

DETERMINANTS OF TEACHERS' LEVEL OF SUPPORT IN CREATION OF AWARENESS ON LEARNERS WHO ARE PHYSICALLY CHALLENGED IN REGULAR PRIMARY SCHOOLS IN KISUMU WEST SUB COUNTY, KENYA.

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ABSTRACT

The Government of Kenya made inclusive education a policy requirement in the provision of education to all children. Research has shown that the support given by teachers plays a very important role in curriculum implementation that ensures success in a child's career. Education Assessment records in Kisumu county indicate that between the year 2012 and 2016, 846 learners who are physically challenged had been assessed and placed in regular schools in Kisumu West, Kisumu Central and Kisumu East sub-counties, out of which 246 had dropped out of school. However, Learners who are physical challenged often drop out of school more as compared to their regular counterparts particularly in Kisumu West Sub-County. The number of learners who are physically challenged enrolled in regular primary schools has been decreasing due to dropouts despite the fact that officers in Kisumu EARC conducted sensitization programs and workshops yearly for teachers and stakeholders in education. This decrease is confirmed at 138 (31.9%), which is higher as compared to the dropout of neighboring sub-counties namely: Kisumu East 31 (21.8%) and Kisumu Central 77(28.4%). Reason for this high dropout has not been established. The purpose of this study was therefore to determine teachers' level of support in creation of awareness on learners who are physically challenged. Objectives of this study was therefore to; determine teachers' level of support in creation of awareness on learners who are physically challenged. A conceptual framework was used to show the interaction of dependent and independent variables. The study adopted descriptive survey research design. Target population of the study consisted of 15 head teachers, 30 teachers, 6 EARC coordinators and 90 learners who are physically challenged. Saturated sampling technique was used to select 13 head teachers and 4 EARC coordinators, while purposive sampling was used to select 27 teachers and 81 learners who are physically challenged. Data was collected using questionnaires, interview schedules and observation checklist. Face and content validity of instruments was established through expert judgment and revision. Reliability of instruments was established through test-retest method on 10% of study population using Pearson correlation. Reliability coefficient for head teacher's questionnaire was 0.8, teachers' questionnaires was 0.9; Learners who are physically challenged questionnaires was 0.7. This was above the accepted value of 0.7. Correlation coefficient analysis was used to establish teachers' level of support to retain learners who are physically challenged. Quantitative data was analyzed using frequency counts, percentages and mean. Qualitative data from interview and observation schedules were collected, organized and categorized into themes and sub-themes, which were reported. Findings of the study indicated that teachers did not provide enough awareness creation on learners who are physically challenged. The study recommended that

teachers in regular primary schools be trained in SNE, Differentiation, individualized educational plan and peer tutoring should be applied in regular primary schools according to SNE policy 2018. Findings of this study would be useful to teachers, EARC coordinators, and Ministry of Education in ensuring equal educational opportunities for learners with Special Needs Education in primary schools.

KEYWORDS: Level of support, Creation of awareness, physically challenged, Learners.

Background of the study

Teachers at primary level should be the right type of teacher with the right type of knowledge and skills or competencies that can do justice to the children with disabilities than teacher with general pedagogy backgrounds. Apart from guidance and counseling teachers require specific abilities to knowledge of different types of disabilities, causative factors, development of instructional strategies (2015)

Creation of awareness refers to empowering everyone with the knowledge required to be responsive to the broader needs of a range of people with disabilities, information about the appropriate language, and practice of proper etiquette to communicate. (Gilson & Depoy, 2000). According to McGrattan, 2001, awareness means educating people regarding disabilities and giving people the knowledge required to carry out a task thus separating a good practice from poor. In schools, disability awareness is extremely important because it educates students so they may become better citizen (Lindsay and McPherson, 2011). Researcher have found that disability awareness programs at schools have led young children to gain empathy and have positive attitudes, classrooms are more inclusive and diverse which allow students to learn more from their peers (Rillotta and Nettlebeck, 2007)

Awareness creation empowers members of the school community in various aspects of inclusive education practices. Program on awareness creation can have a positive impact on the school environment thereby making members of the school community better in the participation of implementing inclusive education practices (Lindsay and McPherson, 2011). Awareness programs encourage embracing of, understanding and increase knowledge about inclusive education practices (Ison et al, 2010) which results in the increase in interest towards inclusive education in general. Gachathi Report (1976) recommended the creation of awareness on the part of the public on the causes of disabilities with a view of facilitating the prevention.

Tindall (2013) created disability awareness through sports, exploring the participation, attitudes and perceptions of post primary female students in Ireland. The study aimed at providing a detailed description of post primary students' reaction to disability awareness experience using extended contact theory, sports education and disability sports of sit-volleyball as the framework. The results indicated that participating in disability sport was more favorable among the students. Students expressed an interest in further disability sport experience as part of their regular physical education curriculum. The study concentrated on post primary female students while the current study created

awareness on learners who are physically challenged in regular primary schools. Creation of awareness was done through sports, exploring, participation and perceptions. The current study used workshops, seminars, media, school meetings and resource person activities in creating awareness.

Leigh et al (2013) carried research in Otago Dunedin University, New Zealand and explored the integration of disability awareness into tertiary teaching. The study was intended to intensify disability awareness within. The result showed that little was being done to create awareness for disability among the staff. This study promotes awareness on disabilities. Inclusive education is not about disability but for all individuals to be brought on board to create a leveled ground for everybody to involve and feel accepted and belong (Thomsoms and Villa, 2011). The current study considered awareness creation to all school community members on retaining learners who are physically challenged in regular primary schools.

