SCHOOL BASED FACTORS INFLUENCING IMPLEMENTATION OF SPECIAL NEEDS EDUCATION CURRICULUM IN SPECIAL NEEDS UNITS IN PUBLIC PRIMARY SCHOOLS IN KITUI WEST SUB-COUNTY, KENYA

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A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Curriculum Studies of South Eastern Kenya University

2024

DECLARATION

I understand that plagiarism is an offense and I therefore declare that this research project is my original work and has not been presented to any other institution for any other award.

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ACKNOWLEDGMENT

First and foremost I give honor and glory to the Lord God Almighty for enabling me carry out this research work. I also feel indebted to individuals and institutions that have contributed so much in making the study a success; All the South Eastern Kenya University (SEKU) lecturers who assisted me in learning during my course work and those who guided me to do my research. Dr. Rose Mwanza, Dr. Francis Muya, Dr. Janet Mulwa and Dr Kasivu, especially for dedicating themselves and doing a commendable job through their tireless efforts in supporting, directing and ensuring that I acquired the relevant skills and knowledge as pertained my study. I wish to thank the SEKU Board of Post Graduate Studies (BPS) for ensuring that I comfortably accessed resources and an enabling environment for the study and the National Commission for Science, Technology and Innovation (NACOSTI) for granting me the authority to conduct a research in Kenya. I also appreciate the support I received from the Ministry of Education, Early Learning and Basic Education, Kitui West Sub - County and the Ministry of Internal and Coordination of National Government, Kitui West Sub County for granting me permission to visit the schools to collect data and assuring me of security in the process in case I needed it. I acknowledge the fact that all the twelve primary school managers supported me by permitting me carry out my study in their institutions, all the teachers who participated in the study for providing useful information needed during data collection, information without which the study would not have yielded the best of the results as it has. Finally but not least, I was appalled by the relentless encouragement by the Kitui West sub- county Director of Education, Peter Njoroge, during my entire period of learning at SEKU.

DEDICATION

I dedicate this research work to my sons Eric Mwendwa and Brian Mwalimu for the moral support and encouragement they offered during my study period

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ABBREVIATIONS AND ACRONYMS

BDC	**:**	Behaviorally Disordered Children
BPS	**:**	Board of Postgraduate Studies
CBC	**:**	Competency based curriculum
CBO	**:**	Community Based Organizations
CD	**:**	Communication Disorders
EARC	**:**	Educational Assessment and Resource Center
EFA	**:**	Education for All
GTC	**:**	Gifted and Talented Children
HI	**:**	Hearing Impaired
IASSN	**:**	Information, Advice and Support Services Network
IPSEA	**:**	Independent Provider of Special Education Advice
KISE	**:**	Kenya Institute of Special Education
MH	**:**	Mentally Handicapped
MOEST	**:**	Ministry of Education Science and Technology
NACOSTI	**:**	National Commission for Science, Technology and Innovation
NCSE	**:**	National Council for Special Education
NNES	**:**	National Needs Education Survey
NSNEPF	**:**	National Special Needs Education Policy Framework
PH	**:**	Physically Handicapped
SEKU	**:**	South Eastern Kenya University
SL	**:**	Slow Learners
SLD	**:**	Specific Learning Disabilities
SN	**:**	Special Needs
SNE	**:**	Special Need Education
SNEC	**:**	Special Needs Education Curriculum
SNU	**:**	Special Needs Unit
UN	**:**	United Nations
UNESCO	**:**	United Nations Educational, Scientific and Cultural organization
UNICEF	**:**	United Nations International Children's Education Fund

UNISE	**:**	Uganda National Institute of Special Education
UNRPD	**:**	United Convention on the Rights of Persons with Disability
UPE	**:**	Universal Primary Education
VI	**:**	Visually Impaired
WHO	**:**	World Health Organization

DEFINITIONS OF SIGNIFICANT TERMS

Curriculum: Refers to all that takes place in any specific course or program of learning, either formally or informally.

Curriculum Implementation: Refers to how the planned course of study is translated by the teacher to bring into existence the anticipated changes in learners.

Differentiated curriculum: Refers to an approach that identify subjects in the curriculum that a learner with SNE should cover and that plans for each learner according to his/her needs and ability.

Factors: Refer to the things that support implementation of the Curriculum.

Implementation: Refers to the process of putting together all elements and measures that support learning and enacting policies in order to bring out the desired learning outcomes.

Integration/Mainstreaming: Refers to the participation of learners with special needs in education in the regular education system without demanding changes in the curriculum provision.

Learner's diversity: Refers to variations of abilities and differences found among any group of learners in any given setting.

Living with disability:	Refers to the state of being physically challenged, mentally challenged, or having multiple challenges.
Opinion:	Refers to a particular view of observing concepts
Policies:	Systematic programs introduced to improve the quality of SNE across the country.
Quality Learning:	Refers to best outcomes of teaching/ learning activities in a specific course or program.
Regular Learners:	Refers to 'normal' pupils who learn in normal classrooms under teachers who have not trained to teach learners with special needs.
Regular school:	Refers to the mainstream school which follows the curriculum that is prepared for the average ability learner.
Resource room:	Refers to a room in a regular or special school which is mainly equipped for enriching learning for learners with special educational needs.
Ridiculed:	Refers to being looked down upon and described as having special needs.
School Physical Environment:	Refers to schools issues and characteristics such as location, building materials, size of classrooms, furniture, lighting, temperature, ventilation, noise level, sanitation and other auxiliary facilities

Self-sufficient:	Refers to ability of a person with special needs to acquire a job, work and earn a living.
Special needs:	Conditions or factors that hinder normal learning and development for individuals.
Special Education:	Refers to the type of education offered to learners with conditions that hinder normal learning and development for individuals.
Special needs unit:	Refers to a separate room or rooms in a regular or special school where learners with special needs learn separately from other learners .
Stakeholders:	Refers to key players and policy makers in the education system.
Stigma:	Refers to describing or considering someone with special needs as disgraceful and shameful.

ABSTRACT

This study was carried out in Special Needs Units (SNUs) affiliated to public primary schools in Kitui - West sub county, Kenya. The study sought to establish some school-based factors that could influence the implementation of Special Needs Education (SNE) curriculum in a bid to produce good outcomes and achievements for learners with special needs. In the study four factors that is; learning resources, the school physical environment, regular learners' opinions and professional training of the teachers of SNE were identified and used to form the four objectives of this study. The objectives included; to establish the influence of learning resources on the implementation of SNE curriculum, to examine the influence of school physical environment on the implementation of SNE curriculum, to find out the influence of regular learner opinions in learning together with learners with SNE on the implementation of SNE curriculum and to determine the influence of professional training of teachers of SNE. The study was done based on the Input- Output Process theory by (Mc Donwell & Oakes, 1987) and the descriptive exploratory research design method was used to establish the influence of the factors being studied on educational implementation. The census sampling method, a technique that surveys all members of the population was applied getting participants who provided information in respect to objectives in which case all the 30 special needs education teachers in the 12 (twelve) SNUs were targeted. Three sets of instruments namely; the interview guide, checklist and observation schedule were used to collect data that was analyzed using the Statistical Package for Social Sciences (SPSS) version 26. Descriptive statistics were used to analyze quantitative data through tables, pie charts and bar graphs while qualitative data was organized into themes and explanations based on the study objectives and presented in narrative forms. Findings from the study revealed that; most of the required learning resources pertaining to SNE were either unavailable, inadequate or scanty in most of the cases while others were found obsolete and insignificant to the requirements of the new curriculum, the Competency Based Curriculum (CBC) that came under use in 2017. Most of the schools' physical environments lacked structures necessary for supporting curriculum implementation in SNE, barely with very little or no modifications made to make them barrier free, conducive and learner friendly. Opinions from the regular learners about learners with SNE depicted scenarios of isolation, discrimination and negativity to inclusive learning practices which were detrimental to SNE curriculum implementation. There was a deficiency of professional skill training amongst tutors of special needs education that resulted to ineffective, poor curriculum implementation procedures and methodologies that were antagonistic to learners' academic achievements and outcomes. Among some of the recommendations and suggestions of the study were; that different stakeholders in education, people of good will and charitable organizations should support the sourcing and provision of learning materials in aid of SNE, that some of the Acts and provisions in Kenya regarding disability should be reviewed and enacted when planning learning environments and that the Ministry of Education should devise sensitization programs on inclusive practices to create disability awareness and accommodative practices among regular learners and the enhancement of teacher professional training in SNE considered.

CHAPTER ONE

1.0 INTRODUCTION

1.1Background to the study

Special Needs Education (SNE) according to Mutua and Sunal (2012), refers to the educational arrangements that are set in place to cater for children with disabilities. Lews and Norwich in 2005 described SNE as the kind of education offered to children who either have physical disabilities or learning difficulties that make it harder for them to learn than most children of the same age. (Ngugi ,2000) observed that special needs are either the temporal or life-long conditions that hinder normal learning and development for individuals citing some examples such as visual impairments (V.I), hearing impairments (H.I), physical challenges (P.H), mental handicaps (M.H), Slow learning, (S.L) the Gifted and Talented (G &T), communication disorders (CD), Specific Learning disabilities (SLDs), emotional and behavioral disorders (BD), learning disabilities (LDs), developmental disorders, social disorders, health and even political difficulties. The researcher notes that some of the disabilities seen in learners lives are either congenital, implying that a child developed the disabilities before birth and therefore was born with the disability or acquired meaning that, the disability developed during the child's period of growth after birth.

A global report that was released by World Health Organization (WHO) ((2018), on disability and SNE indicated that about 650 million children were estimated to be living with disability. The report asserted that 500 million children were identified to be living in low and middle- income countries something that the researcher is in agreement with and believes that there exists a strong link between poverty and disability and that the two operate in a cycle with each reinforcing the other. The researcher says that such countries, that is the low and middle income countries are usually stricken by conditions associated with poverty for example; lack of access to healthcare, inadequate water and sanitation, malnutrition and poor living conditions which act as fertile grounds in the facilitation and occurrence of disability.

Theunynck (2011), has said that the quest for SNE in the world has risen due to the United Nations (UN) declaration that every individual has a basic right to education whether disabled or not while Craig in 2011, gave reason why nations across the globe should strive to ensure that people with disability are not discriminated against by being denied the right to education. (Craig, 2011) also noted that, "Disability is one of the least visible but most potent factors in education marginalization", and therefore argued that schools should be accountable for the academic performance of all students whether they had disabilities or not.

In an endeavor to pursue and implement SNE in accordance to Education for All (EFA) (2000), goals, Britain, an island country found in the north- west of mainland Europe has come a long way ahead of most of the countries of the world. For example, after embracing the practice of special education a couple of years back, she has since developed advanced systems and trends pertaining to SNE implementation that can be used for benchmarking by other states that are still underway in the implementation process. Britain has increased opportunities for inclusive education for learners with disability for instance; the government has established a market like system known as the Local Management of Schools (LMS) (Patterson, 2000).

Under the LMS system, regular schools compete to attract learners with SNE to in order to be allocated more funding than ordinary schools. This kind of funding acts as an incentive that facilitates learning to categories of disabilities among learners for example, learners with sensory difficulties like the hearing impaired the visually impaired and the deaf blind, learners experiencing cognitive differences, those faced with developmental challenges, learners with specific learning disabilities, the gifted and talented and those affected by Communication disorders. The list also goes along to include learners with physical difficulties, muscular and nervous problems, multiple difficulties, learners with health problems, and those with emotional and behavioral problems.

The Encyclopedia of Special Education (ESE), (2007) expresses that learners living with special needs are unlikely to benefit in education if additional supports such as different

approaches to teaching, the use of technology, a specifically adapted teaching area are not provided. Regarding provision of specialized equipment to learners with special needs, the researcher makes an observation that that if learners with SNE are kept in the same schools, same classrooms and given the same type and level of attention by teachers using the same learning materials and tools and with reference to the same type of teaching and learning models, they are not likely to perform well. (Patterson, 2000) applauds the (Special Education Needs code of Practice [SENCP], 2001) of inclusive education in the British policy and legal framework for education that emphasizes that learners with SNE should learn in separate rooms but in same schools with regular learners. According to Patterson, the (SENCP, 2001) also stressed on the need for all children to have the right to learn and play together.

After analyzing on the sources of provisions of learning resources in Britain Lews &Norwich (2005), said that to ensure that learners received the educational provisions they needed, various bodies and registered charities in England have been obliged to aid, support and supplement what parents and caregivers of the learners with SNE are able to provide. Examples of bodies that make such provisions according to Lews & Norwich include; all Local Authorities, the Twinkl, the Seashell, Contact, Information, Advice and Support Services Network (IASSN), National Autistic Society, Mencap and Independent Provider of Special Education Advice (IPSEA). Lews & Norwich observed that learning resources were of paramount importance to the learning of learners with SNE that it could not be left to the government to provide sorely. The researcher's views on provision of learning resources for learners with Special Needs (SN) in this study concur with the educational practices in Britain that different stakeholders should be charged with the responsibility of provision of the resources rather than leaving the burden to pressurize the parents or care givers since by nature some of the SNE resources are costly and could be an overwhelming burden to the parents to bear if left unaided.

On school physical environments Hawthorne (2022), says that in Britain considerations concerning space, location and types of buildings are of prime considerations that are made prior to putting up any school structures. Hawthorne believes that the aspects combined

together with aesthetics and functionality influence learners feelings at school and have a significant impact on mental and physical health of learners. The researcher also observes that a building's locations could make the accessing community's space either easy or difficult, the easier the access the more likely learners are to find learning possible.

As far as a regular learner attitude towards their peers with SNE is concerned, learners without observable disabilities in Britain are found to be very positive about learning in inclusive classroom settings according to (Lehohla & Hlalele, 2014). Lehohla & Hlalele study observed that the academic achievement of learners without observable disabilities was not hampered by the presence of those who needed support because of the belief that the teachers worked hard to enforce interaction among all learners as well as helping them achieve academically.

Concerning teachers of SNE (Lews & Norwich 2005), said that Learners with special needs in Britain are taught by professional teachers. The teachers according to Lews & Norwich must be trained and specialized to provide specific individualized instructions known as Individualized Educational Programs (IEPs). The researcher emphasizes on the importance of IEPs and says that they are useful when it comes to analyzing and addressing each learner's diverse needs in the classroom as teaching is done considering each learner's individual abilities and disabilities, weaknesses and areas of strength.

On the subject on disability and SNE in Africa, Barton & Tomlinson (2012), cited some findings from their study that indicated that an estimated 13 million children were in need of special education due to some form of disability affecting them. Through the study, Barton & Tomlinson established that out of the 13 million, only a few, an estimated 10% were found attending school. The findings further indicated that out of the estimated 10%, prospects were that only about 5% were expected to complete schooling, the rest were dreaded as ending up being marginalized in life.

Through another study that was done by Beiter (2012), Africa was described as one of those continents of the world faced by SNE implementation challenges that saw it making

it up to only 5% of learners with disability attending school. Beiter, states that, 'It is a matter of great concern that children with disabilities on the African continent are faced by a myriad of barriers in the education system for a multitude of reasons". One of the reasons cited by (Beiter, 2012) were that education planners in most African countries left out SNE matters when formulating education policies. In one of the studies that were conducted by the (United Conventions on the Rights of Persons with Disabilities [UCRPD], 2016) it was approximated that the total number of children with disabilities who had not joined school was approximately 80 million.

The World Health Organization (WHO) (2015), said that in countries like Malawi and Tanzania for example, both found in Africa nearly 98% of children with disability do not attend school. World Health Organization has established that even to those who are said to join school, a majority of them never complete their education. According to a report by (Kisanji, 1993) failure to educate children with SNE in Africa generally has been due to the high cost of education, limited resources for financing education, low community participation, low achievement or attainment rates of the learners in education, negative attitudes of teachers, other learners and various stakeholders, discrimination towards children with disability, stereotype beliefs associated with disability and inaccessible school environments. In addition to those factors the researcher also observes that there is a common belief amongst the African communities that special needs children are a liability and that nothing good can be expected to come out of them.

Despite the educational challenges facing SNE in Africa, Uganda, a country in Eastern Africa has taken a forward positive initiative to disentangle her education system from stereotypic practices that discriminated, humiliated and even massacred individuals with disability through political will in the country and improve the perception of learners with disability. Through Uganda's history, People hid persons with disability for fear of stigmatization of the families they came from according to (KISE/UNISE, 2000) therefore people with disability could not join school. To date Uganda has taken a forward stride to implement and keep her educational standards at par with global trends according to (Mbugua, 2014).

Uganda has changed her indecent and inhuman trends and has set up policies to guide her education system to embrace inclusive education practices according to KISE/UNISE (2000). Uganda's SNE policy is embedded in documents like the constitution of the (Republic of Uganda, 1995), the (White Paper on Education, 1992), and the (Universal Primary Education policy [UPE], 1997). The educational policies, according to (Ngugi, 2000) for example (UPE, 1997) provides that; the government should provide tuition fees for four children per family, children with any disability are given the first priority as part of the four children, followed by the girl child in the priority and all orphaned children are entitled to free tuition fees. Through UPE, inclusive education has resulted in increase and equity in educational opportunities for children with SNE.

Despite all the efforts to raise SNE standards in Uganda, according to a report that was released by the World Bank (2020), challenges still exist in all levels of learning. The report said that learning resources including special equipment and materials for supporting prevocational and vocational trainings were inadequate. In this study, the researcher believes that such a situation could only lead to lack of acquisition of appropriate skills for self-sustainability after schooling in the world of work.

