

**FACTORS DETERMINING SCHOOL DROPOUT OF LEARNERS WITH  
SPECIAL NEEDS IN REGULAR PRIMARY SCHOOLS IN MBOONI EAST SUB  
COUNTY, MAKUENI COUNTY KENYA**

**BY**

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE PROGRAM OF MASTERS OF  
EDUCATION IN SPECIAL NEEDS EDUCATION**

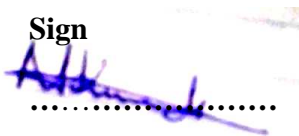
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**OCTOBER, 2017**

**DECLARATION**

This Thesis is my original work and has not been presented for examination in any other University.

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## **DEDICATION**

To my special parents,

Mr. and Mrs. Kimondi for educating me and instilling in me the values of hard work. To my husband Daniel Syano Mbolonzi for his valuable time and constant support and encouragement throughout the period of my postgraduate studies. Special thanks to my beloved children Eric Mbolonzi, Victor Wambua and Mercy Mutindi for their patience and understanding during the period of my studies.

## ABSTRACT

Education for All (EFA) is the current call by the government to ensure that all members of the society access education without discrimination regardless of their special needs. According to UNESCO schools should accommodate all children regardless of their disabilities. However, learners with special needs in education often dropout of school more as compared to those without special needs, particularly in Mbooni East Sub County. The report from the district education office in Mbooni East Sub County indicates that between the years 2011-2015, the school dropout of learners with special needs has stood between (33-53%) while the dropout in Mwala Sub County was between (26-35%). The difference in the two neighboring sub counties is yet to be known. The purpose of the study was to find out the determinants of school dropout of learners with special needs in regular primary schools in Mbooni East Sub County, Makueni County, Kenya. The objectives of this study were to: determine the role of school environment on dropout of learners with special needs in regular primary schools in Mbooni East Sub county, establish the role of curriculum on the dropout of learners with special needs in regular primary schools in Mbooni East Sub county, Establish the role of the use of support services on the drop out of learners with special needs in regular primary schools and determine the role of the use of assistive devices on the dropout of learners with special needs in regular primary schools . The study was guided by a conceptual framework showing the determinants and how they affect the drop out of learners with special needs in regular primary schools. . Descriptive research survey design was used in the study. The study population consisted of 40 head teachers, 352 teachers and 208 learners with special needs. Saturated sampling was used to select 36 head teachers, simple random sampling was used to select 105 teachers and 84 learners with special needs. The instruments for data collection were questionnaires, interview schedule and observation schedule. A pilot study was carried out using 10% of the population to determine reliability of the instruments. Using test-retest method a coefficient correlation of 0.79 for teachers and 0.81 for head teachers were realized which were accepted. Experts from the department of special needs education in Maseno University ascertained face and content validity of the instruments. Quantitative data was presented using descriptive statistical methods (means and percentages). Qualitative data collected from interview and observation schedules was put into various categories and reported in as themes and sub themes. The finding of the study revealed that, school environment was the leading cause of school dropout of learners with special needs (mean=4.18), followed by support services (mean=4.09), curriculum differentiation (mean4.00) and assistive devices was ranked the last cause (mean=3.98) in Mbooni east Sub County. The findings of this study will be significant to curriculum developers and implementers, the ministry of Education, Educational Assessment and Resource Centre, assessor and examiners to ensure that the learners with special needs access quality and relevant education in a least restrictive environment.

## TABLE OF CONTENTS

Title Page .....	i
Declaration.....	ii
Acknowledgement .....	iii
Dedication .....	iv
Abstract .....	v
Table of Contents .....	vi
List of Abbreviations and Acronyms.....	ix
List of Tables .....	x
List of Appendices .....	xi
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	14
1.3 Purpose of the Study .....	15
1.4 Objectives of the Study.....	15
1.5 Research Questions.....	15
1.6 Scope of the Study .....	16
1.7 Limitation of the Study .....	17
1.8 Assumptions of the Study .....	17
1.9 Significance of the Study.....	17
1.10 Conceptual Framework.....	19
1.11 Definition of Terms.....	21

<b>CHAPTER TWO : LITERATURE REVIEW.....</b>	<b>24</b>
2.1 The role of Environment as a Factor Determining School Drop out of Learners with Special Needs.....	24
2.2 The role played by the Curriculum as a Factor Determining School Drop out Of Learners with Special Needs. ....	26
2.3 Use of Support Services and Assistive Devices .....	28
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>32</b>
3.1 Research Design.....	32
3.2 Area of Study .....	32
3.3 Population of the Study.....	33
3.4 Sample and Sampling Technique.....	33
3.5 Instruments of Data Collection .....	34
3.5.1 The Head Teachers Questionnaire .....	34
3.5.2 Teachers Questionnaire.....	35
3.5.3 The interview Schedule.....	35
3.5.4 The Observation Schedule .....	35
3.6 Validity and Reliability of Research Instruments.....	36
3.6.1 Validity .....	36
3.6.2 Reliability.....	36
3.7 Data Collection Procedure .....	37
3.8 Methods of Data Presentation and Analysis .....	38
3.9 Ethical Considerations .....	39
<b>CHAPTER FOUR: RESULTS AND DISCUSSION.....</b>	<b>40</b>

4.1 Introduction.....	40
4.2. Return Rate of Questionnaires .....	40
4.3 Personal Data .....	41
4.3.1 Gender Analysis.....	41
4.4 Role of School Environment on School Drop Out of Learners with Special Needs ..	42
4.5 Role of Curriculum on School Drop out of Learners with Special Needs.....	47
4.6 Uses of Support Services .....	52
4.7 Use of assistive devices for learners with special needs.....	55
4.8 Observation schedule for learners with special needs. ....	60
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENTATIONS ..</b>	<b>62</b>
5.1 Introduction.....	62
5.2 Summary .....	62
5.3 Conclusion .....	64
5.4 Recommendation .....	65
5.5 Suggestions for Further Research .....	66
<b>REFERENCES .....</b>	<b>67</b>
<b>APPENDICES .....</b>	<b>70</b>



## **LIST OF ABBREVIATIONS AND ACRONYMS**

CRPD	Convention on the Rights of Persons with Disabilities.
DEO	District Education Office
KESSP	Kenya Educational School Support Programme
KNEC	Kenya National Examination Council.
KIE	Kenya Institute of Education.
KSL	Kenya Sign Language.
LWSN	Learners with Special Needs
MOE	Ministry Of Education.
MOEST	Ministry of Education Science and Technology
UNESCO	United Nations Education Science and Cultural Organizations
USAID	United States Agency for International Development.
UPE	Universal Primary Education

## LIST OF TABLES

Table	Page
1.1: Number of learners with special needs in school and drop out of school in regular primary schools in Mbooni East Sub County Makueni.....	12
1.2 : Number of learners with special needs in school and drop out of school in regular primary schools in Mwala sub county Machakos County from the year 2011 to 2015. ....	13
3.1: Sampling Frame.....	34
4.1: Return rate.....	40
4.2 Personal Data .....	41
4.3: Gender of the Head Teacher .....	41
4.4: School Environment .....	43
4.5: Curriculum differentiation for Learners with Special Needs.....	48
4.6: Use of Support Services.....	53
4.7 Use of assistive devices for learners with special needs.....	56

## **LIST OF APPENDICES**

<b>Appendix</b>	<b>Page</b>
A: Head Teachers Questionnaire (HTQ) .....	70
B: Teacher's Questionnaire (TQ).....	75
C: Interview Schedule for learners with special needs. ....	78
D: Observation Schedule (OS).....	79
E:Map of the Study Area .....	80



## CHAPTER ONE

### 1.1 Background of the Study

Disability can be explained in terms of any restriction that results from impairment and hinders a person from performing an activity within the range considered normal for a normal person (Heward, 2006, Hardman, Drew & Egan 2005). According to UN convention on the rights of persons with disabilities ( 2006), article 1,(2006), persons with disabilities include those who have long term physical , mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full effective participation in the society an equal basis with others ( UN convention on the rights of persons with disabilities 2006). In this regard, disability is seen as a socially created problem. This definition focuses on the elimination of barriers created by society that prevents persons with disabilities from enjoying their human rights on equal basis with others in relation to education (UNESCO, 2005).

Barriers that limit a person's full participation include; negative altitude, discriminative policies and practices, curriculum and inaccessible environments. As a result of these barriers, students with disabilities are being excluded from accessing education which was one of the main concerns raised by the young people (Ncube & McFadden, 2006)].

According to UNESCO (2009) inclusive education is a complex and multidimensional process that tries to foster the rights of every student to obtain a high quality education. This is a process of addressing and responding to the diversity of the needs of all learners through increasing participation in learning cultures and communities and reducing exclusive education from mainstream education. (UNESCO, 2005).

Inclusive education is the most effective means of combating discriminatory attitudes, building an inclusive society and achieving EFA goals. This involves changes and modification in content, approaches, structural and strategies within common vision which covers all children of the age appropriate range and conviction that it is the responsibility of the regular school system to educate all children. This embraces accessibility and participation (UNESCO 2003, UNESCO 2005).

Education For All (EFA) is a global movement to provide quality basic education for all children, youths and adults. Government around the world has made a commitment to achieve by 2015 the six EFA goals: Expand early childhood care and education, provide learning and life skills for young people and adults, increase adult. Literacy by 50%, achieve gender parity by 2005, gender equality by 2015 and improve the quality of education. Article 24 the Convention on the Rights of Persons with Disabilities (CRPD, 2006).

People with disabilities all over the world were considered socially and physically less capable. They were not easily accepted in the mainstream society as part and parcel of the family and community. Great philosophers like Plato and Socrates condemned persons with disabilities suffered neglect and they were also neglected. They were believed to bring a bad omen because they were believed to be as a result of curse. They were often viewed as not capable and not full human beings, others were believed to poses evil spirits, they were ridiculed in the village. Members of the society had negative attitude towards disability. They regarded disability to be caused by punishment from gods. This made persons with disabilities to be isolated and their needs were not adequately met (Randiki, 2002).The attitude of teachers towards learners with special needs is very

important in inclusion. Today learners with special needs are also discriminated in school which may be the cause why they drop out of school. In Mbooni District it is not known whether the cause is the same.

Total inclusion of all children with disabilities is still not possible, the main reason being insufficient educational materials, lack of sufficient trained teachers in special needs education, too big classes, lack of peripatetic services, lack of support staff (sign language interpreters and Braille transcribers.) community involvement and long distances between home and school.(Kristensen *et al* 2006). The lack of skilled teachers in primary schools is one of the reasons cited for children with disabilities dropping out of school, (Eleweke and Rode, 2002; Milliard *et al* 2005).

In Ireland early school leaving was identified as a key priority in the national poverty strategy, therefore one of the targets of the national anti- poverty strategy (1997) was to eliminate the problem of early school leaving such that the percentage of those completing the primary cycle will increase to 98% by the year 2007. The most recent analysis of early school leaving was the 2004 annual school leaving survey of 2002/2003 leavers, 82% of school leavers obtained the leaving certificate, the retention levels up to leaving certificate have leveled off at 82% and there is a consistent 3% who leave without qualification (Ganrion and Nalon2005).

Gammon and Nylon, (2005) analyzed the census 2002 data as well as data from living in Ireland survey 2001. Their analysis concluded that children with special needs leave school earlier and with few qualifications than their non-disabled peers. They found that 49.6% of those with special needs left school with no formal qualification, compared to

20% of other adults. Focusing only on the people aged between 15- 24 years who reported that they had special need 13.1% compared to 26.6% of non-disabled had the inter junior certificate, 44.2% had the living certificate compared to 53.3 % of non-disabled individuals ( Gannon and Nalon 2003). In Mbooni East Sub county children with special needs also leave school without formal qualification.