Poorna and Agrawal (2015) investigated the knowledge and awareness of learning disabilities among teachers of primary schools in Haridwar region, India. Learning disabilities are very big challenge for schools and teachers. If the learning disabilities are ignored, unnoticed and unanswered such children's needs are not met in regular classrooms or special education within the school. The purpose was to assess the level of and awareness of Learning Disabilities among teachers of primary schools. The study used 48 primary school teachers in 10 schools based on lottery method. The results revealed the low level of knowledge and awareness about learning disabilities among teachers of primary schools. The focus of the study was on Learning Disability awareness among teachers. It used a population of 48 teachers selected on lottery method. The current study however looked at creation of awareness on learners who are physically challenged, with a population of 141 respondents in regular schools.

In Ghana, Opuku and Badu (2015) conducted study 'Towards an inclusive society in Cameroon: Understanding the perceptions of students in the university of Yaoundé II about persons with disabilities. The purpose was to examine the perception of students in the University of Yaoundé II about persons with disabilities in Cameroon. A cross sectional study design using quantitative methods was employed. A sample of 500 students were selected by simple random sampling technique. The data analysis used descriptive and inferential statistics. Results indicated that 68.8% of the respondents did not know about the actual population of persons with disabilities in Cameroon, though 14.6% had relatives with disabilities and 79.8% agreed that education had influenced their perception about persons with disabilities. Findings revealed that issues of disability have not been taken serious in Cameroon. Therefore, there is need for sensitization of the general population towards disability. The focus of the study was on understanding the perceptions of students in the University of Yaoundé II about persons with disabilities. It had a sample of 500 participants and used descriptive and inferential statistics. The current study however used a sample of 13 head teachers, 27 teachers, 81 learners who are physically challenged and 4 EARC coordinators, and employed descriptive survey design.

Limumba et al (2017) in their study on teachers' involvement in creation of awareness to members of school community on inclusive education practice in regular primary schools in Siaya County. The study determined teachers' involvement in awareness creation on inclusive education. He used a study sample which constituted of 194 teachers and 65 head teachers totaling 259 respondents. Descriptive research design was used, data collected by use of questionnaires interview schedules, observation guide and document analysis. The data was analyzed both quantitatively and qualitatively. His findings revealed that teachers were involve in creation of awareness to members of the school communities to a fair small extent. The study considered creation of awareness on inclusive education practices in regular schools, targeting staff, learners and stakeholders. The current study however looked at creation of awareness on learners who are physically challenged in regular primary schools.

It is also a reality that not only learners who are physically challenged are targeted, also affected are those with other forms of disabilities therefore awareness creation should address issues that would be beneficial to all learners in the school environment to reduce school dropout (William Bost, 2007).

The study done by Meijer et al. (2007) notes that the need for positive teacher attitudes and for teachers to create a 'sense of belonging' to support effective inclusive practice. Cook (2002) and Silverman (2007) point out that teachers' attitudes and beliefs directly affect their behavior with students and so have a great influence on classroom climate and student outcomes. The teacher education must, therefore, be concerned with the promotion of teacher attitudes as well as instructional competences (Andrews, 2002; Reinke and Moseley, 2002). Pearson (2007) notes that the complexity of inclusive education should be accommodated by the inclusion of work on attitudes and beliefs in teacher education rather than 'relying solely on a technicist, competency-oriented approach (Edwards et al., 2002) which is better suited to the transmission of bureaucratic and procedural knowledge'. Pearson (2009) says that teacher education is a context in which changes in attitudes, beliefs and values do occur. Atkinson (2004) and Forlin et al. (2009) note that if the negative attitudes of teachers are not addressed adequately, they may continue to hamper the progress of inclusive education efforts in schools.

A study by Ali, Mustapha and Jelas (2006) in Malaysia on teacher attitude was measured with a self-rated questionnaire. Their findings were that overall teachers had positive attitudes towards inclusive education and agreed that inclusive education intensifies social interaction, while it decreases negative stereotypes of special educational needs children. The authors argued for cooperation between mainstream and special education teachers in order to implement inclusive education. The formation and modification of teacher attitudes are important areas of education in an inclusive setting (Weisman and Garza, 2002). Loreman, Forlin & Sharma (2007) in their study compared four countries, teacher attitudes, using a questionnaire and found that teachers are positive towards inclusive education for children with special needs, mainly with social, emotional and behavioral disabilities. Before implementation of any special education programme for learners with disabilities within regular

schools, it is important to determine the attitude of educators towards learners with special needs. This would help in alleviating the fears and improve their retention.

The Leonard Cheshire Disability (2002) implemented an inclusive education intervention covering five primary schools and communities in Oriang in Rachuonyo district. Prior to the Oriang Cheshire Inclusive Education Project (OCIEP), needs assessment revealed that only a handful of children with disabilities from neighboring districts resided at Oriang Cheshire Home and attended a nearby primary school. The needs of these children were not met in an environment where, among other factors, teachers lacked the skills to support children with special needs. Peers were not prepared to work with children who looked different because of their special needs; Mutisya (2008) administrators, learners, parents and community in general should have a positive attitude towards inclusion of children with disabilities lack of adaptive aids for children with special needs. MOEST (2003), emphasized on recommendations on FPE in making learners with disabilities learn. Studies by KNCHR (2007) focused on recommendations to the government in making learners with disabilities learn in regular schools. However, these findings by the above authors did not focus on teachers' level of support to retain learners who are physically challenged in regular primary schools. The present study sought to determine teachers' level of support to retain learners who are physically challenged in regular primary schools in Kisumu West Sub-County, Kenya.

