

Instructional Resources and Access to Inclusive Education in Public Primary Schools in Trans Nzoia County, Kenya

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ABSTRACT

The Inclusive Education Policy document was created by the Ministry of Education to offer a framework for the organization and delivery of Special Needs Education free from all impediments to access to high-quality and pertinent education. This study looked at how teaching and learning resources and access to inclusive education in public primary schools in Trans Nzoia County, Kenya. In the study, a descriptive survey design was employed. The target group included 384 educators, 48 head teachers, and 1840 students. 48 Head Teachers were chosen using the purposeful sampling technique, and 96 Teachers and 275 Students were chosen using simple random selection, respectively. Data was gathered using questionnaires and interview schedules as the instruments. While qualitative data was transcribed and reported thematically in accordance with the research objectives, quantitative data was analyzed using descriptive statistics like percentages, frequency, mean, and standard deviation as well as inferential statistics like Pearson correlation and regression. The results showed that the lack of learning resources had a detrimental impact on students' ability to access inclusive education in public primary schools, and many of these schools in Trans Nzoia County lacked the resources necessary to teach students with special needs. Based on the study's findings, the researcher suggests that the government should take into account funds for schools to purchase the necessary instructional resources for public elementary schools.

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KEYWORDS: Access, Inclusive Education, Instructional Resources

1. INTRODUCTION

Children with special needs require specialized aids for movement, reading, writing, and hearing, according to the USA Educational Report (2010). These specialized aids include, among others, braille readers, eyeglasses, white canes, and hearing devices. Allen and Schwartz (2015) conducted research on the effects of inclusive education implementation and adopted material resources. The research design used in the study was descriptive. According to the findings, teachers must make sure that appropriate material resources are in place for easy inclusion. The survey also found that one of the biggest challenges to implementing inclusive education in underdeveloped nations is the lack of appropriate facilities and resources. This study was distinct from the current study since it focused on the adaptation of material resources, whereas the current study will analyze school-related elements.

Agnes (2012) conducted a study on the variables impacting the inclusion of special education in general education. The study used the snowball sampling technique, and the results showed that the distribution of time and resources affects how physically challenged students learn. One of the issues individuals have is having trouble using their limbs for activities like turning pages while reading or writing, standing and walking, or just moving about. According to the study, the majority of the inclusive schools in the study area had big classrooms and inadequate resources to serve the population.

Therefore, students with physical disabilities are required to share the available teaching resources with their peers in the able-bodied group. It might be difficult to share with people who don't have similar needs, and most people give up after a while. The

study also demonstrated that students with physical disabilities need more resources in order to fully develop their functions. In contrast to the previous study, which concentrated on students as its primary responders, the current study targets both head teachers and teachers.

A comparative research design was employed in Olufemi's (2015) study on physical impairment and the implementation of special education in Nigeria. The study's findings revealed that when the right instructional materials are used, students are completely engaged in the learning process. For instance, without page turners, readers who lack forefingers would find it difficult to turn the pages and, as a result, lose interest, falling behind in their academics and eventually dropping out of school. According to the survey, students with physical disabilities also need adapted laptops, pencils, silverware, therapeutic equipment, sports and recreation facilities, wheelchairs, and crutches. Real things and practical help are essential learning materials for students with mental disabilities. These include sports and recreational therapy equipment, physiotherapy and occupational therapy equipment, music and art therapy equipment, visual auditory tactile and functional training materials, and recreational and vocational training equipment (Kirk and Anastasiow 2003). The current study is distinct from this one since it aims to ascertain how teaching and learning materials affect the adoption of inclusive education.

According to Republic of Kenya (2012), children with special needs frequently require specialized aids in order to walk around, read and write, or hear. For instance, children with severe lower limb paralysis needed wheelchairs; it was found, however, that the physically challenged students did not have any special resources set up for them. The physically disabled in particular had been left to deal with the unfavorable constructions and obstructions that limit their mobility. Their requirements were not taken into account when restructuring classrooms, depriving them of accessibility and equal opportunity.

