been inadequate skills and knowledge. Teachers should be enlightened on the best ways of teaching the diverse categories of learners and on dealing with personal diversities. Teachers need to be conversed with special needs education as much as their attitude is likely to be positive about mainstreaming.

Attitudes that are negative develop as a result of ignorance. Mastropieri and Acruiggs (2001) investigated teachers' perceptions on mainstreaming. They examined the outcome of 28 surveys on teachers' perceptions concerning integrating learners with special needs studied between 1985 and 1995. They realized that two-thirds of teachers in regular schools were for the idea of mainstreaming. However, an inquiry to find out if they were willing to educate learners with disabilities indicated that a large number of them were not ready.

Majority openly accepted to be lacking enough time, appropriate training, materials and resources that would help them work successfully with children with disabilities. It seems therefore that though teachers may want to teach in integrated settings, several factors may hinder their decisions

A study by McCullough (2005) in Australia on teachers' feelings revealed that teachers readily accepted learners with special needs as compared to the ones that advocated for academic modifications. This portrayed that the nature of disability dictated the teacher's readiness for mainstreaming. Mutungi and Nderitu (2014) carried out an investigation in Kenya and established that learners with visual impairment, over 92.2% preferred being educated in schools for the blind. This is particularly a case for those who had initially attended regular schools. The same outcome was established in a research investigation by Wormnaes (2005) in Netherlands which equally established that learners who had their first experience in special schools wanted to go back when they were included in regular schools due to stigmatization and isolation. This negatively affected development and studying.

Muwana (2012) carried out an investigation in Zambia and found out that the severity and nature of learner's disability, level and type of training, school support systems and exposure to learners with disability influenced teacher's perception towards mainstreaming. The study found out that an educator's professional competence influenced attitude positively. Muwana (2012) also established that despite learners' disabilities, they need to be accepted and to help them gain confidence in integrated settings.

According to Mutungi and Nderitu (2014), teachers in Kenya have a notion that learners in integrated schools can perform diligently given adequate attention. As much as there is these believe, not much has been done in most schools in Masaba Sub County since most teachers are competing for better class mean scores which entirely favour average learners. In some circumstances, children with disabilities are denied admission in some schools since interviews are conducted to admit the best performers locking out them since they may not compete relatively well as compared to the average learners sabotaging mainstreaming.

Many schools in Kenya are gradually adapting the concept of mainstreaming although teachers' attitude is an issue. In Masaba south Sub County, some teachers especially special needs professionals' particularly those giving instructions in schools with special units have fully accepted and adapted the concept of mainstreaming. However, teachers offering instructions in schools without special units catering for the diverse needs of learners with disabilities and which form the majority group are yet to accept mainstreaming.

2.2 Teachers' Experience on Learners with Special Needs

Quite a number of studies have established that the experience of teachers when educating learners with disabilities proves to be an important factor and is likely to influence on their readiness towards mainstreaming of learners with special needs. Avramidis, and Norwich, (2010) studied the effect of experience in teachers' readiness. They used a Likert scale survey to establish teachers' attitudes on mainstreaming of students with disabilities. The outcome of a research which investigated experience of teachers' training indicated that teachers who had handled learners in integrated schools for quite some time had a more positive attitude as opposed to their counterparts. The findings also established that

professional development at higher levels positively affected attitudes. Moreover, it increases the level of a teacher's confidence thus meeting individualized education programs (IEP) requirements, within the training sub section. The research established that external training positively affected the conscious understanding of teachers than did school-based training. The teachers investigated banked on imparting professional skills to teachers, provision of material resources and support from administration as areas that should be looked at for mainstreaming to be realized (Avramidis et al, 2010).

The knowledge gathered by teachers about learners with disabilities affect a teacher's acceptance of mainstreaming of learners with special needs. According to Avramidis et al (2010), teachers with little experience, more so less than six years teaching experience accepted learners with physical disabilities more than the long serving professionals. Lambe and Bones (2006) carried out an investigation in Northern and discovered that less experienced teachers were optimistic about mainstreaming unlike the more experienced ones. This was the opposite of what was investigated in Dubai where novice teachers were less positive towards mainstreaming as opposed to the long serving teachers who readily accepted the process (Alghazo & Gaad ,2004).

More years of handling learners particularly those with disabilities in integrated settings is likely to positively influence teachers according to Unianu (2012) who investigated both special school and regular school teachers who taught in integrated schools. The outcome indicated that special education teachers and regular school teachers who taught in the same institution readily supported mainstreaming and had high self-efficacy, competency and

satisfaction. Teachers in traditional schools had the least positive perception. Unianu concluded that experience may positively affect teachers in regular schools.

Teachers from various public schools in Vermont showed negative perceptions towards mainstreaming. However, majority reported an increased positive response towards this process upon interaction with children with disabilities, (Westwood and Graham ,2003). The teachers developed a strong desire and willingness to learn new skills and were more than willing offer services in integrated settings. Westwood and Graham (2003) summarized that long experience in helping learners with disabilities to get specialized services was a critical factor in positively influencing teachers' attitudes.

Forlin (2010) examined majorly the challenges teachers face when integrating learners with special needs. The researcher investigated personal teaching data, demographics, challenges and coping strategies used in mainstreaming. The outcome indicated that the more teachers gain experience, the fewer challenges they encounter in handling issues pertaining to mainstreaming. Forlin (2010) further noted that for mainstreaming to be successful in a regular classroom, a positive attitude is a key factor. According to Avmaridis and Norwich (2010), experience with mainstreaming has a positive effect and it comes from teaching in integrated setting for multiple years or in a co-teaching setting.

In Kenya teachers with long experienced in special needs education were discovered to be much more confident and tolerant to mainstreaming (Tamar, 2008). According to the records in the SNE Curriculum Support Officer's office, dated May 2014, most teachers educating children with disabilities in Masaba South Sub County have a valid experience of five years and above in handling these learners. The study agrees with most researchers

that teachers' experience influences teachers' readiness in managing learners with in integrated settings.

2.3 Teachers' Training

Teacher's academic and professional qualifications are prerequisite to effective implementation of mainstreaming programmes in regular schools, (UNESCO, 2009). Teachers trained in special needs education in South Africa became were more accommodative to students with disabilities and became experts in improvising teaching aids as stated by the Republic of South Africa (2002). The situation is different in Kenya as not many teachers are trained in special needs education (MoE, 2009). Research by Mutungi and Nderitu (2014) found out that there was a relationship between dropout rate of the disadvantaged learners particularly the category with special needs and the number of teachers trained in that area in the schools. Those institutions with a higher number of teachers with professional training in SNE had a high number of learners with disabilities. A study by Nyaiyoti (2013) supported the acquisition of appropriate professional training and support for mainstreaming to be successful.

According to Heiman (2004), continuous education programmes and in-service courses for regular school teachers have helped to prepare teachers in gaining more familiarity in mainstreaming. The most demanding needs of teachers is their desire for higher and better professional development initiatives aimed at addressing the implementation of mainstreaming in their schools, Edmunds (2000). For mainstreaming to be successful, it is mandatory to prepare regular school teachers. The regular school teachers must be ready,

comfortable and competent in modifying and adapting the curriculum to address the requirements of learners with disabilities.

Many teachers may feel unprepared fulfill the unique requirements of learners as they become more responsible in teaching learners with disabilities, according to Colling, Fishbaugh and Hermason (2003). Majority of teachers have shown the needs for more professional development to help them efficiently educate learners in integrated settings according to (Symes & Humphrey ,2011). Symes & Humphrey investigated a number of training needs such as knowledge of specific disabilities, program modifications, working with others and impact of student and parent involvement. Attitude of teachers, expectations of integrated learners and the background of mainstreaming in Mid-Atlantic metropolitan school system were also identified as area if concern. The outcome depicted that staff development must address the expressed needs of teachers.

A study by Smith and Smith (2000) interviewed six primary school teachers to determine the difference between felling successful with mainstreaming versus feeling unsuccessful and found that sufficient differentiated training was lacking. After four interviews were carried out, the teachers noted that valuable in-training training focused on teachers handling learners in integrated classrooms (Smith and smith 2000). Teachers' training in making instructional accommodations, developing collaboration skills among school personnel and characteristic of different disabilities would help regular school teachers to meet the demands of mainstreaming as per (Smith & Smith, 2000).

A study carried out to ascertain the perception of mainstreaming, teachers' knowledge of mainstreaming and needs for effective mainstreaming by Edmonds (2000) revealed that

teachers were not ready to mingle with learners with disabilities. The variables ranked highest by teachers for mainstreaming to be successful included in-service courses in mainstreaming and experience in teaching the less disadvantaged learners in integrated schools (Edmunds, 2000). Edmunds found out that teachers are not well prepared for mainstreaming and there is great desire for integrating particular training programs to add teachers' self-confidence which will make them implement mainstreaming more successfully.

According to Wolpert (2001), institutions of higher learning will require to modify their programmes to include more planning for universal design of institutions and better styles of learning. As much as the author suggests the need for redesigning training programs, not much has been done in most higher learning institutions in Kenya. This can be witnessed by the directive by the education permanent secretary, as quoted in the standard newspaper (25 may 2017) that the curriculum for higher learning institutions should be reassessed to accommodate the current demands of students

Hasting and Oakford (2003) argues that the attitudes student teachers form during training later affects their behavior in their teaching career. Hastings and Oakford investigated university students studying secondary education and elementary programmes and established that there was increased negative attitude for integrating learners with emotional and behavior difficulties. Moreover, secondary school students showed a more positive attitude as compared to those in elementary settings (Hasting & Oakford, 2003)

Forlin (2010) conducted a study in six universities in South Africa and Australia to investigate pre-service training and the effects of attitudes towards learners with

disabilities. The findings showed that students who were selected to study a course in mainstreaming were not comfortable as compared to those who voluntarily chose that area. Forlin (2010) also found out that the more pre-service teachers had contact with learners with disabilities, the more comfortable they become to handle them. This indicated that there was need to incorporate experience during training. The investigation concurred with the discovery of the Australian and South African research since teachers in Masaba South Sub County have shown the same trend where those who chose to study special needs education voluntarily show positive readiness in educating learners with special unlike students selected to take the same course with no otherwise other than to study out.

When an educator poses skills and professional competences to educate learners with disabilities, he gains self-assurance in teaching and managing these learners. Knowledge in various disabilities instills positive attitude or perception about these learners. The most satisfaction a teacher gains is when his learners succeed in school and this makes teaching a joy but not a chore. Ogot (2005) established that teachers with professional knowledge in SNE favored mainstreaming more than the untrained. The study agrees with Ogot (2005)'s findings because all the teachers involved in teaching learners and who have shown a remarkable involvement in mainstreaming in Masaba South Sub County are those trained in special needs education unlike their untrained counterparts. It is important to train teachers in this area and to in-service others to help them handle learners with special needs professionally. Through pre-service training and in-service training, they would gain skills and competence and develop positive attitude which is critical for practice of integrated education (UNESCO, 2004).

Teachers with relevant training can easily identify learners with disabilities and place them appropriately after assessment. They use intervention strategies that are relevant and valid and apply appropriate teaching methods. Training also helps teachers to develop relevant approaches and gain positive attitudes towards disadvantaged learners.

Special needs education in Kenya is offered as a unit in primary teachers' training colleges and hence teachers graduating from these institutions are half-baked as far as handling learners with various challenges is concerned. For that reason, teachers may not be in a position of teaching the varied categories of learners with disabilities. However, recently in Kenya, Kenya Institute of Special Education and most universities have been offering professional training in integrated education. Given that enrolment is real high in regular primary schools, it is doubtful if learners with special needs are getting the required mental focus they deserve.