Statement of the Problem

Despite the governments' continuing efforts over the years to solve the problem of dropout from schools among children who are physically challenged, this problem has persistently been on the increase. A policy (2018) that promote disability inclusion and mainstreaming across all education institution has been done in regular schools. However, schooling in Kisumu West Sub-County has not always met the strategic needs of the learners who are physically challenged like provision of adequate physical facilities and equipment to cater for their special needs like their counterparts in regular schools. It is also evident that in the year 2012 to 2016, 138 (31.9%) learners who are physically challenged dropped out of school in Kisumu West Sub-County, 77 (28.4%) learners who are physically challenged dropped out of school in Kisumu Central Sub-County and 31(21.8%) learners who are physically challenged dropped out of school in Kisumu East Sub-County. A baseline survey done in 15 schools within the five zones in Kisumu West Sub-County (2017) revealed that number of learners who are physically challenged decreased as they move to higher classes. The reason for this high dropout in Kisumu West, Sub-County was yet to be investigated. This study therefore aimed at determining teachers' level of support to retain learners who are physically challenged so as to seek for other alternatives in which the dropout rates can be reduced. The key factors investigated were curriculum adaptation, teaching and learning resources, teaching and learning strategies and creation of awareness on learners who are physically challenged. Based on this background, this study intended to determine teachers' level of support to retain learners who are physically challenged in regular primary schools in Kisumu West Sub-County, Kenya.

Purpose of the Study:

- (i) The purpose of this study was to determine teachers' level of support in creation of awareness on learners who are physically challenged in regular primary schools in Kisumu West Sub County, Kenya. schools in Kisumu West Sub-County, Kenya.

Study Objective:

The objectives of the study were to;

- (i) Determine teachers' level of support in creation of awareness on learners who are physically challenged in regular primary schools in Kisumu West Sub County, Kenya.

Research Questions

The study was guided by the following research questions:

- (i) To what extent do teachers support creation of awareness on learners who are physically challenged in regular primary schools in Kisumu West Sub County, Kenya?

Assumptions of the Study

The study was based on the following assumptions:

- (ii) That learners who are physically challenged were in regular primary schools in Kisumu West Sub-County, Kenya.
- (iii) Teachers were aware that they were supposed to provide support to learners who are physically challenged in regular primary schools.
- (iv) That information obtained from the respondents was accurate and relevant.

Scope of the Study

The study focused only on teachers' level of support to retain learners who are physically challenged in Kisumu West Sub County, Kenya. The study was carried out in fifteen regular primary schools having large number of learners who are physically challenged in the sub-county with teachers teaching them.

Limitations of the Study:

The use of questionnaires might have produced information that was influenced by ceiling and floor effects, by the respondents either overstating or suppressing their responses to impress the researcher. This was assessed by the use of interview schedules.

Significance of the Study:

The outcome of the study may be significant to head teacher and teachers in identifying teachers' level of support to retain learners who are physically challenged in regular schools. It may be useful to Ministry of Education, EARC officers and parents in ensuring equal educational opportunities for learners with Special Needs Education in regular primary schools. The knowledge generated by this study may therefore enable other Development in designing appropriate instructional goals for special

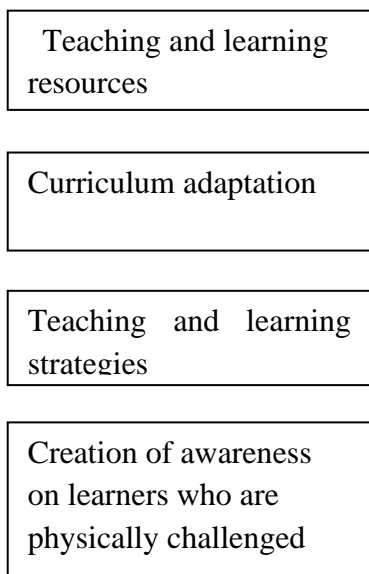
needs education. Educational Assessment and Resource centers may benefit in their mission to identify, assess, intervene and properly place learners with special needs.

Conceptual Framework:

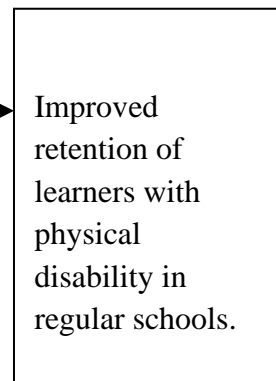
The conceptual framework outlines an illustration that the study employed in analyzing the teacher’s level of support to retain learners who are physically challenged in regular primary schools in Kisumu West Sub- County, Kenya

Independent Variable

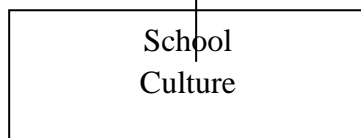
TEACHER SUPPORT



Dependent Variable



Intervening Variables



Source: Researcher’s own adaptation

Fig.1 Conceptual Framework Showing Interaction of Teachers` Level of Support To Retain Learners who are Physically Challenged in Regular Primary Schools

This study was based on the conceptual framework Figure 1.1 implies a significant relationship between the dependent and independent variables of the study. The independent variables are learning and teaching resources, curriculum adaptation, teaching and learning strategies and creation of awareness on learners who are physically challenged, If these factors are well manipulated and strategized by the teachers would lead to improved retention and quality education of learners who are physically challenged in regular primary schools.