As pertains school physical environments, the World Bank (2020), report has said that lack of physical capacity and infrastructure in most of the schools negatively affected access, retention and quality of education. The report highlighted on regular learners negative attitudes and stigma meted on learners with SNE in the inclusive school settings, something that caused the learners with SNE and their parents to feel disinterested in the children's schooling. There was an inadequacy of human resource including teacher aides, physiotherapists, speech therapists, doctors and the like in the department of SNE programs including trained teachers. The report claimed that most of the human resources were not employed on permanent and pensionable terms for example, some teachers of technical subjects like sign language interpreters and braille transcribers. This wanting scenario of demotivated teachers according to the researcher demoralized the teachers to an extend of making them refrain from pursuing teacher capacity building programs that can enhance their professional practices.

A study that was conducted in Kenya by Mutua & Sunal (2012), revealed the development of SNE practices in the country. Through the study it was established that SNE has been evolving over the years through different provisions. The oldest formal educational provision was known as segregated education. Learners in segregated provision were placed in special schools in which they learnt together with others who had similar difficulties away from those with no disabilities. Under the provision according to (Beck, 2000) there was segregation.

The second form of provision that, learners was provided by parents. The parents hired persons to provide private education to their children in their homes. As (Theunynck, 2009) explains, learners were still neglected in this provision. Theunynck also states that since the Philosophers at the time believed that children could still learn, education for the disabled learners was left to parents to address the learning needs of their children.

The integrated or mainstream form of educational provision was the third form of educational provision. Under this educational provision, learners with SNE were put in the regular education system. Focus was still on disability therefore the learners with SNE learning alongside those without were viewed as a problem with all kinds of needs which were deemed difficult to meet, (Dyson, 2005). Inclusive education is the fourth educational provision in Kenya's educational systems of educational history.

Inclusive education is the most current provision of education to learners with SNE in the country, according to Ngugi (2000). The educational system considers the fact that learners have varying abilities that need to be addressed within the regular school using all available resources to create opportunities for them to learn together with others in preparing them for life (Lelan, 2013). Lelan notes that in inclusive education, education for children with special needs may be provided in main schools, in mainstream classes, in special needs Units (SNUs), or in special schools.

Kenya has adopted a system of inclusive education in which learners with mild to moderate SNE learn in special needs units. A Special Needs Unit (SNU) is also known as a separate

room and it is a room or rooms dedicated solely to the education of learners with special needs within the larger school that also provides general education, according to (Lews & Norwich, 2005). A special needs unit is specifically staffed by specialized, trained teachers who provide specific individualized instruction to individuals and small groups of learners with special needs.

A survey that was carried out by the National Needs Education Survey (NNES) (2014), in Kenya had findings that, one out of 10 Kenyans below the age of 21 is disabled. Overall higher rates of disabilities were found among children in rural areas at 60% as compared to 40% in urban areas. According to (NNES, 2014) an estimation of 1.3 to 1.8 million Kenyan children are disabled, but only 35% of them have been enrolled in special schools, integrated programs and units, and a majority of them are not able to access educational services.

Mutua & Sunal (2012), made an observation that although SNE in Kenya started taking root after independence in 1963, educational opportunities for the learners are posing a major challenge to the educational sector. Some of the challenges in Kenya that inhibit the SNE curriculum implementation process as cited by the (United Nations Educational, Scientific and Cultural Organization [UNESCO], 1997) include; lack of clear guidelines on SNE implementation, inadequate training offered to teachers of SNE, society's negative attitudes towards persons with disability, rigid curriculum approaches, and assessment procedures that do not consider learners with SNE.

In mitigation, the researcher in this study observes that the Kenya government has been establishing Education Commissions to look into the sustainability of the educational provision for all children including learners with SNE. Examples of some of the education commissions and their recommendations on SNE as shown by the researcher included; the first and foremost, Care and Rehabilitation of the Disabled also known as the (Ngala Mwendwa Report,1964) which resulted in the formulation of sessional paper No. 5 of 1968 on SNE. The Kenya Education Commission also called the (Ominde Report, 1964) that recommended all children with mild handicaps to be integrated to learn in regular schools.

The National Education Commission, by another name the (Gachathi Report, 1976) recommended the coordination of early intervention and assessment of children with SNE. There was also (The Education Act- cap 211, 1980) that opposed the refusal to admit learners or exclude them from school on any grounds of sex, race, and color or on any other than reasonable grounds.

Recommendations by Kochung (2003), report included training and in- servicing training for teachers of SNE, strengthening educational assessment procedures and resource centers through increased budgetary allocation and equipping. Kochung also recommended making all schools barrier free to enhance access and the carrying out national surveys to establish the population of SNE children in and out of school. All these policies, reports and guidelines in essence affirmed the principle of inclusive education in Kenyan learning institutions.

The current Government policies on SNE in Kenya under the new curriculum known as the (Competency Based Curriculum [CBC] 2017), also recognizes SNE. The CBC education system is based on some of the earlier guidelines as it embarks to formulate new ones. A good example is the (National Special Needs Education Policy Framework [NSNEPF], 2009) that provides guidelines that aim at ensuring that learners with SNE fully participate in all school learning activities and are treated equally by all ministry of education staff and other stakeholders in learning activities at all levels. (Dembo, 1994) affirms that to meet the recommendations of education commissions, the Government should initiate increased funding to support SNE in primary schools, teacher training colleges and universities in the country.

The Kenya government and other bodies such as non-governmental organizations, private companies and individuals provide educational resources to special needs education. According to (Wanjohi, 2010) provision of learning resources, and other equipment is not sufficient in SNUs in both urban and rural schools. The researcher in the current study opines that the government should reconsider increasing budgetary allocations to SNE to help mitigate the challenges of insufficient supplies of learning resources.

Through a research that was conducted by Kiru & Kamau (2022), on institutional physical environments it was discovered that the (Special Needs Education Policy Framework [SNEPF], 2009) the (Constitution of Kenya, 2010) and the (Sector Policy for Learners and Trainers with Disabilities [SPLTD], 2018) articulated a vision for learners with SN that aspired to provide all students with access to rich educational curricula that would develop their potentials and participation in the society however elusive in inclusive environments. The study also established that most of the learning institutions in Kenya including both primary and secondary schools were not designed to provide learners with opportunities to learn in a variety of ways because they were not safe, engaging and conductive enough. The current researcher thus observes that learning environments for learners with SNE should be modified to provide greater room for creativity and a sense of accomplishment.

In study by Wanjohi (2010), that was done on regular learner opinions towards the inclusion of learners with disabilities in the regular schools it was revealed that there were various challenges emanating from differences between the two categories of learners. (Wanjohi, 2010) said that regular learners and learners with SNE had different modes of understanding that sets ones ahead of the other. Learners with disability challenges were not as fast as the regular ones in grasping contend during learning and therefore needed more attention when being handled in class. As a result of that discrepancy, Wanjohi disclosed that regular learners looked down upon learners with SNE, did not support them as peer buddies, labelled them using derogatory terms and also discriminated against them when performing school activities together. The researcher in the current study believes that sensitization programs on inclusive education should be availed in schools with the aim of changing the negative perceptions on disability which should start from the basis that the right to education is a basic human need just like food, shelter and clothing in order to build a foundation of a more just society.

Teacher training and professionalism in SNE in Kenya according to Otieno, Bunyasi and Kang'ethe (2023), has no significant association with the level of implementation of Competency Based Curriculum for learners with disabilities in regular schools. This is the case in spite of whether the teachers have either high or low levels of training in SNE.

According to the findings of (Otieno et al., 2023) although most of the teachers in primary schools got their training courses from teacher training colleges, they lacked expertise to work with learners with special needs. The researcher conducting this study suggests that, in order to instill worthwhile knowledge, skills and the right attitudes towards SNE curriculum implementation, the government should mainstream inclusive education as a core subject in the curriculum taught in all levels of teacher training and progression courses to enhance qualified skills amongst the educators and teacher aides of SNE.

After various investigations the researcher has found out that, in spite of the government's efforts, SNE curriculum implementation in most parts of Kenya experiences challenges and has not picked up well, for example in Kitui- West Sub County, where the researcher has focused investigations of this study. Data studied from records of the (Quality Assurance and Standards Officer [QASO], 2020) depicted a wanting SNE scenario. It recorded that 340 children with special needs were assessed and referred to schools but only a few, 98 of them turned up for schooling after referrals at the beginning of 2021. The total number of schooling learners with SNE in various SNUs in the sub county by then was three hundred and eighty six (386).

According to the records the learners also were not been recording remarkable retention rates in the schools. For instance, by the beginning of the year 2019, there were twelve (12) SNUs in the sub county. All the SNUs had a total of 500 learners in the entire population of the seventy eight schools according to learner enrolment and teacher establishment QASO (2019). At the closure of the same year, the 12 SNUs recorded 435 learners. Enrolment recorded in 2018 was 528 in the 12 SNUs and in 2017, enrolment indicated 680 learners. In 2016, there were 720 SNE learners in the sub county. The records portrayed a decline in the number of learners with SNE progressively in the five successive years. According to the researcher, this decline was a clear indication that there was an imminent educational drawback that needed investigation to establish its cause.

Earlier studies done by various researchers for example, a study carried out by Ndethya (2018), on "factors causing disability amongst Children with SNE" came up with

recommendations for mitigation to help minimize the occurrence of children acquiring disability. Other proponents had made studies on placement of learners with SNE, and integrated programs and so the current study was designed to take a different approach, one that would address factors in the school that could influence the SNE curriculum implementation process and help mitigate and close the educational gaps on learner achievements and outcomes, those that the earlier studies have not been able to address.

The current researcher therefore came up with a study on "school based factors influencing curriculum implementation in SNE in public primary schools, Kitui West sub county, Kenya." This study was purposed to help improve SNE curriculum implementation in the SNUs and consequentially the learning outcomes and achievements of the learners with SNE. The school based factors investigated learning resources, the school physical environment, regular learners' opinions in schooling together with disabled children, and the effect of professional training of teachers of SNE. The study was believed would help to establish the contribution of the enlisted factors towards SNE curriculum implementation. It is presumed that it would come up with recommendations that could help alleviate the inconsistencies in educational programs through a workable curriculum implementation process.

An analysis of the four school based factors that were investigated in this study by earlier schools of thought has shed some lime light that guided the researcher in carrying out investigations for the study. For example, a study on learning resources that was done by **(**Beck., Frit., Keller., & Dennis, 2000) that said that resources including texts, videos, software and other materials that teachers use assist students to meet the expectations for learning as defined by the local curricula. Hart in 1997 said that learning resources could significantly increase learner achievement since they function to allow learners explore knowledge independently as well as providing repetition. The researcher believed that to contradict hart's findings, through learning in the absence of learning resources caused lack of internal motivation and sustainability which subsequently suppressed learning from different angles.

The second factor in the researcher's list of factors was the school physical environment that as defined by (Ngugi, 2000) means the total life space which may affect the behavior and performance of a learner in school. According to Ngugi, a school's physical environment needed to be modified for the safety of learners with SNE in order to facilitate easy functioning and manipulation of the learning environment and equipment. The researcher argued that school planners should be sensitized to prioritize physical infrastructure ahead of pedagogical environments since both environments needed to be managed to make them contribute productively to the learning and success of learners. The researcher further said that learners learn better when the school is accessible, hygienic, safe, and stimulating.

According to this study, regular learner opinions in having peers with disabilities in their schools and classrooms, learning and performing other school tasks together were also considered as a critical educational factor that influenced curriculum implementation. An opinion is a settled way of viewing or observing things according to (Neilson & Zimmerman, 2014). The researcher added that opinions could either be positive or negative and that both cases could either objectively or adversely affect the learning of disabled learners. The researcher also observed that learners with SNE may at times be excluded from learning when schools failed to effectively implement policies and programs that offered support and guided their inclusion in the regular school due to negative perceptions from peers.

The last but nonetheless not the least educational factor in the study was that one of professional teacher training. The terms professional development according to (Kisanji, 1993) could be used in reference to a wide variety of specialized training, formal education or advanced professional learning intended to help administrators, teachers and other educators improve their professional knowledge, competencies, skills and effectiveness. At all planned stages of formal education, teachers are considered quite instrumental in content delivery and transmission according to the researcher because they pass worthwhile knowledge, skills and attitudes to their learners. It therefore necessitates them to train in their work in order to make them bring out the best of a teacher's quality professionally. In

this study The researcher has argued that the inability of teachers to handle learners with SNE due to lack of professional knowledge could be a major contribution to poor curriculum implementation that could result in the exclusion of learners and subsequent poor performance that posts negative learning outcomes through the education system.

1.2 Statement of the Problem

Learners with SNE in special needs units in Kitui- West Sub County have not been realizing substantial SNE learning outcomes and achievements as expected and also as have been revealed through QASO reports in 2020. This fact has been evidenced by scenarios of decline in learner enrolment, low learner retention rates, high school dropout rates, poor educational performance and generally low educational standards even though the sub-county is privileged to have the highest number of SNUs in the county, twelve (12) in number when compared to the 40 SNUs spread over the eighteen sub counties.

The Kenya government has also been trying to raise SNE standards over the years since independence with the aim of bringing them at par with global trends through the Ministry of Education, Science and Technology (MOE). These government efforts are evidenced through various endeavors such as through registration and opening of more SNUs, training SNE teachers, and employing teachers through the Teachers Service Commission (TSC), granting Free Primary Education (FPE) funds to address issues of school levies and through the involvement of some Community Based Organization (CBOs) programs that have been brought aboard to assist children living with disabilities (CWDs) through various projects in relation to (Education for All, 2015) goals. Albeit all these efforts, not much improvement has been realized hence, reason for the study to investigate and address the school based factors that could help influence curriculum implementation for better educational outcomes and achievements amongst the learners.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate school based factors influencing the implementation of education curriculum in special needs units in public primary schools in Kitui West Sub-County, Kenya.

1.3.2 Specific Objectives

This research study aimed to address the following research objectives:

i. To establish the influence of availability of learning resources on the implementation of special needs education curriculum in special needs units in Kitui-West Sub- County, Kenya.
ii. To examine the influence of school physical environment on the implementation of special needs education curriculum in special needs units in Kitui West Sub-County, Kenya.
iii. To assess the influence of regular learner opinions on the implementation of special needs education curriculum in special needs units in Kitui- west sub-county, Kenya.
iv. To evaluate the influence of professional teacher training on the implementation of special needs education curriculum in special needs units in Kitui West Sub-County, Kenya.

1.4 Research Questions

The study was purposed to answer the following research questions:

i. To what extent does the availability of learning resources influence the implementation of special needs education curriculum in special needs units in Kitui West Sub- County, Kenya?
ii. In what aspects does the school physical environment influence the implementation of special needs education curriculum in special needs units in Kitui West Sub-County, Kenya?
iii. In what ways do the opinions of regular learners influence the implementation of special needs education curriculum in special needs units in Kitui West Sub-County, Kenya?

iv. How does the professional training of special needs education teachers influence the implementation of special needs education curriculum in special needs units in Kitui-West sub-county, Kenya?

1.5 Significance of the Study

Findings generated from this study are believed to be of prime importance if they could be enacted and adopted for use by the different stakeholders in the education sector in Kenya as far as it pertains special needs education. For example;

It is hoped that the government of Kenya, through the Ministry of Education Science and Technology may enhance legal instruments, financial instruments and planning on SNE. The findings may also assist in formulating information guidelines essential in making educational reforms in the country.

The Teachers' Service Commission which is entitled with the registration and employment of teachers in Kenya could factor in the findings when strategizing procedures of employing and posting professional teachers of special needs education to deserving schools and SNUs all over the country. Considering the risky nature of SNE duties, the TSC could also restructure its remuneration packages as a way of offering lucrative incentives to motivate teachers handling special needs education learners. The results could also guide the TSC when it comes to staffing and posting matters of teachers which should be done according to need and relevancy to various SNE institutions.

The Kenya Institute of Curriculum Development (KICD) could use the research findings to draw up delivery programs for SNE in the country. Curriculum developers could use the findings to design differentiated curricula that would focus and cater for the diverse learning needs of learners at all formal stages of learning and development. They could also consider using the findings when designing teaching, reading and writing, materials on SNE.

The study results could be utilized by the Kenya National Examinations Council (KNEC) as a guide when devising kinds of examination items and content for categories of SNE learners at various levels. The KNEC could get insights on issues of planning appropriate and proper timing for exams for the different disability groups. The findings could also be used to assist and give insight to the examining body, KNEC in the formulation, application and regulation of various kinds of print materials, texts, sizes, colors, content and types of examinations offered to learners with special needs.

The study findings could be considered for use by the Kenya Institute of Special Education (KISE) when advising the government on modalities, trends, and matters affecting SNE in the nation. They can as well assist during planning and enhancing trainings and refresher courses for people working with persons with disability, special needs teachers and teacher aides. The results could also be used as inputs to enrich and broaden views on researches carried out by KISE on devising and reviewing of learning materials and resources for SNE learners.

The research results could be utilized by Educational Assessment and Resource Centre (EARCs) officials when assessing and analyzing children for proper identification of difficulties affecting them. The work of the EARCs in describing appropriate placement for the learners according to the type and severity of the disability are believed would be simplified by studying the findings. It is hoped that the results this study shall also assist the EARCs when making decisions on referrals of the learners with disability for medical examination and intervention.