Teachers who were trained more than ten years ago and who form majority of the teaching fraternity in our schools did not get sufficient skills and knowledge in teaching children with disabilities. These are the same teachers working in most schools within Masaba South Sub-County. Considering that not many schools have units catering for children with disabilities in Masaba South Sub-County, most teachers do not seem to positively welcome the ideal of mainstreaming.

2.4 Strategies put in Place to Prepare Teachers for Mainstreaming

There are a number of strategies that have been studied and found to have an influence on teachers' readiness towards mainstreaming. Among them is support from school administration in the management and provision of special education in public primary

schools. Teachers in regular settings seek for assistance from the institution's administration and special education professional teachers as mainstreaming movement expands, Martin (2010). Support from school administration has been identified as a critical factor for mainstreaming programmes to be successful. 690 teachers from United States and Canada singled out school administration support as part of the entities contributing to a higher positive readiness towards mainstreaming of learners with special needs in regular school programs according to Heiman (2004) Lack of school administration support resulted in failure of mainstreaming with reference to the findings of Garwood and Vernon (2017). If only school administrators understand what is needed to make mainstreaming work, they will find it necessary to give adequate support and services to regular teachers and make varied changes such as the provision of resources in the staff development area.

For mainstreaming to be implemented successfully, principals need to provide some training to their staff, professional development opportunities and school support. Edmonds (2000) used Regular Education Initiative to explore 49 high school head teachers and 64 teachers trained in special education from Southern California to investigate their attitude about mainstreaming. The outcome of the study showed that principals strongly supported the idea that learners in integrated settings increased their academic achievement. However, both agreed that teachers in regular schools lacked the professional instructional skills needed to satisfy the needs of learners with special needs (Praisner, 2000).

Strong leadership was documented as among the unavoidable factors for successful mainstreaming programmes. Praisner, (2000) highlighted the importance of a strong leader who encouraged collaboration among his staff. The leadership style enlisted was also not left out as a factor as a leader needs to be well informed and to be able to guide the staff in the right direction. The influence of a principal is a vital factor when integrating learners with special needs (Stanovich and Jordan ,2002). Garwood and Vernon (2017) also narrated similar sentiments and said that administrative support is important for a successful integrated environment. Support from school administration helps to provide opportunities to institutions for professional development and collaboration and assists staff to gain specific skills and knowledge concerning integrating students with special needs. If the school administration fails to give adequate support, integrating would likely be a failure (Garwood & Vernon, 2017).

In Masaba South Sub-County, the research found out that there were some considerable challenges in terms of support from the school administrators according the Sub-County Director's sentiments during the closure of Ibacho zone PRIED training at Ibacho primary school in April, 2017. The director reminded heads of institutions to work closely with all teachers in ensuring that all categories of learners remain in school even though they have challenges. The study agrees that admiration support has a positive influence towards the realization of integrated education.

Another strategy that has been put in place to prepare teachers for mainstreaming is the discouragement of negative cultural beliefs that have a diverse negative implication towards learners with special needs. Cultural beliefs and values contribute to the design of

educational programs. Clearly beliefs and values influence the outcome of the curriculum and many issues of intervention even if the underlying beliefs and values are unexamined. Multicultural education is considered an offshoot of the civil rights movement and was started in UK and USA as an answer to increase enrollment of learners in schools from minority cultures. It has provided much of the rhetoric about the importance of understanding cultural beliefs and values in the developed world as schools are urged to provide content that acknowledges children's culture thus teaching them to respect the cultural heritage of others. Both accepting and tolerating cultural diversity and challenging cultural assumptions and stereotypes, two important goals in multicultural education depend on acknowledging and understanding cultural values and beliefs, (Kirk and Anastasiow, 2003). Cultural beliefs and values also play a critical role in how teachers and educational programs interact. While teachers try to figure out their learners' disability, they take into consideration the cultural beliefs and normative development of their culture according to Ogot (2005). Ogot also notes that misunderstanding cultural beliefs may interfere with educational programs whereas understanding them may facilitate reforms in educational programs.

In different regions in the world, PWDs have been considered to be physically and socially incapable and were not considered worth in the communities they existed. Most people were not concerned with matters to do with PWDs because they considered them to be of no value to them. Deku (2002) noted that some communities still believe that disability is caused by witchcraft, curses and even believe that some disabilities are contagious. Consequently, PWDs are isolated, rejected and neglected which affects their education. Kirk (2003) noted some improvement in the treatment of persons with indicating that the

society is currently getting enlightened. Ogot (2005) advises teachers to educate the society so as to reduce the negative attitudes.

The Nuer society in Nigeria thought that the disabled persons were punished by gods due to disobedience of the individual or the parent. They either killed children with impairments or abandoned them in the bush according to Kamene, (2009). In Ghana, the Ashanti people killed such children because they thought that they were a source of curses to the community, Kamene (2009). The Chagga of Tanzania perceived such children to be controlled by evil spirits and for that reason they were taken care of to prevent them from harming them since they were believed to be protecting their community. Such children were offered communal attention.

Among Kenyan communities the story was not different; the Wanga of Luhya community viewed children with physical challenges to be a good fortune to the community and family according to Thomas (2003). They believed a rich man could not sustain his wealth unless he had a physically challenged child. It was their responsibility to make them so that the richness of the community could increase, Kakui (2003). The Meru people from Mount Kenya region viewed them as an embarrassment to the community thus after birth they were taken to the forest and left there to die.

It is inevitable to admit that every person possesses his individual beliefs, values, and unique traditions and this helps people to be aware of individual differences. Classrooms with learners and teachers who readily share their lives, life experiences and cultural identities foster stronger relationships and build a lot of trust in each other according. This atmosphere brings learners together and makes learning exciting. To achieve this, it is

mandatory to understand what brings about individual cultural identity. Teachers come from a community and thus what the community believes is what they also hold. When the community is positive towards a school's integrated activities, teachers who originate from that community also become positive.

In Masaba Sub-County which is inhabited by the Abagusii community, the study found out that people with epilepsy were not torched especially when they were convulsing. They believed that epilepsy was contagious more especially if one had a bodily contact with an epileptic person during convulsions. The same believe was discovered to have extended to learning institutions where learners were warned by their parents never to be close or touch an epileptic child during convulsions. The study agreed that eliminating cultural beliefs that negatively affect the education of learners with special needs will greatly help the mainstreaming policy in public primary schools.

2.5 Summary of Literature Review

Mainstreaming in regular schools brings about a barrier free learning environment promoting education of all learners. Tamar (2008) established that factors associated with teachers brought about a change in implementing mainstreaming in regular learning institutions. Teachers' attitudes were equally discovered to alter implementation of mainstreaming according to Mambo (2012). No similar study on factors influencing teachers' preparedness towards mainstreaming of learners with special needs in Masaba South Sub County has been done. This investigation went an extra mile to fill that gap.

2.6 Theoretical Framework

The study borrowed ideas from Social Model of Disability theory as highlighted by Rieser (2002). The model strongly recommends that people should view the idea of Integrating

PWDs from the human right perspective instead of viewing them as a faulty. According to the model, the barriers which prevent people with special needs from participation in any field is what handicaps them. Members of People with Disability Movements and those supporting them feel that some issues about PWDs are socially created like segregation and their position in society, Rieser (2000). The discriminatory practices against this disadvantaged group are caused by ignorance, prejudice and fear end up disabling and handicapping them. People with disabilities many a time are forced to interpret that they are different due to their own fault. The social model theory stresses that impairment does not lower their humanity. PWDs movement believes that avoiding concentrating on individual impairment and restructuring the community is the best remedy to the setbacks caused by disability.

In an integrated school, it remains the teacher's duty to re-adjust to the level of the learners' but not vice versa. It is clear in social model theory that learners with disabilities may experience challenges in the course of their education system. This may be necessitated due to the demanding, extensive, inflexible and rigid curriculum, inaccessible environment of the school, inadequate resources, shortage of materials and negative attitude from teachers. Regardless of all these constraints, mainstreaming approach proposes that the challenges need not be expounded in terms of learners' impairment. It disagrees with suggestions that the child encounters those challenges as a result of his impairment. In such circumstances, the solution is to avoid separate special schools since they would separate these children the more from their families and colleagues. It will also cost more to accommodate these learners in special schools. Instead, the school and teachers should

create a supportive and enabling environment instead of being barriers to learning. They should also understand the barriers and invent the best ways of alleviating them.

The Social model Theory is keen to note the strengths of the learner and not the disability. It supports mainstreaming of children without considering the level of disability. Social Model Theory is applicable in this investigation because many learners particularly the ones with special needs are denied education opportunities because of challenges associated to their teachers, social-cultural factors and the school. Integrating students with special needs in our native schools is an important milestone that would help in the removal of the related barriers. When this is achieved it is hoped that although the impairment would still be existing, the disability will be restricted. The Social Model of Disability Theory was used in the study because it favors the idea of mainstreaming and advocates for the removal of barriers that are obstacles in accessing quality education of learners with special needs.

2.7 Conceptual Framework

To highlight the co-existence between factors affecting teachers' preparedness, and mainstreaming of learners with diverse challenges, a conceptual framework was developed in this study. The possible factors include: teachers' attitudes, training, teachers' experience, teachers Support from school administration and teachers' cultural believes. The named factors are likely to bring about a change in mainstreaming of learners with special needs in public primary schools negatively or positively. The special needs among these learners are caused by the disability experienced by the learner. Never the case if intervention is carried out, it is possible that the disability may not take much effect and thus the learner may be assimilated easily by the school as below.

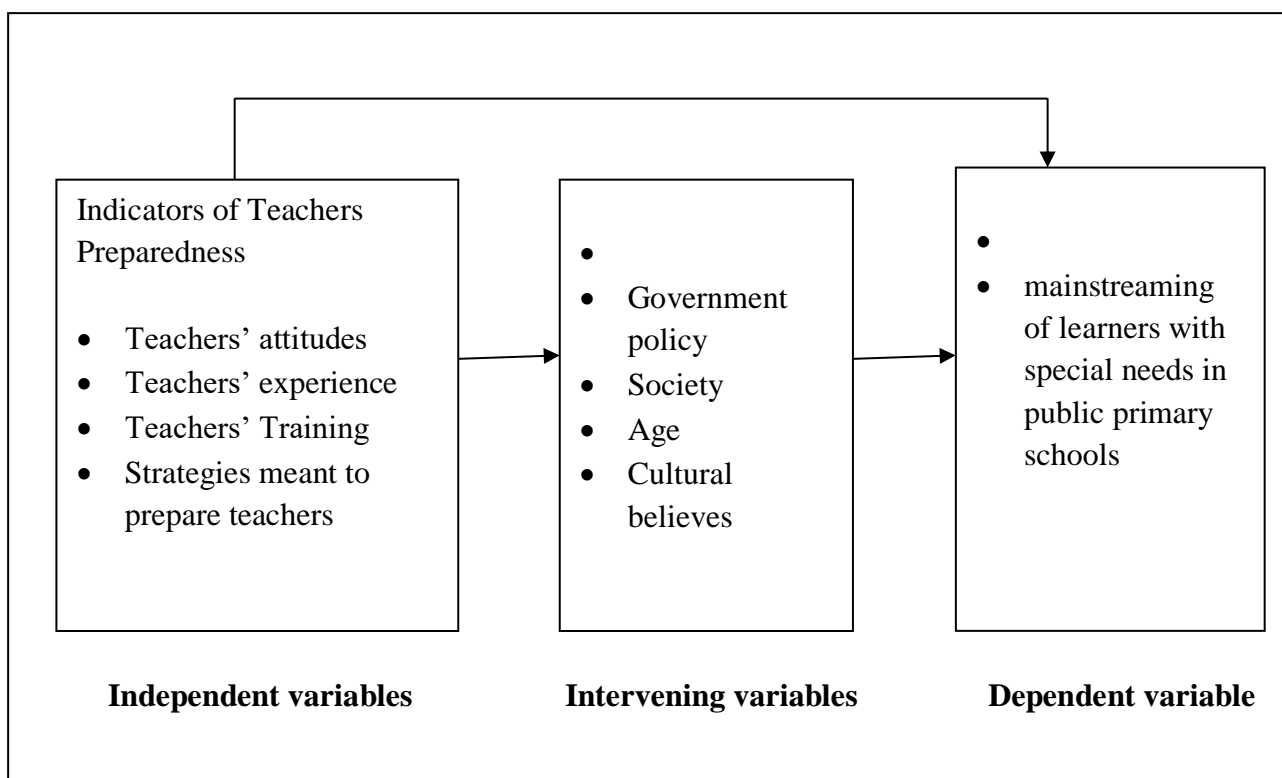


Figure 1: Conceptual framework showing the relationship between factors affecting teachers' preparedness and integration of learners with special needs