Intervening variables in this study refers to school culture. Culture is viewed as a representation of process that a group of people share and cherish (Erickson, 1986). Consequently, culture plays an important role in students` learning styles and understanding of meanings (Cush et al., 1992) in a given school or context as illustrated in Figure 1.1. These factors can directly affect retention and dropout of learners who are physically challenged either positively or negatively. This can further affect successful implementation of inclusive education in regular primary schools.

Inclusion of learners who are physically challenged in regular primary schools was the dependent variable. This was determined by successfully providing quality education and retaining learners who are physically challenged in schools. Usually there is only one dependent variable and it was the outcome variable the researcher attempted to predict (Kombo & Tromp, 2009).

RESEARCH METHODOLOGY

This chapter covers the research methodology used in the study as follows;

Research Design

The study adopted a descriptive survey design. Descriptive survey design was relevant for this study because it involves collection of data from a sample of a population in order to determine the current status of that population with respect to one or more variables (Mugenda & Mugenda, 2008). It can provide information about the distribution of a wide range of peoples characteristics and of relationship between such characteristics (Creswell, 2009).The use of descriptive survey design in this study enabled the researcher to find out facts without manipulation of data, seeking opinion, describe, analyze and interpret teachers` level of support to retain learners who are physically challenged in regular schools.

Area of Study

The study was conducted in Kisumu West Sub-County in regular primary schools that enrolled learners who are physically challenged. This Sub-County is one of the seven sub-counties forming Kisumu County. Vihiga and Nandi County board it in the North, Kericho County to the East, Homabay County to the South, Winam Gulf and Siaya County to the West. It lies within Longitudes 340 34o and 340 450E, and Latitudes 00 200 and 00 450 N. The total area of Kisumu WestSub-County is 358.7 square kilometers. It covers about 17.2 percent of the total area of Kisumu County which is 2,086 Km². Kisumu West Sub-County was chosen because of high number of learners who are physically challenged who have dropped out of school after being placed in schools. The study involved 15 regular primary schools. There are 706 primary schools and about six thousand one hundred teachers. It is majorly inhabited by Luo Community whose major occupations are agriculture and fishing. They attach great importance to the better quality education to their children in order to increase earning in the modern sector. Education is seen as the only vehicle, of employment since the county has limited resources with poverty incidence at the rate of 45% (Republic of Kenya, 2009).

Study Population

The study population constituted of 15 head teachers, 30 teachers, 90 learners who are physically challenged and 6 EARC coordinators. The total population was 141. Two teachers handling Maths and English or Kiswahili in learners' classes, per school were purposively selected from all the 15 regular primary schools in 5 Zones (Chulaimbo, Sianda, Ojolla, Nyahera and Otonglo) in Kisumu West Sub County, Kisumu. Teachers were preferred in this study because of being in direct contact with the learners and directly involved in the implementation of curriculum. Head teachers were also preferred due to their vital role to supervise, coordinate and plan for the curriculum implementation in the school while EARC coordinators gave advisory services. In the current study, 6 learners who are physically challenged in classes four, five and six were chosen from each of the 15 regular primary schools giving a total of 90 learners (Baseline Survey, 2016).

Sample and Sampling Techniques

Sampling is the process of selecting smaller portions of the larger population to be studied in order to draw conclusions from the sample to the population from which the sample was drawn (Orodho, 2009). Saturated sampling technique was used to select 13 head teachers, 4 EARC coordinators. Saturated sampling techniques is a non-probability sampling technique in which all the members of the target population are selected because they are few to make a sample out of them (Gall & Borg, 2007). Purposive sampling technique was used to select 27 teachers teaching Mathematics and English or Kiswahili to learners who are physically challenged, 81 learners who are physically challenged were purposively selected among other learners in the sampled regular primary schools, in the five zones in Kisumu West sub-county. Purposive sampling is a non-probability sample that is selected based on characteristics of a population and objective of the study. Two head teachers, three teachers, two EARC coordinators and 9 learners were used for pilot study. This population was not part of the actual study (Palys, T. 2008). This is shown in Table 1.

Table: 1: Study Population and Sample Frame.

Category of respondents	Total Number	Pilot	Sample Size	Percentage
Head teachers	15	2	13	87%
Teachers	30	3	27	90%
EARC	6	2	4	67%
Learners	90	9	81	90%
Total	141	16	125	89%

Source: Researcher's field data

Instruments of Data Collection

The study used questionnaire, interview schedules and observation schedule as the main instruments of data collection. There were three sets of questionnaires for head teachers, teachers and learners who are physically challenged. Interview schedule was used to collect information from head teachers and EARC coordinators. Observation schedule was used to gather information regarding the availability and use of teaching/learning resources, and various strategies used by teachers to assist learners who are physically challenged.