The researcher also believes that the results of the study may give head teachers insight that will guide them create conducive environments in schools, SNUs and sensitize communities on the need to educate children with SNE. Teachers of special needs could benefit from this research by learning to take initiatives and improve on planning procedures of educational activities for learners with SNE. The study results may also sharpen and upgrade teachers' skills on setting classroom adaptations that are essential in the teaching and learning of SNE learners. It may as well throw a glimpse of light to

teachers' knowledge on the need to and processes of sourcing for teaching and learning resources and materials.

Parents of children with disability may be guided to identify and enhance support towards projects and programs meant to enhance special needs education and learners with SN. They may be enabled to learn to be responsible and engage in activities aimed at providing safety to the learners when they are at home and in communal engagements after school. The study results could lead the parents to understand government policies on SNE and the implication of cost sharing responsibilities and learning activities in schools.

Other researchers may also benefit from the study findings which could form a bases on which future research may be done on special needs education.

1.6 Limitations of the Study

Kothari (2008), says that limitations are the conditions that place restrictions on methodology and conclusions in a particular study and which the researcher has no control over. Due to the fact that teachers are usually overwhelmed by their job workload, it was not easy for the respondents to get the time to instantly fill in the checklists in a single day. The researcher therefore opted to just drop the checklists for them and then pick them up at a later date in order to allow them get ample time to give their feedback. This lengthened the study period but the researcher encouraged them to take the least possible time and also allowed them reasonable timelines. Since little has been published on school based factors influencing the implementation of special needs education curriculum in special needs units, putting up the literature review was feared to be quite time consuming and tedious. The researcher had to depend so much on information gathered on the ground practically from teachers of SNE. Another limitation dreaded was participants' negative attitudes towards the researcher and thus reluctance to give the required information. The researcher encouraged them by informing them on the importance of the study results to the SNUs and its benefits to the teachers, community and different educational stakeholders. Fear of victimization on the respondents by school authorities if they exposed sensitive, negative information pertaining their schools was also dreaded. To combat this inconsistency, the

participants were assured of anonymity, privacy and confidentiality of the reports they were going to provide. Research ethics were to be highly observed.

1.7 Delimitations of the Study

Delimitations according to Mugenda & Mugenda (2019), are the boundaries and limitations that the researcher sets in a research study, deciding what to include and what to exclude yet maintaining objectivity in the study. Mugenda & Mugenda explains that delimitations specify boundaries that only target the inclusion and exclusion criteria in data collection and are set so that the goals do not become impossibly large to complete. The following therefore included the considerations that the researcher made as the delimitations of this study; due to the limited overwhelmed time factor for carrying out the research, the study was specifically based on SNU classes and not the all the classes in the inclusive school which had integrated SNE learners. The study focused only on the thirty (30) practicing teachers of SNE who were by then deployed in the SNUs but not all teachers of SNE in the sub county or in the particular schools. This study based findings only in the 12 (twelve) schools with SNUs, but not all the seventy eight (78) public primary schools in the sub county, this did not only help to cut down on budgetary costs of collecting data in the vast area covered by all the primary schools in the sub county but also it provided ample time for data collection and analysis. This study was delimited also to focus only on certain factors influencing curriculum implementation that is; learning resources, school physical environment, regular learners' opinions towards learning together with learners with SNE and teacher professional training in SNE. There were so many other factors that were not addressed in the study.

1.8 Assumptions of the Study

The researcher had presumptions that; school managers would cooperate and allow the researcher to conduct the study in their schools, teachers of SNE would be willing to take their time to participate in the research and give accurate, unbiased information regarding their perceptions on the school based factors influencing SNE curriculum implementation in their schools, regular learners would be available and responsive to their teachers on their opinions regarding carrying out school activities and learning together with learners

with SNE, and that weather conditions would be conducive to allow for all the study activities to be carried out within the time frame.

1.9 Organization of the Study

This study was organized into six chapters. Chapter one consists of background to the study, statement of the problem, general objective of the study, specific objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two entailed literature review, summary of literature review, theoretical framework and conceptual framework. Chapter three which is research methodology comprised of research design, target population, sampling techniques and sample size, research instruments, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four focused on data analysis and presentation of research findings. Chapter five was composed of discussions and interpretation of research findings while chapter six, the last chapter focused on conclusions based on the research findings, recommendations and suggestions for further research.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter consists of literature review based on sub themes that have been derived from the study objectives, summary of literature review, theoretical framework and conceptual framework.

2.2 Learning Resources and Special Needs Education Curriculum

According to Farrant (1997), learning resources are the equipment and materials that teachers use to help leaners to meet the expectations of learning. (Moodley, 2002) suggested that resources for learners with SNE should be appropriate for the specific need for example; special rulers, braille machines, talking balls and tactile diagrams are meant for blind learners while magnifying glasses and large print materials should be for those who exhibit characteristics of low vision. Moodley also observed that there should be special instruments and learning aids for specific subjects in SNE. The researcher in this study opines that it is prudent for teachers to use learning resources to help learners meet the expectations of learning as defined by the curriculum. The researcher also says that once the learning resources are used correctly they motivate learners with SNE to learn with greater enthusiasm since they arouse and maintain attention.

In Ireland, a teacher of special needs education by the name Teresa (2013), carried out a research to find out how the government supported the education of learners with special needs in terms of learning resources. In the study Teresa involved 28 participants who were parents of children with disabilities. The participants were purposively selected and the study was guided by the social cultural theory. The research employed qualitative research approach with some elements of quantitative research. Data were collected through interviews and documentary reviews. The study findings indicated that learners with special needs expressed high satisfaction with school provision of resources that aided their learning but expressed less satisfaction with the length of time it took in the process of applying and receiving the supports and resources. Teresa therefore recommended that

governments should provide learning resources in consideration to relevancy, adequacy and also avail them at the proper time as required by the particular curriculum. The difference between Teresa's study and the current research is that, while the former targeted parents of children with disabilities, the later targets teachers of learners with disability.

In Accra, Ghana another study on learning resources was conducted by Okyefero, Fiaveh & Perry in 2011 on the factors prompting pupils' academic performance in privately owned junior high schools. In the study, (Okyefero et al., 2011) sought to establish the rationale behind the significant difference in performance between private and government sponsored schools (public schools) in which case private schools were evidenced posting better results than the public ones. The targeted population for the study were pupils, teachers and school heads from three selected privately owned schools. A total of 121 respondents were selected using purposive and simple random techniques. Tools used in the study were interview guides.

Findings from the study indicated that among other important variables, the access by teachers and pupils to learning resources was a very crucial factor in the enhancement of pupils' academic performance. The study too discovered that apart from providing the relevant books, the school environment was able to nurture unseen potentialities in children that led to excellence in different walks of life. It was as well established that parental and role modeling encouragement enhanced pupils' academic performance.

Among the recommendations made by Okyefero et al. study was that one of arousing a teacher's readiness to support the social and academic outcomes of learners through availing a range of learning resources. One of the differences between the Ghanaian study and the current research was the social economic background of the learners taking into account that Okyefero et al. studied performance of learners from economically stable parents who could afford to educate their children in private schools and also able parents who could afford to make whatever provisions for school learning were required with ease.

Okyefero et al. study contrasted so much in its findings from the current study that was based on public schools in a rural setting in Kitui West sub county, Kenya with notable examples like; most public schools depend so much on government support by which a range of learning resources are hardly available or even adequate. Most parents in rural areas hail from low social economic backgrounds, a factor that inhibits their power to avail required resources to their learners in school. Accra, Ghana where the Okyefero et al. study was done was an urban center which in itself gave an added advantage of pupils being exposed to a variety of learning environments more than the current study that took place within a remote rural setting with scanty, formal and informal resources in the immediate environment. Lastly, the Kitui West sub county based study investigations were carried out among learners who were less privileged, learners with disabilities and placed in special needs units as opposed to the Ghana study which looked at regular learners in regular schools and regular classrooms without much need for Individualized Educational Programs (IEPs).

Orodho (2014), a Kenyan scholar embarked on a study that investigated on the effects of availability of learning resources on effective learning of a then, newly introduced subject, Life Skills Education (LSE) in secondary schools in Trans-Nzoia West District. The (Orodho, 2014) study used the (Social Learning Theory by Bandura, 1986) and the survey research design was adopted for the study.

The target population was 180 students, 8 teachers and 37 principals, yielding to 225 subjects. Questionnaires were used to collect data from teachers and students while interview schedules were used to collect data from principals. Quantitative data from questionnaires were analyzed using Statistical Package for Social Sciences (SPSS), while qualitative data from interviews were analyzed thematically.

Findings from Orodho study indicated that teachers and school managers were not well prepared to implement Life Skills Education by the fact that, not only were the teachers not specifically trained to handle materials meant for LSE but it was also discovered that the instructional resources were not fairly distributed in schools and those available were

grossly inadequate. Orodho therefore recommended that relevant government ministries and Semi-Autonomous Agencies (SAGAS) should fast track staff development initiatives through in- service training of teachers and school managers to equip them with knowledge that could help them in the sourcing and handling of relevant materials and resources that provided students with relevant knowledge, skills and attitudes necessary for the implementation of LSE curriculum.

There were similarities between Orodho study and the study under investigation in that there is a subject that teaches similar skills to LSE in the curriculum for learners with SNE known as Activities of Daily Living Skills (ADL). In the two studies, Orodho's and the current research both targeted to study effects of resources in curriculum implementation. Some differences between Orodho's study and the Kitui- West Sub County one were that as (Orodho, 2014) study was conducted in secondary schools this current study is based in SNUs that are attached to primary schools and settings of the two environments may differ much. Orodho study targeted older learners while the current study targeted younger learners in primary level. Orodho also targeted "normal" learners while this study is based on learners with special needs.

2.3 School Physical Environment and Special Needs Education Curriculum

The school physical environment is one of the most important components of the whole school, according to UNICEF (2009). The school physical environment refers to school conditions such as location, building materials, size of classrooms, furniture, lighting, temperature, ventilation, noise level, sanitation and the inclusion of auxiliary facilities. (Pamela, 2014) shows that the facilities of the school physical environment must be safe, clean and conducive to the health and wellbeing of all learners and staff. The researcher suggests for school environments to be able to fosters positive attitudes, motivations related to students' ability to learn, academic achievement, and prosocial behavior, efforts should be made to nurture quality in them.

In Israel, a researcher known as Abu (2020), conducted a study that aimed at investigating on the school physical environment and learner functioning among students. Abu was

interested in collecting teachers' points of view on the said topic in the Arab system of education, a system that was functioning within the reality of exclusion and discrimination. The rationale of the study was to come up with modalities of changing the human society especially among the national ethnic minorities for example, the Arab- Palestinian minority groups in order to improve the human capital by making it realize its potential. Abu's population for the study targeted 200 teachers who were selected from elementary schools using the random sampling technique. Tools used in the study were questionnaires. To test the hypotheses of the study, the Statistical Package for Social Sciences (SPSS) program was used. The Independent variable for the study was the school physical learning environment while the dependent variable was the functioning of the learner.

Findings from Abu's study indicated that the school physical environment influenced a student's functioning in several areas; emotionally, cognitively, socially and aesthetically. It was also established that stimulating environments created significant influence on the feelings of both students and teachers. The conducive environments according to Abu influenced and empowered the teachers' independent thinking, creativity, self-learning and encouraged growth and social involvement.

The study recommended that teachers should be advised to devote their thoughts, efforts and resources to design rich physical learning environments appropriate for the students in view of the challenges faced by schools. Abu advised education institutions to take into account the relationship between the physical learning environments and the functioning of learning environments in schools and classrooms. Decision makers in the ministry of education and local authorities were also sensitized on making prior plans with considerations on the functioning of learners when deciding on renovations or when building new schools.

A similarity that was noted between Abu's and the Kitui West Sub County based study, Kenya was that both of the studies targeted teachers and focused on marginalized learners, those in Kitui West marginalized on the basis of disabilities while those in Israel were marginalized on ethnicity based discrimination. A notable difference between the two

studies was that the Kitui based study focused solely on factors of curriculum implementation in SNUs while Abu's study focused on normal learners.

A study in South Africa was done by Duran (2008), on elements of catchment and retention of learners with SNE versus school environments. This study sought to investigate strategies that could guide to develop full service schools out of ordinary schools (mainstream) in view of making them inclusive. The study targeted a population of 84 young disabled people who were out of school and 84 other students in school but not learning, making a total of 168 participants. It was a mixed methods study that incorporated elements of both descriptive and quasi- experimental designs. Instruments used included questionnaires and observation schedules. Data were analyzed by use of descriptive statistics and Pearson Chi Square.

Findings from Duran revealed that learners with SNE were being denied access to schools by poorly managed school physical environments and lack of necessary adaptations. Duran also discovered that the quality of environment broadly correlated with learner outcomes such as attendance, behavior and achievement as opposed to poor environments having negative effects in traditional classrooms and other school facilities which tended to be teacher centered. Duran (2008), recommended taking modifications of the school ground as integral parts of educational innovations for inclusion that enhances reduction of segregation towards learners with disability. The Duran study also said that the adaptations to suit learners with special needs should be prioritized as part of educational innovations and should be taken as educational practices in order to help in learner retention and facilitate completion of schooling.

A difference between Duran (2008), and the current research was that South Africa was far much more advanced in embracing matters relating to SNE, while Kitui West Sub County in Kenya the current researcher's area of study was still underway in the implementation process of most of EFA goals in special needs education.

A scholar by the name Aloyo (2015), studied the relationship between the physical environment and academic achievements in public secondary schools in Nairobi city, Kenya. The research targeted mixed secondary schools, girl schools and boy schools. Thirty schools were used as the target population and a sample size of 200 respondents was used. The study used descriptive statistics in its methodology used.

The findings of Aloyo's research were that schools with newer buildings aged less than 19 years compared to schools with old buildings of over 40 years performed better in national exams and students from schools which had large compounds were found to perform better than those in schools which had land constraints. The study's recommendations therefore were that; schools needed to implement the constitution of Kenya, (Republic of Kenya, 2010) on equitable distribution of resources. The government was required to design policies for funding secondary schools with specific reference to schools in poor regions in a bid to upgrade school facilities and to base school allocation of funds on need, the greater the need for school infrastructure development, the more the resources to be assigned for the school.

Differences between these two researches that is, the Kitui West based study and Aloyo's were that Aloyo used a larger target population of 200 participants than the Kitui West sub-county study which used a small population of participants, 30 only. Aloyo focused his study area in the urban area, Kenya's capital city which has lots of developed physical structures when compared to Kitui West, a remote underdeveloped rural area. Aloyo also studied public secondary schools which means, in essence there were a variety of physical structures while this study focuses on public primary schools with a lesser number of the structures put in place.

2.4 Regular Learners Opinions and Special Needs Education Curriculum

An opinion as defined by www.dictionary.com is a view or judgment formed about something, not necessarily based on facts or knowledge. According to the dictionary, an opinion may be positive or negative. Negative opinions in SNE usually emanate from ignorance and fear of the unknown according to (UNESCO, 2001). As explained by

(Aluede et. al., 2008) some learners who do not have special needs may oppose having those with SNE near them for stereotypic beliefs and the fear that disability could be contagious.

Learner opinions and perceptions towards disability may negatively impact on curriculum implementation in special needs units, according to the researcher while Dyson (2005), says that some of the derogative and negative opinions may emanate from the society. According to Dyson, if the society perceives Children with Disabilities (CWDs) negatively, then the learners themselves will learn the same and subsequently transfer the same to schools. Eagly & Chaiken (1993), also made an observation and said that if some learners in schools hold negative views towards others,' then successful curriculum implementation procedures may be inhibited and may thus lead to the generation of poor educational outcomes for the affected learners.

In the United States of America (USA), a study was carried out by Afroditi, Peter, Alan & Ian (2007) that aimed at finding out student opinions in elementary and secondary schools towards peers with disabilities in inclusive and SNE schools. Reference of the study was based on friendship, abusive behavior, advocacy and acceptance of special education or inclusion as supportive of education of students with disabilities. Respondents in the study were 31 students from special schools and 21 students from inclusive schools. Qualitative investigation of interview data was preferred for the study's methodology.

The findings from Afroditi et al. (2007), study indicated that development of friendships and lower degrees of abusive behavior existed in inclusive schools. It was also established that adverse effects were meted on regular pupils, including pupils with special needs in mainstream schools where disability awareness programs were non- existed. One recommendation of the study was that schools should set up structural aspects according to the social learning and social referencing theories to enhance inclusive education.

The differences between the two studies that is, the USA study and the Kitui – West based one were that; Afroditi et al. studied SNE structures in USA which were more advanced

than those that were studied in Kitui West, Kenya. Afroditi et al., studied learners in both elementary and secondary schools (meaning both older and younger learners were involved) while this study concentrated findings basically in SNUs affiliated to primary schools only, implying that only younger learners were studied. The reference for Afroditi et al. dwelled its findings on friendship, abusive behavior, advocacy and acceptance of inclusion of learners with SNE as supportive of education of students with disabilities while this study focuses attention on SNE curriculum implementation.

There was a comparative case study that related regular learner views in learning with learners with SNE that was done in Dakar, Senegal by Drame & Kamphoff (2014). The study investigated on difficulties and barriers in the education of deaf and hard of hearing individuals. This Senegalise study was necessitated by the usual mental health stigma that exists all over the world with Senegal therefore, being no exception. Senegal, according to Dramme & Camphoff is a country hypothesized by culturally bound norms of using disability as a source of generating family income and for that matter most of the Senegalese people use disabled children to beg in the streets for their families' upkeep.