Figure 1 depicts the challenge as a learner with special needs not accommodated in an integrated setting. Learners in this category are denied educational opportunities due to the attitude of teachers about learners with disabilities, teachers' experience handling or teaching learners with special needs and teachers' training. It is how these factors are handled in schools in Masaba South Sub County that would determine the success of mainstreaming. Mainstreaming is considered as the best way of mitigating the negative attitudes among teachers towards mainstreaming. However, for mainstreaming to be successful, some intervention measures or strategies that may help in eliminating hindrances were also been tackled. If the mentioned measures are followed then isolation of learners with disabilities is likely to be eliminated. The final outcome may make learners

with disabilities have equal opportunities like the rest and would help them fit into the community, have self-actualization and would be self-reliant just like those without disabilities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives details on the procedure that was followed in collecting data in the study.

The chapter presents the research design, the target population, the sampling technique, data collection instruments and data techniques.

3.1 Research Design

The study made use of survey research design in examining the study variables and did not manipulate any of them. Orodho (2009) defines study design as a scheme, outline or plan that is used to generate answers to research problems. Survey is an effort to gather data from respondents as per the variables according to Mugenda and Mugenda (2003). Survey design was convenient in this investigation because of its capability to obtain a variety of information on factors touching on teachers' preparedness towards mainstreaming of learners with special needs. Survey design at the same time provides evidence and portrays conditions or situations in their original state which provides appropriate steps to follow in alleviating societal problems. Orodho (2009) notes that survey design is used in preliminary and exploratory researches so as to allow the researcher to collect information, summarize, interpret and present the study for the essence of interpretation. The design examined opinions, attitudes, incidences and associations between variables. Variables such as teachers' attitudes, training, experience, support from school administration and cultural beliefs were surveyed to find out how they affect mainstreaming.

3.2 Target Population

All the teachers and head teachers in Masaba South Sub County formed the population that was targeted in this investigation. There are 784 teachers and 82 head teachers in the study area.

3.3 Piloting the Study

Prior to data collection, the research instruments were pre-tested at Emeroka primary school in Masaba South Sub County. The school was randomly selected for piloting because it provided similar environmental characteristics as the schools under investigation. The pilot school was not used in the main study. The main purpose why piloting was carried out was to ensure that the research variables were dependable by testing the effectiveness of the questionnaire and to determine if they addressed the goal of the study, clarity of wordings, expected challenges and whether they met the expectations of the study. Finally, the instruments of the study were modified to meet the expectations of the study

3.4 Reliability of the Research Instruments

The instrument is said to be reliable if it consistently gives the same outcome when re-tested with similar subjects according to Orodho (2009). To achieve reliability of the study instruments, a pilot study was conducted in one of the schools in the area where the study was being carried out. A test-retest method was administered whereby the same items were administered to the same subjects within a two weeks interval. Pearson's Product Moment formula was employed to compute the correlation co-efficient of scores of the two similar tests in order to ascertain the extent to which the contents of questionnaire were consistent. A correlation co-efficient of 0.67 was achieved and the instruments were deemed reliable

as Kothari (2004) notes that a correlation coefficient of 0.5 and above is a convenient measure of reliability.

3.5 Validity of Research Instruments

Validity refers to the degree or extent to which a measure reflects the underlying construct according to (Kothari 2004). Content validity was tested to discover whether items in the questionnaire were suitable for this research. Test instruments that were not clear to the respondents were noted and adjusted to eliminate misunderstanding and confusion. Those that were deemed difficult were sorted and reframed in a language that was convenient for the people participating in the research. Consultation with experts in the department of special needs education was systematically carried out and the questionnaire was drawn accordingly so as to ascertain whether they measured genuinely what they purported to measure.

3.6 Location of the Study

The investigation was conducted in Masaba South Sub County which makes part of the seven sub-counties within Kisii County. The area was chosen for the study since it was not well defined whether schools in the area were well prepared to handle learners with special needs. Among the 82 public primary schools, there are 12 units catering for learners with mental challenges and one that handles children with visual impairments with reference to the records held in the Sub County EARC's office (February 2016). The records clearly showed that 69 public primary schools do not handle learners with disabilities which left a gap as to where learners with disabilities from these schools' surroundings learn. Except for the mentally and visually challenged, other categories of learners with special needs were not shown where they receive education according to the mentioned records. This

indicates that not all learners with disabilities have been catered for within the study area. Moreover, no such similar research has been done within the study and therefore there was need to examine the factors influencing teachers' preparedness towards mainstreaming in the study area.

3.7 Sampling Procedure

Simple random sampling was applied in selecting schools from the total population. This procedure was used because it gave all the schools in the target population an equal chance of being sampled into the study, thus reducing biasness. All the names of the 82 public primary institutions within Masaba Sub County were written in some small sheets notes which were then folded and put in a box. The box was shaken to mix the papers thoroughly. 25 schools were then chosen randomly from the box which represented 30% of the 82 schools in the Sub County that were involved in this investigation. The study purposively sampled out all the institutional heads of the institutions that were sampled out.

3.8 Sample Size

A sample is a part of a group acquired from the accessible population (2003). Mutasa (2013) asserts that in social sciences, a sample size of 30% can be generalized. A sample of 25 public primary schools which is 30% of the total primary schools within the study area was selected for the study as indicated in table 1.

Table 1: Distribution of various participants by category

Participants by Category	Target Population	Sample Size
Head teachers	82	25
Teachers	784	234
Total	866	259

3.9 Research Instruments

The study used questionnaires, interview schedules and document analysis to collect data. Questionnaires were preferred since they have proved to be less expensive, saves time and they collect various information simultaneously. Questionnaires were for teachers working in schools under investigation while interviews were directed to the head teachers of the schools being investigated. Document analysis was used to gather information from education offices.

3.10 Data Collection Procedures

The investigator obtained an introductory letter from graduate school, Maasai Mara University which was taken to NACOST, which is National Commission for Science, Technology and Innovation for permission to carry out research. The commission's permit was taken to the County director of education to be given authority to collect data. The authority letter was carried to schools where the study was conducted to make an appointment on when to collect data. The aim of the study was explained to the head teachers of the schools before administering the research instruments. A covering letter attached to the research instruments was used to assure the respondents of confidentiality and then the study tools were administered. Questionnaires were administered and collected on different days since not all respondents were ready at the time of distribution.

3.11 Data Analysis

After ensuring that all the questionnaires were duly completed, data was cleaned and coded for editing and analysis purposes. Qualitative data was thematically analyzed by grouping data into major themes from which the views of respondents were cleaned to remove outliers or missing values. The cleaned data was coded and then tabulated then coded and

arranged in tables in frequency distributions. Results from interview schedules from the heads of schools were analyzed by describing what was discovered from the study while results from teachers from questionnaires were grouped according to objectives and responses received in order to determine their means and percentages. The data that was analyzed was presented using frequencies and cross tabulation tables.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This section brings forth and deliberates the study findings that were obtained from data acquired from questionnaires that were given to respondents and the interview schedules administered to head teachers from regular public primary schools in Masaba South Sub County. The data which was gathered from respondents was edited, coded and analyzed with the help of the SPSS software. The analyzed results provided pertinent statistics which were presented in tabular and descriptive form. In some circumstances, responses from different questions were combined and presented as per the research questions and objectives. During presentation, some responses were grouped together except for some cases where emphasis was given to all responses individually.

4.1: Questionnaire Return Rate

The study involved 259 respondents. Twenty-five head teachers and two hundred and thirty-four class teachers were involved. Out of 259 questionnaires administered to them, 255 were returned translating to 98.4% return rate. This was considered adequate since the recommended rate for analysis and reporting is 50% and above (Mugenda & Mugenda ,2009).

4.2: General and Demographic Data of Respondents

The respondents' demographic data focused on gender, age, teaching experience and the highest academic achievement of respondents. The presented data was acquired from filled questionnaires, interviews and the analyzed documents from 255 respondents.

4.2.1: Gender of the Respondents

Teachers were required to state their gender to find out whether it affected their readiness for mainstreaming of learners with special needs. Results are presented in figure 2.

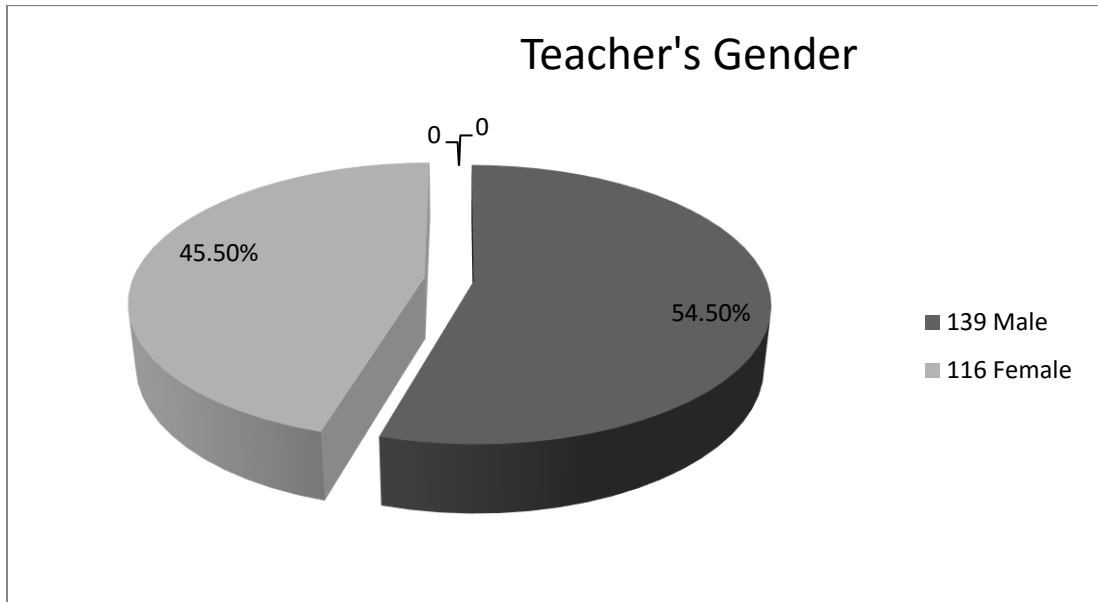


Figure 2: Respondents' Gender

Figure 2 shows that there were more male teachers who amounted to 54.5% as compared to female teachers who formed 45.5%. The results conformed to the findings acquired from the Sub County Director's office, Masaba South Sub County which indicated that male teachers were more in the region.