In Africa 50.6% of males with disabilities have completed primary school compared with 61.3% of males without disability. Females with disability report 41.7% primary school completion compared with 52.9% of females without disability. The mean years of education are also similarly lower for persons with disability. In poor African counties, evidence shows that young people with disabilities are less likely to be in school than their peer without disabilities. The gap in the primary school attendance between disabled and non-disabled children ranges from 10% in India to 60% in Indonesia

The child development policy (1996) aimed to protect the rights of the child in education to ensure that all school age children are enrolled. It also emphasized that the ministry of education and vocational training has to make sure that all children who are above primary school age, those who have had dropped out and those who never went to school have to attend school (MOEVT, 2009).

National disability policy (2004), in Tanzania there was no clear policy to guide the right of education for people with disabilities before the introduction of this policy. The policy among other things calls for collaboration between the government and various educational stakeholders to provide a favorable learning environment in inclusive education (UTR, 2004). Anyway, considering how inclusive education philosophy is



articulated in Salamanca statement, the policy does not reflect it in any (Mmari, mzee, &Frankenberg, 2008).

The reauthorization of the individuals with Disabilities Education Improvement Act (IDEA) 2004 and No Child Left behind Act (NCLB) requires American school systems to examine how to best address the needs of students with disabilities based on academic achievement. This has “shifted the instructional focus with regard to students with disabilities from where they are educated to how they are educated”. (McDuffie, Mastropleri & Scruggs 2009, pg. 494).

It requires least restricted environment possible and therefore participate in the same assessments as students without disabilities unless the nature of their disability is determined to be too severe to do so. Both also mandate that students with disabilities shows progress in academic classes and participate with their non-disabled peers on all state assessment.

“Districts and schools have struggled to overcome a history of a separate and segregated special education system and for various reasons, efforts to include students with disabilities in general education have not always been successful”. (Calabrese, Patterson, Liu, Goodvine & 2008, pg. 62)

Akalin, Sazak-Pinar and Sucuoglu (2010),focused on classroom management, increased academic achievement and decreased problem behaviors of learners (pg. 64).It is the responsibility of the teacher to structure their classroom so that it has minimal distractions and create a conducive learning environment for all students. Teachers should be dedicated to teach all students. Akalin, Sazak-Pinar and Sucuoglu, (2010)

states that the behavior of the students has direct correlation to student's achievement. Final results of the research found that classroom management should be considered as a powerful cluster of techniques and strategies in terms of creating meaningful learning experiences for all learners including students with disabilities because in Turkey, there are a limited numbers of experts working in special education collaborating with the general education teachers for meeting the needs of learners with disabilities. (Pg. 72).The researcher intends to find out whether learners are dropping out of school due lack of adapted environment focusing on school building, classroom arrangement and playground in Mbooni East Sub County. Environment is a very vital factor to consider in a learning institution. If the environment is not well adapted learners with special needs especially the physically handicapped would face challenges in movement both in classrooms and around the school compound (Odvin &Hummel, 2008, pg.62)

A study conducted by Fallon, Zhang, Kim (2011), focused on training teachers to manage the behaviour of students with disabilities in the inclusive classroom. Many general education teachers lack the skills and knowledge necessary to effectively manage this challenging behaviour. The study focused on novice teachers that are certified in the general curriculum who want additional certification in special education. The participants in the study were volunteers in a graduate class in managing and accessing behaviors of students with disabilities using functional behavior assessment as well as behavior intervention plans. The need to train teachers to manage learners with disabilities is imperative since these students are now educated in the same classrooms as their non-disabled peers. Educating, training and cultural diversity should be considered when recruiting teachers to teach children with disabilities. In this study the researcher

wants to find out whether learners with special needs are dropping out of school due to lack of trained teachers in special needs in Mbooni East Sub County.

In order to provide a quality education for special needs learners in the general education classroom, all the necessary resources must be available for both the learner and the teachers (Anderson, Klassen & Georgiou, 2007). Resources are often extremely limited. There is lack of teachers because there is lack of funding and these insufficient materials affect the success of the inclusion and those who are involved in the program.

Chalema & Peresuh (1996) contend that; inadequate relevant resources and facilities is an obstacle to the implementation of inclusive education in developing countries. A study done by Kisanji (1995) in Tanzania revealed that; appropriate materials were insufficient for children with disabilities enrolled in regular schools. In Makueni learners are dropping out of school and it's not known whether it is due to inadequate use of assistive devices.

Also, the disability survey conducted in 2008 showed that only 2.5% of children with disabilities up to the age of 14 years (Appendix 3) were using assistive devices (NBS, 2009). In Africa and many other developing countries, meaningful inclusive education is not realized due to lack of necessary support and resources from the government caused by limited funds (Abosi, 2000, Zindi, 1997).

Failure in the examinations and therefore small number of students advancing to secondary schools is partly contributed by teaching methods, which do not meet the needs of students with special needs. Cosmas Mnyanyi, a coordinator of the assistive technology at the Open University of Tanzania (OUT), talking on a graduation ceremony

of assistive technology training for people with visual impairment narrated that, for a long time learners with visual impairment have been left behind in the education system because there is no special consideration set to help them in terms of teaching methodologies, teaching materials and necessary assessment procedures,(Daily News,2012 b).In Mbooni East sub county the researcher intends to find out whether the cause of drop out is the same.

.The republic of Kenya (2005) outlines the vision of our education sector as a major enabler of youth which is achieved through the provision of quality education accessible and relevant to the lives of all children including those with special needs in education. This education will contribute towards provision of employment opportunities to all people. (Republic of Kenya, 2005)

.In Kenya the enrolment and retention of learners with special needs in educational institutions is still very low. MOEST, (2007) indicates that there were 23,459 pupils with disability enrolled in primary schools in 2003 with a significant increase after the introduction of the free primary education. However the various institutions were not equipped and the school environment not conducive which led to a high drop out of such learners (Republic of Kenya 2010).

According to Kochung, (2003), when the introduction of free primary education was declared, many children with special needs in education joined both special and regular primary schools in Kenya. However after sometimes they dropped out of school due lack of functional assistive devices, learning resources, environmental adoption, mandatory medication. However, it was not known how many learners with special needs dropped

out of school due environmental problems, and support services and assistive devices in Mbooni East Sub County.

A study also done by Kochung, (2003) found out those learners with special needs in education dropped out of school due to teacher learner ratio in regular primary schools. His study only identified the teacher learner ratio as the only factor leading to drop out; he did not look at other factors like curriculum, support services, assistive devices, and environment, among others. Therefore this study was to find out whether there are other factors determining school dropout of learners with special needs in regular primary schools in Mbooni East Sub County.

The gender policy in education states that, to increase education participation, retention and completion for learners with special needs, the government should provide an enable environment for the SNE learners, through providing trained personnel, flexible curriculum equipment and facilities and ensuring accommodative physical infrastructure. (Republic of Kenya 2010).

According to UNESCO, (2005), barriers that limit a person's full participation include inaccessible environment. As a result of this , learners with special needs are been excluded from accessing education However it was not known how many learners with special needs dropped out of school due to environmental problems in Mbooni East Sub county.

According to Kochung, (2003) learners with special needs in education require sufficient educational materials, sufficient trained teachers in special education, peripatetic services

and support staff (sign language interpreters and Braille transcribers). However he did not find out whether learners with special needs dropout of school due to inadequate use of support services, therefore the researcher wanted to find out whether the learners with special needs in Mbooni sub county dropped out of school due to inadequate use of support services.

For learners with special needs to be included in regular primary schools, the KIE should develop adapted, specialized and regular curriculum for all specialized areas in special needs education and monitor their implementation to ensure sensitivity to the needs of learners with special needs. (Republic of Kenya, 2005). Learners with special needs are still dropping out of school in most of regular primary schools in Kenya due to lack of adapted curriculum. Maybe learners with special needs are dropping out of school due to rigid curriculum in Mbooni East Sub county. The researcher wants to find out whether curriculum is one of the determinants of school dropout of learners with special needs in Mbooni East Sub County.

According to the District Education Officer in Mbooni East sub county, Makueni County, (2011-2015), the most common categories of learners with special needs are; learners with learning disabilities, mentally handicapped, physically handicapped, and low vision. Most of these learners with special needs are placed in the regular public primary schools but most of them drop out of the schools and become a waste in the village while others are admitted in special schools which include Kalawa school for the mentally handicapped, Kakuswi school for the deaf, Unoa school for the physically handicapped and Utuneni special school for the children who are mentally handicapped. The few special schools in the sub county are far away from the learners' homes which

are not economical and also affect the learners socially. Due to this, most of these learners are not enrolled in to schools.

According to the records from the D.E.O's office (2011-2015) in Mbooni East sub county, The drop out of learners with special needs has been 33%(153), 34%(196), 47% (201), 53% (285) and 42%(191) respectively as indicated in table 1.This drop out is high compared to the drop out in Mwala sub county in Machakos county which had been 29%(123), 37%(152), 35%(139), 35%(138) and 26%(102) respectively as indicated in table 2.In Mwala which is the nearest sub county the drop out is less than that in Mbooni sub county. This study therefore seeks to establish factors determining school dropout of learners with special needs in the regular primary schools in Mbooni East sub county Makueni County. .

**Table 1.1: Number of learners with special needs in school and drop out of school in regular primary schools in Mbooni East**

**Sub County Makueni**

	2011			2012			2013			2014			2015		
	Number In school	drop out	percentage drop out	Number in school	drop out	percentage drop out	Number in school	dropout	Percentage drop out	Number in school	dropout	percentage dropout	Number in school	Drop Out	percentage dropout
<b>Learners With Special needs</b>	462	153	33%	450	196	44%	420	201	47%	441	285	53%	461	191	42%
<b>Without special needs</b>	10462	255	2%	11157	210	2%	9655	206	2%	12655	255	0%	11655		2%
														11655	

**Source:** District Education Office (DEO), Mbooni East Sub County, Makueni County, Jan 2016 from the years 2011-2015



**Table 1.2: Number of learners with special needs in school and drop out of school in regular primary schools in Mwala sub county Machakos County from the year 2011 to 2015.**

	2011			2012			2013			2014			2015		
	Number In school	drop out	percentage drop out	Number in school	drop out	percentage drop out	Number in school	dropout	Percentage drop out	Number in school	dropout	percentage dropout	Number in school	Drop Out	percentage dropout
<b>LWSN</b>	421	123	29%	410	152	37%	392	139	35.5%	384	138	35%	392	102	26%
<b>Without SN</b>	13425	272	2%	13812	301	2%	13634	256	2%	14019	295	2%	13903	288	2%

*Source: District Education Office (DEO), Mwala sub county Machakos County. Jan 2016.From the years 2011-2015.*

## **1.2 Statement of the Problem**

Since the introduction of free primary education in the year 2003, there has been an increase of the number of learners with disabilities enrolling in regular primary schools. However, between the years (2011-2015), the dropout of learners with disabilities in Mbooni East sub county had been, 33%(153) 44%(196), 47%(201), 53%(285) and 42%(191) respectively as indicated in table 1. This drop out is very high compared to the drop out in Mwala sub county which is a neighboring sub county, which had been 29%(123), 37%(152), 35%(139), 35%(139) and 26%(102) respectively as also indicated in table 2. Some of the learners with special needs after dropping out of school end up being enrolled in special schools while the majority become a waste in the village according to the teachers in Mbooni East sub county. Most of the learners with special needs are placed in the regular primary schools but with the high dropout of such learners, some parents had resorted to admit them in special schools. The special schools are far away from their home which are not economical and affects the learners socially. Due to this, most of these learners become a waste in the village, some move to the streets and others depend on their parents. Due to these problems therefore, the researcher intended to carry out a study on factors determining school dropout of learners with special needs in regular primary schools in Mbooni East Sub County,

This study is different from those in the department of education planning; this is because they are limited to specific factors leading to school dropout such as lack of school fees, poverty and discipline cases which apply to all learners. In this study the factor determining school dropout are associated with impairments such as low vision, mentally handicapped, hearing impaired and physically handicapped learners.