Head teachers Questionnaire (HTQ)

Burke and Larry (2011) noted that questionnaires were commonly used to obtain important information about a population within a quick space of time. De Vaus (2002) defines a questionnaire as a highly structured data collection technique whereby each respondent is asked the same set of questions. The questionnaire was used to establish teachers' level of support to retain learners who are physically challenged. The questionnaires used consisted of both open-ended and closed-ended question items with five point likert scale format type of questions. Head teachers' questionnaires had structured items addressing specific issues on the learning resources, curriculum adaptation, teaching strategies and creation of awareness that contribute to support in retaining learners who are physically challenged. The respondents were also asked to rate their responses on a five point rating scale (HTQ Appendix A).

Head teachers Interview Schedule (HIS)

Interview is a conversation whereby the researcher gets information from respondents by interacting with them face to face. It is a flexible tool in collecting data, enabling multisensory channels to be used; verbal, non-verbal, spoken and heard (Cohen, et al, 2007). This method was recommended in this study because it enabled the researcher to explore complex issues in support to retain learners who are physically challenged. The interview consisted with one section of 5 items with open-ended questions. The data collected was used to find out how the use of teaching and learning resources, curriculum adaptation, suitable methods of teaching and creation of awareness improved retention and reduced dropout of learners who are physically challenged in regular primary schools (Appendix).

Teacher's Questionnaire (TQ)

Questionnaires were administered to the class-teachers to seek for information on teachers' level of support to retain learners who are physically challenged. Questionnaire for the teachers had five parts which sought to solicit demographic information, teaching and learning resources, curriculum adaptation, suitable methods of teaching and creation of awareness on learners who are physically challenged in regular primary schools. The questionnaire consisted of closed-ended and open-ended questionnaire items with five point likert scale format type of questions. Closed-ended questions were included because they are easy to administer, easy to analyze and therefore economical in terms of time and money. The closed-ended questions used five- option Likert scale. The respondents were also asked to rate their responses on a five point rating scale (Appendix B).

Learner`s Questionnaire (LQ)

The item was administered to learners who are physically challenged. It was used to gather information on teaching and learning resources, strategies employed by regular schools in coping with peers in classroom, views on improving retention and reduce dropout. The questionnaire consisted of closed-ended and open-ended questionnaire items with five point likert scale format type of questions. (See Appendix C).

Assessment and Resource Centre Coordinators' Interview Schedules (EARCIS).

Interview is a conversation where the researcher asked the respondents questions intended to yield in-depth information on the theme of the study. It is an effective tool in collecting data that may be difficult to access when applying other research techniques such as questionnaire. In this study, EARC coordinators were asked to address matters on information regarding teaching and learning resources, teaching strategies and creation of awareness to members of the school. Probing was used by the researcher to get deeper information. A friendly relationship with prospective respondents prior to the actual interview was a prerequisite for obtaining maximum cooperation and accurate information. Interview schedules were flexible and yielded high response rate and offered opportunity to collect in-depth information (See Appendix D).

Observation Schedule (OS)

An observation checklist is used by the researcher to collect data about what defined behaviors and activities a researcher observes during data collection period (Gay et al, 2009). The researcher with the help of observation checklist, observed the availability and use of teaching and learning resources in the classrooms.

These included physical facilities in the school like, presence of level playground, learning resources, toilets, spacious classrooms, ramps, if they are adapted to the needs of learners who are physically challenged. Observation was also used in this study to collect information on various strategies used by the teachers to assist learners who are physically challenged. It involved observing a total of two lessons for Mathematics and English or Kiswahili subjects in randomly chosen classes where learners who are physically challenged were. The advantage of observation was that it blended well with other gathering instruments such as questionnaire and interviews (Creswell, 2009).

Validity and Reliability of the Research Instruments

Validity refers to the quality of data gathering instruments or procedure that enable instrument to measure what it is supposed to measure while, reliability is the degree of consistence that a research instrument demonstrates (Creswell, 2009).

Validity of the Research Instruments

Validity refers to the degree to which results obtained from analysis of data actually represent the phenomenon under study (Mugenda and Mugenda (2003). In this study, face and content validity were

used. Face validity is a qualitative means of ascertaining whether a measure on the face of it appears to reflect the content of a concept (Creswell, 2009). Content validity is a qualitative means of ensuring that a measure includes an adequate and representative set of items to cover a concept (Drost, 2011). In the current study, the determination of face and content validity of the research instruments confirmed the accuracy and connection among the questions asked and variables measured. Face and content validity are ensured by obtaining subjective judgments by the experts of the concerned field (Creswell, 2003; Drost, 2011).

To verify the validity of the instrument used, the research instruments were presented to experts from Special Needs Education and Rehabilitation, who were conversant with topic of study to ascertain. The experts read and judged the instrument independently and made recommendations on each part testing each objective. Later, the researcher made corrections based on recommendations before the instruments were used in the field.

Reliability of the Research Instruments

The reliability is a measure of the degree to which a research instrument yields consistent of data after repeated trials (Mugenda & Mugenda, 2003; Orodho, 2004). Reliability of the research instruments was established using test-retest method through a pilot study. For pilot study, ten percent of the study population which was not part of the actual study was selected; where 13 head teachers, 27 teachers, 81 learners who are physically challenged and 2 EARC coordinators were involved. The study used three instruments; head teachers, teachers and learners questionnaire, head teachers' and EARC coordinators interview schedule and observation checklist. Tests were administered to the respondents by the researcher herself for the first time. Later, the tests were re-administered to the respondents after two weeks. Means scores from the test were then correlated using Pearson product moment correlation coefficient (Formula used is shown below). Reliability coefficient for; the head teachers' questionnaire was 0.8, teachers' questionnaire was 0.9 and questionnaire for learners who are physically challenged was 0.7. This was above the acceptable value of 0.7 and above (Mugenda & Mugenda, 2003; Orodho, 2004) which confirmed that the tests were reliable. The data collected through qualitative technique was counter checked thematically to ascertain consistency. Any inadequacies, inconsistencies and weaknesses of the research instruments identified during the pilot study were corrected.