4.2.2: Age Bracket of the Respondents

Teachers were required to state their ages to find out whether it affected their readiness for mainstreaming of learners with special needs. Table 2 displays the results.

Table 2: Age bracket of the Respondents

Age	Frequency	Percentage
Below 20 years	3	1.2
21 – 30 years	52	20.4
31 -40 years	75	29.4
Above 40 years	125	49
Total	255	100

Table 2 indicates that a large number of teachers, 49% were above 40 years, 29.4% were between 31 – 40 years, and 20.4% were between 21 – 30 years while the least number of teachers, 1.2% were below 20 years. This indicates that Masaba South Sub County relies heavily on long serving staff that is highly experienced in teaching. These highly experienced tutors are better placed to give significant knowledge on factors touching on teachers’ preparedness towards mainstreaming of learners with special needs in public primary schools in Masaba south Sub County.

4.2.3: Teaching Experience

Teachers were asked to give information about their teaching experience and their response is shown on table 3.

Table 3: Teaching Experience

Duration of teaching	Frequency	Percentage
5 -10 Years	46	18
11 – 15 Years	55	21.6
16 – 20 Years	62	24.3
Over 20 Years	92	36.1
Total	255	100

Table 3 shows that 18% of teachers had been in the profession for 5 – 10 years, 21.6%, 11 – 15 years, 24.3%, between 16 – 20 years while the highest number of teachers, 36.1% had worked in the profession for over 20 years. This is evidence that a higher percentage of teachers had worked for a long time and had adequate know how to give the inside on factors influencing teachers’ preparedness towards mainstreaming of learners with special needs in public primary schools in Masaba south sub county.

4.2.4: Highest Academic Qualifications

Teachers were requested to state their highest academic qualifications. The outcome is displayed in figure 3.

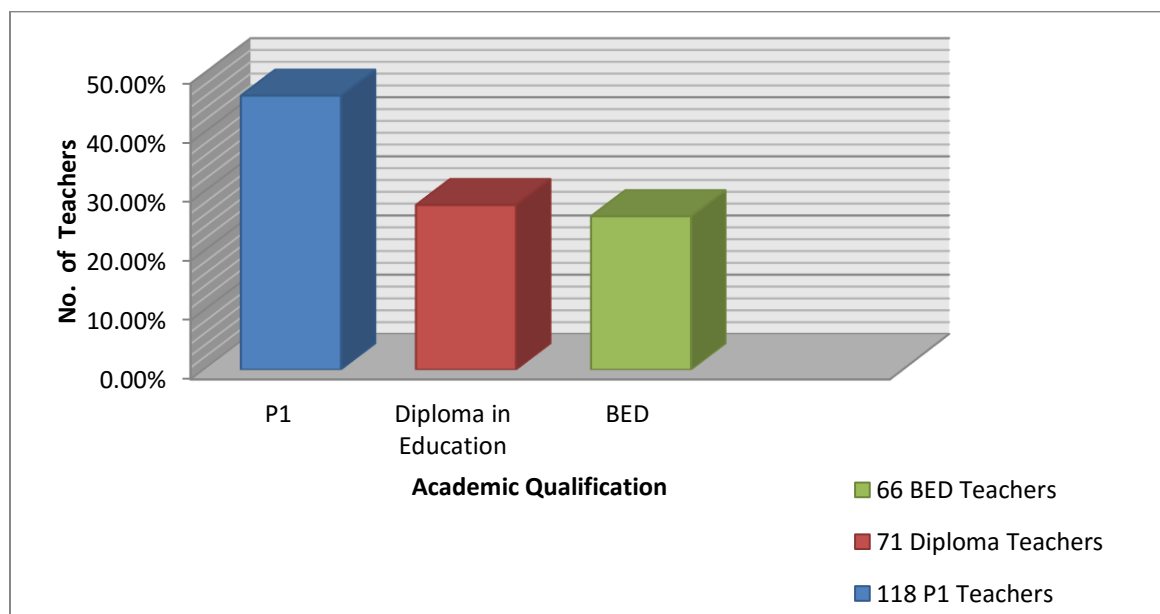


Figure 3: Highest Academic qualifications

From figure 3 above, Majority, 46.3% of teachers had P1 certificate, 27.8% diploma holders, 25.9% were degree holders in education. The data showed that a high number of teachers had trained as P1 professionals to teach in public primary schools.

4.2.5 Category of Learners with Special Needs in Regular Primary Schools.

Teachers were required to give information on the category of students with special needs that were in their school. The findings are presented in the pie chart figure 4.

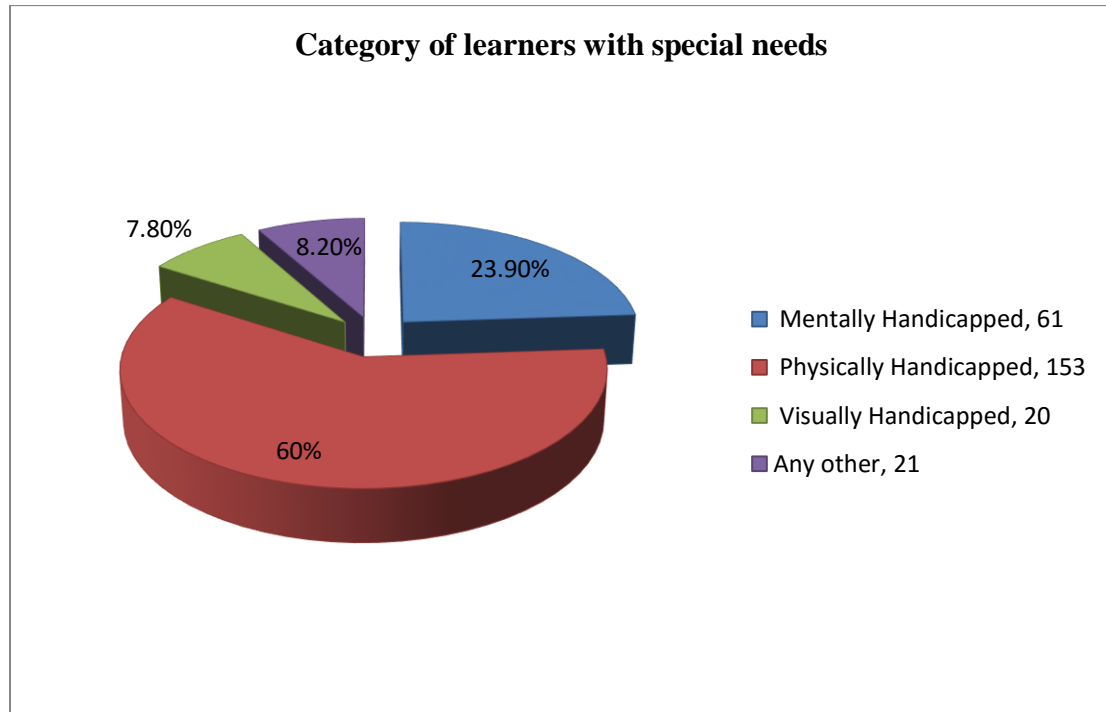


Figure 4: Category of learners with special needs in public primary schools

From figure 4 as illustrated, a high percentage of respondents, forming 60% affirmed that a high number of learners with challenges in regular schools within the study area were physically handicapped.

4.3 Assessing Teachers' Attitudes towards Mainstreaming of Learners with Special Needs in Regular Primary Schools.

The first objective in the study examined the extent to which teachers' attitudes influence their readiness towards mainstreaming of learners with special needs and the outcome is discussed below.

4.3.1: Learners with Special Needs can be handled efficiently in an Integrated Setting.

Teachers were asked if they believed whether learners with special needs could be catered for effectively in an integrated setting. The findings are shown in the table 4.

Table 4: Learners with special needs can be catered for effectively in an integrated setting.

Response	Frequency	Percentage
Undecided	37	14.5
Strongly Disagree	94	36.9
Disagree	67	26.3
Agree	36	14.1
Strongly Agree	21	8.2
Total	255	100

From table 4, 14.5% of the respondents are not sure if learners with special needs can be catered for effectively in an integrated setting, 36.9% strongly disagreed, 26.3 disagree, 14.1% agree and 8.2% strongly agree. This clearly portrays that majority of teachers do not accept that learners with disabilities can be catered for effectively in an integrated setting and this may be associated with the negative attitude teachers hold about learners with special needs. The above result was also noted by Verynen (2002) who argues that if education for all must be fulfilled especially that of children with disabilities, it has to start with the mindset change.

4.3.2: Teachers are willing and prepared to accept Learners with Special Needs to learn in the same Classroom with the Regular Learners

Teachers were asked to state whether they were willing and prepared to allow learners with special needs to learn together with the regular counterparts. Table 5 reveals the findings.

Table 5: Teachers' readiness to allow learners with disabilities to learn together with Regular learners

Response	Frequency	Percentage
Undecided	21	8.2
Strongly Disagree	32	12.6
Disagree	38	14.9
Agree	122	47.8
Strongly Agree	42	16.5
Total	255	100

The findings from table 5 indicate that most teachers, 64.3% were ready to handle all categories of learners including those with challenges while 35.7% were either undecided or not ready. This is encouraging because teachers' readiness to educate learners with special needs is a step forward towards mainstreaming in Masaba South Sub County. Although 27.5% of respondents were against mainstreaming, there is need to sensitize and motivate those teachers to support mainstreaming. According to Mushoriwa (2001), the attitude of teachers should be established before implementing any mainstreaming process. Ogot (2005) found out that sensitization helps eliminate negative attitude. Masaba South Sub County is inhabited by Abagusii Community who hold beliefs that some disabilities such as epilepsy are contagious. The study agrees with Varynen (2002) who suggests that

for education for all to be realized, it has to start with change of attitude so as to accommodate and value learners with disabilities.

4.3.3: Educating all Learners without considering their Ability, Disability or Differences may affect Performance of those without Special Needs in a similar Class

Teachers were asked to state whether educating all learners together without considering their disability, ability or differences may affect performance of average learners in the same classroom. Table 6 illustrates the findings.

Table 6: Teaching all learners together without considering their disability or differences will affect the performance of those average learners in the same class

Response	Frequency	Percentage
Undecided	8	3.1
Strongly Disagree	66	25.9
Disagree	97	38
Agree	60	23.5
Strongly Agree	24	9.4
Total	255	100

From the results in table 6, most teachers, 63.9%, were for teaching all categories of learners without considering their differences, ability or disability as it will not affect the performance of those without special needs in the same class while 32.9%, were for the statement. CEC (2003) reported the same that in an integrated setting, academic and social benefit was the same for both children with disabilities and their (student) aids. They gave out their ideas based on the experience they had gone through. It meant that these learners had benefited from the experience they had gained from all categories of learners that is

those with or without disabilities and that is why majority disagreed that educating all children together without considering their ability, disability or differences will affect the performance of those without special needs in the same class. In summary teaching or instructing learners with or without valid challenges does not add much work to teachers when teaching them in an integrated setting.