The study used a total of 30 individuals, 12 males and 18 females. Those included as participants were 5 pre-school teachers, 7 teachers from housing students with significant intellectual disabilities, 10 Centre directors and 8 parents of children with autism. Interviews were used as data collection procedures and data were analyzed using the deductive and inducing coding process. Validity of the study was established through the triangulation of multiple data sources. Results of the study showed that 50% of the children identified with disability were not attending school by reason of; schools' refusal to enroll the children, lack of regular student readiness to accept peers with disability and stigmatization practices in schools and classrooms.

Drame & Kamphoff therefore made recommendations that; programs of induction were necessary for regular learners. The programs were said to be designed with a focus on acceptance and richer friendships between non- disabled students and children with disabilities. Emphasis on student centered instruction that possessed inclusive models of

education and creation of heterogeneous classrooms was also recommended, where differentiated instruction was said to form the core of classroom experiences for students in a democracy that worked.

Drame & Kamphoff study had some similarities with the current research for example, both studies were concerned with the plight of education for learners with special needs. They emphasized on making all schools inclusive and accommodative to disabled learners. Some of the differences between the two studies were however cited for example; while Drame & Kamphoff studied only learners who were deaf and hard of hearing, the Kitui West based study looked at cross board disabilities in relation to SNE curriculum implementation. The study at Senegal portrayed children with disabilities as an advantage to the families where they hail from since their parents use them as bread winners through begging, a culturally accepted norm in the country while in most parts of Kenya culturally, most of the disabled children and persons are considered a liability.

A Kenyan scholar Kamau (2015), undertook a study that investigated normal learners' opinions towards the participation in learning of learners with cerebral palsy in special and regular schools in Thika Municipality. The target population entailed all learners with cerebral palsy in Thika municipality. Sample of the study included 10 learners with cerebral palsy, 3 head teachers and 22 teachers. The research design used was the descriptive survey design. Data was collected by the use of questionnaires and interview guides. A quantitative approach was employed to analyze data based on questionnaires which were administered to teachers and pupils while the qualitative approach was conducted on head teachers.

Findings of the study established that only a few learners without disabilities have positive opinions on learners with cerebral palsy. Among other recommendations, the study advised on sensitization programs to be enhanced to learners, teachers, parents and the community, programs aiming at the sensitization on cerebral palsy and the creation of conducive environments in relation to cerebral palsy participation in learning. Differences between Kamau's study and the current research were that Kamau conducted the learner opinion's

study in a municipality while the current researcher's study took findings from rural schools. Kamau also studied a specific disability, cerebral (palsy), but this study made investigations across multi-disabilities.

2.5 Teacher Professional Training and Special Needs Education Curriculum

Teacher training on special needs education, methods of instruction and attitudinal change are among some of the teacher related factors that may influence the implementation of SNE curriculum according to Byrne (1983). Byrne also observed that when teachers of SNE are trained to have the right skills to handle learners, they as well normally gain courage in their work. The researcher observes that awareness on various disabilities may cause teachers to have positive tools for learner centered education, skills for better adaption to lessons based on different learning types and levels and it creates positive attitudes towards their learners. Through teacher training, teachers can experience greater job satisfaction and a higher sense of accomplishment thus, teaching to them becomes a joy, not a chore the (United Nations Scientific and Cultural Organization [UNESCO], 2001). The United Nations Scientific and Cultural Organization in 2001, also observed the fact that trained teachers are able to motivate their learners in the learning process.

In a study on teacher professional training, there was a research that was conducted in the state of Sikkim, Punjab in India, through a research paper that was done by Dash (2009). The aim of Dash's paper was to establish the various support services for example multi - disciplinary team assessments, Ear, Nose and Throat (ENT) services, teacher aide supports, therapeutic services, guidance and counselling services and the like, supports offered to integrated schools for children with special needs. The study method employed was descriptive survey design. A total of 284 primary schools and 15 integrated schools was targeted. 15 head teachers and 84 teachers constituted the sample of the study. Sampling technique used was the purposive technique and tools used to collect data were school information schedules for head teachers and questionnaires for the teachers. Statistical technique used to analyze data while calculating the frequencies and percentages was done item wise while keeping in view objectives of the study. The findings were that integrated education was not found to be working in the proper way. The study also

revealed that there were high school dropout rates associated to the integration education and lack of interest and motivation amongst the learners. A difference between Dash's research and the Kitui West study is that the former studied support services to SNE while the latter studied factors of curriculum implementation in SNE.

In Kolkata, Zimbabwe a study was conducted on in-service teacher trainees investigating their professional preparedness and their ability to handle learners with SNE in schools. (Chireshe, 2011) was the proponent of the study. The study was conducted with the gist of coming up with strategies of producing wholesome professionals who could teach SNE. The study was conducted using a population of 79 teacher trainees and 72 learners in primary schools therefore, therefore it had a total of 151 respondents. Purposive sampling was used to select participants for the study. Research instruments used were mainly questionnaires and data collected were analyzed using the Statistical Package for Social Sciences (SPPS) version 2.0 and reported in form of frequency tables and percentages. Regression analysis was carried out to test hypotheses.

Chereshe had findings that; most teachers of SNE were not able to figure out how to navigate situations and talk to learners down from their developmental level. It was also established that most of the teachers did not have the knowhow to keep learners on task. Another discovery that emerged the from the study was that many teachers had no idea on how to handle learners with disabilities whose educational challenges ranged from learning deficits to behavioral disturbance disorders. There was also the discovery that teacher education programs offered trainees lessons to get only an insight into diversity of learning generally without understanding how special provisions may be effectively inclusive.

Chireshe (2011), recommended the development of a teacher training curriculum in SNE based on skills and competencies of handling learners with special needs professionally. The development of positive attitudes when handling learners with SNE, and the use of pedagogies of instructing a wide array of learners with different needs and skill sets. In support of Chireshe's recommendations, the current researcher advocates for the development of teacher competencies in the provision and promotion of solutions

regarding SNE. One of the differences between the Chireshe research and the current study was that, the Zimbabwean study used teacher trainees and learners while the latter embarked on getting findings through practicing teachers. Another difference between the two studies was, while Chireshe studied how well teacher trainees were prepared to handle learners with SNE, the current study investigated on the factors that could influence curriculum implementation for special needs learners.

Mahulo (2012), from Kenya investigated on the influence of teacher training on the performance of students in mixed secondary schools in Gem District. The study adopted the descriptive survey design. Respondents consisted of 107 teachers teaching the compulsory subjects of English, Kiswahili and Mathematics at form four. The respondents were drawn from 20 mixed public secondary schools in the district. The number of the teachers sampled was aimed at by taking at most 2 teachers per subject per school therefore the research project included 58 trained and 49 untrained teachers. Questionnaires were used to gather information.

Mahulo study found out that major reductions in mean scores in the Kenya Certificate of Secondary Education (KCSE) performance came from untrained teachers. The compulsory subjects in such schools were not doing well. It was also noted that most of the examination classes that were assigned to trained teachers for compulsory subjects realized progressive improvements in KCSE performance yearly.

A major recommendation by Mahulo study was that training of teachers should not just stop at university or college level but should be extended to training courses like workshops, seminars and in-service courses. These short educational courses according to the researcher's view have advantages that, they may help teachers to learn new skills or develop and grow their current skills through information that cannot be found in books or published online as yet and they may also provide formal training and an overview of a topic that might be unfamiliar. The differences between Mahulo's study and the Kitui West one were that; as Mahulo studied training of skills on teachers this study investigated factors influencing curriculum implementation in SNE. Although (Mahulo, 2012), studied

on performance of compulsory subjects only, this study was meant to find out those school factors that could enhance curriculum implementation on all subjects taught and learnt under the SNE curriculum. Mahulo's study looked at "normal" learners while SNE comprised the area of focus in the current study.

2.6 Summary of Literature Review

Reviewed literature has established that a combination of educational factors influence curriculum implementation in educational set ups. Availability or non- availability, the co-existence and coordination of the factors may affect educational curriculum implementation in various ways. Factors that were reviewed included educational learning resources, school physical environment, regular learner opinions and teacher professional training. The establishment of the fact that several factors work together to make education a success and meaningful concurs with (WHO, 2015) that poor and inadequate learning resources negatively impact on a learner's performance. (Radiki, 2002) advises that, there exists a correlation between the school physical environment and learner participation and that desirable educational outcomes are much realized in schools whose physical environments have been modified to suit all learners' needs as opposed to schools which are the same. On regular learner opinions towards inclusion of those with disability in the education institutions, literature has it that negative opinions and perceptions may attribute to negative attitudes which may impact on the socio academic life of learners negatively and consequentially affect their educational achievements, outcomes and school completion. Positive opinions and perceptions according to (Eagly & Chaiken, 1993) may enhance participation in learning activities while negative ones may lead to exclusion. The review also indicated that professional teacher training was a factor that could influence learner performance and attainment in school. Untrained teachers were not equipped with relevant skills, knowledge and worthwhile attitudes to pass on to learners (Byrne, 1983). While the various study findings have provided valuable information regarding SNE and inclusive practices from various world views in general, there emanated some critical information gaps and inconsistencies in the process of implementing the SNE curriculum in Kitui West Sub County SNUs. The SNUs have been facing a myriad of warring educational drawbacks that have been evidenced over a period of past years, nearly to a

decade or so over declining educational standards and achievements amongst the learners that require professional intervention. By analyzing the roles played by the various factors, the results could be used to help enhance the curriculum implementation process which once done the researcher believes would help improve educational outcomes, standards and achievements for learners with SNE in Kitui West Sub County, Kenya.

2.7 Theoretical Framework

This study was based on input- output process theory developed by McDonwell & Oakes (1987). On application to the Kitui West SNE educational status, the theory would present inputs in the education system in terms of contents and processes used the SNE curriculum implementation process to give out educational results as outputs. The inputs in the study include the economic, physical and human resources (the characteristics of the learners and the background of teachers) supplied to the education system. Given that learning resources, the school physical environment, regular learners' opinions and teacher professional training are part of the inputs, the quality and provision of such factors is considered very crucial in relation to the outputs to be realized that is, a curriculum implementation which is supposed to yield good learning outcomes. The strengths of this theory are that it can be applied to several levels of SNE; the foundation, the intermediate, the pre-vocational, the vocational or even at the classroom and school levels. The context of the theory also gives inputs and provides resources for the process and sets requirements for the outputs. The theory however has got weaknesses as well especially when it comes to communicating learner performance at the evaluation stage after the curriculum has been implemented. Assessment procedures, results on performance of practical activities and tasks in SNE constitute of attributes rather than test scores which may be difficult at times to determine. The attribute ranges do not usually favor the learners when it comes to job hunting. For example, evaluation means usually used to determine outputs are categorized into ranges of tests scores that are accumulated into four levels, the lower level is represented by the 'below expectations attribute, followed by approaching expectations, the third performance level is meeting expectations and at the higher end is the above expectations level'. In spite of this, the theory is still very practical to this study since the attributes can also be translated into scores to evaluate the contribution of the cited factors

in order to establish the relevance of learning resources, school physical environment, regular learner opinions and teacher professional training and their relation to SNE curriculum implementation.

2.8 Conceptual Framework

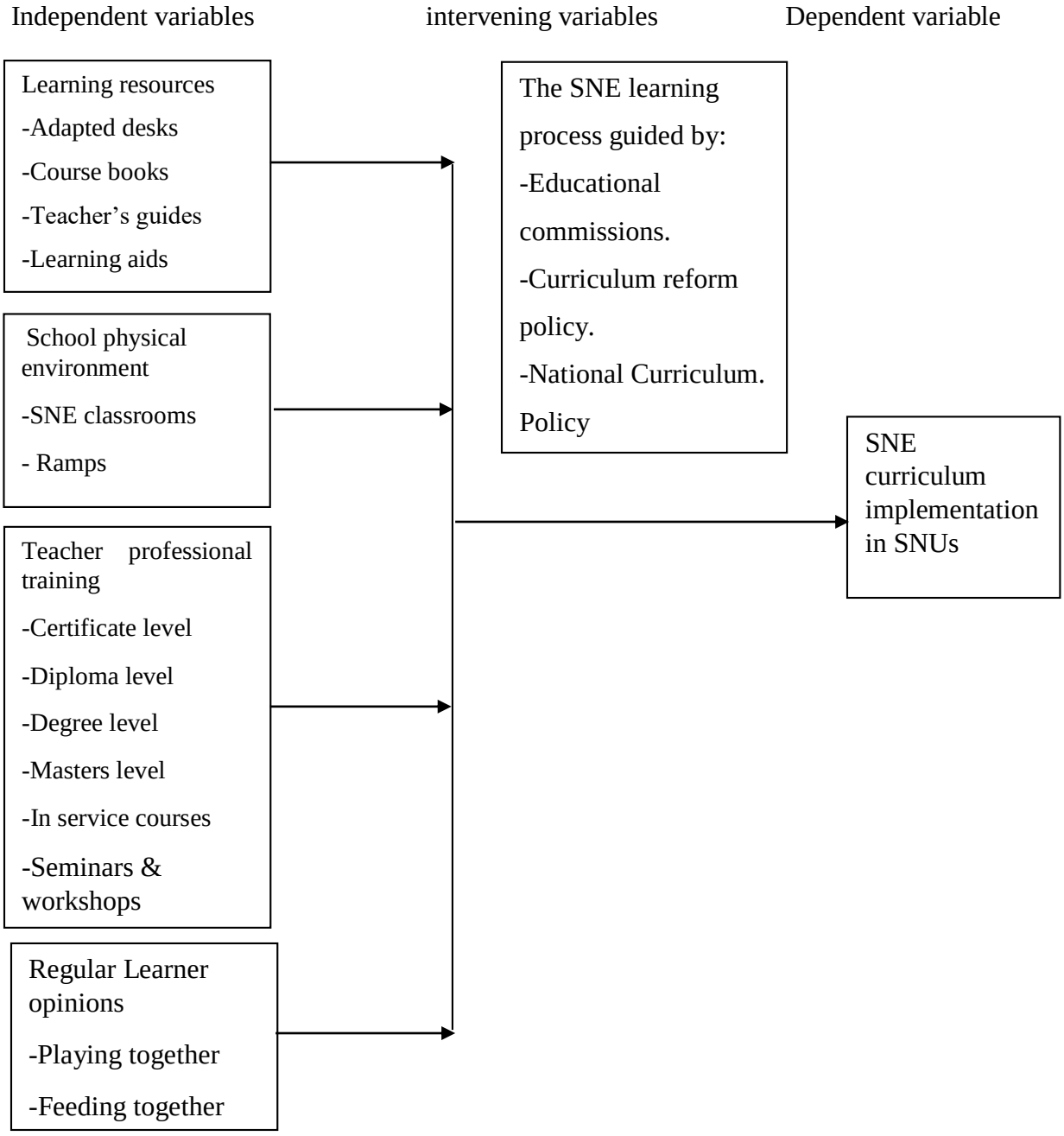

Figure: 2.1 conceptual framework showing the relationship between independent variables, intervening variables and dependent variables

A conceptual framework was developed to show the relationship between factors influencing educational curriculum implementation that is; Independent variables that included availability of learning resources, school physical environment, regular learners' opinions about learning together with learners with SNE and teacher professional training. Intervening variables in the SNE learning process were guided by the national curriculum, educational commissions in Kenya and the curriculum reform policy while the dependent variable was curriculum implementation in the SNUs. Interaction amongst the variables was expected to bring about the realization of good educational achievements and outcomes. The degree of availability of any of the factors also affected the extent to which the curriculum could successfully be implemented.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter focused on the research design, target population, sample and sampling procedures, research instruments, validity and reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

Research design according to Leavy (2017), refers to the overall strategy chosen to integrate the different components of the study in a coherent and logical way thereby ensuring effectiveness in addressing a research problem. As explained by McCombes in 2021, a research design is a strategy that helps to answer research questions using empirical data and it is meant to form a frame work of research methods and techniques chosen by a researcher.

This study used the descriptive exploratory design method that according to Babbie (2010), aims to study phenomena in natural settings and is usually applied when the researcher has just begun an investigation and wishes to understand the topic generally. The researcher used the design to establish factors influencing the implementation of special needs education curriculum in special needs units in Kitui West Sub-County, Kenya. In its administration, the researcher involved the administration of interview schedules to special needs education teachers in 12 special needs units in the study area. Checklists were used to collect data and phenomena was observed as it presented itself in the school settings.

3.3 Target Population

Johnson and Christensen (2010), describes target population also known as the theoretical population as the larger population of individuals or objects to which researchers are interested in generalizing their conclusions. According to (Barnsbee, 2018) the characteristics of the target population should be described clearly, and should be based on the literature, objectives of the study and contextual information. The target population also

needs to be assured of confidentiality and protection from any sort of harm that could arise from the communities and individuals where they live and work because of disclosing some sensitive information.

The target population for this study comprised of teachers of special needs education in Kitui West Sub-County. The population included 30 teachers in total, 9 male and 21 female teachers .Teachers were preferred for this study on the basis that they know their learners well and consequentially their learning needs because they are charged with the responsibility of teaching the learners and are in constant contact with them for much of their learning time. Teachers are also acquainted with the knowledge and obligations of interpreting the curriculum that is provided by the Ministry of Education and therefore they are able to ensure that curriculum designs are adhered to appropriately. Another advantage of considering SNE teachers over other individuals for this study was the fact that they possess useful knowledge on the topic in question, 'curriculum implementation' according to (Johnson & Christensen, 2010) who observed that teaching is their field of work. There were 30 teachers of special needs education and 12 special needs units in Kitui West Sub-County according to (DQASO, 2020) records in the sub county education office, and all of them formed the target population for this study.