### **1.3 Purpose of the Study**

The purpose of this study was to find out the factors determining school dropout of learners with special needs in regular primary schools in Mbooni East sub county, Makueni County.

### **1.4 Objectives of the Study**

The objectives of the study were to:

- i. Determine the role of school environment on the school dropout of learners with special needs.
- ii. Determine the role of the curriculum on the school dropout of learners with special needs.
- iii. Establish the role of the use of support services on school dropout of learners with special needs.
- iv. Determine the role of the use of assistive devices on school dropout of learners with special needs.

### **1.5 Research Questions**

The researcher was guided by the following question:

- i. What is the role of environment on the dropout of learners with special needs?
- ii. What is the role of curriculum on the dropout of learners with special needs?
- iii. What is the role of the use of support services on the dropout of learners with special needs?
- iv. What is the role of the use of assistive devices on the dropout of learners with special needs?

## **1.6 Scope of the Study**

This study covered Kisau, Kiteta and Kalawa divisions in Mbooni East Sub County, Makueni County. It was intended to be carried out on the factors determining the school dropout of learners with special needs in the regular primary schools in the sub county only. Schools having learners with special needs as determined by the District Education Office (DEO), Mbooni East Sub County participated in this study. This was because they interacted with learners with special needs. The respondents were the head teachers, assistant teachers and learners with special needs in the regular schools in Mbooni East sub county, Makueni County. The objectives of the study were school environment, curriculum, use of support services and use of assistive devices for learners with special needs. Environment in this study is a very vital factor to consider in learning institution with learners mostly physically handicapped. If the school environment is not adapted, such learners would face challenges in movement both in classroom and round the school compound which may lead to drop out from the school. Curriculum is also very important for especially learners who are mentally handicapped. If the curriculum is rigid such learners would be left behind and be ashamed of regular poor performance which may also lead to dropping out of school. Support services like sign language interpreters help learners with hearing impairment improve their communication with teachers and other learners. Lastly the assistive devices are also crucial in this study for especially learners with low vision and hearing impairment. This reduces effect of their disability. If not provided may lead to drop out of school.

### **1.7 Limitation of the Study**

The study had the following limitation

- Due to lack of training in special needs , some of the respondents failed to respond or fail to fill the questionnaire
- Some respondents failed to give the researcher audience.
- Some teachers also filled the questionnaire just to please the researcher.
- It was not possible to cover the opinions of many respondents in the sub county as tracing them required considerable time, finances and other logistics.
- Geographical factors such as poor roads made some areas inaccessible.

### **1.8 Assumptions of the Study**

The basic assumptions made for this study were:-

- a) All the regular primary schools in Mbooni East Sub County are accessible.
- b) The schools selected to take part in this study have learners with special needs.
- c) Some teachers in the regular primary schools are trained and qualified to handle children with special needs.
- d) The respondents will be willing to assist the researcher by giving the correct information.

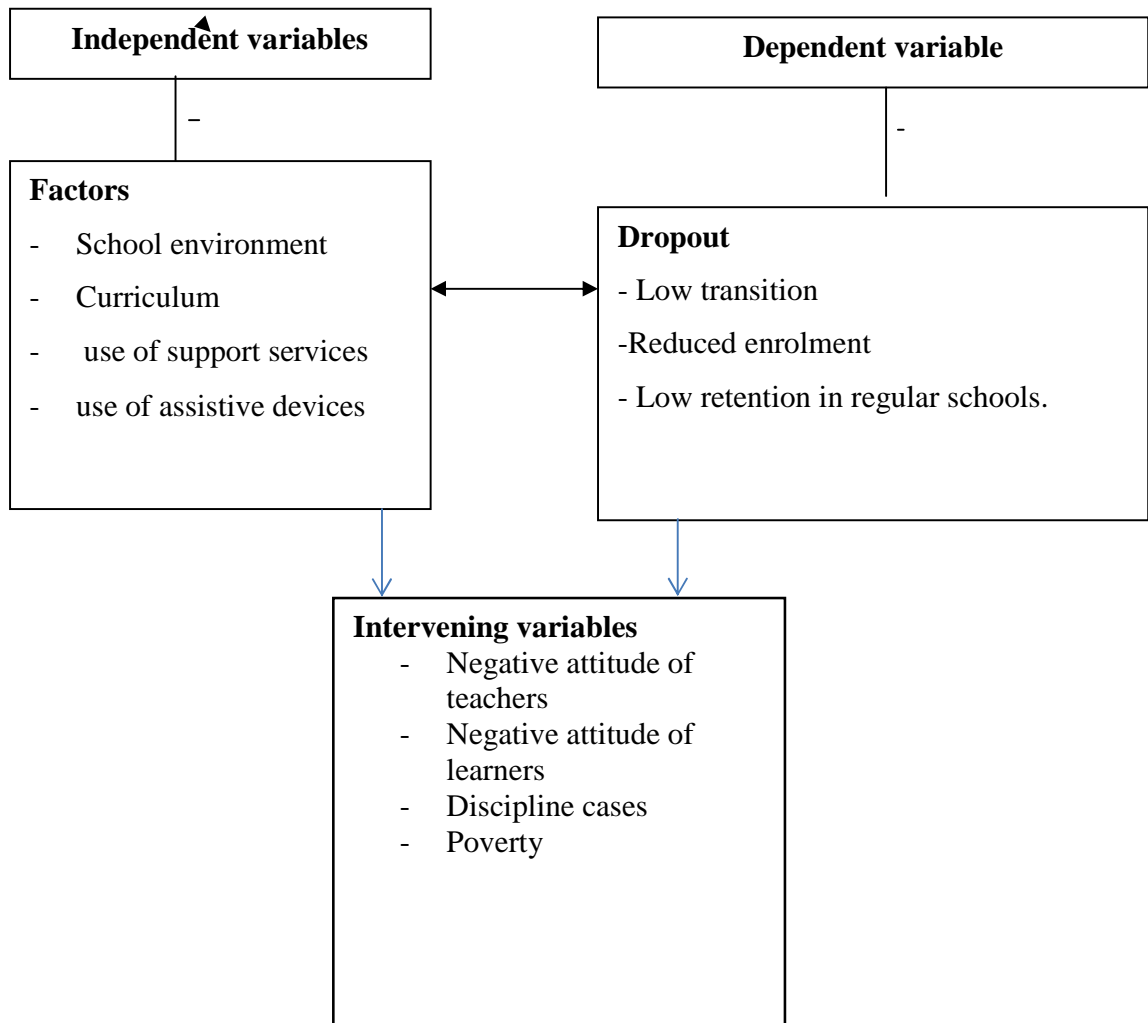
### **1.9 Significance of the Study**

The findings of this study may provide a base for curriculum developers and implementers (teachers and head teachers) to adapt the curriculum to suit learners with special needs. The ministry of education through the study will appreciate learners with special needs and be willing to help them through solving the problems of understaffing,

lack of trained personnel, lack of enough materials and resources and funds in the regular primary schools.

The Education Assessment and Resource Centre Officers (EARCS) may also use the findings of this research in improving on assessment and intervention measures. The quality assurance officers may also benefit in ensuring that education standards are up to date and also examiners in modifying examinations to meet the specific needs of learners with special needs

## 1.1 Conceptual Framework



**Figure 1.1: Conceptual Framework**

In the conceptual framework, the independent variables in the study include, school environment, curriculum support services and assistive devices while the dependent variable is the dropout indicated by low transition from one class to another, reduced enrolment, low retention in regular primary schools. The school environment affects

learners with special needs either directly or indirectly which determines the dropout of such learners from the regular primary schools. The drop out is determined by the extent to which the school environment is modified to accommodate these learners, curriculum, use of support services and assistive devices. For instant, if the curriculum is well adapted to suit all learners, learners with special needs would be enrolled and retained in school thus low drop out of learners with special needs. If the curriculum is not well adapted to suit all learners, there will be fewer learners with special needs and more learners without special needs in the regular primary schools. The intervening variables are other factors which may cause dropout of learners with special needs other than include negative attitude of teachers and other learners towards learners with special needs, discipline cases of such learners and poverty



### **1.11 Definition of Terms**

<b>Assistive devices</b>	These are equipment aimed at reducing effects of disability resulting from impairments. They enhance functional abilities of persons with Special needs.
<b>Curriculum</b>	This is all organized experiences that schools provide to help children learn and develop. It includes the subjects taught, the content, the school environment and activities that take place outside the classroom.
<b>Determinants</b>	Causes, in this study the causes of drop out of learners with special needs from regular primary schools. The curriculum, environment, availability and use of support services and assistive devices
<b>Disability</b>	This is the lack of or restriction of ability to perform an activity in the manner within the range considered Normal within the cultural context of human beings.
<b>Drop out</b>	Withdrawal from school before completing a course of Instruction.
<b>Inclusion</b>	This is a philosophy which focuses on the process of adjusting the school so that all the learners regardless of their differences can have the opportunity to interact, play, learn, work and experience the feeling of belonging to develop in accordance with their potentials difficulties.  This is the surrounding of learners with special needs, in my study I
<b>Environment</b>	refer to the surrounding of the learner. In my study am dealing with school environment both physical and social environment. (School buildings, playground, classroom arrangement, sitting position and furniture used.)

<b>Inclusive education</b>	This is an approach which learners with special needs regardless of age and disability are provided with appropriate education within the regular school.
<b>Learners with learning difficulties</b>	These are learners, who look absolutely normal, but they develop slowly intellectually than other learners of the same age.
<b>Orphaned</b>	These are children who have lost both parents
<b>Rate</b>	Measurement of speed at which something happens, in this case the speed at which learners with special needs are dropping out of School
<b>Regular schools</b>	These are institutions referred to as mainstream schools and normally admit learners who are not disabled but parents of learners with needs usually admit their children in regular schools due lack of knowledge about special needs, lack of finances to take their to special school and Distance. Regular schools may be public or private. In this study the researcher is dealing with public schools in Mbooni East Sub County
<b>Special need</b>	These are conditions or factors that hinder an individual's normal learning and development. They include: - disabilities, social, Emotional, health or political difficulties. This study is dealing with learners who are physically handicapped, learners with low vision, learners with moderate mental handicapped and learners with hearing problems.

**Special school** These are schools set aside to offer education to children with special needs in education based on their respective disability.

**Special needs education** This is education which provides appropriate modification in curriculum delivery methods, educational resources, attitude and the learning environment in order to cater for individual differences in learning.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 The role of Environment as a Factor Determining School Drop out of Learners with Special Needs.**

The school environments and community are not disability friendly accessible (UN, 2003, Kochung Report, 2003) noted that learners with special needs and disabilities require a barrier free environment to maximize their functional potentials. The physical environment where learners with special needs and disabilities operate should be accessible and disability friendly. It is important that learners with special needs and disabilities operate in educational environment with minimum support. Learners with special needs require more conducive material resources for their education than the non-disabled peers. The government should provide support to each primary school in order to remove existing barriers that make the school environment unfriendly to learners with special needs.

The report further noted that, currently the learning environment, including the location of institutions, buildings, amenities, equipment and furniture pose accessibility challenges to learners with special needs. The physical environment where children with special needs and disability operate should allow them access to education with minimal hindrance. The school environments that are disability unfriendly to children with special include;- class learning environments, transport(school buses)and public utilities (libraries, toilets, telephones and lifts) The physical environment can be modified to meet special needs of learners with special needs (Kirk *et. al* 2006). KISE (2002) highlights

the UN standard rules on the equalization of opportunities for persons with disabilities. Rule 6, 1993, not only affirms the equal rights of all children, youth and adults with special needs, but also states that education should be provided in an integrated school setting and in the general school setting. In Mbooni East Sub County, it is not known how many learners with special needs dropped out of school due unfriendly physical environment.