There are numerous difficulties associated with accommodating kids with different needs in the same classroom. Many educational institutions in underdeveloped nations lack access to basic teaching resources that may typically be provided locally, such as maps, charts, and other graphical tools (Eleweke & Rodda, 2002). Major barriers to the adoption of inclusive education include a shortage of classroom space and teaching resources. According to RoK (2010), Kenya's very deficient supply of specialist equipment has a negative impact on the caliber of

services provided to children with special needs. According to the MoES&T (2009), poor facilities, a lack of teaching and learning resources, and a lack of equipment make it difficult for Kenya to implement inclusive education effectively. In Rigoma Division, Nyamira County, Kenya, Nyaigoti (2013) found that classroom materials were either inadequate or not designed to support students with special needs.

According to Kalabula and Mandyata's 2003 study on inclusive practices in schools in Zambia, which used a case study approach, the necessary educational resources for children with special needs lacked or were insufficient in regular schools. The investigation also revealed that there were insufficient classrooms, too many students, and a lack of text books and other supplies in schools.

According to Nyaigoti (2013), a severe lack of specialized aids and equipment has a negative impact on the quality of services provided for children with special needs in Kenya. In addition, he stated that the lack of equipment, insufficient facilities, and teaching and learning resources hinder Kenya's efforts to adopt inclusive education effectively. In Rigoma Division, Nyamira County, Kenya, Nyaigoti (2013) found that classroom materials were either inadequate or not designed to support students with special needs.

From the examined literature, it can be deduced that: according to a study by Kristensen and Kristensen (2017), the necessary supplies were frequently absent or of insufficient quality in conventional schools where children with impairments were integrated. This study was carried out in Uganda, whose educational system differs from Kenya's, particularly in primary schools in Trans Nzoia County, hence its conclusions may not apply to Kenya. This study aimed to find out whether instructional materials had an impact on how inclusive education is implemented in Kenya's Trans Nzoia County.

1.1. Purpose of the Study

The purpose of the study was to investigate the teaching and learning resources and access to inclusive education in public primary schools in Trans Nzoia County, Kenya

1.2. Significance of the Study

As the study will serve as a reference source for decisions about special needs education, it is intended that the study's findings would give educational stakeholders advance knowledge in the field of special needs education. Additionally, it will assist in educating stakeholders on the status of the difficulties managing special needs education. The study will also be advantageous to the students since it is hoped that the research's conclusions would

make it simpler for them to obtain special needs education in the study schools and across the nation. Finally, the study will allow educational planners to develop educational policies that will champion the rights of special needs learners and compel parents to educate their special needs children by encouraging them not to hide them at home but rather to take their students to school. The students will also be encouraged to explore their talents and be productive to meet their needs rather than to be a burden to society.

2. METHODOLOGY

The study was conducted in the county of Trans-Nzoia. Trans-Nzoia County is a county in the former Rift Valley Province of Kenya, situated 380 kilometers northwest of Nairobi between the Nzoia River and Mount Elgon. A descriptive survey research design was used for this investigation (Orodho, 2002). The study's target population consisted of 2,272 participants, 48 head teachers, and teachers and students from 48 of the 470 primary schools that provided inclusive education. It was made up of 384 instructors from the 48 schools and 48 head teachers. 1840 students from classes seven and eight in total, including 1104 girls and 736 boys, were the target group. The students in classes seven and eight were chosen as a target group because they have been attending school for a sufficient amount of time and are therefore more likely to be able to offer useful information on the school's factors and equitable access to inclusive education in public primary schools in Trans Nzoia County. The sample size for the study consisted of 44 Head Teachers who were chosen from the 48 primary schools providing inclusive education in the study area using the Krejcie and Morgan (1970) table. As a result, all the Head Teachers of the selected schools were included in the sample size. The sample size for 182 teachers and 377 students was chosen using the chart created by Krejcie and Morgan (1970) for this purpose, and it was fairly distributed throughout the research schools in the county. Questionnaires, interview schedules, and a review of the supporting documentation were the main methods for gathering data for this study.