4.3.4: Mainstreaming is helpful to all Learners especially those with Special Needs

Teachers were asked to state whether Mainstreaming is beneficial to all students particularly those with special needs. Table 7 illustrates the findings.

Table 7: Mainstreaming is beneficial to all students especially those with special needs

Response	Frequency	Percentage
Undecided	34	13.3
Strongly Disagree	38	14.9
Disagree	53	20.8
Agree	93	36.5
Strongly Agree	37	14.5
Total	255	100

As per table 7, most respondents accumulating to 51 %, accepted that is beneficial to all students while 35.7% were not for the statement. 13.3% of the respondents were however undecided whether to agree or disagree. Butod (2009) says that procedures should be implemented that encourage interaction between learners with disabilities and nondisabled students in schools. The findings of the investigation portray that however much mainstreaming is tedious and constrains syllabus coverage, all pupils especially those with special needs benefit when placed in an integrated setting.

4.3.5: Learners with Disabilities can adequately be taught with Average Pupils in the same Classroom.

Respondents were asked to state whether learners with special needs can adequately be taught with average pupils in the same classroom. Table 8 displays the results;

Table 8: Learners with disabilities can adequately be taught with average pupils in the same classroom

Response	Frequency	Percentage
Undecided	16	6.3
Strongly Disagree	65	25.5
Disagree	110	43.1
Agree	31	12.2
Strongly Agree	33	12.9
Total	255	100

The findings from table 8 indicates that majority of teachers, accumulating to 68.6% were not for the idea that learners with disabilities can adequately be taught with average pupils in the same classroom while 25.1% supported the idea. It is evident that majority of teachers did not have sufficient knowledge in mainstreaming programme and that was the reason why majority felt that learners with disabilities cannot be adequately taught with average learners.

4.3.6: Given an opportunity to handle an Integrated Class I will readily accept it

Respondents were asked to state whether given an opportunity to have an integrated class he/she will readily accept it. Table 10 reveals the outcome;

Table 9: Given an opportunity to have an integrated class I will readily accept it

Response	Frequency	Percentage
Undecided	20	7.8
Strongly Disagree	45	17.6
Disagree	57	22.4
Agree	72	28.2
Strongly Agree	61	23.9
Total	255	100

According to the results in table 9, most of the respondents, 52.1% suggested that given an opportunity to have an integrated class they would readily accept it. The results however show that 22.4% were against the statement that given an opportunity to have an integrated class he/she will readily accept it and further 17.6% strongly opposed the statement. It can be interpreted that those who were against the statement had not been trained on the basic way of teaching pupils with disabilities.

4.3.7: Qualitative Results on Head Teachers' Attitudes towards Mainstreaming of Learners with Special Needs in regular primary schools.

Analysis from interviews on the head teachers' attitudes towards mainstreaming of learners with special needs showed that a large number of them viewed mainstreaming negatively. However, a small percentage of them had some positive response towards mainstreaming. Regarding their opinion on mainstreaming,

Head teacher "A" stated;

I appreciate that integrating learners with special needs in regular schools is a good initiative but I don't have any idea on how to handle some disability cases like communicating with learners with hearing problems. How could I teach

children with visual impairments or children who cannot hear conversation speech?

Head teacher “B” said;

I only know the concept of mainstreaming, but I know it is not enough. Still, I do not know if I could conduct an integrated class. My amount of knowledge in the area of special needs is not sufficient. How can I manage a class with different types of learners having different difficulties...?. Is it possible to teacher learners with mental disabilities with average learners in the same class in a single lesson? It can only be possible if they are handled in a different class, say a special unit and with teacher trained in special education.

Head teacher “C” had a similar thought as Head teacher “B”, He questioned;

If mainstreaming means handling all categories of learners in the same class, then what should I do with those who are mentally disabled? Are they fit for my class?

Head teacher “D” shared the same sentiments and said;

What about the mentally retarded children? Should we integrate them together with general learners in class? And indicated that “it is an impossibility to integrate all children...we can only segregate them according to their severity.

The above sentiments indicate that most head teachers were not fully prepared for mainstreaming not unless they are equipped with adequate knowledge in special needs education. They indicated that they were not ready to handle learners with disabilities efficiently in their schools. The head teachers openly argued that the degree of disability could determine the mainstreaming of a learner. Comparatively these findings can be likened with Moran and Abbot (2002) who established that the degree of disability of a learner, which is a child related variable strongly influenced teachers’ attitudes as compared to the teacher related variables. Those with mild disability should be integrated in regular schools while those with very severe disabilities need to be given priority in

special schools. The Government needs to provide special trained teachers to integrated schools. These learners may not move at the same rate with their classmates and so they greatly need some emotional support and understanding from the teachers.

4.4 Influence of Teachers’ Experience on their Readiness towards Mainstreaming of Learners with Special Needs in Public Primary Schools

The second objective in the study was to find out whether teachers’ experience influence their readiness towards mainstreaming of learners with special needs in regular primary schools. The responses are discussed below.

4.4.1: Handling learners with special needs improves a teacher’s readiness towards Mainstreaming of Learners with Special Needs in ordinary primary schools

Respondents were asked whether handling learners with special needs in their regular primary schools improves their readiness towards Mainstreaming. Their responses are show in table 10:

Table 10: Handling learners with special needs in their schools improves their readiness towards Mainstreaming

Response	Frequency	Percentage
Undecided	10	3.9
Strongly Disagree	15	5.9
Disagree	23	9.0
Agree	133	52.2
Strongly Agree	74	29.0
Total	255	100

As per the results in table 10, a large percentage of respondents amounting to 81.2% agreed that handling learners with special needs in their schools improves their readiness towards Mainstreaming. The results show that as teachers work with learners with special needs, they tend to accept them. This is in line with Lambe and Bones (2006) who carried out an

investigation and discovered that less experienced teachers were optimistic about mainstreaming unlike the more experienced ones. The study agrees with the findings of the investigation in Masaba South Sub County since most respondents were for the statement.

4.4.2: Experience affects a Teacher's Attitude towards Mainstreaming of Learners with Special Needs in ordinary primary schools

Respondents were asked to state whether experience affects the attitude of teachers towards mainstreaming of learners with special needs in regular primary schools. Table 11 shows the results;

Table 11: Experience affects an teachers' perception over mainstreaming of learners with special needs in regular primary schools

Response	Frequency	Percentage
Undecided	27	10.6
Strongly Disagree	50	19.6
Disagree	53	20.8
Agree	67	26.3
Strongly Agree	58	22.7
Total	255	100

The findings in table 11 indicate that most respondents, 49% agreed that experience affects a teacher's attitude towards mainstreaming of learners with special needs. The outcome agrees with the results of Centre for personnel studies in special education that teachers with more experience are more knowledgeable in predicting learners' learning difficulties thus helping learners with disabilities overcome their challenges.

The results of this investigation coincided with what Mutasa *et al* (2013) who found out that those teachers with a length of working experience in special needs are mostly tolerant

and confident working in integrated settings. The results somehow disagreed with Avmarids (2010) who established that readiness for mainstreaming was more prevalent among teachers who had worked for less than six years and reduced with those who had more than six years working experience.

The results from Masaba South Sub County which was the study area showed that teachers' experience had an impact on teacher's perceptions about mainstreaming of learners with special needs in regular primary schools. The study advocates for teachers to be exposed to teaching all categories of learners not forgetting those with disabilities in order to gain experience in handling them.

4.4.3: Qualitative Results on Influence of Experience on Head Teachers' readiness towards Mainstreaming of Learners with Special Needs in regular primary schools.

Head teachers in the study area were interviewed to find out their views on the influence of experience on their readiness towards mainstreaming of learners with special needs in public primary schools. Their responses were stated below:

Head teacher "E" stated;

The more you interact and educate learners with special needs, the more you appreciate them. Experience is a good teacher.

Head teacher "F" stated;

If I handle those learners, I will understand them more and with time I may not have many problems teaching them.

The findings also imply that experience is a crucial factor in the teaching of learners with special needs. The long a teacher handles these learners, the more he/she appreciates

teaching them with or without training. This implies that expectations of the school administrators particularly head teachers to implement mainstreaming of learners with special needs would be controlled by like teachers' experience among the factors to be looked into.

4.5: Effect of Professional Development in Influencing Teachers' Readiness towards Mainstreaming of Learners with Special Needs in Public Primary Schools

The study sought to assess the effect of professional development on teachers' readiness towards mainstreaming of learners with special needs. The responses were summarized as follows.

4.5.1: Regular School Classroom Teachers possess requisite Skills to teach Pupils with Disabilities

Respondents were asked to state whether regular school teachers had the necessary skills to teach pupils with disabilities. Table 12 shows their responses;

Table 12: Mainstream classroom Teachers have required skills to teach pupils with Disabilities

Responses	Frequency	Percentage
Undecided	15	5.9
Strongly Disagree	90	35.3
Disagree	64	25.1
Agree	45	17.6
Strongly Agree	41	16.1
Total	255	100

As per the outcome of the findings, a higher number of teachers who were the respondents amounting to 60.4% disapproved the idea that Mainstream classroom teachers have necessary skills to teach learners with various challenges particularly those with special

needs while 33.7% supported the statement. 5.9% of teachers under investigation did not make their mind whether to agree or disagree with the statement. It is likely that teachers who had agreed that Mainstream classroom teachers have the necessary skills to teach pupils with disabilities according to the responses above are those trained in special needs education. According to Ogot (2005), teachers with professional knowledge in special needs education favored mainstreaming more than those not trained. Moodley (2002) equally agreed that it was as a result of training in SNE that teachers gained courage in handling learners with special needs. This implied that teachers' competence in educating learners in the category of special needs in integrated settings may be improved through training.

4.5.2: Training improves a Teacher's Perception about Learners with Special Needs

Respondents were asked to state whether professional development training improves a teacher's perception about learners with special needs. Table 13 shows the results;

Table 13: Training improves a teacher's perception about mainstreaming of learners with special needs

Response	Frequency	Percentage
Undecided	8	3.1
Strongly Disagree	23	9
Disagree	41	16.1
Agree	99	38.8
Strongly Agree	84	32.9
Total	255	100

According to the results, most of the respondents, 71.7% were for the opinion that professional development (training) improves a teacher's perception about learners with

special needs while the 25.1% disagreed with the statement. 3.1% were undecided about the statement. A high number of teachers were for the idea that training teachers in special needs education is very crucial because it enriches them with required knowledge which enables them to effectively handle learners in integrated settings. The results are consistent with recommendations made in a study done by CEC (2003), which suggested that teachers should be furnished with basic knowledge in handling learners with disabilities.

The views were supported by Moodley (2002) who found out that when teachers are trained and have necessary skills of dealing with learners with special needs, they normally gain courage in their work. When they gain skills and competence, they develop positive attitude which is critical in practice of integrated education (UNESCO 2004). In addition, Wang' (2009) observes that apart from professional training, an educator should possess experience, passion, ability and patience for children with special needs. This therefore showed the need for training of teachers in SNE because professional development improves a teacher's perception about mainstreaming and helps gain insight about mainstreaming.

The study agrees with most researchers including Nyaigoti (2013) who found out teachers should be trained and supported for them to handle learners with special needs. This is the scenario in Masaba South Sub County where most teachers believe getting professional training in special needs education improves a teacher's perception about learners with special needs.