According to UNESCO (1994) schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. . This should include children who are disabled, gifted children, street children, working children from remote or nomadic populations, children from linguistics or cultural minorities and from other disadvantage or marginalized areas or groups. UN (2000) stipulates that “everyone” child and adult alike would command the basic literacy and numeral skills needed to function as a citizen, worker, family member and a fulfilled individual in the emerging global society.

According to a survey carried out by KESSP in 2005, 75% of head teachers in Kenya identified unfriendly environment as a major cause for the drop out of learners with special needs from their schools. ([http:// www.Psecho-social / education.htm](http://www.Psecho-social / education.htm)),According to the DEO,2015, in Mbooni East Sub county, most of the regular primary schools are permanent in structure they have not considered the specifications for accommodating learners with special needs (DEO 2015). However, this study goes a step further to find out the role of school environment as a factor determining school drop out of learners with special needs in Mbooni East Sub county Makueni County in Kenya.

## **2.2 The role played by the Curriculum as a Factor Determining School Drop out Of Learners with Special Needs.**

According to UNESCO (2005), one way to move towards a relevant, balanced set of aims is to analyze the curriculum in terms of inclusion. An inclusive approach to curriculum policy recognizes that while every learner has multiple needs, even more so in situations of vulnerability and disadvantage, everyone should benefit from a commonly accepted basic level of quality education.

Accessible and flexible curriculum can serve as key to creating “school for all” it is important that the curriculum be flexible enough to provide possibilities for adjustment to individual needs and to stimulate teachers to seek solutions that can be matched with the needs and abilities of each and every pupil. The curriculum must take into considerations the various needs of pupils to ensure access for all learners. (Booth and Ainscow, 2000).

Instructional methods, examination systems and rigid curriculum used in regular primary schools are some of the barriers to implementation of inclusive education. The schools have common curriculum and educational objectives for all students. Inclusion requires flexible learning, teaching and assessment based flexible accessible curriculum that is sensitive to individual differences (GAO 2009). Kenya institute of education (KIE) has made efforts to develop pre-school curriculum for children with visual, hearing impairment development and independence living skills syllabus for learners with V1, Perceptual training, communication and mathematical skills syllabuses for learners with mental handicaps, foundation syllabus for learners who are deaf – blind, certificate curriculum for special needs education teachers and various diploma curriculum for special needs education (SNE).

Despite this effort, it is notable that several other curricular and examination support materials for learners with special needs require be developing / reviewing. The government and other stakeholders have to undertake coordinated and collaborate interventions to develop suitable curricular for learners with special needs (Kochung report 2003). There is need to have curriculum that is adequately responsive to different categories of children with special needs. It should be flexible in terms of time, teaching/ learning resources, methodology, and mode of access, presentation and content. Many subject areas of the 8.4.4 curriculum need to be adapted and some areas prepared a new to suit learners with special needs.

The KIE should develop adapted, specialized and regular curriculum for all specialized areas in special needs education and monitor their implementation to ensure sensitivity to the needs of learners with special needs and disabilities. It should also expand teacher training curriculum to include a component of special needs to develop their capacity to support their children with special needs in regular primary schools. The KIE should ensure the development of Braille curriculum for those in schools from pre-primary to post- primary levels. (Republic of Kenya. (2005).

The KNEC should design national examinations for learners with special needs as individual and provide certification to learners with special needs who do not sit for national examinations due to their diverse learning needs. It should train examination invigilators and supervisors to enable them to provide specialized support to candidate with special needs during examinations. It should ensure specialized subjects such as KSL are examined in all national examinations. The KNEC should ensure that time allocated to learners with special needs for examination papers is determined by the

nature and severity of their special needs. It should also design national examination for Braille transcribers (Braillists) (MOEST 2007). The ministry of education and other stakeholder should sensitize the society on the importance of all learning processes to demystify the value given to certificates for final examinations at the expense of the skills acquired in the learning process.

MOEST (1988) highlights the need for development of appropriate learning and examination needs for learners with special needs. MOEST (1999) advocates for un-discriminatory registration of learners with special needs in national examination and adoption of examination papers for learners with handicapping conditions to suit their needs. However, this study moves a step further to find out the role of curriculum as a factor determining school dropout of learners with special needs in the regular primary schools in Mbooni East District, Makueni County.

### **2.3 Use of Support Services and Assistive Devices**

According to (Kochung Report 2003), learners with special needs in education require specialized educational resources at individual and school level depending on nature and extent of disability. The high cost of special equipment for learners with special needs remains a hindrance to the government's goal to provide education for all in line with the global goal of UPE. Teachers and support staff in schools and units which have learners with special needs and disabilities should be in service on needs assessment and maintenance of specialized equipment and technology devices. This is to support learners with special needs access affordable assistive devices and advanced technological systems. The ministry of education (MOE) in collaboration with relevant partners should facilitate acquisition and promote usage of assistive technology among learners with



special needs. This can be done through providing information on available technical aids, enhance accessibility and utilization of software that will enhance easy access to information and educational materials, acquire standardized produce, fabricate, adopt repair and maintain assistive devices in the provincial assessment workshops. KISE and other service providers are providing teachers who will train learners with special needs and disabilities on the use of the assistive devices.

Total inclusion of all children with disabilities is still not possible, the main reasons being insufficient educational materials, lack of sufficient trained teachers in special education needs, too big classes, lack of peripatetic services, lack of support staff (sign language interpreters and Braille transcribers.), community involvement and long distances between home and school. (Kristensen *et al* 2006). The lack of skilled teachers in primary schools is one of the reasons cited for disabled child dropping out of school (Eleweke and Rodda, 2002; Milliwad *et al* 2005).

At community level, lack of medical resources have prevented people with special needs access to healthcare, negative attitudes towards people with disabilities and lack of training among the professional groups are also exposed as barriers to accessing general services (ibid 2005). It becomes clear that more improvement in accessibility of primary school and in the implementation of community based rehabilitation (CBR) programs could be necessary to increase the inclusion of children with disabilities at local level. One of the aims of C.B.R, is to have equal access to education for children with disabilities (WHO 2004), local CBR teams could give information to caretakers on the importance of education for their children with disability and encourage them to bring their child to school.

In order to provide a quality education for special needs learners in the general education classroom, all the necessary resources must be available for both the learner and the teachers (Anderson, Klassen & Georgiou, 2007). Resources are often extremely limited. There is lack of teachers because there is lack of funding and these insufficient materials affect the success of the inclusion and those who are involved in the program.

Chalema & Peresuh (1996) contend that; inadequate relevant resources and facilities are obstacles to the implementation of inclusive education to developing countries. A study done by Kisanji (1995) in Tanzania revealed that; appropriate materials were insufficient for learners with disabilities enrolled in regular schools.

A disability survey conducted in 2008 showed that only 2.5% of children with disabilities up the age of 14 years (Appendix 3) were using assistive devices (NBS,2009). In Africa and many other countries, meaningful inclusive education is not realized due to lack of necessary support and resources from the government caused by limited funds (Abosi, 2000, Zindi, 1997).

MOEST (2003, estimated 19% of the entire population of children with special needs who benefit from education services in Kenya. Religious organizations and non-governmental organizations such as sight savers international, Kenya society for the blind among others have been in the forefront in ensuring that learners with special needs access quality education in regular primary schools through program me such as National Integrated program me and Kenya Integrated Education program me. [http://www.lowvisionproject\(k\).com](http://www.lowvisionproject(k).com). Since this non- governmental organizations operate in only some counties in Kenya, the supply and distribution of these educational resources is

found to be inadequate, hence many learners with special needs and disabilities do not get access to in some areas .Kenya is now taking some strides towards making technologies available to learners with special needs in order to enhance their capacities. Due to rapid population growth in Makueni County, the county faces a big challenge in providing enough educational support services and devices in education institutions in the County. Although many researchers have been done on the use of support services and assistive devices in special schools, none has been carried out in the regular primary schools in Mbooni East Sub County, Makueni County. Therefore, this research intends to find out the role of use of support services and assistive devise as factors determining school drop in regular primary schools In Mbooni East Sub County, Makueni County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This study employed descriptive survey research design. This is because the researcher used questionnaires and interviews to collect data. Descriptive survey research design is advantageous to this study because it is simple and easy to administer, appropriate for educational facts, finding and yields enormous accurate information on people's feelings, attitudes, opinions, interests and problems. It also permits the researcher to come into contact with the people earmarked for the study. It enabled the researcher to gather data at a particular point in time and use it to describe the nature of the existing learning conditions for learners with special needs in regular primary school (Bluman, 2004). The use of descriptive survey design enabled the researcher to find out facts adequately, seek opinions, describe, analyze and interpret the determinants of the dropout of learners with special needs in Mbooni East District, Makueni County, Kenya.

#### **3.2 Area of Study**

The study was conducted in Mbooni East Sub County Makueni County. It is one of the six sub counties in Makueni County. It borders Mbooni West to the West, Kaiti District to the north and Kibwezi District to the south and Mwala Sub County to the East. It is one of the smallest districts in Kenya. It covers a total area of 72 km<sup>2</sup> with a total population of 83,821. This high population impacts pressure on resources and services. Mbooni East District is famous for horticulture, already there are water management community projects like dams, boreholes that boost agriculture hence bringing wealth to

the district. The temperature ranges from a minimum of 12<sup>0</sup>c to the maximum of 28<sup>0</sup>c and rainfall that ranges from 150mm to 650mm per annum. The District is inhabited by the Kamba community with strong Christian backgrounds. The teacher population in primary schools is 352 with a small number trained in special needs education. Mbooni East District is selected as an area of study on the premise of it having a high dropout of learners with special needs as compared to the learners without special needs.

### **3.3 Population of the Study**

The study population consisted of 40 head teachers, 352 teachers and 280 learners with special needs as determined by the District Education Officer (DEO) in Mbooni East sub county 2011-2015. Since not all schools have learners with special needs, the researcher has chosen only the schools with learners with special needs according to the respondents. The head teachers deal with the environment, the teachers are very significant in this study because they are the curriculum implementers and the learners with special needs for the researcher to know their perception about their school. The learners with special needs are also participants in the study because they might be experiencing the same challenges which made their colleagues drop out of school.

### **3.4 Sample and Sampling Technique**

The sample of this study comprised of head teachers, teachers and learners with special needs. Saturated sampling was used to select the 36 headteachers. This was after a pilot study that involved 4(10%) head teachers. Saturated sampling is a non probability sampling technique in which all the members of the target population are selected because they are too few to make a sample out of them (Mugenda & Mugenda, 2003). In this study, the head teachers were considered few to make a sample out of them. Simple

random sampling was used to select 105 teachers and 84 learners with special needs. This is because simple random sampling technique is least biased and best represents a population (Bluman, 2004).

**Table 3.1: Sampling Frame**

<b>Category of Respondents</b>	<b>Total population(N)</b>	<b>Sample size</b>	<b>Percentage</b>
Head teachers	40	36	90
Teachers	352	105	30
Learners with Special needs (upper classes)	280	84	30

### **3.5 Instruments of Data Collection**

This study used questionnaires, interview schedule and observation schedule as the instruments of data collection. The questionnaires were used to collect data from the head teacher and teachers; the interview was used to collect information from learners with special needs while the observation schedule will be used to get information from the same respondents.