3.4 Sampling Techniques and Sample Size

According to Dattalo (2008), Sampling is the process of choosing a representative sample from a target population and collecting data from that sample in order to understand something about the population as a whole. (Biddix, 2005) adds that since it might be impossible to study the entire population, studies are done in samples and then conclusions drawn are generalized to the population. A sampling technique or procedure as stated by (Leavy, 2017) means the identification of the specific process by which entities of the sample have been selected.

This study used the census technique also referred to as 'complete enumeration' or '100% enumeration' to sample the participants. (Mugenda & Mugenda, 2019) defines the census sampling technique as a method of statistical enumeration which includes all members of

the population in the study. Mugenda & Mugenda considers the census technique suitable especially when collecting data on sub- populations than most of the other methods of data collection since it surveys all the representatives of the population who in essence are believed to provide complete information since every participant is investigated carefully. Teachers of SNE in the Sub County were few in number, only 30 in total therefore the researcher considered its appropriateness for the problem that was under investigation. (Dattalo, 2008) also describes the census technique as having advantages such as; being able to eliminate any potential bias occurring through sampling technique, does not consume a lot of resources and time and also it brings all the problems of representivity under the picture.

A sample is a group of people, objects or items that are taken from a larger population for measurement according to Afrodit, Peter, Alan and Ian in 2007. (Biddix, 2005) defines sample size as a representative of the population used in research to ensure that findings can be generalized from the research sample to the population as a whole. Since this research used the Census method as the sampling technique, participants were not selected, all the 12 SNUs, and the 30 SNE teachers participated in the study as illustrated in the table below:

Table 3.1 Sampling respondents to participate in the study using the Census sampling method

No. of SNUS	No. of Teachers	Sample Size:	Total Number of Respondents
12	30	12	30

3.5 Research Instruments

According to Kothari (2008), research instruments are measuring tools designed to collect, measure and analyze data on a topic of interest from research subjects Instruments used in this study included interview guides, observation schedules and checklists. The instruments were designed based on the objectives of the study. According to (Dattalo, 2008), an interview guide is a list of questions asked to participants during an interview. The

researcher interviewed the participants through a one on one direct conversation. By the use of interviews, as much information as possible was gathered since questions asked were flexible and adaptable to prevailing weather conditions.

The Observation method of data collection according to (Johnston & Christensen, 2003) is a systematic data collection approach in which researchers use all their senses to examine people in natural settings or situations. The researcher was able get the most accurate information about the teachers, their tasks, the learners learning environments and their needs during the curriculum implementation process. Naturalistic observation was applied in the study through which technique (Cacioppo & Petty, 1982) said data is collected through a participatory study involving the researcher, the participants and the environment. Through the process, the researcher was able to immerse self in the settings where phenomena in the school settings was directly observed, listened to respondents' narratives and made notes on what was perceived.

A checklist was defined by Orodho (2009), as a list pertaining things that can be checked off as completed or noted. There were attributes lists of things that were sought for observation by the researcher on certain phenomena based on availability and non-availability, levels of adaptations made on learning resources, modifications on school physical environments, regular learner opinions and teacher professional training.

3.6 Validity of the Research Instruments

Biddix (2005), defines validity as the extent of accuracy a study examines what it claims to measure and performs as it is designed to perform. Validity in other words means how well an instrument measures what it is intended to measure. As shown by (Pelisser, 2008) validity can be divided into two, internal and external validities. According to Pelisser, internal validity refers to how the research findings match the reality while external validity refers to the extent to which research findings can be replicated to other environments.

The type of validity that was used in this study was content validity, also known as sampling validity. Content validity was chosen because in its performance, it ensures that an area of coverage of the measure within the research area is vast and also it gives

judgment based on various types of evidence (Cacioppo & Petty, 1982). According to them the recommended percentage of piloting population is 5% -15%. This study checked the content validity of the research instruments by pre- testing them in a pilot study that involved two teachers of SNE in the Sub County, translating to 6.65% out of 30. For the purpose of this study those two teachers used in the piloting stage were also included in the actual study. After analyzing the responses of the piloting study it was found necessary to modify some of the items and therefore piloting was purposed to indicate whether there would arise any conflicting issues in the two studies. Piloting was also meant to help improve the face and content validity of the instruments. According to the researcher, the two teachers used in the pilot study did not affect the validity of the study results. Since expert judgment according (Orodho, 2009) was indispensable to help reduce uncertainties by making informed estimates that would help to bridge gaps that could arise, the results were discussed with the research supervisors and they gave expert judgment on the validity of the instruments before the researcher administered them to the main study.

3.7 Reliability of Research Instruments

Mugenda & Mugenda (2019), say that reliability is the degree to which a particular measuring procedure gives the same results when repeated over time in answering the question as to whether the instrument consistently measures what it is intended to measure. Reliability of research instruments as observed by (Craig & Michael, 1988) shows how consisted a measuring device is. In order to assess the reliability of the research instruments, a test re-test reliability technique was conducted. Mugenda & Mugenda have said that this test measures the stability of scores obtained from the same person on two or more separate occasions when carried out under the same conditions of measurement.

A test re-test reliability according to the researcher ensured that the measurements obtained were both representative and stable over the time. The researcher conducted a test re-test reliability twice on two SNE teachers and the same test, on the same two teachers was repeated after a period of two weeks using the same instruments. After these prior studies both the results were correlated using the Pearson Product Moment Correlation Coefficient formula to ascertain the instrument reliability as indicated below:

Table 3.2 Spearman rank order correlation coefficient formula

Teachers	Test I	Test II	Rank X	Rank Y	D=Rx-Ry
D^2		X	Y	RX	RY
A 4	5	3.5	2.5	+1	1
B 6	6	1	1	0	0
C 5	5	2	2.5	-0.5	0.25
D 2	3	6	5	1	1
E 3	2	5	6	-1	1
F 4	4	3.5	4	-0.5	0.25

$\sum_D 2 = 3.50$

$$r_s = 1 - \frac{6\Sigma D^2}{N(N^2-1)} = 1 - \frac{6 \times 3.05}{6(6^2-1)} = 1 - \frac{21}{210}$$

$$r_s = 1 - 0.1 = 0.90,$$

The table above shows the Spearman rank order correlation coefficient formula that was used to correlate the results of instrument reliability from the two piloting studies. The population of participants comprised of 30 teachers of special needs education but since all of them could not participate in the pilot study a sample size of six (6) was generated from the population owing to the fact that the results were to remain the same whether the whole population was used or just a fraction of it.

Letters A – F were used to represent the teachers who participated in the study while the checklists were scored as the tests for the six teachers therefore test I represented checklist 1. Later the second checklist was administered and was represented by test II and then the Rank X was computed for the first test and Rank Y was done for the second test. RY was subtracted from RX that is, RX- RY to get the results at D that after calculations arrived at D^2. All the calculations were done from the checklists issued to respondents (teachers) and then scores were awarded. According to the Spearman rank order correlation coefficient

formula a score of 0.5- 1.0 is considered as good therefore a score of 0.90 that was arrived at was deemed acceptable thus;

3.8 Data Collection Procedures

Data collection according to Cacioppo & Petty (1982), is the process of gathering and measuring information on variables of interest in an established, systematic fashion that enables one to answer stated research questions, test hypotheses and evaluate outcomes. (Creswell, 2014) outlines data collection steps as the setting of boundaries for the study and collecting information through unstructured observations and interviews, documents and visual materials. Creswell also says that establishing protocols for recording information should as well be considered in the steps.

For the purpose of this research, steps that were followed included first, seeking for a letter of introduction from the Board of Post Graduate Studies (BPS) at South Eastern Kenya University (SEKU) to permit the researcher to carry out the study in the schools with SNUs from Kitui West Sub County. After the letter of permission, a research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). Authority to collect data in schools was obtained from both the Ministry of Education, Early Learning and Basic Education, and the Ministry of Interior and Coordination of National Government, Kitui West Sub County. School administrators were contacted through phone for their approval on visiting their schools to collect data. At the schools, data collection procedures that were used included the administration of interview guides to the participants who were SNE teachers, by use of a checklists and observation schedules.

3.9 Data Analysis Techniques

Data analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense, recap and evaluate data as Mugenda & Mugenda (2019) have said. Analysis of quantitative data was done using the Statistical Package for Social Sciences, (SPSS) which according to (Silver, 2007) is a set of software programs that are combined together in a single package to analyze scientific data related to social sciences.

Diagrams, graphs and explanations were used to present and analyze data. Descriptive statistics used to analyze quantitative data was presented using cross tabulation tables, pie charts and bar graphs. Qualitative data was organized into themes based on the study objectives and presented in a narrative form.

3.10 Ethical Considerations

Craig & Michael (1988), have defined ethical issues in research as situations that require a person or an organization to choose between alternatives that must be evaluated as ethical, meaning right or unethical, which implies wrong. Ethical considerations are the principles guiding research designs and practices. (Bhandari, 2002), noted that these considerations are meant to protect the rights of participants, enrich research validity and maintain scientific integrity. Before embarking on this study the researcher complied with research ethics by first of all obtaining the respondents' informed consent that was done through a letter of introduction before either administering the interview guide, the checklist or even making observations to any prescribed phenomena in the schools.

The researcher went further and assured the respondents of the protection of their rights pertaining to privacy, respect, consent, protection and disclosure of the information they were going to give. Participants were made aware of the kind of information that was expected from them and its relevance. The respondents were also assured of confidentiality and anonymity regarding information that they were expected to provide and it was as well explained to them how the study findings were expected to help schools with SNUs in the sub county and other relevant stakeholders in the education sector.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

This chapter presents results of the study which were organized in tables and diagrams that were guided by subtopics based on the objectives of the study. It also included demographic information, gender information, professional training levels information and the response return rates of the participants.

4.2 Demographic Information about the Respondents

This study sought to establish the bio- data about the respondents by way of age, gender and professional qualifications. Information about this parameter was presented as follows;

4.2.1 Information about the Teacher's Ages

Table 4.1: Age distribution of teachers

	Teachers Frequency	Percentage
Below 25 years	3	10
25 - 34 years	3	10
35 - 44 years	8	26.66
45 - 54 years	9	30
Above 55 years	7	23.33
Total	**30**	**99.99**

Information from table 4.1 presents age distribution of the 30 (thirty) teachers who were the participants of the study representing 99.99% of the sample size. The table depicts 5 (five) categorized age brackets. The first age bracket was that of below 25 (twenty five) years and it had 3 (three) teachers representing 10% of the sample size. The second bracket was composed of respondents ranging from between 25- 34 years, which also had 3 (three) teachers implying another sample size of 10%. The third age bracket consisted of respondents between 35-44 years and these were 8 (eight) in number representing 26.66%

of the sample size. In the fourth category respondents of between 45- 54 years were 9 (nine) teachers, a 30% of the sample size and the fifth and the last age bracket was that of above 55 years which comprised of 7 teachers, a sample size of 23.33%. From these five age categories it was deduced that the majority of the respondents fell between ages 35 and above which according to (Babbie, 2010) presents the implication that most of the responses given by the respondents were based on age and work experience.

4.2.2 Gender Information about the Respondents

Table 4.2 Shows Gender of respondents (teachers)

Teachers	Frequency	Percentage
Male	9	30
Female	21	70
Total	**30**	**100**

As depicted from table 4.2 on gender distribution of the respondents, 9 (nine)) out of 30 were male teachers, a percentage of 30% while 21 (twenty one) out of 30 teachers were female representing 70% of the sample size. This information gave a clear indication that there were more female teachers (70 %) than the male ones, (30 %) within the study area. According to the stipulations of the (Republic of Kenya, 2010) the 30% gender rule requirement of participation in the public service sector was overly met within the study area. In the study area, the majority of the respondent population was the female gender which constituted 70%.

4.2.3 Professional Qualifications of the Teachers

Table 4.3: Teacher professional qualifications in SNE

	Frequency	Percentage
Masters	2	6.66
Degree	3	10.00
Diploma	10	33.30
Certificate	15	50.00
Total	**30**	**99.96**

Information from table 4.3 above shows the professional teacher training levels as categorized by the researcher. The categories were divided into four training categories. Observations deduced from the table indicate that all the 4 (four) category levels of training were represented in the sample size of 30 (thirty) participants depicting 99.96% total representation. Represented categories of training levels included the highest as the masters degree level, followed by the bachelors degree level. The third training level was diploma and the fourth and last category was certificate level. When the information from the table was computed into frequencies and percentages, the highest level, masters degree had only 2 (two) respondents representing 6.66%, followed by degree level which had 3 (three) teachers, representing another 10.00%. The third training level was diploma with 10 (ten) teachers, representing 33.30% of the sample size and the fourth was certificate level, represented by 15 (fifteen) teachers and that was 50.00%.

A summary made from respondents' narratives concerning short-term courses in SNE that some teachers had undertaken were recorded down. Through the narratives most of the respondents claimed that other teachers in their schools had undergone some kind of SNE trainings through attending in- service courses, seminars and workshops. These results clearly showed that professionally trained teachers of SNE in the Sub County were not adequate hence the interpretation that even most of those available lacked professional growth, better student management skills and modern pedagogy strategies.

4.2.4 Checklists Response Rates

In this study thirty (30) checklists were administered to each of the thirty (30) respondents, who were teachers of SNE in the sub county. In the checklists the respondents had been instructed to insert a tick in the appropriate column of the table to establish the availability, level of adequacy and lack of availability of the said attribute on learning resources and school physical environment pertaining their schools. All the checklists were returned by the 30 respondents meaning that the return rates were 100%. According to (Babbie, 2010) a response rate of 50% is considered adequate, 60% good and above 70% very good for a study. According to the researcher therefore, the response rate from the participants of this study was rated very good and so the researcher proceeded to analyze data as planned.

4.3 Influence of Learning Resources on the Implementation of Special Needs Education Curriculum

Question: Please explain how you can rate the state of learning resources for learners with SNE in your school?

Table 4.4: Teacher responses on availability and inadequacy or the adequacy of learning resources and their corresponding percentages

Learning resource	No. of responses on availability and inadequacy	Percentages	No. of teachers responding to availability and adequacy	Percentages
Learners Desks	24	80%	6	20%
Learners course books	20	67%	10	33%
Learners work/ Activity books	25	84%	5	16%
Curriculum designs	20	67%	10	33%
Playing fields	15	50%	15	50%
Playing materials	29	97%	1	3%

Table 4.4 above represents information gathered from the checklists that were filled in by the teachers showing availability and level of adequacy of the said learning resources. All the 30 special needs education teachers who participated in the study gave their responses.

4.4 Influence of the School Physical Environment on the Implementation of Special Needs Education Curriculum

Question: May you kindly give a brief explanation concerning the inadequacy or the adequacy of adaptations made to the structures of your school physical environment?

Table 4.5 Responses of teachers on availability and inadequacy, availability and adequacy and lack of availability of adapted elements of the school physical environment

Response on Elements of the Physical Environment	SNU class rooms	Doors & Windows	Classroom seating arrangement	Play fields	Ramps	Toilet
Available but not adequate	26	25	24	26	29	29
Available and adequate	4	5	6	4	1	1
Not available	_	_	_	_	_	_

A checklist was used alongside an observation schedule by the researcher to gather information about the adaptation status of schools' physical environments. All the 30 participants responded and as they were filling in the checklists by putting a mark of an "X" in the appropriate box, the researcher was recording their views on the availability and inadequacy of adaptations, availability and adequacy of adaptations and lack of availability of the said elements .The researcher was making own observations and making notes on different phenomena. Results from the checklists were translated into percentages then a table, table 4.5 was drawn as shown above.

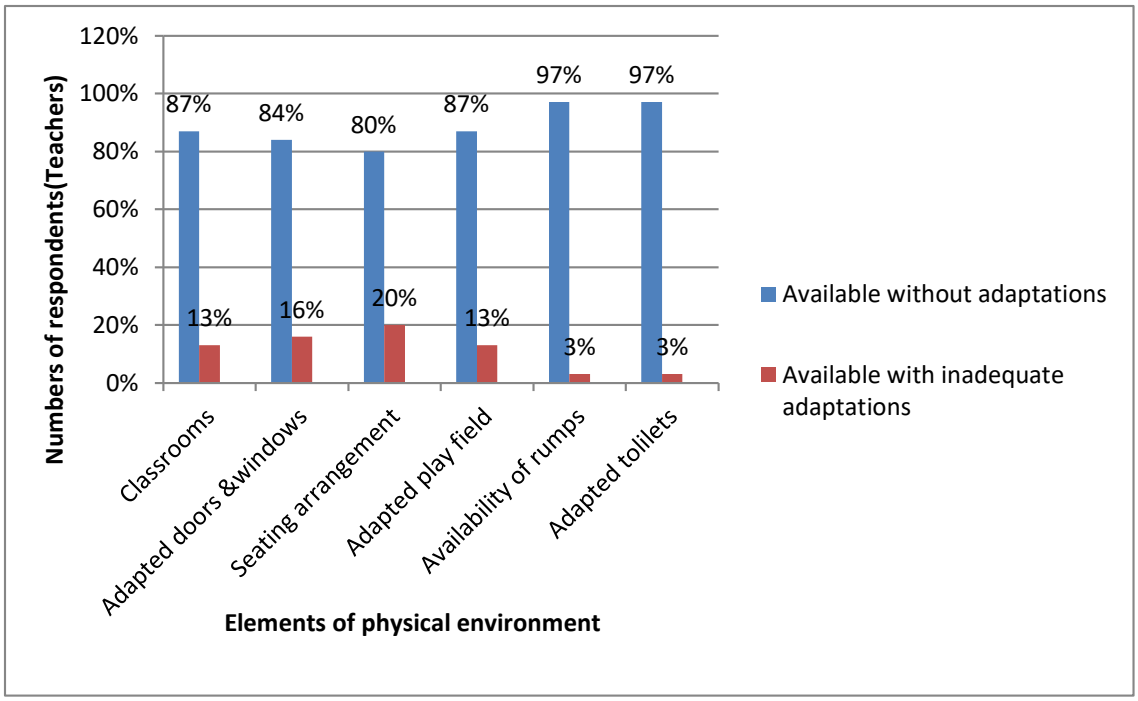

Figure 4.1: Bar graph representing percentages of adapted elements of the school physical environment

From findings on adaptations made on important elements of the school physical environment, figure 4.1 above which is a bar graph was drawn to record the information. The researcher also listened to respondent's different oral narratives pertaining adaptation state of their schools and made notes on them that helped analyze the actual phenomena on the ground.