Data Collection Procedures

The researcher obtained a research permit to visit regular primary schools in Kisumu West Sub-County from the Maseno University Ethics and Research Committee (MUERC) through Maseno University School of Graduate Studies (SGS). The researcher then paid courtesy calls at the County Director of Education Office, Sub-county Director Education Office and the head teachers' offices in the 13 regular primary schools. Permission was sought from the head teachers and researcher met the participants for good public relations and to inform them that ethical principles has to be upheld throughout the study. The researcher later on visited the schools and administered the questionnaires personally to both head teachers, teachers and learners who are physically challenged (Bobbie, 2008).

Help was sought from teachers teaching English or Mathematics in the classes where learners who are physically challenged were. Interview schedules were administered to the head teachers and EARCs coordinators by the researcher herself. The questionnaires were collected immediately the research participants completed filling them. This ensured high return rate of the questionnaires.

Data Analysis

Data analysis is the process of systematically searching and arranging notes, data and other materials obtained from the field with an aim of increasing understanding and enable one to present them to others (Orodho, 2009). The research produced data that require both quantitative and qualitative analysis. Quantitative data collected from the questionnaires was coded manually, entered into the Statistical Package for Social Sciences (SPSS) data sheet before analyzing it using SPSS – 11.5 version. Analysis of data was done as per the objectives. In order to analyze teachers' level of support in the use of teaching and learning resources required by learners who are physically challenged, frequency tables were used to cross check totals for each variable expressing a particular aspect such as learning materials and physical facilities. Relationship between independent and dependent variables was found using correlations. To establish teachers' level of support in curriculum adaptation, frequency tables were used. Objective three employed the means, frequency counts and percentages to find out teachers' level of support in teaching and learning strategies. For objective four, frequency tables were used to determined teachers' level of support in creation of awareness. Key findings were explained, summarized and conclusions made. A narrative report was written and enriched with verbatim from respondents and included in the report. Qualitative data collected from interview schedules and observation checklist were organized, put in various categories and reported in an ongoing process as themes and sub-themes emerged.

In coding and interpretation of the questionnaires from head teachers, teachers and learners, the positively stated items on the five point likert scales were coded with each of the five points rating scale being given: Strongly Agree (SA) - 5 points, Agree (A)- 4 points, Fair Agree(FA)- 3 points, Disagree (D) - 2 points, Strongly Disagree (SD) - 1 point.

For those statements that were negative, the scoring procedure was reversed. Mean score for each item were then worked out. In the interpretation of scores, a mean score of above 5.0 -3.01 indicated most respondent agreed with teachers level of support to retain learners; a mean score of 3.0 indicated that respondents were neutral while a mean score of blow 2.99 -1 implied negative impact on improving retention of learners who are physically challenged in regular primary schools (Kothari, 2008; Best and Kahn, 2006).

Ethical Considerations

The researcher sought clearance from Maseno University School of Graduate Studies (SGS). She then obtained a permit from Maseno University Ethics and Research Committee (MUERC) to be able to collect data in the targeted regular primary schools in Kisumu West Sub-County. The researcher

ensured and assured the respondents that their responses would be treated in strict confidentiality (Kombo and Tromp, 2009). Confidentiality is a key ethical issue in research, the research ensured utmost confidentiality of the respondents and school names by using codes instead of the real names, the data collected was used for research only, the researcher obtained consent from the parents of pupils using consent letter. This was because most learners in primary schools were below eighteen years (minors). Thus, it was important for the researcher to seek permission from the parents. See Appendix E

RESULTS AND DISCUSSION

Creation of Awareness on Learners who are Physically Challenged to Members of the School.

In this objective, study determined teachers’ level of support in creation of awareness on learners who are physically challenged in regular primary schools. The areas addressed in the objective include: Head teachers, teachers’ suggestion on ways and activities use to create awareness on learners who are physically challenged to members of the school, and Level of agreement on teachers’ creation of awareness on learners who are physically challenged in regular primary schools. Teachers’ response on ways they use to create awareness on learners who are physically challenged to members of the school were analyzed using a five point Likert scale: Strongly Agree (SA) - 5, Agree (A)- 4, Fairly Agree (FA) -3, Disagree (D) -2, Strongly Agree (SD) - 1. The response was as shown in table 2

Table 2: Ways Teachers use to Create Awareness on Learners who are Physically Challenged to Members of the School (Teachers n = 27)

Activities	SA f (%)	A f(%)	FA f (%)	D f (%)	SD f(%)	Mean
School meetings	25 (92.6)	0 (00)	0 (00)	2 (7.4)	0 (00)	4.77
Organizing Seminars/Workshops	20 (74.1)	0 (00)	2 (7.4)	3 (11.1)	2 (7.4)	4.22
Use of Media	19 (70.4)	0 (00)	2 (7.4)	6 (22.2)	0 (00)	4.18
Resource Person	16 (59.3)	0 (00)	4(14.8)	7 (25.9)	0 (00)	3.92
Public meetings (Chiefs’ barazas)	10 (37.0)	0 (00)	3(11.1)	14(51.9)	0 (00)	3.22