#### **3.5.1 The Head Teachers Questionnaire**

The head teachers' questionnaire solicited background information about the school, the number of learners and teachers on roll, number of learners with special needs and number of teachers trained in special needs education. The questionnaire was a 5 level

rating scale type of closed ended questions. The head teacher's questionnaire is attached as Appendix A

### **3.5.2 Teachers Questionnaire**

The teacher's questionnaire was structured in two sections. The first section involved ranking areas of regular primary schools in terms of how they influence the drop out of learners with special needs while the second section solicited information about curriculum environment and availability and use of support services and how they determine the drop out of learners with special needs in regular primary schools. The questionnaire was a 5-level rating scale type of closed ended questionnaire. The teachers' questionnaire is attached as Appendix B.

### **3.5.3 The interview Schedule**

The interview schedule was used to get learners with special needs suggestions on the determinants of dropout of learners with special needs in regular primary schools in Mbooni East District, Makueni County. The interview schedule is attached as Appendix C.

### **3.5.4 The Observation Schedule**

The observation schedule had three columns; the first column had a list of assistive devices and areas in physical environment the second column solicited information about availability of the assistive devices and areas in physical environment, while the third column is designed to establish the assistive devices and the areas in physical environment are used by learners with special needs. The observation schedule is attached as Appendix D.

### **3.6 Validity and Reliability of Research Instruments**

Validity refers to the degree to which results obtained from analysis of data actually represents the phenomenon under study (Mugenda & Mugenda 2003). Quality of the data gathering instrument or procedure that enables an instrument to measure what is supposed to measure. Reliability is the degree of consistency that a research instrument demonstrates (Best and Kahn, 2006).

#### **3.6.1 Validity**

In this study Face and content validity was used to verify the accuracy of the research instruments to be used in this study. The research instruments were presented to experts from the department of special needs education of Maseno University who were conversant with the topic of the study to determine the extent to which the items measure what they were intended to measure. They judged the validity of the instruments independently and made recommendations. The feedback from the experts was used to revise the instruments before they were used in the field.

#### **3.6.2 Reliability**

To establish reliability of instruments, a pilot study was carried out in one of the regular primary schools with learners with special needs. Test-re-test statistical technique was applied whereby the test was administered to the subjects. Keeping all the initial conditions, the same test was administered again to the same subjects after a period of two weeks, and then correlated the scores from the two tests for each respondent. The coefficient correlation of 0.79 for the teachers and 0.81 for the head teachers was obtained which showed that the test is reliable (Bluman, 2004). The ambiguities noted during the initial stages of piloting were addressed before the instruments were



administered to the same respondents in three weeks' time and later presented to the target population. The pilot populations helped the researcher to identify any inconsistencies; inadequacies and weakness of the research instruments in order to make corrections before presenting to the target population (Best and Kahn, 2006). Any inadequacies and weaknesses of the research instruments identified during the pilot study were corrected with the assistance of the faculty experts.

### **3.7 Data Collection Procedure**

The researcher obtained a research permit from National Council of Science and Technology, Ministry of higher education through the School of Graduate Studies (S.G.S), Maseno University. The researcher later made a courtesy call to the District education officer Mbooni East Sub County. The 36 head teachers of the sampled schools were also contacted. Permission was sought from the head teachers and the researcher then met the participants and addressed them for good public relations.

In administration of the questionnaires each of the respondents was given copy of the questionnaire. The researcher explained the purpose of the study and assured the respondents confidentiality of information provided. The need to provide honest responses was emphasized. Clarifications were provided by the researcher on request. The respondents were given three days to fill the questionnaires and on the fourth day they were collected.

Later the researcher visited the schools to carry out observation and interview. Interview schedule was administered to the learners with special needs of the respective schools by the researcher herself

### **3.8 Methods of Data Presentation and Analysis**

In this study, quantitative data was analyzed using mean, frequency counts and percentages. Later, analyzed data was presented using bar graphs, pie charts and tables. Qualitative data collected from interviews and observation schedules was put into various categories and reported.

The positively stated items on 5- level rating scale was coded with each of the five points rating scale given; Not at all= 1 point, rarely= 2 points, Often= 3 points, Very Often = 4 Points , Always= 5 points . For those statements that were negative, the scoring procedure was reversed. Mean scores for each item was then worked out. In the interpretation of scores, a mean score of above 3 implied that school environment, curriculum, and use of support services and assistive devices were the factors determining school drop out of learners with special needs in regular primary schools in Mbooni East Sub County, Makueni County, Kenya; a mean score of 3 implied that the respondents were neutral about the factors determining drop out among learners with special needs in regular primary schools in Mbooni East Sub-County; while mean score of below 3 implied that the factors did not determine the drop out of learners with special needs in Mbooni East Sub County, Makueni County, Kenya.

### **3.9 Ethical Considerations**

Permission to collect data was granted by Maseno University, the sub county director Mbooni East Sub County and the head teachers in the sampled primary schools in Mbooni East Sub County. Before the questionnaires were issued to the head teachers and the teachers the researcher familiarized herself as a colleague and assured them of confidentiality of every kind of information given.

“Working together with children with special needs requires attention to the trust and loyalty that accompanies it.”(Christensen 2004:172). According to Christensen I showed my respect of and interest in the children with special needs by not behaving superior to them, listening to them and without asking them too many questions. This helped me to carry out my interview.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter focuses on the results and discussion of data on determinants of the dropout of learners with special needs in regular primary schools in Mbooni East Sub-County Kenya. The study was based on the following objectives. Determine the role of school environment on the drop out of learners with special needs in Mbooni East Sub-County, establish the role played by the curriculum on the drop out of learners with special needs, establish how the availability and use of support services and assistive devices on the drop out of learners with special needs in Mbooni East sub county Kenya.

#### **4.2. Return Rate of Questionnaires**

Both the teachers and the head teachers in primary schools with learners with special needs in Mbooni East Sub County were issued with questionnaires. The return rate is shown in Table 4.1.

**Table 4.1: Return rate**

<b>Respondents</b>	<b>No. Given</b>	<b>No. Returned</b>	<b>Percentage%</b>
Head Teachers	36	36	100
Teachers	105	100	95.24

Data from Table 4.1. Shows that 36 questionnaires were issued to 36 head teachers in Mbooni East Sub County and all were returned (100%), while 105 questionnaires were

issued to 105 teachers in Mbooni East Sub county Makueni County. Out of the 105 questionnaires, 100 were returned (95.24%).

### 4.3 Personal Data

In order to obtain information on personal data, the head teachers were asked to state, the name, of their school, the number of learners with special needs in their schools, the number of teachers trained in special needs education in their school and their gender.

#### 4.3.1 Gender Analysis

In the questionnaires, the head teachers were asked to state their gender and Table 4.2 presents the findings.

**Table 4.2: Gender of the Head Teacher**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	29	80.6
Female	7	19.4
<b>Total</b>	<b>36</b>	<b>100</b>

In order to ensure that the responses relatively represented both gender, the questionnaires were issued to both male and female teachers. The responses were that 80.6% were male and 19.4% were female. This ensured that the responses obtained represented the views of both genders proportionally. This was done to establish whether there were differences in gender opinions on the factors determining school drop out of learners with special needs in regular primary schools.

#### **4.4 Role of School Environment on School Drop Out of Learners with Special Needs**

The first objective of the study was to find out the role of school environment on the school drop out of learners with special needs in Mbooni East sub county Kenya. Specifically the study aimed at finding out about the school building, the furniture used, the classroom arrangement, the sitting position and the playground. Data regarding the school environment was collected through questionnaires and observation schedule. Teachers were asked to give their opinions about the school environment. Their opinions were presented in **Table 4.3**.

**Table 4.3: School Environment**

Teachers, T, n= 100, head teachers, HT, n= 36

<b>Environment</b>	<b>R</b>	<b>A</b>	<b>VO</b>	<b>O</b>	<b>R</b>	<b>NA</b>	<b>M</b>
	<b>e</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	
School buildings are	T:	48(48)	22(22.0)	13(13.0)	12(12.0)	5(5.0)	3.96
not accessible to	H	17(47)	9(25.0)	5(13.9)	2 (5.6)	3 (8.3)	3.97
LWSN							
LWSN are not given	T:	62(62.0)	25(25.0)	10(10.0)	2(2.0)	1(1.0)	4.45
preferred sitting	H	18(50.0)	12(33.3)	3 (8.3)	2 (5.6)	1(2.8)	4.22
positions							
LWSN do not use	T:	33(33.0)	49(49.0)	10(10.0)	5(5.0)	3 (3.3)	4.04
special furniture	H	15(41.7)	10(27.8)	5 (13.9)	3(8.3)	3(8.3)	3.86
Classroom	T:	60(60.0)	30(30.0)	9 (9.0)	0(0.0)	1 (1.0)	4.48
arrangements hinder	H	16(44.4)	14(38.9)	5(13.9)	1(2.8)	0(0.0)	)
movement of LWSN							4.25
Playgrounds are not	T:	49 49.0)	51(51.0)	0(0.0)	0(0.0)	0(0.0)	4.49
friendly to LWSN	H	20(55.6)	8 (22.2)	2(5.6)	4 (11.4)	2 (5.6)	4.11
<b>Mean rating on</b>	<b>T</b>						<b>4.28</b>
<b>environment</b>	<b>H</b>						<b>4.08</b>

**Key: f= frequency, %= percentage, Re- respondent, T= teacher, HT= Head teacher, A=****Always, VO= very often, O= Often, R= rarely, NA= not at all, M= Mean**

**Scale level: Always=5 points, Very Often= 4 points, Often= 3 points, rarely= 2 points, Not at All= 1 point**

Data from Table 4.3 shows that both teachers and HTs stated that school environment contributed to drop out with (teacher, M= 4.49; head teachers, M= 4.11). Among school environmental factors, playground had the highest M 4.49. The school environment was inaccessible, most respondents rated the playground was unfriendly to learners with special needs this was followed by classroom arrangement hindered the movement of LWSN (teachers, M= 4.48; head teachers, M= 4.25), LWSN were not given preferred sitting position (teachers, M= 4.45; head teachers, M= 4.22), LSWN did not use special furniture (teachers, M= 4.04; head teachers, M= 3.86) and least rated was school buildings were not accessible to LWSN (teachers, M= 3.96; head teachers, M= 3.97). From the findings of the study, the most rated was that the play grounds were not friendly; while the least rated was that the school buildings were not accessible to learners with special needs. From the mean ratings on school environment (teachers, M= 4.28; head teachers, M= 4.08), it's evident that the inaccessible school environment contributed to school dropout among LSWN in Mbooni East sub-county.

Findings of this study agreed with Kochung (2003) who observed that learners with special needs and disabilities required a barrier free environment to maximize functional potentials. The physical environment where learners with special needs operate should be accessible and disability friendly. It is important that learners with special needs operate in educational environment with minimum support. When the introduction of free primary education was declared, many children with special needs in education joined both regular primary and in special schools in Kenya. In the current study, most teachers



rated that the school environment were inaccessible for learners with special needs (teachers, M= 4.28; head teachers, M= 4.08).The inaccessibility of the school environment such as inaccessible buildings, inadequate special furniture for learners with physical disabilities, poor classroom arrangement and rugged playgrounds made learners with special needs to have difficulties in accessing school environment. This led to drop out among learners with special needs as they could not cope with the harsh school environment.

The findings agrees with the gender policy in education which states that, to increase education participation, retention and completion for learners with special needs, the government should provide an enable environment for learners with special needs by ensuring accommodative physical infrastructure(Republic of Kenya, 2010).

In addition, findings of the present study concurred with a survey carried out by KESSP (2005), which indicated that 75% of the head teachers in Kenya identified unfriendly environment as a major cause for the dropout of learners with special needs from their schools. In the present study, inaccessible school buildings by learners with special needs was highly rated according to teachers (mean = 3.96) and head teachers (mean= 3.97). This implied that most teachers perceived that the school buildings were inaccessible. This might have contributed to drop out of learners with special needs as they were unable to access learning facilities in the neighborhood schools in Mbooni East sub-county.