4.5 Influence of Regular Learners' Opinions on Learners With SNE on the Implementation of Special Needs Education Curriculum

Question: From your own view, kindly showcase observable behaviors on how the regular learners are interested in engaging learners with SNE in programed activities in your school?

Table 4.6: Regular learner opinions pertaining sharing of school activities with learners with SNE

School Activities	LIKE (Frequency)	PERCENTAGE	DISLIKE (Frequency)	PERCENTAGE
Assembly duties	0	0	150	100
Play activities	0	0	150	100
School choir	0	0	150	100
Games & Sports	0	0	150	100
Feeding programs	0	0	150	100

The researcher gave an assignment to each of the 30 respondents in the study of picking 5 regular learners at random then, guided by a checklist gather and record the learners' opinions regarding participatory carrying out learning activities together with their counterparts with SNE. All the 30 respondents participated and a total of 150 learners were observed and listened to. The above table was then drawn to represent the information.

4.6 Influence of Teacher Professional Training on the Implementation of Special Needs Education Curriculum

Question: Kindly state your current professional teacher training level and describe your aspirations for further training in SNE?

Table 4.7: Teachers professional training in SNE

Training level	Frequency	Percentage
Masters	2	6.66
Degree	3	10.00
Diploma	10	33.30
Certificate	15	50.00
Total	**30**	**99.6**

Information as depicted in table 4.7 above shows the professional teacher training levels as categorized by the researcher. The categories were divided into four training categories. Observations deduced from the table indicated that all the 4 (four) category levels of training were represented in the sample size of 30 (thirty) participants and this gave a total of 99.96% total representation. Represented categories of training levels in the table included the highest as the masters degree level, followed by the bachelors degree level. The third training level was diploma. Fourth was certificate level. Oral narratives were also made by the teachers on trainings received through in-service courses, seminars and workshops.

Percentage levels of teacher training certificates

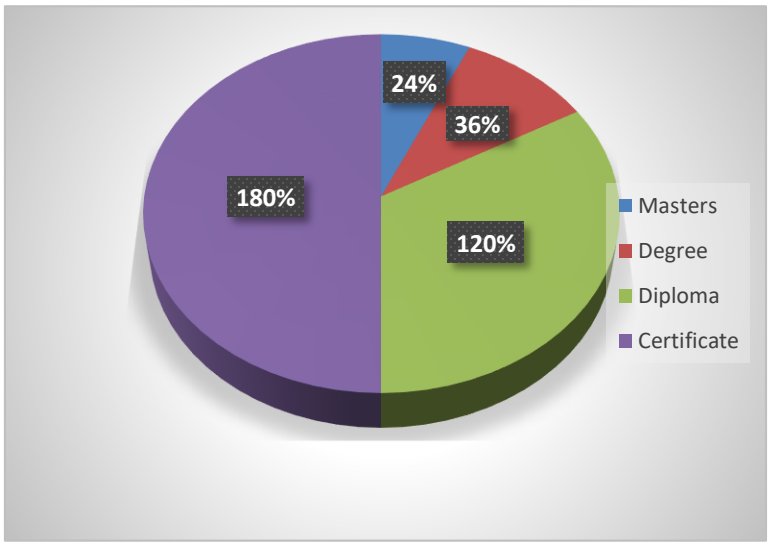

Figure 4.2: Teacher professional training in special needs education

Interview guides were used by the researcher to collect data from teachers on the levels of teacher training they had attained in SNE. Respondents also gave oral narratives concerning their professional training levels and other programs in SNE that they had undertaken. All the 30 respondents participated in the interview. After the interview, a pie chart, figure 4.2 was developed to represent percentages on the levels of teacher training certificates.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

This chapter focused on discussion and interpretation of research findings based on the objectives of the study. It also includes narratives on views and observations of respondents on 'school based factors influencing the implementation of educational curriculum in special needs units in Kitui West sub county, Kenya.'

5.2 Demographic Information about the Respondents

After establishing the bio- data about the respondents (teachers) by way of age, gender and professional qualifications, the information about this parameter was presented as follows;

5.2.1 Age Distribution amongst the Teachers

From the view of findings as indicated in table 4.1 in chapter four that was drawn to represent age information of the respondents the results were categorized into the following age gaps; below 25 years, that category had 3 respondents who represented 10% of the total number of respondents. The age category of between 25-34 years also had 3 respondents representing another 10%. The age gap category of 35-44 years was represented by 8 respondents that translated to 26.66%. Respondents between 45-54 years, were 9 which was a 30% and the last category of 55 and above years had 7 respondents representing 23.33%. From these five age categories it was deduced that the majority of the respondents fell between ages 35 and above which according to (Babbie, 2010) presents the implication that most of the responses given by the respondents were satisfactory since they were based on age and work experience.

5.2.2 Gender Information about the Respondents

From table 4.2 on gender distribution, 9 out of 30 respondents were male teachers representing 30% of the sample size and 21 female teachers who represented a sample size by 70% thus, giving a total gender representation of 100%. This information was a clear

indication that there were more female teachers (70 %) than the male ones, (30 %) within the study area. According to the stipulations of the (Republic of Kenya, 2010) the 30% gender rule requirement of participation in the public service sector was overly met within the study area. In the study area, the majority of the respondent population was the female gender which constituted 70%.

5.2.3 Professional Training of Teachers

Information presented in table 4.3 on professional teacher qualifications was presented in 4 (four) categories of training levels that the teachers of SNE had undergone. The four listed training levels in the sample size of 30 (thirty) teachers represented were; the masters degree level ranked as the highest level, followed by degree level. Diploma level was the third and fourth was the certificate training level.

As seen from the table indications were that the masters degree in teacher training had a frequency of 2 (two) respondents representing 6.66%, the degree level had 3 (three) frequencies (teachers), representing 10.00%. The third training level was diploma with a frequency of 10 (ten) represented by 33.30% of the sample size. Forth was certificate level, represented by 15 (fifteen) frequencies and that was 50.00%.

A summary that was made from narratives of seventeen teachers who were recorded down gave the impression that most of the teachers in their schools who claimed to have had undergone some kind of SNE trainings had done so through attending in- service courses, seminars and workshops. These results clearly showed that professionally trained teachers of SNE in the Sub County were not adequate hence the interpretation that even most of those available lacked professional growth, better student management skills and modern pedagogy strategies.

5.2.4 Checklists Response Rates

According to Kerlinger & Lee (2000), a response rate is also referred to as completion rate or return rate. It means the number of people who answered the survey divided by the number of people in the sample and it is expressed in the form of percentage. Kerlinger &

Lee have also said that the lower the sampling return rate is, the more likely it is to have sampling bias in a survey.

In this study thirty (30) checklists were administered to each of the thirty (30) respondents, who were teachers of SNE in the sub county. In the checklists the respondents had been instructed to insert a tick in the appropriate column of the table to establish the availability, level of adequacy and lack of availability of the said attribute on learning resources and school physical environment pertaining their schools. All the checklists were returned by the 30 respondents meaning that the return rates were 100%. According to (Babbie, 2010) a response rate of 50% is considered adequate, 60% good and above 70% very good for a study. According to the researcher therefore, the response rate from the participants of this study was rated very good and so the researcher proceeded to analyze data as planned.

5.3 Influence of Learning Resources and the Implementation of Special Needs Education Curriculum

Results from the checklist whose results were tabulated as indicated in table 4.4 shows that all the 30 respondents participated in the study. This represented 100% of the sample size and it also meant that the responses made were considered satisfactory for the purpose of this study in accordance to findings of (Babbie, 2010), that a response rate of 50% is considered good, 60% adequate and 70% and above as very good.

From table 4.4 it is evident that most of the teachers, 24 out of the 30 translating to 80% pointed out that learners' desks were available but not adequate when compared to 6 out of 30 responses translating to 20% who said that learners desks were available and adequate. This information meant that most of the SNUs represented lacked desks. Availing adequate learners' seats to schools is very crucial to learning since it signifies that learners are settled to get right to the task at hand and this means that desks are a very important learning resource. They are useful in aiding and supporting a learner's concentration and focus during the learning process.

A sample size of 20 teachers representing 67 % of the population said that course books in their schools were available but not sufficient, and 10 out of 30 responses which was 33% said they had adequate course books. This information gave a clear indication that only a few SNUs used the required course books. The importance of course books in learning is that they motivate and provide a logical organization of content to learners. Lack of designed course books is a disadvantage to both teachers and learners since both parties will lack written records and reference of review for what has been taught and learnt.

On the question about availability of work/ activity books, 25 responses out of 30, a representation of 84% of the respondents were for the opinion that although the resource was available, it was insufficient while 5 out of 30 participants, a percentage of 16% said that their SNUs had the required learners' work books, a scenario that symbolized that there was a deficit of the resource in most of the SNUs. This scarcity of workbooks could be detrimental and a disadvantage to the SNUs since they are meant to enhance focus, increase attention span and help learners to develop habits that will aid reinforcement through putting hands on tasks practically, which makes learning more effective.

As pertained curriculum designs, 20 out of 30 respondents a 67% of the sample size indicated availability of the resource but decried its unavailability in every learning area while 10 out of 30 responses translating to 33% of the respondents felt that they had the necessary curriculum designs in all the learning areas as stipulated by the Competency Based Curriculum (CBC). This portrayed absence of teaching guidelines in some learning areas in most of the schools. Curriculum designs very critical in guiding teaching of learners, they are meant to center a teacher's work in aiding learners to conceptualize content in an abstract manner. In special needs education, content in curriculum designs is modified by teachers to suit each of the learners' diverse learning needs through Individualized Educational Programs (IEPs) so lack of the designs could lead to serious challenges to teachers as they planned to give instruction to learners.

Teachers' responses on availability and inadequacy of playing fields for learners with SNE tallied with those of availability and adequacy, both had 15 out 30 responses each,

representing a 50% in each of the specified attribute. These percentages implied that at least all the schools in the area of study had some kind of a playfield designed for learners with SNE. Playing fields and playgrounds are an essential aspect of the school learning environment which should be made safe places for learners if they are to be given an opportunity to practice and exercise skills that will ultimately play a role in building adult competencies such as decision making skills, leadership roles, collaboration with other people, perseverance during adverse periods of life distractions and generation of creative ideas. In situations where learners are not accorded such growth opportunities of exercising play and mingling with others, cases of failure of learners and children to develop physically may arise which consequentially create room for development of anti-social behaviors, failure to develop emotionally, lack of imaginative skills, lack of self-confidence and low thinking capabilities.

On playing materials specifically meant for learners with SNE, 29 respondents of the 30 meaning 97% represented availability but inadequate, only 1 out of 3 responses indicating 3% observed that their schools had an adequacy of the required playing materials. Overall results meant that necessary playing materials were devoid to a majority of the schools. Play materials are important and recommendable when administering play activities to learners since they help to promote the social- emotional and language development skills of learners. Play materials are as well meant to enhance the total growth and development of creativity through manipulation.

As the respondents were giving views orally concerning play materials, two of them made an observations that, 'although some of the critically deemed as essential learning resources were available, they were too scanty and hardly enough to support learning in the special needs units', while the other one cited that 'other resources were being used irrelevantly, as a substitute to the unavailable ones therefore contravenes learning results with ambiguity in various specific learning outcomes in related strands'.

The researcher's findings in this study contravened so much with findings of Teresa (2013), who did a study in Ireland that aimed at investigating government contribution in the

provision of learning resources in the education of learners with SNE. Teresa's study results indicated that schools were being adequately equipped with learning resources and the learners were satisfied with that kind of provision although there were delays in making the provisions nevertheless, the schools that got their provisions promptly at least recorded higher achievement levels of performance than those that were delayed, something that affected learners assessment results hence (Teresa's, 2013) conclusion that, learning resources were an imminent factor of curriculum implementation because they brought about enjoyment and meaningfulness to learning. The researcher says that measures should be taken to ensure that the resources are availed at the appropriate time, their adequacy and relevancy being of prime consideration. Teresa also reasoned that the vice versa of prompt provisions and making delays in delivery of the resources made learning boring and irrelevant. Special needs units in Kitui West Sub County according to this study recorded a dire need of learning resources causing scenarios of diminishing academic interests in learners, low learner turn up and retention rates and poor academic achievements.

5.4 Influence of the School Physical Environment and the Implementation of Special Needs Education Curriculum

The researcher issued checklists to respondents to fill in on availability and, inadequacy, availability and adequacy and lack of availability of enlisted elements of the school physical environment. The elements included SNU classrooms, classroom doors and windows, conducive SNE classroom seating arrangements, play fields, ramps and toilet arrangements. This information was recorded as seen in table 4.4. In addition to the checklists, the researcher used observation schedules and listened to respondents' views on kinds and levels of adaptations made to the same elements recorded in the table. To record the information on adaptation, a bar graph, finger 4.1 was drawn with the X axis representing elements of the school physical environment that is; classrooms, doors and windows, classroom seating arrangements, playfields, ramps and toilets and their corresponding percentages on adaptations. The Y axis represented the number of responses in each particular attribute or element of the school physical environment. This information helped to establish the extent of adaptability done in compliance with inclusion practices of SNE in schools having special needs units according to (Rechel et al., (2012) who made

an observation that, for inclusive education to be effective and meaningful, learning environments should provide standard benchmarks and measures for the realization of access, relevance, quality and equity.

According to the findings of this study, all the 30 respondents gave their views on the availability and level of adequacy of the said attributes as recorded in table 4.4 with implications that; 26 out of 30 respondents translating to 87% reported that classrooms specifically for learners with SNE were not available while 4 out of 30 responses, a percentage of 13% indicated that their schools had separate, independent SNU classrooms. This response indicated that only a few schools had established classrooms to cater for learners with special needs while most of them were using the integration method where learners with SNE were put in classrooms to learn alongside those without with no considerations on disability issues. Over the years, classrooms have been found to play a fundamental role in the learning process because they provide components that encourage educational space like group discussions, sharing, critical thinking that allow learners to build ideas and thought that can help them to build one another.

On availability of classroom with doors and windows and their adaptability to suit special needs, 25 out of the 30 responses meaning 84% of the schools lacked necessary installation of these elements while 5 out of 30, 16% cited availability of lockable doors and windows in their schools. These results meant that in most of the schools movement of learners using mobility assistive devices to and from classrooms and other essential areas such as dining halls, resource rooms just to mention but a few of the essential facilities faced myriads of mobility restrictions caused by lack of proper doors for either entering and or exiting the specified areas and poorly installed windows that could not allow proper ventilation. Some other windows were said to be either too lowly positioned, permitting easy distractions to learners by eternal stimuli during lessons. These results implied that only a small proportion of schools were disability friendly. The right kind of classroom doors and windows will not only provide safety to learners and teachers in the process of learning but will also help in securing classroom learning and teaching resources.

On classroom seating arrangements and space 24 participants out of 30 culminating to 80% , said that seating space was not adequate and did not factor in disability issues of the learners while 6 out of 30 responses, a 20% of the representatives felt that their classrooms had seating arrangements and spacing that were available, conducive and adequate hence leading to the conclusion that most of the SNUs seating arrangements were poorly and inappropriately done for learners like those with low vision, intellectually challenged, hard of hearing or learners with mobility difficulties. As a matter of fact the way and the place where learners are seated in class can either have a positive or negative impact in a learner's classroom behavior, participation, concentration and performance. Learners seem to perform better while settled in seats that teachers have allocated to them as opposed to situations where they are allowed to choose seats for themselves.

Concerning play fields, 26 out of 30 participants representing 87% of the responses showed that adapted fields were none existed while 4 out of 30 participants which was 13% of the total number of respondents felt that their schools had adapted fields that could accommodate some kinds of special games, sports and play activities sufficiently. These responses were a clear indication that most of schools had not modified their play fields to cater for play activities for learners with various disabilities. Play fields for learners with disabilities should be modified by levelling and removing obstacles and provision of special equipment installations with the gist of making them barrier free and accessible to the learners. These modifications help to reduce injuries through falls and other accidents. About installation of ramps and adapted toilets, out of the 30 participants, 29 meaning 97% of the responses respectfully indicated that only one school in both cases had a ramp available and another one had an adapted toilet. All the other schools lacked these essential elements. The elements are quite important to schools with units. Ramps for instance are quite essential in the movement of persons with physical disabilities which inhibit their movement. They facilitate easy movement of people freely around by either getting in or out of places with minimal gradient restrictions. Adapted toilets make toileting easy and comfortable by the virtue that their heights are raised to accommodate different deformed postures of the learners.