3. RESULTS AND DISCUSSIONS

3.1. Relationship between Teaching and Learning Materials and Inclusive Education in Public Primary Schools in Trans Nzoia County

The study's goal was to determine the association between instructional strategies and inclusive education in Trans Nzoia County's public elementary schools. To determine if the schools had enough

teaching and learning resources to support inclusive education, head teachers and instructors were questioned. The survey items used to answer this question were rated on a Likert scale from 1 to 5, with 1 denoting "Strongly Disagree," 2 "Disagree," 3 "Undecided," 4 "Agree," and 5 "Strongly Agree." Following that, the responses were examined using both referential and descriptive statistics. The results are displayed in Table 1.

Table 1: Learning Materials and Equitable Access to Inclusive Education

Category	Frequency	Percent
Strongly Disagree	68	32.4
Disagree	55	30.9
Neutral	5	2.4
Agree	30	14.3
Strongly Agree	42	20.0
Total	210	100.0

Source: Field Data 2021

The respondents were asked to rate their level of agreement with the statement that the relevant learning resources in Trans Nzoia County's public primary schools were adequate for ensuring equitable access to inclusive education. According to the results in Table 1, visual aids like schedules, posters, number lines, charts, diagrams, graphic organizers, and different types of paper, such as lined, plain, or graph, were insufficient to improve equitable access to inclusive education, as evidenced by 123 (63.3%) of the respondents who equally strongly disagreed and disagreed with the statement, 5 (2.4%), and other findings.

The majority of schools did not have an adequate number of special education-trained teachers, and as a result, it was difficult for them to teach students with special needs. This was especially true in the absence of adequate teaching and learning resources like teaching aids, large print textbooks for people with low vision, magnifying lenses, Braille writers, and hearing aids. Many parents were discouraged as a result of enrolling their children with special needs in inclusive schools in the research area. According to the qualitative replies, it was very challenging to teach students with special needs due to the lack of suitable teaching and learning materials. One of the students who was interviewed said:

“The students with special needs had trouble using their limbs to change pages when reading, writing, standing and walking, or otherwise moving around..

The results of this study are in agreement with other studies that claimed special mobility, reading, writing, and hearing aids are necessary for children with special needs. These specialized aids include,

among others, braille readers, eyeglasses, white canes, and hearing devices. A study on the impact of adopting material resources on the adoption of inclusive education was done by Allen and Schwartz in 2015. According to Allen and Schwartz's (2015) research, teachers need to make sure that appropriate material resources are in place to facilitate inclusion. The survey also found that one of the biggest challenges to implementing inclusive education in poor nations is a lack of suitable facilities and pertinent resources (Allen and Schwartz, 2015).

The study also looked at the important role that various factors played in reducing the dimensionality of the data set on instructional materials and fair access to inclusive education. To ascertain the cumulative proportion of values in the given data set on learning materials on fair access to inclusive education, the researcher used principal component analysis. The variable that had the greatest impact on the study area's equitable access to inclusive education was identified using the principal component analysis. Table 2 lists conclusions.

Table 2: Principal Component Analysis on Learning Materials and Equitable Access to Inclusive Education

Component	Total Variance Explained					
	Initial Eigen Values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Visual Aides	2.33 1	84.037	84.037	2.331	84.037	84.03
ICT Devices	.341	12.451	96.500			
Manipulative Devices	.089	3.500	100.000			

Source: Field Data 2021

The results in Table 2 showed that poor visual aids in the public primary schools under study contributed the most variability to the data in terms of equitable access to inclusive education by 2.331 (84.037%) variation, according to the replies from the head teachers and teachers. The availability of ICT devices, on the other hand, and the suitability of manipulative tools, respectively, show that there is very little fluctuation at .342 (12.451%) and .089 (3.500%), and so they identify nearly constant linear correlations among the original variables. This suggests that insufficient visual aids will have a significant impact on students' ability to access inclusive education fairly in the research schools. This result implies that more teaching and learning resources for special needs education will have a significant impact on how equally accessible inclusive education is for students in the study schools.