UNESCO, (2005), also agrees with the findings by stating that barriers that limit a person's full participation include inaccessible environment. As a result of this, learners

with special needs are been excluded from accessing education. National Disability Policy (2004); agrees with the findings of this. It calls for collaboration between the government and various stakeholders to provide a favorable learning environment in inclusive education.

The findings of the study disagrees with Akalin, Sazak-Pinar and Sucuoglu 2010 who focused on classroom management, increased academic achievement and decreased problem behaviour of learners (pg. 64). They stated that, it is the responsibility of the teacher to structure their classrooms so that it has minimal distractions and create conducive learning environment for all learners. Teachers should be dedicated to teach all learners.

Akalin, Sazak-Pinar and Sucuoglu (2010) states that the behaviour of the learner has direct correlation to student's achievement. Final results of the research found out that classroom management should be considered as a powerful cluster of techniques and strategies in terms of creating meaningful learning experience for all learners.

The current study focused on the classroom arrangement mainly for learners with physical disability which hinder their movement in class. From the mean rating (teachers mean-4.48, head teachers mean-4.25), it's evident that poor classroom arrangement contributed to school dropout of learners with special needs in Mbooni East Sub County. The findings of this study concur with MOEST, 2007 which indicates that there were 23,459 pupils with disability enrolled in primary schools in 2003 with a significant increase after the introduction of the free primary education. However the various

institutions were not equipped and the school environment not conducive which led to high drop out of such learners (Republic of Kenya 2010).

In the present study school environment indicated by inaccessible school building, unfriendly play grounds, classroom arrangement hindering movement of learners with special needs and sitting positions were highly rated with a mean of (teachers mean 4.49, head teachers mean (4.11). This is evident that inaccessible school environment led to school dropout of LWSN in Mbooni East Sub County.

#### **4.5 Role of Curriculum on School Drop out of Learners with Special Needs**

The second objective of the study was to determine the role of curriculum on the dropout of learners with special needs in Mbooni East sub county, Makueni county Kenya. The study specifically aimed at finding out the content of the curriculum, timing, IEP for learners with special needs, tasks given and the type text books used in the primary schools. Data regarding the type of curriculum used in teaching learners with special needs was collected through questionnaires interviews and observation. Teachers were asked to give their opinions about remedial lessons, timing, preparation of IEP for LWSN, the content taught, tasks given and the type of text books used in the primary schools. Data was collected using questionnaire, analyzed using frequency counts, percentages and mean. The results were then presented in **Table 4.4**.

**Table 4.4: Curriculum differentiation for Learners with Special Needs**

Teachers, T, n= 100, head teachers, HT, n= 36

<b>Curriculum</b>	<b>R</b>	<b>A</b> <b>f (%)</b>	<b>VO</b> <b>f(%)</b>	<b>O</b> <b>f (%)</b>	<b>R</b> <b>f (%)</b>	<b>NA</b> <b>f (%)</b>	<b>M</b>
LWSN are not given remedial lessons	T: HT:	30(30.0) 20(55.6)	50(50.0) 9 (25.0)	10(10.0) 1 (2.8)	5 (5.0) 4 (.11.1)	5 (5.0) 2(5.6)	3.95 4.14
LWSN are not given enough time to complete tasks	T: HT:	30(30.0) 17(47.2)	26(26.0) 8 (22.2)	10(10.0) 6 (16.7)	20 (20.0) 2(5.6)	14(14.0) 3(8.3)	3.38 3.94
LWSN are not given breaks between and within activities.	T: HT:	34(34.0) 15(41.7)	46(46.0) 9 (25)	9(9.0) 4 (11.1)	2 (2.0) 6 (16.0)	9 (9.0) 2(.5.8)	3.94 3.81
Teachers do not prepare IEP for LWSN.	T: HT:	29(29.0) 15(41.7)	45(45.0) 17 (47.2)	13(13.0) 0(0.0)	10 (10.0) 4(11.1)	3(3.0) 0(0.0)	3.87 4.19
The primary content demands are too high for LWSN.	T: HT:	42(42.0) 17(47.2)	33(33.0) 11(30.6)	6(6.0) 5 (13.9)	9(9.0) 1(2.8)	10(10.0) 2(5.6)	3.88 4.11
LWSN are not given different tasks from other learners.	T: HT:	37(37.0) 19(52.8)	43(43.0) 11(30.6)	10(10.0) 2 (5.6)	5 (5.0) 1(2.8)	5(5.0) 3(8.3)	4.02 4.17
LWSN do not use special text books.	T: HT:	45(45.0) 14(38.9)	25(25.0) 16(44.4)	10(10.0) 2 (5.6)	12 (12.0) 2(5.6)	8(8.0) 2 (5.6)	3.87 4.06
Learning objectives are not adapted for LWSN	T: HT:	50(50.0) 12(33.3)	37(37.0) 20(55.6)	10(10.0) 2 (5.6)	0 (0.0) 2 (5.6)	3(3.0) 0 (0.0)	4.31 4.71
Learning activities in all subjects are not adapted for LWSN	T: HT:	35(35.0) 13(36.1)	43(43.0) 10(27.8)	5(5.0) 5 (13.9)	10 (10.0) 6 (16.7)	7(7.0) 2 (5.6)	3.89 3.72
Examinations are not adapted for LWSN	T: HT:	61(61.0) 16(44.4)	36(36.0) 14(38.9)	0(0.0) 3 (8.3)	3 (3.0) 2 (5.6)	0(0.0) 1(2.8)	4.55 4.17
<b>Mean rating on curriculum</b>	<b>T:</b> <b>H</b>						<b>3.95</b> <b>4.05</b>

**Key: Re- respondent, T= teacher, HT= Head teacher, A= Always, VO= very often, O= Often, R= rarely, NA= not at all, M= Mean**

**Scale level: Always -5 points, Very often -4 points, Often -3 points, Rarely -2 points, Not at all -1 point.**

Data from Table 4.4 shows that both teachers and Head teachers stated that lack of Curriculum differentiation contributed to school dropout of learners with special Need with (teachers, mean 3.95, head teachers mean 4.05). Among the curriculum Factors, lack of examination had the highest mean 4.55 according to the teachers, Followed by lack of adapted learning objectives with (mean 4.31), lack of adapted Tasks with (4. 02), not given remedial lessons with (mean 3.95), learners not given Breaks during and within activities (3.89), lack of adapted learning activities Mean (3.89), high subject content mean (3.88), not given enough time mean (3.88), IEP preparation and lack of special text books were ranked the last factor with a mean of (3.87) each data from the same table 4.4 also showed that head teachers stated that among the curriculum factors lack of IEP preparation had the highest mean(4.19), followed by lack of adapted examinations (mean 4.17), lack of adapted learning objectives (mean 4.17), not given different tasks (mean4.17), lack of remedial lessons (mean4.14), given the same content (mean4.11), lack of special textbooks (Mean4.06), not given enough time to complete tasks (mean 3.94), lack of breaks between and within activities (Mean 3.81) and lack of adapted learning activities was ranked the last with a mean of (3.72).From the data, it's evident that lack of curriculum differentiation contributed to School dropout among LWSN in Mbooni East Sub County. The findings of the study concurs with GAO, 2009 which states that examination Systems used in regular primary schools are some of the barriers to the Implementation of inclusive education, the primary schools also have common Curriculum and educational objectives for all learners.

The present study finds out that lack of adapted examination and objectives were highly rated according to teachers with a mean of (4.55) and head teachers with a Mean of (4.17) and teachers mean (4.31), head teachers mean (4.17) respectively. The findings of the study also agrees with Kochung report 2003, which states that there is need to have a curriculum that is adequately responsive to different categories of children with special needs. It should be flexible in terms of time, teaching / learning resources, methodology, and mode of access, presentation and Content.

The present study finds out that, timing, learning objectives, learning activities and content were highly rated, mean T=3.88, HT=3.94, T=4.31, HT= 4.17, T=3.89 HT=3.72, T=3.88, HT=4.11 respectively. The findings of the study also concurs with MOEST 2007, which states that the KNEC should design national examinations for learners with special needs as Individuals and provide certification to learners with special needs who do not sit for National examinations due to their diverse learning needs. It should train examination Invigilators and supervisors to enable them to provide specialized support to Candidates with special needs during examination period. It should ensure specialized Subjects such as Kenya Sign Language are examined in all national examinations. The KNEC should ensure timing allocated to learners with special needs for Examination Papers are determined by the nature and severity of their special needs. It should also design national examinations for Braille transcribers. The current study finds out that examinations and timing were highly rated. Mean T=4.55, HT=4.17, mean T=3.88, HT=3.94 respectively.

Republic of Kenya, 2005 concurs with the findings of the study. It states that for learners with special needs to be included in regular primary schools, the KIE should develop adapted, specialized and regular curriculum for all specialized areas in special needs education and monitor their implementation to ensure sensitivity to the needs of learners with special needs. Learners with special needs are still dropping out of school in most primary schools due to lack of differentiated curriculum. The present study finds out that curriculum factors were highly rated with a mean of (Teachers-3.95 and Head teachers' - 4.05).

Individualized Educational Plan (IEP) is a plan of study extracted from the general curriculum which is designed specifically to meet the needs of learners with special Needs. Team planning and implementation of IEP is crucial for inclusive education to be meaningful. However IEP does not call for individualized teaching rather it intends to inform educators to be aware of and meet the individual needs of every learner in inclusive classroom (Mitchel.2008). Teachers as well as head teachers are important collaborators in the preparation and implementation of IEP. This agrees with the current study which finds out that lack of Preparation of IEP for learners with special needs was highly rated (mean T=3.87, HT=4.19).

The findings of this study disagrees with Booms and Inscow, 2000, who stated that accessible and flexible curriculum can serve as key to creating "school for all" .It is important that curriculum be flexible enough to provide possibilities for adjustment to individuals needs and to stimulate teachers to seek solutions that can be matched with the needs and abilities of each pupil. The curriculum must take into considerations the various needs of pupils to ensure access for all learners.

Kirk, Gallagher, Anastasiow and Coleman (2006) concurred with the findings of the study by observing that the regular school curriculum is not adapted by teachers for learners with special needs because teachers lack the necessary skills. In their view, the extent to which any curriculum can be adapted to enhance achievement of learners with special needs depends on the ability of the teacher to select materials of high interest to reinforce the basic curriculum, use manipulative or hands on materials, create activities that require active participation of learners and use visual aids that supplement aural and written information. Lerner (2006) also noted that the regular school curriculum is rigid, more of a routine and does not provide space for adaptation. Kauffman (2005) stated that the scale and the scope of curriculum adaptation would only be determined after thorough assessment of an individual learner which regular teachers are not able to do due to lack of relevant skills in special needs education.

#### **4.6 Uses of Support Services**

The use of support services and devices on the primary school dropout of learners with special needs in Mbooni East was the third objective. Specifically the study aimed at establishing the support given by vision therapists, speech and language therapists, physio-therapists, orientation and mobility services, guidance and counseling services and sign language interpreters to learners with special needs. Data regarding use of support services was collected through questionnaires, interviews and observation schedule. The teachers were asked to give their opinions in the questionnaires about the support services. Data for objective three was collected using questionnaires, analyzed using frequency counts, percentages and means. The results were then presented in Table 4.5.