Key: f- Frequency, %= Percentages

Table 2, shows ways teachers used to create awareness on learners who are physically challenged to members of school. 25 (92.6%) of teachers strongly agreed that awareness could best be created through school meetings, followed by 20 (74.1%) of teachers indicated organizing seminars and

workshops, 19 (70.4%) teachers suggested the use of media, 16 (59.3%) of teachers indicated resource person and only 10(37.0%) suggested public meetings (chiefs` baraza). The most suggested ways to create awareness were school meetings 25 (92.6%) and seminars/workshops 20 (74.1%). The least way to create awareness suggested was public meetings (chief`s baraza). During the interview, EARCs coordinators were ask what role they played and these were the response: -

EARCs 1/2. Creating awareness through home visit program me to motivate parents, to internalize the importance of education and the policy requirement of getting education.

EARCs 3. Providing information about the learner`s progress, offering guidance and counseling service to the child and family.

EARCs 4/5. Mobilizing parents and member of two communities then sensitizing the chief`s baraza and even churches about children with physical disability.

According to findings of this study, there are more ways teachers can use to create awareness on learners with physical disability to all school community members and even reaching outside the school environment as confirmed, school meetings (M=4.77), organizing seminars/workshops (M=4.22) and use of media (M=4.18). The findings of this study agreed with Lindsay and McPherson (2011) who stated that awareness programs are ways of promoting acceptance, understanding and increase knowledge about different disabilities.

The Activities Teachers use to Create Awareness to Members of the School Community in their schools.

Table3: Activities Teachers use to Create Awareness to Members of the School Community in their schools (Teachers, n=27)

Activities used to create awareness	SA	A	FA	D	SD	Mean
	f (%)	f (%)	f (%)	f (%)	f (%)	
Sensitize teachers on identification and assessments of learners with physical disabilities	1(3.7)	6(22.2)	3(11.1)	16(59.3)	0(00)	2.59
Organize straight talk programs to Sensitize head teachers on characteristics of inclusive schools	0(00)	2(7.4)	1(3.7)	19(70.4)	5(18.5)	2.00
Organize straight talk programs to Sensitize pupils to accept and interact with their peers with disabilities	4(14.8)	3(11.1)	1(3.7)	17(63.0)	2(7.4)	2.63
Use child to child activities in school e.g drama, songs, group discussion	0(00)	4(14.8)	0(00)	22(81.5)	1(3.7)	2.26
Sensitize parents on the need to educate their children with physical disabilities in regular schools	4(14.8)	0(00)	3(11.1)	15(55.6)	5(18.5)	2.37
Arrange with EARS to assess learners to find out the nature of their special needs	2(7.4)	5(18.5)	0(00)	16(70.4)	4(14.8)	2.44
Organize a meeting with administration for sensitization on the importance to adapt school’s physical environment	0(00)	4(14.8)	5(18.5)	16(70.4)	2(7.4)	2.41

Key: SA= Strongly Agree, A=Agree, FA=Fairly Agree, D=Disagree, SD=Strongly Disagree, f-Frequency, %= Percentages

From Table3, it is evident that many teachers did not use various activities to create awareness on learners who are physically challenged to members of school community. Teachers indicated that organized straight talk programs to sensitize pupils to accept and interact with their peers with disabilities (M=2.63), sensitized teachers on identification and assessments of learners who are physically challenged (M=2.59), arranged with EARS to assess learners to find out the nature of their special needs (M=2.44), organized a meeting with administration for sensitization on the importance to adapt school physical environment (M=2.41), Sensitized parents on the need to educate their

children who are physically challenged in regular schools (M=2.37), used child to child activities in school e.g. drama, songs, group discussion (M=2.26) and organized straight talk programs to sensitize head teachers on characteristics of inclusive schools (2.00). The low mean scores indicated implied that not many teachers created awareness on learners who are physically challenged to the school members. The school members include learners, teachers, administration, parents and opinion leaders in the community. Findings of this study concur with findings by Charles (2011) who stated that a lack of awareness and skill to include and support students with disabilities along with other children in a regular classroom however can prove to be a major barrier in teachers support to learners who are physically challenged.

Head teachers Response on Activities Teachers use to Create Awareness to Members of the School.

Table 4: Head teachers Response on Activities Teachers use to Create Awareness to Members of the School Community in their schools (Head teachers, n=13)

Activities	SA f (%)	A f (%)	FA f (%)	D f (%)	SD f (%)	Mean
Sensitize teachers on identification and assessments of learners with physical disabilities	1(7.7)	1(7.7)	0 (00)	11(84.6)	0 (00)	2.38
Organize straight talk programs to Sensitize head teachers on characteristics of inclusive schools	1(7.7)	0(00)	0(00)	10(76.9)	2 (15.4)	2.08
Organize straight talk programs to Sensitize pupils to accept and interact with their peers with disabilities	2(15.4)	0 (00)	1 (7.7)	9(69.2)	1 (7.7)	2.46
Use child to child activities in school e.g. drama, songs, group discussion	0(00)	3(23.1)	0 (00)	8(61.5)	2 (15.4)	2.31
Sensitize parents on the need to educate their children with physical disabilities in regular schools	0 (00)	0 (00)	4(30.8)	7 (53.8)	2 (15.4)	2.15
Arrange with EARS to assess learners to find out the nature of their special needs	1(7.7)	3(23.1)	0(00)	5(38.5)	4(14.8)	2.38
Organize a meeting with administration for sensitization on the importance to adapt school’s physical environment	2(15.4)		0(00)	8(61.5)	3 (23.1)	2.23

Key: f- Frequency, %= Percentages, M=Mean

Head teachers' response on activities teachers use to create awareness on learners who are physically challenged to members of the school community in their schools were analyzed using a five point Likert scale: Strongly Agree- 5, Agree- 4, Fairly Agree -3, Disagree -2, Strongly Agree - 1. The response was as shown in table 18.