The results support earlier research by Agnes (2012) who claimed that the arrangement of time and resources affects how physically challenged students learn. One of the issues individuals have is having trouble using their limbs for activities like turning pages while reading or writing, standing and walking, or just moving about. Therefore, students with physical disabilities are required to share the available teaching resources with their peers in the able-bodied group. It might be difficult to share with people who don't have similar needs, and most people give up after a while. The study also demonstrated that students with physical disabilities need more resources in order to fully develop their functions. According to Nyende (2012), students with physical disabilities need additional resources in order to achieve their functions. However, there aren't enough textbooks or other teaching tools in the majority of schools in the Homa-Bay Town Sub-County where this study was conducted. Three or four students are given a copy for every book that is distributed. Access is subsequently impossible. Physically challenged students are less tenacious and less motivated when they encounter more difficult situations, such as this one where they must use more effort to access the book. Instructional materials must be accessible to students in order for them to participate in the learning process, according to Panda (1997). In order to further test the hypotheses and determine the relationship between the independent and dependent variables, the responses of Head Teachers and Teachers regarding inclusive education and equitable access to learning materials in public primary schools in Trans Nzoia County were analyzed using the Chi-Square statistic. They present their study's results in Table 3.

Table 3: Chi-Square Test on Learning Materials and Equitable Access to Inclusive Education

	Visual Aides	ICT Devices	Manipulative Devices
Chi-Square	67.741 ^a	60.233 ^a	56.657
Df	4	3	4
Asymp. Sig.	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.0.

Source: Field Data 2021

According to the results presented in Table 3, learning resources and fair access to inclusive education in the study schools were significantly correlated. The null hypothesis was rejected in favour of the alternate hypothesis because there was a significant relationship between learning resources and equitable access to inclusive education in the study schools. The obtained chi-square values for visual aides, which were 67.741, adequate ICT devices, which were 60.233a, and manipulative devices, which were 56.657, were all above the minimum expected cell frequency of 24.0 and therefore above the threshold of significance. The results supported a research by Kalabula and Mandyata (2003) that claimed the necessary educational resources were insufficient in regular schools for students with special needs. The investigation also revealed that there were insufficient classrooms, too many students, and a lack of text books and other supplies in schools.

According to Nyaigoti (2013), a severe lack of specialized aids and equipment has a negative impact on the quality of services provided for children with special needs in Kenya. In addition, he stated that the lack of equipment, insufficient facilities, and teaching and learning resources hinder Kenya's efforts to adopt inclusive education effectively. According to Nyaigoti (2013), the instructional materials were either inadequate or not designed to meet the needs of students with special needs. According to a study by Kristensen and Kristensen (2017), the necessary materials were frequently absent or of insufficient quality in conventional schools where children with impairments were integrated. This study was carried out in Uganda, whose educational system differs from Kenya's, particularly in primary schools in Trans Nzoia County, hence its conclusions may not apply to Kenya. According to Olufemi (2015), when the right instructional resources are employed, students are totally engaged in the learning process. For instance, students without forefingers will be unable to turn the pages during reading without page turners. They thus lose interest, fall behind in their studies, and eventually quit school.

4. CONCLUSION

Based on the results of this study, it is concluded that learning resources correlate with equitable access to

inclusive education in the study schools given that the absence of learning resources adversely impacted equitable access of inclusive education in public primary schools, and many public primary schools in Trans Nzoia County were the subject of the study's objective.

5. RECOMMENDATION.

In order to make schools accessible to students with special needs, the government should ensure adequate teaching & learning resources including; teaching aids, eyeglasses, crutches, wheel chairs, elevated shoes, hearing aids, textbooks, and teachers' manuals, including manuals for teaching CWSN.

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