**Table 4.5: Use of Support Services**

N-100

Teachers, T, n= 100, head teachers, HT, n= 36

Support services	R	A f (%)	VO f (%)	O f (%)	R f (%)	NA f (%)	M
<b>There is inadequate use sign language interpreters for learners who are hard of hearing</b>	T:	48(48.0)	37(37.00)	9(9.0)	1(1.0)	5(5.0)	4.22
	H:	21(58.3)	9(25.0)	2(5.4)	4(11.1)	0(0.0)	4.31
<b>There is inadequate use of Audiology services for learners with hearing problems.</b>	T:	62(62.0)	30(30.0)	4(4.0)	0(0.0)	4(4.0)	4.46
	H:	19(51.4)	11(29.7)	5(13.5)	0(0.0)	4(5.4)	4.31
<b>There is inadequate use of. Speech therapy services for learners with speech problems.</b>	T:	51(51.0)	30(30.0)	9(9.0)	7(7.0)	3(3.0)	4.19
	H:	16(44.4)	14(38.9)	3(8.3)	1(2.8)	2(5.6)	4.14
<b>There is inadequate use of vision therapy services for learners with low vision.</b>	T:	43(43.0)	37(37.0)	14(14.0)	3(3.0)	3(3.0)	4.14
	H:	13(36.1)	13(36.1)	5(13.9)	2(5.6)	3(8.3)	3.86
<b>There is inadequate use of Physic-therapy services for learners with physical disabilities.</b>	T:	34(34.0)	29(29.0)	18(18.0)	14(14.0)	5(5.0)	3.73
	H:	20(55.6)	14(38.9)	2(5.6)	0(0.0)	0(0.00)	4.50
<b>There is inadequate use of Orientation and mobility services for learners' with low vision.</b>	T:	43(43.0)	34(34.0)	8(8.0)	7(7.0)	8(8.0)	3.97
	H:	18(50.0)	12(33.3)	2(5.6)	1(2.8)	3(8.3)	4.14
<b>There is inadequate use of guidance and counseling services for LWSN.</b>	T:	38(38.0)	32(32.0)	9(9.0)	12(12.0)	9(9.0)	3.78
	H:	13(36.1)	11(30.6)	9(25.0)	1(2.8)	2(5.6)	3.89
<b>Mean rating on support services</b>	T						<b>4.07</b>
	H						<b>4.11</b>

**Key: Re- respondent, T= teacher, H= head teacher, A= Always, VO= very often, O= Often, R= rarely, NA= not at all, M= Mean**  
**Scale level; Always-5 points, Very often -4 points, often -3 points, rarely -2 points, Not at all -1 point.**

Data from table 4.5 shows that both teachers and head teachers stated that support services contributed to the dropout of learners with special needs with (mean T=4.07, HT=4.11 among the support services factors, according to the teachers inadequate use of audiology services was ranked the highest (mean4.46)followed by inadequate use of sign language interpreters (mean4.22), inadequate use of speech and language services (4.19),

inadequate use of vision therapy services(mean4.14), inadequate use of orientation and mobility services (mean3.97), inadequate use of guidance and counseling (mean3.78) and inadequate use of physiotherapy services was ranked the last with a mean (3.73).According to the head teachers, data from table 4 shows that among the support services factors, inadequate use of physio therapy services had the highest (mean 4.50).

Followed by inadequate use of audiology services (mean4.31), inadequate use of sign language interpreters (mean4.31), inadequate use of speech and language therapy services (mean4.14), inadequate use of orientation and mobility services (mean4.14), inadequate use of guidance and counseling and inadequate use of vision therapy services were ranked the last (mean3.86).From the data it's evident that support services contributed to the school dropout among learners with special needs in Mbooni East Sub County, Makueni County, Kenya.

The findings of the study concurs with Kristensen *et al* 2006 who states that, total inclusion of all children with special needs is not possible, the main reason being lack of trained teachers in special needs, lack of peripatetic services and lack of support Staff (sign language interpreters and Braille transcribers), lack of skilled teachers in Primary schools is one of the reasons cited for LWSN dropping out of school Celeweke and Rodda, 2002, Millward et al 2005.The present study finds out that inadequate use of sign language interpreters was highly rated, (teachers mean-4.22, head teachers Mean -4.31) and inadequate use of guidance and counseling(teachers mean- 3.78 and Head teacher mean- 3.89) were highly rated.

#### **4.7 Use of assistive devices for learners with special needs**

The fourth objective of the study was to determine the extent of assistive devices on the dropout of learners with special needs in Mbooni East Sub County, Makueni County. The study specifically aimed at finding out factors such as wheel chairs for the physically disabled learners, use of low vision devices for learners with low vision, hearing aids for learners with hearing problems, use of magnifiers for learners with low vision and large print reading materials for learners with low vision in primary schools. Data regarding use of assistive devices was collected through questionnaires, analyzed using frequency counts, percentages and means. The results were then presented in Table 4.6.

**Table 4.6 Use of assistive devices for learners with special needs**

**Teachers n=100, Head teachers n=36**

Assistive devices	RE	A f %	VO f %	O f %	R f %	NA f %	M
<b>Learners with physical disabilities do not use wheel chairs.</b>	T	50(50.0)	23(23.0)	7(7.0)	10(10)	10(10.0)	23.93
	HT	17(47.2)	14(38.9)	1(2.8)	2(5.6)	2(5.6)	4.17
<b>There is no use of vision devices for learners with low vision.</b>	T	42(42)	39(39.0)	5(5.0)	9(9.0)	5(5.0)	4.04
	HT	15(41.7)	13(36.1)	3(8.3)	3(8.3)	2(5.6)	4.00
<b>Hearing aides are not used to boost hearing for learners with hearing problems.</b>	T	42(42.0)	39(39.0)	11(11.0)	4(4.0)	4(4.0)	4.11
	HT	11(30.6)	16(44.4)	4(11.1)	2(5.6)	3(8.3)	3.83
<b>Crutches are not used for learners with physical disabilities</b>	T	140(40.0)	38(38.0)	12(12.0)	9(9.0)	1(1.0)	4.07
	HT	13(36.1)	12(33.0)	5(13.9)	2(5.6)	4(11.1)	3.78
<b>There is no use enough lighting in the classrooms for learners with low vision</b>	T	35(35.0)	46(46.0)	5(5.0)	9(9.0)	5(5.0)	3.97
	HT	14(38.9)	11(30.6)	4(11.1)	5(13.9)	2(5.6)	3.83
<b>Learners with low vision do not use large print text books.</b>	T	40(40.0)	36(36.0)	9(9.0)	11(11.0)	4(4.0)	3.97
	HT	17(47.2)	10(27.8)	3(8.3)	49(11.1)	2(5.6)	4.00
<b>Mean rating on devices</b>	T						4.02
	HT						3.94

**KEY-RE=Respondent, T=Teacher, HT=Head teacher, A= Always, VO=Very often, O=Often, R=Rarely, NA=Not at all, M=Mean.**

Data from Table 4.6 shows that both teachers and head teachers stated that assistive devices contributed to the dropout of learners with special needs (mean T=4.02, HT=3.94).

Among the assistive devices factors , according to the teachers hearing aids had the highest mean(4.11),followed by inadequate use of crutches mean(4.07),inadequate of vision devices mean(4.04),inadequate use of magnifiers mean (3.97),inadequate use of large print mean(3.97) and inadequate use of crutches was ranked the last mean (3.93).

Data from the same table 4.6 shows that according to the head teachers, use of wheel chairs had the highest mean (4.17), followed by use of vision devices mean(4.00),use of large print mean (4.00),use of magnifiers mean (3.83),use of hearing aids mean (3.83) and use of crutches was ranked the last with mean (3.78).From the data it's evident that inadequate use of assistive devices contributed to school dropout among learners with special needs in Mbooni east sub county, Makueni County.

The findings of the study concurs with Kochung 2003 report which states that, when the introduction of free primary education was declared, many children with special needs in education joined both special and regular primary schools in Kenya. However, after sometime they dropped out of school due to lack of functional assistive devices. The present study finds out that inadequate use of assistive devices was highly rated mean (teachers 4.02, head teachers 3.94).

Kochung report 2003 concurs with the findings of the study whereby according to him learners with special needs in education require specialized educational resources at individual and school level depending on the nature and extent of the disability. The high cost of special needs equipment for learners with special needs remains a hindrance to the government goals to provide education for al in line with the global goal of UPE. Teachers and support staff in schools and units which have learners with special needs

and disabilities should be in service on needs assessment and maintenance of specialized equipment and technology devices. This is to support learners with special needs access affordable. Assistive devices and advanced technological systems. The current study finds out that inadequate use of assistive devices were highly rated mean T=4.02, HT=3.94. This may be due to the high cost and maintenance of the assistive devices.

MOEST 2003 estimated 19% of the entire population of children with special needs who benefit from educational services in Kenya, Religious organizations and non-governmental organizations such as sight savers international, Kenya society for the blind among others have been in the forefront in ensuring that learners with special needs access quality education in primary schools through programs such as national integrated program me and Kenya integrated educational programme. Since this non-governmental organizations operate in only some counties in Kenya, the supply and distribution of these educational resources is found to be inadequate. The present study finds out that inadequate use of low vision devices was highly rated (mean=T-4.04 HT-4.00). This may be due to inadequate supply and distribution of the devices in Mbooni East Sub County, Makueni County.

The finding of this study also agrees with a survey conducted in 2008 which showed that only 2.5% of children with disabilities up to the age of 14 years (Appendix 3) were using assistive devices (NBS, 2009). In Africa and many other developing countries, meaningful inclusive education is not realized due to lack of necessary support and resources from the government caused by limited funds (Abos, 2000, Zindi, 1997). In the current study inadequate use of assistive devices was highly rated (teachers' mean-4.02, head teachers mean-3.94). This implied that inadequate use of assistive devices might

have contributed to the drop out of learners with special needs in Mbooni East Sub County

The results from the interview with the learners with special needs indicated that, the school environment was an issue. Learners with special needs stated that the school environment affects their movement. The playground is not adapted, classroom arrangement hinder their movement, they are not given preferred sitting positions in the classrooms and there no ramps for easy movement especially those with wheel chairs

The curriculum was not well differentiated to suit learners with special needs. LWSN stated that they are given the same assignment with the other learners, no remedial lessons given and they do the same exams.

LWSN also stated that use of assistive devices was an issue. They stated that only special lighting was available. This was indicated by the presence of windows and ventilations. There are no magnifiers, large print and hearing aids provided.

Support services are not adequately. Learners with special needs stated that there no sign language interpreters.

#### 4.8 Observation schedule for learners with special needs.

The researcher also carried out observation to find out the use of assistive devices and physical environment. The results were presented in Table 4.7.

**Table 4.7: Observation Schedule for Learners with Special Needs**

Assistive devices and physical environment	Availability and type of disability			
	PH	VI	HI	MH
Presence of ramps	NA			
Accommodative playground	NA	NA		
Large print text books		NA		
Preferential sitting positions	NA	NA	NA	NA
Modified furniture	NA			
Special lighting		A		
Proper classroom arrangement	NA	NA	NA	NA
magnifiers		NA		
Sign language interpreters			NA	
IEP	NA	NA	NA	NA

**KEY-NA- Not Available. A-Available.**

**PH-Physical handicaped. VI-Visually impaired. HI-Hearing impaired. MH-Mentally handicapped**



From the observation (Table 4.7), the school environment was an issue. It was observed that there were no ramps, no preferred sitting positions and the classroom arrangement was not properly made for learners with special needs. The curriculum was not well differentiated. It was observed that the teachers did not prepare IEP for learners with special needs. Use of assistive devices was not well addressed. This was evident by unavailability of large print reading materials and magnifiers. Only special lighting was provided. This was evident by the presence of windows and ventilations.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENTATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the research findings, conclusions made in accordance with research results, recommendations, and suggestions for further research in the aspect of education. This chapter focuses on the summary of data collected through questionnaires. Interviews and observation schedules that were presented, analyzed, interpreted and results discussed with reference to research questions.

#### **5.2 Summary**

The study intended to establish factors determining school drop out of learners with special needs in regular primary schools in Mbooni East sub-county, Makueni County, Kenya. For this study the objectives were environment, curriculum, use of support services and use of assistive devices.