4.5.3: College level Training in special needs education is sufficient enough for a Classroom Teacher to handle Learners with Special Needs

Respondents were asked to state whether College level training in special needs education is sufficient enough for a teacher to teach learners with special needs. Table 14 shows the results;

Table 14: College level training in special needs education is sufficient enough for a teacher to handle learners with special needs education

Response	Frequency	Percentage
Undecided	28	11
Strongly Disagree	93	36.5
Disagree	66	25.9
Agree	43	16.9
Strongly Agree	25	9.8
Total	255	100

According to the results, most of the respondents, 36.5% strongly disagreed that College level training in special needs education is sufficient enough for a classroom teacher to handle learners with special needs education while 25.9% disagreed with the statement. The results however, show that 16.9% of the respondents investigated were for the statement that College level training in special needs education is sufficient enough for a classroom teacher to handle learners with challenges. The remaining 9.8% strongly agreed to the suggestion. It can be inferred that College level training in special needs education is not sufficient enough for a classroom teacher to handle learners with special needs education. The result indicates that training in special needs education can make a teacher ready to work in an integrated setting.

The study agrees with Symes & Humphrey (2011) who established that some teachers had proposed the essence of further training to help them diligently in regular education classrooms. All teachers handling learners at Kiomiti School for the visually impaired and those specifically assigned with handling learners in special units in Masaba South Sub County have further training in special needs education besides college level training. This implies that college level training is not sufficient enough for a classroom teacher to handle learners with special needs education according to the findings.

4.5.4: Qualitative Results on Effect of Professional Development in Influencing Head Teachers' Readiness towards Mainstreaming of Learners with Special Needs

Head teachers in the study area were interviewed to find out their views on the effect of professional development in influencing their readiness towards mainstreaming of learners with special needs in public primary schools. Their responses were stated below:

Head teacher "G" stated;

Some special needs cases are demanding and can be handled by trained teachers in special units or in special schools. I have no problem handling children with special needs as long as they understand but if they need special attention, it can be provided by specialists who are trained teachers.

Head teacher "H" explained the situation in this way;

I am not trained in the area of special needs but then I have attended a few seminars in the same because my school has a special unit. This is not sufficient training to know about the new concept or idea. We need more seminars and training about mainstreaming so as to be able to teach learners with special needs perfectly in the regular schools.

Head teachers in the study area openly expressed their inadequate skills and knowledge to effectively manage learners with special needs in regular schools. Further, the institutional heads admitted that their inadequate expertise in dealing with and satisfying the diverse needs of learners with special needs is contributing to their negative preparedness towards mainstreaming. This revealed that inadequate training in special needs education affected the education of learners with special needs. This shows that for head teachers to implement mainstreaming of learners with special needs, some factors like teachers' training must be taken into consideration.

4.6: Strategies employed to prepare Teachers for Mainstreaming of Learners with Special Needs in Public Primary Schools

The third objective in this study sort to investigate strategies designed to prepare teachers for mainstreaming in public primary in Masaba South Sub County and the findings are discussed below:

4.6.1: Your School has adequate learning resources for learners with disabilities

Respondents were asked to state whether their school had adequate learning resources for learners with special needs. Table 15 shows the results;

Table 15: Your school has adequate learning resources for learners with special needs

Response	Frequency	Percentage
Undecided	8	3.1
Strongly Disagree	98	38.4
Disagree	112	43.9
Agree	25	9.8
Strongly Agree	12	4.7
Total	255	100

Table 15 shows that most respondents, 82.3% concluded that resources meant for mainstreaming are not enough in regular primary schools while 14.5% approved the suggestion. The above findings concur with Mwaura (2002) who cites a number of barriers and challenges that hamper quality education in integrated settings like non-integrated curriculum, dilapidated infrastructure, inadequate teachers, cultural prejudice and negative attitudes. He further says that unfriendly-school structures continue to negatively affect this category of learners even in modern schools. If mainstreaming has to be achieved, teaching and learning materials and other resources are a strong factor that should be considered. The government should provide learning resources if full mainstreaming has to be realized.

4.6.2: Physical facilities have been modified to accommodate learners with disabilities

Respondents were asked to state whether Physical facilities had been modified to accommodate the needs of learners with special needs. Table 16 gives the outcome;

Table 16: Physical facilities have been modified to accommodate learners with special needs

Response	Frequency	Percentage
Undecided	3	1.2
Strongly Disagree	85	33.3
Disagree	103	40.4
Agree	59	23.1
Strongly Agree	5	2
Total	255	100

Table 16 portrays that 73.7% were lacking sufficient structured physical facilities to accommodate learners with special needs while 25.1% noted that the physical facilities had been modified to cater for the needs of these learners. According to smith, et al (2000), the

solution to the challenges facing disability is restructuring the society and avoiding focusing on impairment. It remains the schools' chore role to re-adjust to the level of the learner and not vice versa. This suggests that most of children with disabilities are likely to be discouraged from enrolling in regular primary schools due to insufficient structured physical facilities.

4.6.3: Teaching and Learning Aids are adequate for Learners with Special Needs

Respondents were further asked to state whether teaching and learning aids are adequate for learners with special needs in their schools. Table 17 shows the results;

Table 17: Teaching and learning aids are adequate for learners with special needs

Response	Frequency	Percentage
Undecided	10	3.9
Strongly Disagree	94	36.9
Disagree	120	47.1
Agree	20	7.8
Strongly Agree	11	4.3
Total	255	100

According to the results, a large percentage of respondents, 84%, (214) opposed the statement that teaching/learning materials were sufficient for learners with disabilities but 12.1 %, (31) agreed with the statement. This clearly indicates that Teaching and learning aids affects teachers' preparedness towards mainstreaming since they are not adequate to cater this category of learners.

4.6.4: The Government has initiated In-Service Training Programmes to Equip Teachers with Skills on how to handle Learners with Disabilities.

Respondents were asked to state whether the government had initiated in-service training programmes to equip teachers with skills on handling learners with disabilities. Table 18 shows the results;

Table 18: The government has initiated In-service training programmes to equip teachers with knowledge of teaching and handling learners with special needs.

Response	Frequency	Percentage
Undecided	5	2
Strongly Disagree	65	25.5
Disagree	98	38.4
Agree	48	18.8
Strongly Agree	39	15.3
Total	255	100

According to the results as shown in table 18, 63.9% disagreed that in-service training programmes had been initiated to equip teachers with knowledge of educating learners with special needs in Masaba South Sub-County. However, a smaller percentage, 34.1% agreed that teachers have acquired skills through in-service training programmes on how to manage learners with special needs. This indicates that there is an impact of in-service training programmes on teachers in regards to mainstreaming of learners with special needs.

4.6.5: Curriculum needs to be adjusted to meet the needs of Learners with Disabilities

Respondents were asked to state whether the curriculum needs to be modified to accommodate learners with disability. The results are indicated in table 19;

Table 19: Curriculum need to be modified to accommodate learners with disabilities

Response	Frequency	Percentage
Undecided	11	4.3
Strongly Disagree	27	10.6
Disagree	46	18
Agree	96	37.7
Strongly Agree	75	29.4
Total	255	100

It can be concluded that most of the respondents, 67.1% supported that the curriculum needs to be modified to accommodate learners with disabilities. Heiman (2004) indicated that a relevant curriculum which addresses the learners' needs is among the important aspects in the success of special needs education.

4.6.6: The Curriculum meets the Needs of Learners with Special Needs.

Respondents were asked to state if the curriculum meets the needs of learners with special needs. Table 20 shows the results;

Table 20: The curriculum meets the unique desires of learners with disabilities

Response	Frequency	Percentage
Undecided	18	7.1
Strongly Disagree	119	46.7
Disagree	72	28.2
Agree	26	10.2
Strongly Agree	20	7.8
Total	255	100

According to the results, most of the respondents 46.7%, (119) strongly opposed the view that the curriculum meets the needs of learners with special needs while 10.2%, (26) supported the statement. The results however indicate that 28.2%, (72) opposed the statement. 46.7%, (119) respondents strongly disagree with the statement while 7.1% were undecided.

4.6.7: Your Schools has adequate Funds to buy Instructional Materials for Learners with Disabilities

Respondents were asked to state whether their schools had adequate money to purchase learning materials for learners with disabilities. Table 21 shows the results;

Table 21: Your school has adequate funds to buy instructional materials for learners with disabilities

Response	Frequency	Percentage
Undecided	13	5.1
Strongly Disagree	94	36.9
Disagree	109	42.7
Agree	30	11.8
Strongly Agree	9	3.5
Total	255	100

As per the findings in table 21, 79.6% of respondents noted that the primary schools under investigation did not have sufficient money to purchase instructional materials to be used by integrated learners in Masaba South Sub County. A small percentage of 15.3% noted that they have adequate funds for the instructional materials.

4.6.8: Free Primary Education caters for Learners with Disabilities

Respondents were asked to state whether free primary education caters for learners with disabilities. Table 22 shows the results;

Table 22: Free primary education caters for learners with disabilities

Response	Frequency	Percentage
Undecided	40	15.7
Strongly Disagree	109	42.7
Disagree	28	11
Agree	40	15.7
Strongly Agree	38	14.9
Total	255	100

According to the results, most of the respondents 53.7%, (137) disagreed whether learners with special needs benefit from free primary education while 30.6%, (78) advocated for the statement.

4.6.9: Your School has a Collaborative Mainstreaming network between all Teachers especially in handling Learners with Special Needs

Respondents were asked to state whether their schools had collaborative mainstreaming network between all teachers especially in handling learners with special needs. Table 23 below shows the results;

Table 23: Your school has a collaborative mainstreaming network between all teachers especially in handling learners with special needs

Response	Frequency	Percentage
Undecided	59	23.1
Strongly Disagree	96	37.6
Disagree	60	23.5

Agree	25	9.8
Strongly Agree	15	5.9
Total	255	100

According to the results, most of the respondents 61.1%, generally disagreed that their school had collaborative mainstreaming network between all teachers especially in handling learners with special needs while 15.7% were for the statement. The results however, showed that 23.1% of the teachers were undecided whether their schools had a collaborative mainstreaming network between all teachers. It can be inferred that majority of school had no collaborative mainstreaming network between all teachers especially in teaching in integrated classrooms.

4.6.10: Qualitative Results on Strategies put in place to prepare Teachers for Mainstreaming of Learners with Special Needs in Public Primary Schools.

Head teachers were interviewed to find out the best solution for helping teachers to integrate learners with special needs in regular primary schools. They had the following in mind.

Head teacher “I” said,

No, we do not have adequate funds to cater for learners with special needs. I am told that schools with special units do receive top up for these learners but as for my school, we don't get that special grant. The yearly school capitation should be increased by the government so that the money can be extended to all learners particularly the special needs category.

Head teacher “J” said

If only the government can provide enough resources and train teachers in special needs education, teaching learners with special in an ordinary school is a good idea.

The above sentiments imply that for mainstreaming to be successful, the government should increase capitation to primary schools to assist learners with disabilities. More teachers need to be given professional skills so that they can effectively educate learners in integrated settings. Majority of the institutional bosses were for mainstreaming if only they got trained personnel with adequate resources. Failure to have these conditions, they tended to develop negative attitude.

Head teachers were further requested to state their views on available educational resources required for mainstreaming in the schools they were managing.

Head teacher “K” thinks that:

The materials are not sufficient and if I want to take a class with disabled children then I need adequate relevant materials. We have neither appropriate learning resources nor specialized skills on the use of some materials such as Braille to help integrate these children.

Head teacher “L” also asserted that

Even if we have materials, we should have adequate knowhow on their use and how to preserve them for further use.

Most of them mentioned that insufficient teaching materials are among the barriers towards mainstreaming. Most primary schools lack adequate resources including teaching and learning materials that are required to help learners with special needs. From their responses it can also be revealed that they lack specialists who may handle some materials for this category of learners.