From the findings about school physical environments, not a single respondent cited complete unavailability of some kind of modification done to their school's physical environment however minimally done but the adaptations were too far below standard and therefore found to be wanting.

On oral narratives, two of the respondents recounted 'how classroom doors in their schools lacked ramps and also were too narrow to allow learners with mobility devices like wheelchairs, crutches and white canes to either enter in or leave out of the classrooms unaided while five respondents cited unlevelled playgrounds with obstacles ranging from tree stumps, unfilled holes and big rocks standing in the middle of the fields posing challenges to games and sports. There was another respondent who gave a report that 'most of the SNE learners with physical impairments in their school were using bushes around the school compound for toileting purposes due to lack of adapted toilets in their school'.

Findings from this study indicated that most of the schools with special needs units in Kitui West Sub County were still far much under way in implementation matters of structural adjustments to environments to make them disability friendly and also the findings indicated that effects of a successful SNE curriculum could not be realized in the Sub County since the learners did not feel safe, secure and comfortable when learning at school. The findings on school physical environments in Kitui West Sub-County were found similar to those of Duran (2008), in a study that investigated on elements of catchment and retention of learners with SNE in South Africa versus school environments. Duran's study was done in a bid to help come out with strategies of developing inclusive, out of mainstream schools.

Findings from Duran revealed that learners with SNE were being denied access to school by poorly managed school physical environments and lack of necessary adaptations. Duran recommended taking modifications of the school ground as integral parts of educational innovations for inclusion to help enhance reduction of segregation towards learners with disability. The researcher in this study also suggested that the adaptations should be taken

as educational practices in order to help in learner retention and facilitate completion of schooling.

5.5 Influence of Regular Learner Opinions and the Implementation of Special Needs Education Curriculum

According to findings that were recorded in table 4.6 in which each of the 30 respondents in the study was instructed to pick 5 regular learners to interview and record down their opinions regarding performing school activities together with their counterparts with SNE, and hand over the reports back to the researcher. The table depicts that a sample size of 150 learners was used in the study. All the learners sampled gave their opinions through the administration of interviews by their teachers on issues pertaining assembly practices, organization of play activities, school choir practices, games, sports competition events and feeding programs. In all the events of the school programs enlisted, it was established that none of the regular learners had a positive opinion of engaging learners with SNE in the activities.

Teachers' views through oral narratives were also recorded down pertaining their observations on the same. Through the narratives, the respondents (teachers) presented information regarding anti-bullying measures laid down by their schools and said that their schools did not have such records. On guidance and counselling programs regarding the regular and learners with SNE, only four teachers reported that their schools held the sessions though none of them said that the sessions were formal, they said it was usually done by the SNE class teachers as part of assembly announcements and hence not given the weight it deserved.

Six other respondents who gave oral reports explained that occasionally learners with SNE missed out lunch in their schools because regular learner school leaders wouldn't remember to organize learners with SNE for lunch in the absence of their teachers. Two of the teachers also gave similar reports that 'games captains in their schools eliminated learners with SNE from the field during games and sports activities, however good they were in play. One respondent who happened to be a choir mistress in one of the targeted

schools recounted how the regular learners one time boycotted music festivals when the teacher engaged learners with SNE in the event. The respondent said that all the regular learners failed to turn up for the competitions on the event's day.

According to the researcher, most of these responses given generally indicated that the SNE curriculum being implemented was failing in its execution to boost the social-emotional growth practices of the learners with SNE as anticipated from schools with SNUs. There was an indication of just some minimal chances for the learners to make friendships and develop social skills therefore most of the learners could not experience increased confidence and self- esteem through the curriculum.

Findings from the study carried out in Kitui West Sub County differed with those of Afroditi, Peter & Ian (2007), in a study that the trio made on investigations on friendship, abusive behavior, advocacy and acceptance of learners with SNE and inclusive practices as supportive measures to students with SNE in both elementary and secondary schools in the United States of America, (USA). Afroditi, Peter & Ian established that development of friendships and lower degrees of abusive behavior towards learners with SNE were more realized in inclusive schools than in mainstream schools. These findings led the researchers to come up with the recommendation that government ministries and departments of education should initiate structural aspects of social referencing theories for enhancement of inclusive education in all the schools.

5.6 Influence of Teacher Training and the Implementation of Special Needs Education Curriculum

As depicted in the pie chart, figure 4.2 that was generated from responses from 30 participants who took part in the study, the distribution of percentages of responses on teacher qualifications was done through interviews. The four professional training categories depicted were; the masters level as the highest level followed by the degree level then the diploma and at the bottom was the certificate level. All the teachers gave responses about their professional training levels.

The study found out that the highest level, the masters degree was represented by two (2) teachers, representing 6.66% of the sample size of 30 respondents. Second category, the bachelors degree, had three (3) representatives, implying a 10.00% response. Diploma level had 10 respondents and that was 33.30% and the certificate level had 15 respondents translating to 50%. The total response rate was 99.96%.

Representation of the training levels in the pie chart showed that the masters degree had twenty four degrees (24^0), bachelors degree levels had thirty six degrees (36^0), Diploma training level had one hundred and twenty degrees (120^0) and the certificate level had one hundred and eighty (180^0). The information from both the table and the pie chart had the implication that teachers qualified to handle learners with SNE were not only few but also not adequately trained.

Mbugua (2014), asserts that trained teachers represent a significant social investment and emphasized that the quality of the teacher training was also very crucial in the determination of educational outcomes of learners, the case in Kitui West Sub County depicted a controversial report of the ideal teacher of SNE, characterized by a scenario of few teachers in number who were wanting in the current teaching trends as emphasized by the Competency Based Curriculum (CBC).

Narratives from several teachers on SNE training concurred with the researcher's findings in revealing that some of the drawbacks to appropriate professional teacher training were government oriented. The teachers said that because the Kenya government was not giving a helping hand by assisting the teachers to further education through subsidies as it was doing on Early Childhood Development Educational programs (ECDE), and fees meant for SNE trainings was relatively higher, further training was consequentially not easily affordable. The burden of further training was only left for the few interested and determined teachers who were willing to incur expenses at personal level to advance in higher learning programs something that was perceived by many of them as too overwhelming on family budgets.

Two other teachers told the researcher that they opted to drop out of university where they were studying degree programs in SNE after registration at different years and levels of training due to lack of college fees while another one cited 'adamancy of the teachers employer, the Teachers' Service Commission (TSC), to consider according teachers paid study leaves and therefore the teachers were left with no alternative choice other than to forfeit the quest for advancement in SNE training and instead engage in short term courses, seminars and workshops.

There was a respondent who reported that the previous Kenyan curriculum that teachers were serving under, the 8-4-4 system of education, had deprived teachers of quality time for study if training through school based programs over school holidays was to materialize. The participant argued that this was due to an overburdened curriculum that required teachers to offer remedial classes over school holidays that thwarted any opportunities for school based programs hence limiting required time for private studies.
Lack of government motivation after completion of further studies through salary increment as incentives was cited by another respondent as another cause of failure of teachers to upgrade their studies in SNE. Further training privately with little remuneration caused financial constraints to teachers. The respondent said that the government had stopped upgrading teachers' salary scales based on academic papers after furthering studies but was instead promoting school administrators regardless of their academic qualifications. The participant pointed out that the government had overlooked the academic certificate aspect in teacher promotions and had thus made deserving teachers stagnate on one grade for too long even after upgrading their academic skills through further trainings therefore, the teachers felt demoralized to engage in further professional developments.

Ineffective and poor teaching skills in Kitui West Sub County according to revelations from this study could have led to the lack of proper SNE curriculum implementation trends that could have possibly led to disengagement and demotivation of learners with SNE. Other negative learning effects amongst the learners as reported by the respondents were manifested in signs of anxiety, uncertainty and reluctance in going to school amongst the

learners. According to the researcher, prioritizing professional teacher training is very crucial to both the teacher and the learner in the sense that it serves to equip the teacher with the latest knowledge on trends and resources, offers improved class management skills, inculcates better assessment methods, creates all-inclusive teaching pedagogies, helps enhance learner academic performance, creates awareness on learner support procedures, provides teachers with brush up subject knowledge and also teachers benefit from peer learning.

The current study has concurred on the importance of professional teacher training with a study that was conducted by Mahulo (2012). In the study, Mahulo investigated on the influence of teacher training in the performance of national examinations in mixed secondary schools in Gem district of Kenya and found out that compulsory subjects assigned to trained teachers realized progressive upward trends in the performance of the Kenya Certificate of Secondary Education (KCSE)) yearly, while a major reduction in mean scores affected compulsory subjects under untrained teachers. (Mahulo, 2012) therefore recommended training of teachers not just to end at college or the university levels but to be extended to afterward skill upgrading through workshops, short courses seminars and in- service training courses.

CHAPTER SIX

6.0 CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

6.1 introduction

This chapter focused on conclusions based on the research findings, recommendations and suggestions for further research. In the study the factors that were under investigation comprised of learning resources, school physical environments, regular learner opinions pertaining learning together with learners with special needs and teacher professional training.

6.2 Conclusions

6.2.1 Influence of Learning Resources on the Implementation of Special Needs Education Curriculum

This study has established that Learning resources play a vital role in influencing curriculum implementation since they are supposed to bring about positive effects to learning. (Bergsma, 2000) says that for effective teaching and learning to be realized, textbooks, resource materials and teaching aids are the basic tools and the most cost effective inputs affecting learner performance. This study has come up with the conclusion that since learning resources pertaining SNE in Kitui- West Sub County were not only scanty, inadequate and unavailable in most of the SNUs, this inefficiency has resulted to irrelevancy as teachers were forced by circumstances to handle their subjects in an abstract manner that portrayed learning dry and non- exciting.

These results are believed to have affected curriculum implementation very much and hence learning negatively as evidenced by performance evaluation at the foundation, the intermediate, the prevocational and the vocational levels in the SNUs. Through the research, it was established that learning resources availability, relevancy and adequacy could positively influence curriculum implementation positively and subsequently learners' achievements to a great extent.

6.2.2 Influence of School Physical Environment on the Implementation of Special Needs Education Curriculum

This research has established that there is a strong, positive and significant relationship between factors of the school physical environment to mention just but a few; classrooms, classroom seating arrangements, the school playfield, ramps on pathways and availability of toilets and SNE curriculum implementation. The factors have been proven to be very crucial variables that affected leaners' morale, learning, performance, and achievement in schools. Learners in an adapted school environment move more and are more active and participatory in learning activities.

Safe school environments that are orderly, calm, flexible and efficient make instruction and learning more effective as opposed to disorderly schools that have poorly arranged structures regarded as unsafe, dangerous and hazardous because such discourage child development of attitudes towards educational practices. Some of the learners failed to join school after assessment and placement in the SNUs due to inaccessible environments, low learner retention rates at the SNUs was evidenced, school drop outs rates were high and learning outcomes did not register well.

Through this research, it was found out that the physical environments in a majority of schools hosting SNUs were devoid of the essential structures and adaptations (modifications) recommended for SNE curriculum implementation in institutional systems. They were viewed as the major contributors of the ineffective SNE programs in inclusive primary schools hence, not conducive enough to benefit all learners, those with disabilities and those without.

6.2.3 Influence of Regular Learner Opinions on the Implementation of Special Needs Education Curriculum

Learners with SNE in an inclusive setting are entitled to enjoy the benefits of inclusion such as enriched growing and learning, greater exposure to academic activities, appropriate behavior modeling and opportunities of making new friends. Findings from this school of thought, have revealed contradicting results of aspects of dehumanization, derogatory and

discrimination practices meted on learners with SNE by regular learners that ranged from discrimination, bullying, labelling, isolation, exclusion, stigmatization and name calling. These cited antisocial practices caused detrimental effects that limited the implementation of SNE curriculum process in the units and hence competency and skill development amongst the affected learners in the Sub County. Such unrealistic opinions and negative perceptions also affected progress in learning, development of talents and self-esteem to an extend that even learners who completed school did not perform well and some others left school before completion.

6.2.4 Influence of Professional Teacher Training on the Implementation of Special Needs Education Curriculum.

Finally, this study has shown that there is a strong relationship between teacher professional training and development and SNE curriculum implementation. Training in SNE should not only be meant to enhance the capabilities of teachers but also facilitate the establishment of positive attitudes towards inclusion. Teachers of SNE require skill training on how to adapt, adopt and use the specialist curriculum, to make it suit the varied learning needs of their learners. Professional teacher training in SNE is also an eye opener to skills of needs assessment and the correct conceptualization of learners' disabilities. It equips the teachers with skills and knowledge for the curriculum implementation process. This study has led to the conclusion that there was a deficiency of professional skill training amongst the educators of SNE in Kitui- West Sub County, coupled with inadequacy of the tutors. Most teachers were not interested in filling their professional gaps through further training and those available felt demotivated, demoralized by the tedious job that lacked stipulated career progression trends. There were still some other teachers who preferred taking short SNE courses through in-service trainings, seminars and workshops than committing themselves to professional training.

The scenarios that have been cited in the above have text have led to ineffective curriculum implementation methodologies in SNE in Kitui West Sub County that even made the teachers feel unequal to the tasks as they delivered educational practices to learners. Consequentially teachers of SNE were not able to handle their learners professionally

hence the learners usually felt demotivated to learn, as is evidenced through truancy, absenteeism and behavioral problems.

Some of the challenges faced by learners with SNE bore dire consequences amongst the learners most of the times seeing them being expelled from school, dropping out of school, posting poor learning results and ultimately not achieving the desired educational outcomes. For the teachers then to feel motivated to teach considering the positive aspects of inclusion in the educational system as worthy striving for, some of the disadvantages of the practice could be eliminated through effective training of the educators.

6.3 Recommendations

6.3.1 Influence of Regular Learner Opinions and the Implementation of Special Needs Education Curriculum

In relation to SNE curriculum implementation in SNUs, this study came up with the following recommendations:

Quality and sufficient resources to be sourced and availed to learners with special needs by different stakeholders in the education sector for example; by the government through the Ministry of Education, Science and Technology, KISE, well-wishers, societies of and for disabled persons, faith based organizations, CBOs, parents and parent associations in schools as a way of increasing their inclusivity in the school community.

Government funding meant for SNE through the Ministry of Education, Science and Technology to be increased and utilized prudently by school managers and strict follow up activities to be carried out by the ministry's accounting and auditing officials to ascertain that the funds have been utilized appropriately.

Special needs education teachers should be incorporated as representatives of SNE in school boards of management meetings to offer technical advice in the identification, budgeting and purchasing processes of the required, essential and updated SNE equipment and facilities, teaching and learning materials, that are curriculum appropriate.

The Kenya Institute of Curriculum Development needs to devise proper, adapted common curricula, for the various levels of SNE learners in all SNE learning institutions. The curricular to be followed by all the special needs units should be able to address the different categories of disability and also the children's diverse educational needs.

Educational Assessment and Resource Centre (EARC) should be richly equipped with modern facilities for assessment and the officers manning them to be sensitized on current trends of disability assessment procedures and skills on educational intervention for appropriate placements in SNE. They need also to keep on constant liaising with the Ministry of education on planning for community sensitization programs in SNE.

6.3.2 Influence of School Physical Environment on the Implementation of Special Needs Education Curriculum

For creation of school physical environments that are barrier free, stimulative, enjoyable and meaningful to learning and more so for SNE curriculum implementation for learners with SNE, a review and full implementation of all laws, policies and regulations pertaining disability should be done. The government should review acts like the Education Act, the Persons with Disability Act and other disability related ones with the aim of making least restrictive environments in all areas, including learning institutions. The school physical environment has been found to be a very crucial factor in curriculum implementation since it can influence learning in one way or another for example, learners are likely to spend more time sitting or standing than being active if they have reduced access to spaces that support physical activity.

Lack of physical activity may have negative consequences for learners' physical and mental health. Adaptations to the school physical environments also create conducive learning environments that enhance the intuitive desire amongst the learners to interact, create and discover new ideas.

6.3.3 Influence of Regular Learner Opinions on the Implementation of Special Needs Education Curriculum

For a proper curriculum implementation in SNE be realized in SNUs the government should consolidate efforts to change the negative opinions of all regular learners towards their peers with SNE. It should endeavor to make all Kenyan schools inclusive primarily for improved persons with disability learning. The Ministry of Education, Science and Technology should devise sensitization programs both formal and informal, inside and outside schools for example; in homes, churches, mosques, temples, markets places areas of recreation, medical facilities, in community chief barazas and associations of and for persons with disability.

The sensitization programs should also endeavor to encompass themes of sensitizing regular learners and the society on the importance of SNE and the benefits of inclusion. Schools should be sensitized on the fact that all learners should be incorporated in all aspects of school programs regardless of whether they have disabilities or not and making certain that those with SNE feel accommodated to belong to a single school community. All that having been done will help enhance socialization in schools and will assist to maximize SNE learning experiences through any curriculum under use.

6.3.4 Influence of Professional Teacher Training on the Implementation of Special Needs Education Curriculum.

Finally on professional teacher training and SNE curriculum implementation, the Kenya government should mainstream inclusive education as a core subject in the curriculum to enhance qualified skills amongst educators and teacher aides in SNE at all levels of teacher training. It should also consider offering various incentives to captivate teachers' interests in teaching learners with SNE like offering government sponsored training programs, raising SNE remuneration incentives through attractive remuneration allowances to motivate and increase numbers of teachers of special needs education. The government should also embark on harmonizing staffing of SNE teachers to institutions according to their skill relevance and the kind of disability the school caters for.