##### **5.2.1 School environment**

The school environment was found to be the leading factor determining school dropout of learners with special needs in Mbooni East Sub County with a mean of 4.18. The school buildings were not accessible to learners with special needs. In terms of the sitting positions in the classrooms, majority of the teachers through questionnaires indicated that learners with special needs were not given preferred sitting positions according to their disability. There were also no special furniture and the classroom arrangements hinder their movement especially the learners who are physically disabled.

### **5.2.2. Curriculum**

Curriculum was highly rated with a mean of 4.00. This indicated that the curriculum was not differentiated for learners with special needs. In terms of classroom activities, the study revealed that most of the teachers did not give remedial lessons to learners with special needs. They were not given enough time to complete their tasks they, no prepare IEP for such learners, no breaks between and within activities. It was found that majority of the teachers use whole class instructional approach to teaching, no adapted teaching activities and exams. The learning objectives were not adapted and learners were taught the same content. Teachers concentrated on the bright learners to give answers ignoring learners with special needs.

### **5.2.3 Use of Support services**

Use of support services was found to be the second factor determining school dropout of learners with special needs with a mean of 4.09. Majority of the school lack teachers trained in special needs, there is inadequate use of sign language interpreters for learners with hearing problems, inadequate use of audiology services for learners with hearing problems, inadequate use of speech and language services for learners with speech problems, inadequate use of vision therapy services for learners with low vision, inadequate use of orientation and mobility services for learners with physical disabilities and guidance and counseling for LWSN.

### **5.2.4 Use of assistive devices**

Use of assistive devices for learners with special needs was evident to be inadequate in most of the schools in Mbooni East Sub County with a mean of 3.98. Majority of the

teachers and the head teachers indicated that there was inadequate use of wheel chairs, inadequate use of vision devices for learners with low vision, inadequate use of hearing aids for learners with hearing problems; inadequate use of magnifiers for learners with low vision and inadequate use large print reading materials for learners with low vision

### **5.3 Conclusion**

The study has identified the factors determining school dropout of learners with special needs in regular primary schools in Mbooni East Sub County as unfriendly environment, lack of curriculum differentiation, inadequate use of support services and inadequate use of assistive devices.

For learners who are physically disabled and low vision, their dropout may have been attributed to factors related to school environment. Poor classroom arrangement, unfriendly playground, inaccessible school buildings made such learners face challenges in accessing the school environment.

Most of the schools in Mbooni East Sub County use rigid curriculum. The curriculum is not well differentiated to suit all the learners especially mentally handicapped. The time, content, objectives, learning activities, examinations and teaching methods used only favor the average child.

There is inadequate use of support services such as sign language interpreters, orientation and mobility services, guidance and counseling services, physiotherapy services, speech therapy and audiology services. These might have contributed to drop out of LWSN.

Assistive devices used to reduce the effect of disability were also inadequately used. The crutches, magnifiers, wheel chairs, hearing aids, large print reading materials and enough lighting. The teachers and the head were able to identify some of the solution to curb the school drop out of LWSN. However majority of them lacked the knowledge and skills on how to handle them.

#### **5.4 Recommendation**

Based on the study findings, the following are the recommendations.

- The head teachers should ensure that the school environment both physical and social is well adapted to suit the needs of learners with special needs. The classroom arrangement, sitting arrangement, the playgrounds and school buildings should accommodate learners with special needs.
- The curriculum developers and implementers should ensure that the curriculum is well differentiated to suit learners with special needs. The teaching and learning activities, time given, the content taught, objectives set and the teaching methods should meet the needs of learners with special needs. The teachers should prepare IEPs for learners with special needs.
- The government should ensure that there are adequate assistive devices in regular primary schools for learners with special needs. There should be adequate magnifiers, hearing aids, wheel chairs, crutches among others for learners with special needs.
- The head teachers and teachers should ensure that there is adequate use of support services for learners with special needs such as sign language interpreters, guidance and counseling services, orientation and mobility services, audiology services, vision therapy among others.

### **5.5 Suggestions for Further Research**

- Further research can be done in special school, units and even private schools, so that generalization of factors affecting learners with special needs can be realized.
- Due to improved technology, appropriate experiments can be undertaken to investigate the effectualness of computer technology in teaching learners with special needs in regular primary schools.
- Research can be done to investigate the influence of teachers and other learners' attitude towards learners with special needs in regular primary schools.

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## APPENDICES

### APPENDIX A- Head Teachers Questionnaire (HTQ)

#### Section A-school details:

I am carrying out a research within the District on the determinants of dropout learners within special needs in regular primary schools within special needs in regular primary schools in Mbooni East District, Makueni County, Kenya. You are requested to participate in this study through responding to those questions as per given instructions. Please tick (✓) or write the correct response for each of the following questions / statements. The information that you will provide the researcher with will be treated with utmost confidentiality.

1. Name of school .....
2. District.....
3. Does the district EARC place learners with special needs in your school?  
Yes  No
4. If yes, what is the current number of pupils with special needs in your school?  
Boys  Girls  Total
5. Current number of special needs education teachers in your school.  
Trained  Training  not trained

#### Section B

You are requested to participate in this study through responding to those questions as per the given instructions. Please tick (✓) or write the correct response for each of the

following questions / statements. The information that you will provide the researcher with will be treated with utmost confidentiality.

1. What is your gender? Male  Female

2. What is your current teaching experience?

0- 10yrs.  11 -20 yrs.  21- 30 yrs.  above 30 yrs.

3. a) Have you trained in special needs education.

Yes  No.

b) If Yes,

(i) What is your level of special needs education training?

Graduation  Diploma  Certificate

(ii) How relevant is the training to your school.

Very relevant  Relevant  Not sure  less relevant  Irrelevant

4. Inclusive education can be realized

Strongly agree  Agree  Not sure  Disagree  Strongly  
Disagree

### Section C

In the set questions below you are presented with statements. You are asked to indicate your level of agreement with each statement by indicating: Always (1), Very often (2), Often (3), Rarely (4) Not at all (5). Use a tick (✓) to indicate your response in one of the 5 small boxes in front of every statement. Your response should be in regard to your current working station.

#### Environment

	Strength of opinion	A	VO	O	R	NA
1.	School buildings are not easily accessible to learners with special needs					
2.	Learners with special needs are not given preferred sitting positions					
3.	Learners with special needs do not use special furniture					
4.	Class room arrangements hinder movement of learners with special needs					
5.	Play grounds are not friendly to learners with special needs					
6.	The school is not accessible to learners with special needs					

## Curriculum

	<b>Strength of opinion</b>	<b>A</b>	<b>VO</b>	<b>O</b>	<b>R</b>	<b>NA</b>
1.	Learners with special needs are given remedial lessons					
2.	Learners with special needs are not given enough time to complete tasks					
3.	Learners with special needs are not given breaks between and within activities					
4.	The teachers do not prepare IEP for learners with special needs					
5.	Learning objectives are not adapted for LWSN.					
6.	The primary curriculum demands are too high for learners with special needs.					
7.	Learners needs are given different tasks from others.					
8.	Learners with special needs use special books					
9.	Learning activities in all subjects are adapted for LWSN.					
10.	Examinations are adapted for LWSN.					

## Support services

	<b>Strength of opinion</b>	<b>A</b>	<b>VO</b>	<b>O</b>	<b>R</b>	<b>NA</b>
1.	There are sign language interpreters for learners who are hard of hearing					
2.	Audiology services are provided to learners with hearing problems.					
3.	Speech therapy is done to learners with speech problem.					
4.	Vision therapy services are available for learners with low vision.					
5.	Physio therapy is done to learners with physical disabilities.					
6.	Orientation and mobility services are available to learners					

with low vision					
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**Use of assistive devices**

<b>Assistive Devices</b>	<b>A</b>	<b>VO</b>	<b>O</b>	<b>R</b>	<b>NA</b>
Learners with physical disabilities use wheel chairs					
There low vision devices for learners with low vision					
Hearing aides are used to boost hearing for learners with hearing problems					
Crutches are used for learners with physical disabilities					
There is enough lighting in the classrooms for learners with low vision					
Learners with low vision use large print text books					

Thank you very much for completing and returning this questionnaire.

## APPENDIX B: Teacher's Questionnaire (TQ)

### Section A

Rank the following areas in a regular primary school in terms of how they determine the school dropout of learners with special needs in regular primary schools. Should be ranked in this order, (1, 2, 3, 4,).

- Curriculum.....
- Environment.....
- Teachers and learners altitude towards LWSN.....
- Special needs services and devices.....

### Section B

In the set questions below you are presented with statements. You are asked to indicate your level of agreement with each statement by indicating whether you: Always (1), very often (2), often (3), rarely (4) Not at all (5). Use a tick (√) to indicate your response in one of the 5 small boxes in front of every statement. Your response should be in regard to your current working station.

#### Environment

	Strength of opinion	A	VO	O	R	NA
7.	School buildings are easily accessible to learners with special needs					
8.	Learners with special needs are not given preferred sitting positions					
9.	Learners with special needs use special furniture					
10.	Class room arrangements hinder movement of learners with special needs					
11.	Play grounds are not friendly to learners with special needs					

12.	The school is accessible to learners with special needs					
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### Curriculum

	Strength of opinion	A	VO	O	R	NA
11.	Learners with special needs are given remedial lessons					
12.	Learners with special needs are not given enough time to complete tasks					
13.	Learners with special needs are given breaks between and within activities					
14.	The teachers prepare IEP for learners with special needs					
15.	Examinations are not adapted for learners with special needs. Remedial.					
16.	The primary curriculum demands are too high for learners with special needs.					
17.	Learners' needs are given different tasks from others.					
18.	Learners with special needs use special books					
19.	Learning objectives are not adapted for learners with special needs					
20.	Learning activities are not adapted for learners with special needs					



### Support services

	<b>Strength of opinion</b>	<b>A</b>	<b>VO</b>	<b>O</b>	<b>R</b>	<b>NA</b>
7.	There is inadequate use of sign language interpreters for learners with hearing problems.					
8.	There are inadequate use audiology services for learners with hearing problems.					
9.	There is inadequate use of speech and language services for learners with speech problems.					
10.	There is inadequate use of vision services for learners with low vision. .					
11.	There is inadequate use of physio therapy for learners with physical disabilities.					
12.	There is inadequate use of orientation and mobility for learners with physical disabilities.					
13.	There is inadequate use of guidance and counseling for learners with special needs.					

### Use of assistive devices

<b>Assistive device</b>	<b>A</b>	<b>VO</b>	<b>O</b>	<b>R</b>	<b>NA</b>
There is inadequate use of wheel chairs					
There is inadequate use of hearing aids					
There is inadequate use of crutches					
There is inadequate use of magnifiers					
There is inadequate use of large print materials.					

Thank you very much for completing and returning this questionnaire.

**APPENDIX C: Interview Schedule for learners with special needs.**

- a). What assistive devices do you use when reading.?
- b).What kind of reading materials do you use?
- c).Is there enough lighting in the classrooms?
- d) Do you do the same exams with the other learners?
- e).Are you given the same assignment with the other learners?
- f) Are you given remedial lessons by your teachers?
- g) Are you harassed by the other learners?**
- h) How do you communicate with your teachers?
- i) What assistive devices do you use to boost your hearing?
- j) What affects your movement in the classroom and in the playground?
- k) Do you move round the school compound with ease?
- l) Does the classroom arrangement hinder your movement?
- m) What assistive devices do you use when walking around the school compound?

**APPENDIX D: Observation Schedule (OS)**

		Availability		Use	
		Yes	No	Yes	No
	<b>Special needs Aids</b>				
1.	Presence of ramps				
2.	Accommodative playground				
3.	Large print text books				
4.					
5.	Preferential seating position				
6.	Modification of furniture				
7.	Special lighting				
8.	Classroom management				
9.	Magnifiers				
10.	Sign language interpreters				
11.	Individualized educational program				

APPENDIX E:MAP OF THE STUDY AREA