Some obstacles were identified from the qualitative data which had an effect on their attitudes and knowledge such as insufficient knowledge of mainstreaming, lack of training and inadequate teaching materials. In this regard, the study noted that if head teachers get adequate support from the government in financing and training teachers in special education, then they will greatly support mainstreaming in their schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

The main objective for the investigation was to look into factors influencing teachers' preparedness towards mainstreaming of learners with special needs in public primary schools in Masaba south sub county, Kisii County. The chapter summarizes the entire study, gives appropriate conclusions and possible recommendations inclined to the outcome of this inquiry and suggests areas that should be looked into further.

5.2 Summary of the Study

This inquiry looked at factors influencing teachers' preparedness towards mainstreaming of learners with special needs in public primary schools. The background information was outlined in chapter one. It explored the historical evolution of mainstreaming globally, ideas and conceptions of what affects teachers' preparedness towards mainstreaming of learners with special needs in public primary institutions in western and the third world nations. The study highlighted what has been done in other African countries, in the native country Kenya and finally centered in Masaba South Sub County, Kisii County-Kenya.

The study outlined the fundamental assumptions, definition of operational terms and the organization of the study. In chapter two, literature related to the study was reviewed. Research methodology was covered in chapter three where the study variables were investigated with the help of survey research design. The population targeted was 82 public primary schools, 82 head teachers and 784 teachers in Masaba south sub county, Kisii County. Data analysis involved the use of SPSS, which is statistical package for social sciences. The study gave response to the following questions; how much are teachers prepared towards mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County? Which factors affect teachers' preparedness towards mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County? Which strategies have been put in place to prepare teachers for mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County?

Objective one focused on the extent to which teachers' attitudes influence their readiness towards mainstreaming. The results affirmed that (63.2% = 26.3 + 36.9), which is a large percentage did not confirm that learners with disabilities can be catered for effectively in an integrated setting. This is a clear indicator that a reasonable number of teachers are not convinced that learners with special needs can be catered for effectively in an integrated setting and this can be attributed to the negative attitude teachers hold. The above result is in line with Verynen (2002) who argues that if the objective of Education for All have to be achieved, and particularly that of learners with special needs, it has to start with change of attitude.

On the willingness of teachers to accept learners with special needs to learn together with the regular learners, a greater number of respondents amounting to 64.3% out of the total were ready for mainstreaming. This is giving hope that teachers' readiness for mainstreaming has taken a positive step in Masaba South Sub County. Although 27.5% of respondents were against mainstreaming, more encouragement and sensitization needs to be done to help those teachers to change their attitude towards mainstreaming. The study is in agreement with Mushoriwa (2001) who advises that; before implementation of any special education programme for learners with special needs within regular schools, it is vital to establish the attitude of teachers and administrators towards CWDs. Ogot (2005) says that when sensitization is done, negative attitude is eliminated.

The respondents were indifferent on one aspects; mainstreaming of learners with special needs regardless of their ability, disability or differences will affect the performance of those without special needs in the same class. This aspect recorded a mixed perception as regards to teachers' readiness. This meant that there were a reasonable number of respondents for and against mainstreaming.

This can be attributed to a study by Ross-Hill, (2009), who affirmed that teachers in regular schools have never been apprehensive towards mainstreaming practices, may be because of their inability to manage this category of learners because they feel inadequate, or because they simply discourage mainstreaming practices in general. However, teachers attested that mainstreaming is beneficial to all learners especially the disadvantaged group. Learners with disabilities can adequately be taught with average pupils in the same

classroom. The two aspects recorded Low means interpreted to indicate a disagreement with the two assertions.

Analysis from interviews on head teachers' attitudes towards mainstreaming of learners with special needs depicted that most of them had pessimistic perceptions about mainstreaming. Nevertheless some head teachers had some positive response towards mainstreaming. The outcome also indicated that most head teachers were not fully prepared for mainstreaming not unless they have teachers trained in special needs education. They accepted that they did not meet the requisite skills and knowledge to properly teach learners with special needs in regular schools. They also felt that the extent of the disability could determine whether a learner may benefit from mainstreaming. They noted that those with mild disability should be integrated in public primary schools while those with very severe disabilities need to be given priority in special schools.

The second objective was to find out whether teacher's experience influences their readiness towards mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County. Majority of respondents, 49% agreed that experience affects a teacher's attitude towards mainstreaming of learners with special needs. The findings agree to those of Mutasa *et al* (2013) who equally established that the higher the experience the more the confidence and tolerance in teaching in integrated classes. In Masaba South Sub County, it can be inferred that teachers' experience had an impact on teacher's attitude towards mainstreaming of learners with special needs in regular primary schools. The study advocates for teachers to be exposed to teaching all categories of learners in integrated settings to help them gain experience in handling them.

Results from Head teachers' interviews to find out their views on the influence of experience on their readiness towards mainstreaming showed that experience is a crucial factor in the teaching of learners with special needs. The long a teachers handles these learners, the more he/she appreciates teaching them with or without training. This implies that expectations of head teachers to implement mainstreaming of learners with special needs would be controlled by teachers' experience.

The third objective was to find out the extent to which teachers' professional development influence their readiness towards mainstreaming. Majority the respondents disagreed that Mainstream classroom teachers have the necessary skills to teach pupils with disabilities. It is possible that teachers who agreed that Mainstream classroom teachers have the necessary skills to teach pupils with disabilities according to the results are those trained in special needs education. The study is in agreement with Moodley (2002) who argued that it was as a result of training in SNE that teachers gained courage in handling learners with special needs.

A large number of teachers also agreed that professional development (training) improves a teacher's perception about mainstreaming. These findings are consistent with the recommendations made in a study done by Nyaigoti (2013) who established that teachers need to be trained and supported for them to handle learners with special needs. This was the scenario in Masaba South Sub County where majority of teachers believe that training in special needs education improves a teacher's perception about learners with special needs.

Analysis from interviews on head teachers about the extent to which teachers' professional development influence their readiness towards mainstreaming revealed that almost all of them within the study area did not have the professional training to manage learners with disabilities. They were in favor of the opinion for the Government to provide teachers trained in special needs education to teach in integrated schools.

The fourth objective was to find out strategies used to make teachers ready for mainstreaming. Most respondents, 82.3% concluded that resources meant for mainstreaming are not enough in regular primary schools. The findings concur with Mwaura (2002) who cites a number of barriers and challenges that hamper quality education in integrated settings like non-integrated curriculum, dilapidated infrastructure, inadequate teachers, cultural prejudice and negative attitudes. He further says that unfriendly-school structures continue to negatively affect this category of learners even in modern schools. If mainstreaming has to be achieved, teaching and learning materials and other resources are a strong factor that should be considered. The government should provide learning resources if full mainstreaming has to be realized.

The study also found out that teaching/learning materials were not sufficient to cater for the needs of learners with disabilities which negatively affect teachers' preparedness towards mainstreaming. Most teachers also admitted that inadequate support from school administrators affects mainstreaming. The school administration in collaboration with the government agencies is charged with providing the necessary support including funds if mainstreaming has to be achieved. It can be inferred that school administrators contributes

much when it comes to the mainstreaming of learners with special needs and if mainstreaming has to be achieved.

The study also found out that Cultural beliefs affect mainstreaming by limiting interaction among learners with disabilities in public primary schools in Masaba South Sub County. This observation concurs with Deku, (2002) who confirmed that some communities still hold the belief that disabilities occur as a result of curses, witchcraft, and even regard some disabilities as contagious. The study is in agreement with a belief among the Abagusii community where the study was conducted that epilepsy is contagious.

Most respondents mentioned that insufficient teaching materials are among the barriers towards mainstreaming. On the curriculum, the study affirmed that 67.1% agreed that set of courses need to be modified to include a reasonable number of learners with disabilities. The study agrees with Heiman (2004) who noted that for special needs education to succeed, the curriculum should be flexible and meet the requirements of learners. It was also observed that teachers noted that unavailability of funds reduces enrolment of learners with special needs. Respondents were further asked to state whether free primary education benefits learners with disabilities. A higher number of respondents, 53.7% (137), disagreed and noted that it had not been factored. On the collaborative network, the results showed that most respondents, 61.1%, disagreed that their school had a collaborative mainstreaming network between all teachers especially in handling learners with special needs. The results also attested that most of the respondents who formed the majority disagreed that in-service training programmes have not been initiated by the government

to equip teachers with knowledge of handling learners with disabilities in Masaba South Sub-County.

Findings from interviews on head teachers about strategies put in place to prepare teachers for mainstreaming indicated that for mainstreaming to be successful, the government should provide more funds to integrated schools to help students with disabilities. More teachers need to be trained in this area to make sure that all categories of learners are well managed in integrated settings. It was a common suggestion from respondents that if these factors were positively met, teachers may readily integrate learners with special needs in public primary schools.

5.3 Conclusion of the Study

The findings of the study established those unstructured physical facilities that could be used by learners with disabilities hindered teachers' preparedness towards mainstreaming of learners with disabilities. Virtually learners with disabilities particularly the physically and visually impaired can only independently and freely move in a friendly environment which was not the case in the study area. A large percentage of teachers confirmed that resources needed for teaching and learning were not enough to sustain proper learning. It attested that insufficient teaching and learning materials, which are vital in educating students particularly the disadvantaged group greatly, affect mainstreaming programmes in the study area. The problem of learning resources was discovered not only be as a result of government laxity to provide them but also the school administration has a big share of blame. The government was blamed for the inconsistent and delaying of funds which end up affecting school planning.

The results of this investigation found out that teachers, who are key in the implementation and success of any education programme were not prepared for this process. A large number of them had negative views about mainstreaming and were not ready to teach, handle or accommodate learners with special needs in their regular schools. Moreover, lack of training amongst majority of the teachers was discovered to be among the causes of their poor attitude towards this initiative. All head teachers amounting to 25 raised major concerns like insufficient training and inadequate funds as the major setbacks that hindered effective mainstreaming. A set of courses that is a curriculum which does not capture the interest of learners with special needs was found to affect teachers' preparedness for mainstreaming. The outcome of the investigation portray that the factors highlighted above hinder teacher's preparedness towards mainstreaming of learners with special needs in public primary schools in Masaba South Sub County.

From the results of the investigation, these conclusions were arrived at: Most respondents banked on modifying and reviewing the set of courses, that is the curriculum to include the possible requirements of all categories of learners. In services teachers' training should also be carried out to enlighten them on the pertinent skills and knowledge of integrating learners with disabilities. From the outcome of the investigation, it is paramount to declare that training teachers on issues to do with mainstreaming may have a strong influence on mainstreaming of learners with special needs in regular schools. Thus, to enhance the positive attitude of teachers and their commitment to mainstreaming, training cannot be wished away.

Improving teachers' attitude eliminates the possibilities of teachers considering mainstreaming as a burden for them. It may help in enhancing the students experience in the regular classroom. The study concluded that teacher's attitude significantly and positively influences their preparedness towards integrating learners with special needs. This is in tandem with studies by scholars in previous researches. Parasuram (2006) noted that attitudes guide and influence people's behaviors in their daily lives. According to Berry (2010), a teacher who believes that mainstreaming is unfair to typically achieving students may act in some ways that negatively affect students with disabilities in that classroom. A direct proportional relationship existing in teachers' perceptions and their readiness towards mainstreaming of learners with special needs in regular schools means that enhancing one aspect directly enhances the other. Thus, schools have to put a lot of efforts to improve on teachers' attitude to enhance readiness towards integrated learning.