Table shows the response of head teachers on activities teachers used to create awareness on learners who are physically challenged to school members. The respondents disagreed that teachers organized straight talk programs to Sensitize pupils to accept and interact with their peers with disabilities (M=2.46), sensitized teachers on identification and assessments of learners with physical disability and arranged with EARS to assess learners to find out the nature of their special needs (M=2.38), used child to child activities in school e.g drama, songs, group discussion (M=2.31), organized a meeting with administration for sensitization on the importance to adapt school's physical environment (M=2.23), sensitized parents on the need to educate their children with physical disability in regular schools (M=2.15) and organized straight talk programs to Sensitize head teachers on characteristics of inclusive schools (M=2.08). The findings indicated that many teachers did not use activities to create awareness on learners who are physically challenged to members of the school.

The findings revealed that both head teachers and teachers disagreed that awareness creation on learners who are physically challenged was done to school members. Findings of this study concurred with Ogot (2005) who encouraged the schools to sensitize the communities to help eliminate negative attitudes by creating awareness about the nature, causes, prevention and intervention of condition that create special needs. Odeny (2017) also noted that teachers create awareness on inclusive education to a very small extent.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of the findings

The findings of this study are summarized in relation to the research objective.

Creation of Awareness on Learners Who are Physically Challenged to Members of the School.

The study aimed at determining teachers support in creation of awareness on learners who are physically challenged in regular primary school in Kisumu West Sub-County. The study found out that there were more ways teachers can use to create awareness on learners with disabilities to all school community members and even reaching outside the school environment as confirmed with a mean of 4.77. The study further established that not many teachers created awareness on learners who are physically challenged to the school members with a mean of 2.63, head teachers also confirmed it (M= 2.46).

Concerning head teachers awareness towards learners with physical disabilities, the study found out that majority of head teachers 12 (92.3%) strongly agreed that children with physical disabilities have

a right to be in a regular school. 9 (69.2%) strongly agreed that inclusive education is beneficial to both disabled and non-disabled children with educational needs, seven (53.8%) of head teachers agreed that learners with physical disabilities enroll in regular primary schools and dropout later on, 8 (61.5%) disagreed that teachers work as a team in implementing inclusive education practices in regular school. This implies that there is urgent need to create awareness and support students with disabilities along with other children in a regular classroom to reduce dropout.

Concerning ways to improve retention and performance of learners with physical disability, the study established that majority of head teachers and teachers recommended that teachers should be provided with adequate teaching /learning resources (M= 5.00), (M=4.77), teachers should be offered training on variety of disabling conditions and instructional methods (M= 4.77), (M=4.62), curriculum should be made functional (M=4.69), creating teachers and pupils friendly atmosphere (M=4.33). The study further indicated that creating awareness (M=4.38), (M=4.29) and of feeding program (M=4.31,) (M=4.11) were also important for the improvement of retention and performance of learners with physically disability. This shows that the head teachers, teachers are ready to support inclusion of learners who are physically challenged if the necessary provisions are made.

CONCLUSION

Creation of Awareness on Learners with Physical Disability to Members of the School.

According to findings of this study, there are more ways (church forum, Community Based Organization programs, Youth awareness activities) teachers can use to create awareness on learners with physical disabilities to all school community members and even reaching outside the school environment as confirmed by overall mean score of 4.06. The study also revealed that both head teachers and teachers disagreed that enough awareness creation on learners with physical disabilities was done to members of the school.

Concerning level of agreement towards learners with physical disability, the study found out that majority of head teachers 12 (92.3%) strongly agreed that children with physical disabilities have a right to be in a regular school. 9 (69.2%) strongly agreed that inclusive education is beneficial to both disabled and non-disabled children with educational needs, seven (53.8%) agreed that learners with physical disabilities enroll in regular primary schools and dropout later on, 8 (61.5%) disagreed that teachers work as a team in implementing inclusive education practices in regular school and 9 (69.2%) disagreed that teachers rarely appreciate the presence of learners with physical disability in their schools. This implies that there is an urgent need for the stakeholders in the education sector to create awareness and support learners with disabilities along with other children in regular classrooms.

Recommendations

- i) The study findings indicated that not enough awareness creation on learners with physical disability was done to members of the school. Creation of awareness and sensitization should be carried out by the stakeholders in the education sector to help eradicate the problem of stigma and negative attitude associated with disability for successful inclusion of learners with physical disability in regular primary schools.

Suggestions for Further Research

1. The study established that teachers did very little awareness creation on learners with disability to school members. There is need to find out the effect of inclusive education awareness programme on teachers and education administrators.

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