6.4 Suggestions for Further Study

i. A similar study can be replicated in other counties with the view of finding out if the same factors investigated in this study influence special needs education learning in their schools.

ii. A study should be conducted to establish those factors that can contribute to a greater positive academic achievement among learners with special needs.

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APPENDICES

Appendix i: Letter of Introduction

SOUTH EASTERN KENYA UNIVERSITY

P.O. BOX 170-90100 KITUI.

Dear Respondent,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post graduate student in South Eastern Kenya University conducting a study on "School Based Factors Influencing the Implementation of Education Curriculum in Special Needs Units in Kitui West sub-county, Kenya". This study is for the purpose of a research project, a requirement for the award of a degree of Master of Education. I kindly request you to provide the required information since it shall be useful to the study. Your response will be treated with confidence and you will not be referred to by name in the report.
Your assistance is highly appreciated.

Yours faithfully,

VIDEMA KIMANZI
M.Ed. Student.

Appendix ii: A Checklist for Teachers on the Availability of Learning Resources and School Physical Environment in Special Needs Units (SNUS)

Introduction

The following checklist seeks to establish the availability and the level of adequacy or lack of availability of the said attribute on learning resources and the condition of the school physical environment as pertains to SNE. Kindly, fill in the required details accordingly as pertains the situation of your school:

Please put an X in the area which best describes the learning resources and the school physical environment as concerns special needs education:

ATTRIBUTE	**Available but not adequate**	**Available and adequate**	**Not available**
School has active SNU classroom			
School buildings have adapted doors and windows			
SNE seating arrangements considered in classrooms settings			
Adequate, adapted play field			
Availability of ramps on pathways			
School has modified toilets			
SNU classroom have modified desks/tables			
SNU has adequate curriculum designs, teachers guides & text books			
SNU has adequate playing materials			

Please provide specific comments which describe the ratings for each attribute:

_____

_____

_____

_____

_____

Date _____ Signature of teacher _____

Signature of Researcher _____

Thank you very much for your participation in the study

Appendix iii: Observational Schedule on Learning Resources

NAME OF SCHOOL----------

GRADE----------

Introduction

This observation schedule has been developed to guide the researcher in data collection on school based factors that influence Special Needs Education curriculum in public primary schools in Kitui West Sub-county. Data collected will help to establish the extent to which the factors influence curriculum implementation in special needs units. The observation schedule needs to be marked by ticking (marking a right) according to availability and adequacy of evidence.

Section A: An observation schedule on Learning materials

Learning resource	Available and adequate	Available but not adequate	Not available
Learners' desks			
Learners' course books			
Learners' work/activity books			
Curriculum designs			
Teachers' guides			
Playing field			
Playing materials			

Appendix iv: **A Checklist on School Physical Environment**

The following checklist is meant to establish the availability and the level of adequacy or lack of availability of the said attribute on learning resources and the condition of the school physical environment as pertains SNE learning. Kindly, fill in the required details accordingly as pertains the situation of your school:

Put an X in the area which best describes the factor of the physical environment of the school as required:

Checklist on School Physical Environment

Physical environment	**Available and adequate**	**Available but not adequate**	**Not available**
Availability of classrooms			
Availability of adapted doors and windows			
SNE Seating arrangement done in classrooms			
Adapted playfield			
Availability of ramps in the school			
Adapted toilets			

Appendix v: A checklist for Teachers for Recording Regular Learners' Opinions about Learners with SNE

Activity	**Participation observed**	**Participation not observed**	**Activity not programmed**
Engagement in assembly practices			
Engagement in Playing activities			
Choir practicing			
Anti-bullying & counseling school programs			
Feeding together			
Social activities e.g. Cultural dances debates			

Appendix vi: **An Interview Guide for Teachers Professional Qualifications**

Introduction

Below was the interview guide that the researcher used to collect information pertaining teachers' professional qualifications in special needs education

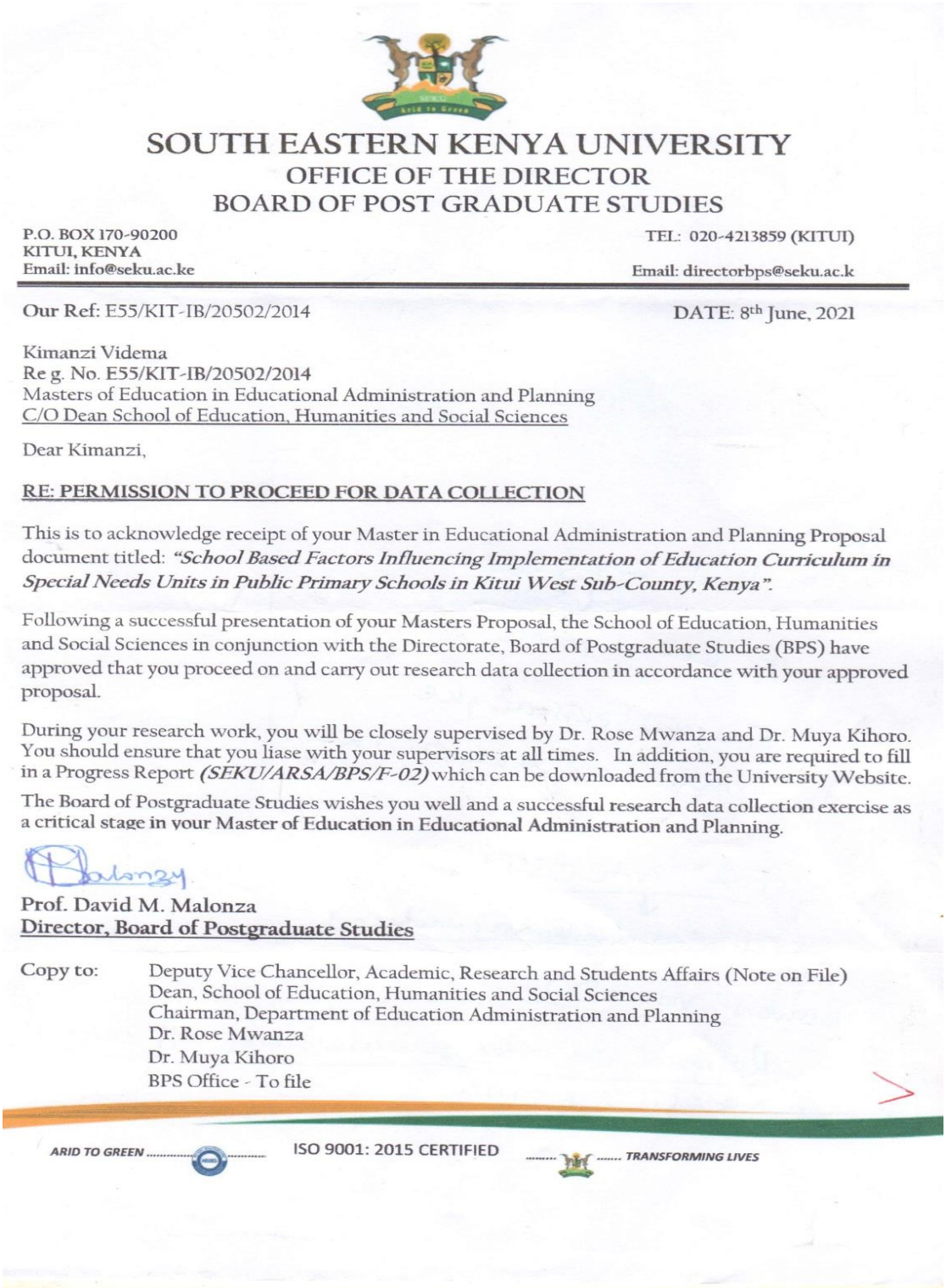
1) What is your level of training in Special Needs Education?
2) Are there in- service courses/ refresher courses /SNE workshops currently programmed and being undertaken by SNE teachers in the sub- county?
3) Has your school been able to carry out any SNE sensitization programs within the school or the community?
4) Do you feel that you have all the competencies required to teach learners with SNE?
5) What is your view regarding the enrolment process of learners with SNE in your school?
6) What do you think can be done to improve learner enrolment in the SNU?
7) Are there any learning resources or a resource room for learners with SNE in your school? Do you think that the ones available are adequate for the learners?
8) Are there any physical adaptations done in your school physical environment? (Give examples).
9) Do learners without SNE engage learners with SNE in school activities (for example, in cleaning, working in the school garden, playing, feeding, etc.)?
10) Are the learners with SNE themselves free when engaging in school activities together with those without? (explain)
11) Have you experienced incidences where learners with SNE have been molested by regular learners?
12) According to you, does the usual teacher training in colleges and universities offer adequate skills for handling learners with SNE?
13) Do think that all teachers in your school including the regular ones need some form of training in SNE? (Give reasons)

Appendix vii: An Interview Guide on Teacher Professional Training Certificates and Qualifications in SNE

Teacher training in SNE	**Availability of evidence**	**No available evidence**	**Not trained to the level**
Masters degree level			
Degree level			
Diploma level			
Certificate level			
In-service courses			
Seminars and workshops			

Thank you very much for taking your time to participate in this study

Appendix viii*:* Letter of Permission to Conduct Research from South Eastern Kenya University



SOUTH EASTERN KENYA UNIVERSITY
OFFICE OF THE DIRECTOR
BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
KITUI, KENYA
Email: info@seku.ac.ke

TEL: 020-4213859 (KITUI)
Email: directorbps@seku.ac.k

Our Ref: E55/KIT-IB/20502/2014

DATE: 8th June, 2021

Kimanzi Videma
Re g. No. E55/KIT-IB/20502/2014
Masters of Education in Educational Administration and Planning
C/O Dean School of Education, Humanities and Social Sciences

Dear Kimanzi,

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document titled: *"School Based Factors Influencing Implementation of Education Curriculum in Special Needs Units in Public Primary Schools in Kitui West Sub-County, Kenya".*

Following a successful presentation of your Masters Proposal, the School of Education, Humanities and Social Sciences in conjunction with the Directorate, Board of Postgraduate Studies (BPS) have approved that you proceed on and carry out research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Rose Mwanza and Dr. Muya Kihoro. You should ensure that you liase with your supervisors at all times. In addition, you are required to fill in a Progress Report *(SEKU/ARSA/BPS/F-02)* which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection exercise as a critical stage in your Master of Education in Educational Administration and Planning.

Prof. David M. Malonza
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs (Note on File)
Dean, School of Education, Humanities and Social Sciences
Chairman, Department of Education Administration and Planning
Dr. Rose Mwanza
Dr. Muya Kihoro
BPS Office - To file

ARID TO GREEN ISO 9001: 2015 CERTIFIED TRANSFORMING LIVES

Appendix ix: Research Permit from the National Commission for Science Technology and Innovation

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **212149**

Date of Issue: **02/July/2021**

RESEARCH LICENSE

This is to Certify that Ms.. VIDEMA KIMANZI of South Eastern Kenya University, has been licensed to conduct research in Kitui on the topic: SCHOOL BASED FACTORS INFLUENCING IMPLEMENTATION OF EDUCATION CURRICULUM IN SPECIAL NEEDS UNIT IN PUBLIC PRIMARY SCHOOLS IN KITUI- WEST SUB COUNTY,KENYA for the period ending : 02/July/2022.

License No: **NACOSTI/P/21/11478**

212149

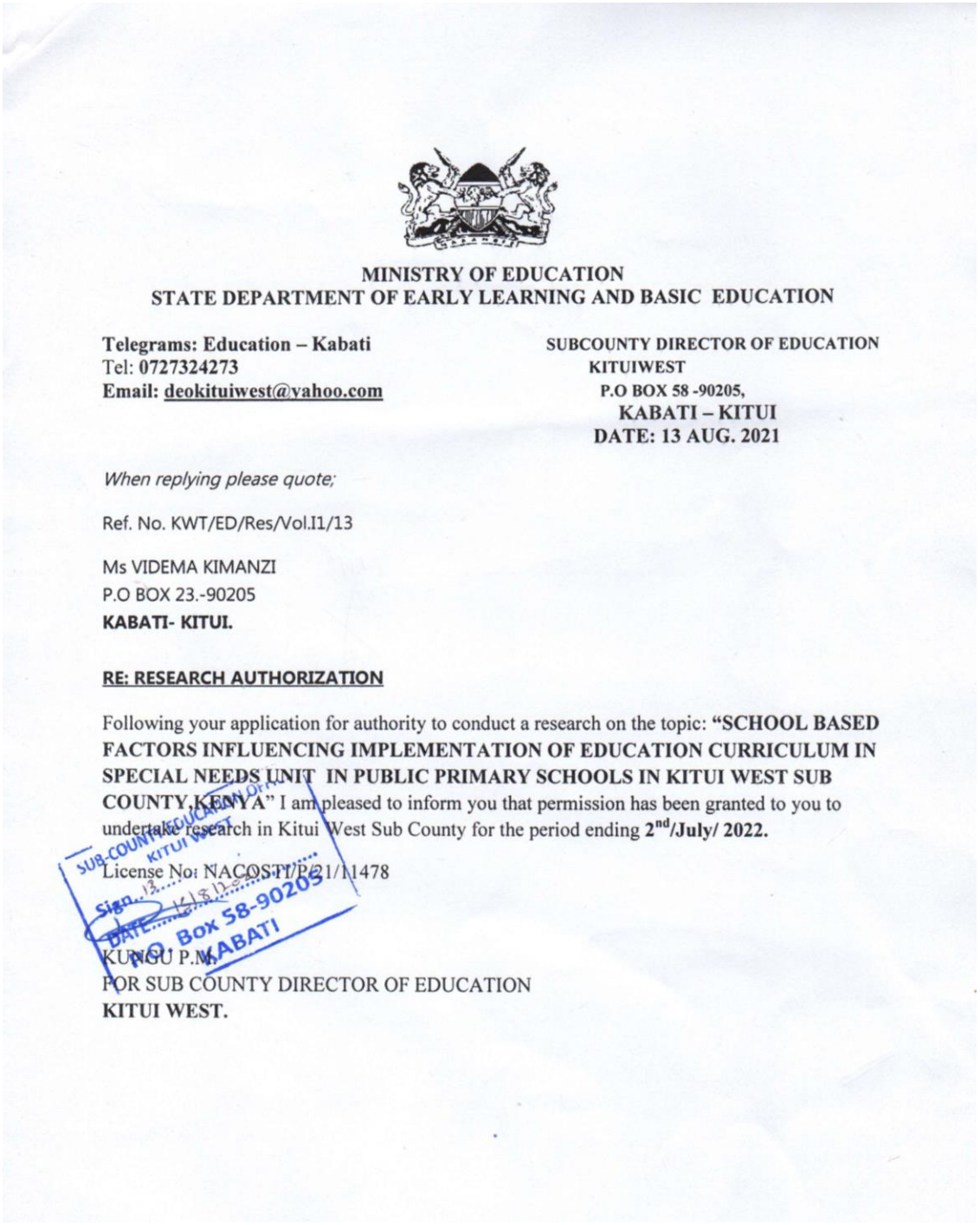
Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix x: Permission to carry out research from the Ministry of Education, Early Learning and Basic Education



MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: Education – Kabati
Tel: **0727324273**
Email: deokituiwest@yahoo.com

SUBCOUNTY DIRECTOR OF EDUCATION
KITUIWEST
P.O BOX 58 -90205,
KABATI – KITUI
DATE: 13 AUG. 2021

When replying please quote;

Ref. No. KWT/ED/Res/Vol.I1/13

Ms VIDEMA KIMANZI
P.O BOX 23.-90205
KABATI- KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct a research on the topic: **"SCHOOL BASED FACTORS INFLUENCING IMPLEMENTATION OF EDUCATION CURRICULUM IN SPECIAL NEEDS UNIT IN PUBLIC PRIMARY SCHOOLS IN KITUI WEST SUB COUNTY,KENYA"** I am pleased to inform you that permission has been granted to you to undertake research in Kitui West Sub County for the period ending **2nd/July/ 2022.**

License No: NACOSTI/P/21/11478

SUB-COUNTY EDUCATION OFFICER KITUI WEST Sign. 13 DATE 13/8/21 P.O. Box 58-90205 KABATI

KUNGU P.M.
FOR SUB COUNTY DIRECTOR OF EDUCATION
KITUI WEST.

Appendix xii: Letter of permission to carry out research from the Ministry of Interior and Coordination of National Government

THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Email – dckituiwest@yahoo.com
When replying please quote

DEPUTY COUNTY COMMISSIONER
KITUI WEST SUB-COUNTY
P.O. BOX 1-90205
KABATI

REF. NO. . KTW/DCC/1/21/223

DATE: 13th August, 2021

TO WHOM IT MAY CONCERN;

RE: VIDEMA KIMANZI

The above named is a student of South Eastern Kenya University and also a teacher at Kauwi Primary School conducting a research on the topic: SCHOOL BASED FACTORS INFLUENCING IMPLIMENTATION OF EDUCATION CURRICULUM IN SPECIAL NEEDS UNIT IN PUBLIC PRIMARY SCHOOLS IN KITUI – WEST SUB COUNTY, within Kitui West Sub County.

Please accord her the necessary assistance

DEPUTY COUNTY COMMISSIONER
KITUI WEST SUB-COUNTY
P. O. Box 1 - 90205, KABATI.

RUTH A. OBUYA
FOR:DEPUTY COUNTY COMMISSIONER
KITUI WEST SUB COUNTY