Traditionally, according to Ross-Hill, (2009), regular education teachers have been apprehensive towards mainstreaming because of their inability to deal with learners with disabilities because they feel inadequate, or because they simply do not favor the concept of mainstreaming. Teachers who are professionally qualified are likely to have a favorable attitude towards the mainstreaming than their non-professional qualified teachers. Forlin (2010) state instead of defending the need to accommodate learner differences, they argued that a more just and equitable approach to achieving the requirements of all learners can be supported by preparing newly qualified teachers to focus making better the quality of what is already available.

The study also observed that professional status influences teachers' attitude towards mainstreaming of learners with special needs in public primary schools and thus has valuable relationship with teachers' readiness for mainstreaming. The study concurs with the findings that professional status is important in determining teachers' preparedness towards mainstreaming. A positive significant relationship exists between teachers' professional status and their indicating that professional status of the teacher influences their affective commitment on inclusive education.

Teaching experience was discovered to have an impact on teachers' readiness towards mainstreaming of learners with special needs in regular primary schools. There was a positive response that indicated that teachers teaching experience influenced their readiness towards mainstreaming. Therefore, the study concluded that the years of teaching experience are important determinants of teachers' readiness towards integrating learners with special needs.

The outcome of the study settled on the need for the government to increase its budget allocation for all learners especially the category of special needs to help them meet their extra requirements. The named factors such as facilities that are structured and adequate, a modified curriculum that addresses their education, professionally skilled teachers, adequate relent resources and provision of reasonable funds were noted to be influencing teachers' preparedness towards mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County. Therefore, all stakeholders should be considerate and must work as a team for mainstreaming to be successful.

The findings finally settled on the decision that in Masaba South Sub County, teachers were prepared for mainstreaming of learners with special needs in regular schools since a greater percentage was observed to be having positive attitudes towards mainstreaming. This portrays a huge potential for the success of mainstreaming since once a teacher is committed towards a given cause they are likely to develop positive attitudes and consequently enhancing their performance

5.4 Recommendations

The following are the recommendations that were arrived at by the researcher;

- a) All teachers should get professional knowledge and skills in special needs education which will go a long way in promoting mainstreaming.
- b) The government and the ministry of education need to motivate teachers in order to influence their positive attitude towards mainstreaming of learners with special needs in primary schools in Kenya. This will enable them to be prepared to handle these learners.
- c) The school administration should closely collaborate with teachers by providing adequate funds to cater for special education activities.
- e) Teachers should be sensitized to eliminate cultural beliefs and practices that impact negatively handling learners with special needs.

5.5 Suggestions for further Research

The following was recommended for further research;

- The influence of cultural diversity on special education provision in Kisii County

- The effect of using laptops in the teaching-learning process among learners with mental challenges
- Accessing education by learners with mental challenges in primary schools

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APPENDICES

APPENDIX 1: INTRODUCTORY LETTER

Dear Sir/Madam

I am a postgraduate student pursuing a Master of Education degree in Special Needs Education at Maasai Mara University. I am conducting a research study on factors influencing teachers' preparedness towards mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County. Please allow me to collect data from your school. All the information given will be treated with utmost confidentiality. Your response will be highly appreciated and I will be grateful for your cooperation.

Yours sincerely

Jeremiah Mokuu Moruri

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

This questionnaire is aimed at gathering information on teachers' preparedness towards mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County. The questionnaire is divided into two sections. Section I requires your demographic information. Section II is soliciting information on teachers' preparedness towards mainstreaming of learners with special needs. The responses will only be used for this study and will not be disclosed whatsoever. Tick your responses in the box () provided or fill in the blank spaces.

Part A: Demographic information of teacher

1. What is your sex?

Male () Female ()

2. What is your age bracket?

() Below 20

() 21 – 30

() 31 – 40

() Over 41

3. What is your teaching experience?

() 5-10 years () 11-15 years () 16-20 years () over 20 years

4. What is your highest academic qualification?

() KCSE

() Degree

() Master's Degree

() any other (specify)

5. What is your highest professional qualification?

() P1 () A.T.S () Diploma () BED () M.E.D () any other

6. What is your highest professional qualification?

P1 [] ATS [] Diploma in education [] B.ED [] M.ED [] others specify

.....

7. What category of learners with special needs do you have in your school?

() Mentally handicapped () physically handicapped () visually handicapped () any other (specify)

Part B: Factors influencing teachers’ preparedness towards mainstreaming of learners with special needs in public primary schools.

You are kindly requested to respond to the following questions by putting a tick () on the:

SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree U-Undecided

		SA	A	D	SD	U
1	I believe that children with special needs can be catered for effectively in an integrated setting					
2	I am willing and prepared to accept children with special needs to learn together with the regular learners in my class					
3	Educating all children together regardless of their ability, disability or differences will affect the performance of those without special needs in the same class.					
4	Mainstreaming is beneficial to all students especially those with special needs?					
5	Learners with disabilities can adequately be taught with average pupils in the same classroom					
6	Mainstream classroom teachers have the necessary skills to teach pupils with disabilities.					
7	Your school has a collaborative mainstreaming network between all teachers especially in handling learners with special needs.					
8	Given an opportunity to have an integrated class you will readily accept it?					

9	Professional development (training) improves a teacher's perception about learners with special needs?					
10	Experience affects a teacher's attitude towards the mainstreaming of learners with special needs in regular primary schools.					
11	College level training in Special needs Education is sufficient enough for a classroom teacher to handle learners with special needs education.					
12	Inadequate support from school administrators affects mainstreaming of learners with special needs in regular primary schools					
13	All teachers can handle learners with special needs regardless of training in special needs education or not?					
14	Your school has adequate learning resources to cater for learners with special needs.					
15	Physical facilities have been structured to accommodate learners with disabilities					
16	There are adequate aiding facilities like brails, climbing stairs in our school					
17	Teaching and learning aids are sufficient for learners					
18	Teaching and learning aids are not adequate for learners					
19	Teachers have been trained on how to handle learners with disabilities					
20	In-service training programmes have been initiated by government to equip teachers on skills of how to handle disable learners					
21	Curriculum is relevant to the needs of the learners with disability					
22	Curriculum need to be move structured to accommodate more learners with disability					
23	There are enough funds to buy instructional materials for learners with Disability					
24	Free primary education has been factored for learners with disability					
25	Teachers' cultural beliefs affect their interaction with learners with special needs					
26	Your community has cultural beliefs that may hinder you from teaching learners with special needs effectively					

APPENDIX III
INTERVIEW SCHEDULE FOR HEAD TEACHERS

This interview is aimed at gathering information on head teachers' preparedness towards mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County. The interview schedule is divided into two sections. Section I requires your demographic information. Section II is soliciting information on factors influencing head teachers' preparedness towards mainstreaming of learners with special needs. The responses will only be used for this study and will not be disclosed whatsoever.

Section I: Demographic information of head teacher

1. What is your sex?

Male () Female ()

2. What is your age bracket?

() Below 20

() 21 – 30

() 31 – 40

() Over 41

3. What is your teaching experience?

() 5-10 years () 11-15 years () 16-20 years () over 20 years

4. What is your highest academic qualification?

() KCSE

() Degree

() Master's Degree

() any other (specify)

5. What is your highest professional qualification?

() P1 () A.T.S () Diploma () BED () M.E.D () any other

Section II: Interview

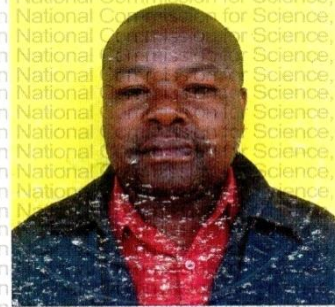
6. What is your opinion regarding mainstreaming of learners with special needs in your school?
7. What is your view on educating learners with special needs in the same class with regular learners in public primary schools?
8. Do you have adequate financial resources to cater for learners with special needs in your school?
9. Comment on the available teaching/ learning resources to cater for learners with special needs in your school.
10. How qualified are the teachers in your school in handling learners with special needs?
11. How often are the teachers in your school in serviced in special education?
12. What challenges do you face in implementing inclusion of learners with special needs?
13. How best can you improve mainstreaming in your school?
14. What do you think should be done for mainstreaming policy to be successive in your school?

APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. JEREMIAH MOKUA MORURI
of MAASAI MARA UNIVERSITY,
402-20500 narok, has been permitted to
conduct research in Kisii County

Permit No : NACOSTI/P/16/54619/13578
Date Of Issue : 11th October,2016
Fee Received :ksh 1000

on the topic: FACTORS INFLUENCING
TEACHERS' PREPAREDNESS TOWARDS
INTEGRATION OF LEARNERS WITH
SPECIAL NEEDS IN PUBLIC PRIMARY
SCHOOLS IN MASABA SOUTH SUB
COUNTY, KISII COUNTY



for the period ending:
14th September,2017

[Signature]

Applicant's
Signature

[Signature]

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. 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.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. 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
RESEACH CLEARANCE
PERMIT

Serial No.A 11226

CONDITIONS: see back page

APPENDIX V: RESEARCH AUTHORIZATION LETTER FROM NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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

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

Ref: No.

Date:

NACOSTI/P/16/54619/13578

11th October, 2016

Jeremiah Mokuu Moruri
Maasai Mara University
P.O. Box 861-20500
NAROK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Factors influencing teachers’ preparedness towards integration of learners with special needs in public primary schools in Masaba South Sub County, Kisii County,*” I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for the period ending **14th September, 2017.**

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


**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner



MAASAI MARA UNIVERSITY
(OFFICE OF THE DIRECTOR, POSTGRADUATE STUDIES)

TEL. No.0722346 419
Email: graduatestudies@mmarau.ac.ke

P. O. Box 861-20500
NAROK, KENYA

Ref: Ref/MMU/AA0328/17/02

Date: 15th August, 2016

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

Dear Sir/Madam,

RE: APPLICATION FOR RESEARCH PERMIT: REG. NO. EMO9/6002/2013
JEREMIAH MOKUA MORURI

I wish to recommend the above candidate for a permit to enable him to collect data for his research. He defended his proposal at the School of Education successfully and has made the necessary corrections. He therefore requires a permit to enable him conduct research.

Any assistance accorded to him will be highly appreciated.

Thank you

A handwritten signature in blue ink, appearing to read 'Tanui'.



Prof. Edward K. Tanui
AG. DIRECTOR POSTGRADUATE STUDIES

REPUBLIC OF KENYA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

Telegram: "EDUCATION"
Telephone: 058 – 30695
When replying please quote
E-mail: cdekisii@gmail.com



COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P.O. BOX 4499 - 40200
KISII.

Ref: CDE/KSI/RESECH/4

DATE 19th October 2016

STATE DEPARTMENT OF BASIC EDUCATION

Jeremiah Mokuu Moruri
Maasai Mara University
P.O Box 861 -20500
NAROK

RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter **Ref. NACOSTI/P/16/54619/13578**, to carry out research in Kisii County, this letter refers.

I am pleased to inform you that you can carry out your research in the County on **"Factors influencing teachers' preparedness towards integration of learners with special needs in public primary schools in Masaba South Sub County, Kisii County"**. I am pleased to inform you that you have been authorized to undertake research in Kisii County for a period ending **14th September 2017**.

Wish you a successful research.

DR. WILLIAM SUGUT
COUNTY DIRECTOR OF EDUCATION
KISII COUNTY.

