

**TEACHER FACTORS INFLUENCING IMPLEMENTATION OF  
INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN  
NYANGALA DIVISION, TAITA TAVETA COUNTY, KENYA**

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Requirements for the Award of Degree of Master of Education in  
Curriculum Studies**

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## **DECLARATION**

This project report is my original work and has not been presented for any award in any university

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## **DEDICATION**

I dedicate this project report to the memory of my late mother Phoebe Saru who prevailed upon me to join the teaching profession against my desire to train in medicine.

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## **TABLE OF CONTENTS**

Title page .....	i
Declaration .....	ii
Dedication .....	iii
Acknowledgements .....	iv
Table of contents .....	v
List of tables .....	ix
List of figures .....	x
List of abbreviations and acronyms .....	xi
Abstract .....	xii

## **CHAPTER ONE**

### **INTRODUCTION**

1.1. Background to the study .....	1
1.2 Statement of the problem .....	5
1.3 Purpose of the study .....	6
1.4 Objectives of the study .....	6
1.5 Research questions of the study .....	7
1.6 Significance of the study .....	8
1.7 Limitations of the study .....	9
1.8 Delimitation of the study .....	9

1.9 Assumptions of the study.....	9
1.10 Definition of significant terms .....	10
1.11 Organization of the study.....	11

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction.....	12
2.2 Concept of inclusive education.....	12
2.3 Teacher demographic factors and their influence on inclusion .....	13
2.4 Influence of teacher’s qualifications on inclusive education .....	15
2.5. Influence of teachers’ teaching experience on inclusive education. ....	16
2.6. Influence of teaching styles on inclusive education .....	17
2.7. Influence of teacher perception on inclusive education.....	18
2.8. Summary of literature review .....	19
2.9 Theoretical framework.....	19
2.10. Conceptual framework.....	21

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction.....	22
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3.2 Research design .....	22
3.3 Target population .....	23
3.4 Sampling techniques and sample size.....	23
3.5 Research instruments .....	24
3.5.1 Validity of the instruments.....	26
3.5.2 Reliability of instruments.....	26
3.6 Data collection procedures.....	27
3.7 Data analysis techniques .....	28

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

4.1 Introduction.....	29
4.2 Questionnaire return rates .....	29
4.3 Respondent’s demographic information .....	30
4.4 Influence of age and gender on implementation of inclusive education .....	36
4.5 Influence of teachers’ qualifications on inclusive education .....	40
4.6 Influence of teaching experience on implementation of inclusive education.	49
4.7 Influence of teaching styles on implementation of inclusive education .....	57
4.8 Influences of teachers’ perception towards inclusion on inclusive education.	63

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	69
5.2 Summary of the study .....	69
5.3 Conclusions.....	71
5.4 Recommendations.....	72
5.5 Suggestions for further research .....	73
<b>REFERENCES.....</b>	<b>74</b>
<b>APPENDICES.....</b>	<b>78</b>
APPENDIX I: Introduction letter to the headteacher .....	78
Appendix II: Questionnaire for head teachers .....	79
Appendix III: Questionnaire for teachers .....	85
Appendix IV: Pupil’s focus group discussion guide.....	90
Appendix V: Research permit.....	93
Appendix VI: Letter of authorization .....	95



## LIST OF TABLES

<b>Table</b>	<b>Page</b>
3.1 Sampling frame of the study.....	26
4.1: Distribution of respondents by age.....	33
4.2: Respondents highest level of education.....	36
4.3: Teachers' highest professional qualification.....	37
4.4: Cross-tabulation of teachers' age and gender on inclusive education...41	
4.5 Suitable education level for inclusive education.....	45
4.6: Areas which need more training.....	47
4.7: Teachers' qualifications and implementation of inclusive education	50
4.8: Teaching experience of respondents in years.....	52
4.9: Teaching experience adequate for inclusive education.....	58
4.10: Teaching experience and implementation of inclusive educations... 59	
4.11: Teaching methods used by teachers .....	61
4.12: Teachers' perceptions towards inclusive education.....	66
4.13: Head teachers' perceptions towards inclusive education.....	68

## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
2.1 Factors influencing implementation of inclusive education.....	23
4.1: Distribution by gender.....	32
4.2: Respondents marital status.....	33
4.3: Influence of age on implementation on inclusive education.....	38
4.4: Effect of teachers' gender on implementation of inclusive education...40	
4.5: Influence of teachers' academic qualifications on inclusion.....43	
4.6: Whether pre-service training was adequate for inclusion .....	46
4.7: Teachers who have undergone in-service training.....48	
4.8: Teachers professionally qualified for inclusive education.....49	
4.9: Teachers' experience in teaching learners with disability.....53	
4.10: Head teachers' experience with the school.....54	
4.11: Head teachers who handled inclusive education before.....54	
4.12: Influence of teaching experience on inclusive education.....55	
4.13: Right teaching experience for implementation of inclusive education.57	
4.14: Influence of teaching methods on inclusive education.....59	
4.15: Whether teaching methods contribute to learners' dropout of school...61	

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>DEO</b>	District Education Officers
<b>EARC</b>	Educational Assessment Resource Centre
<b>EFA</b>	Education For All
<b>FDG</b>	Focus Discussion Guide
<b>IE</b>	Inclusive Education
<b>MoE</b>	Ministry of Education
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UDHR</b>	Universal Declaration of Human Rights
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organizations
<b>UNICEF</b>	United Nations Children Fund

## ABSTRACT

Inclusive education promotes education of all learners in mainstream schools including those with special needs. Teachers play a critical role towards realization of this process. The purpose of this study was to investigate teacher factors influencing implementation of inclusive education in public primary schools in Nyangala Division Taita Taveta County, Kenya. The objectives of the study were to: establish the extent to which teachers' age and gender; teachers' academic and professional qualifications; teachers' teaching experience; teachers' teaching styles and perceptions influence implementation of inclusive education in public primary schools. The study used descriptive survey design. The target was 8 head teachers, 82 teachers and 352 pupils. The researcher purposively sampled 8 head teachers, randomly selected 64 teachers and used both purposive and simple random sampling techniques to select 196 pupils. Teachers completed questionnaires while pupils participated in focus group discussions. Data were analyzed using descriptive statistics and content analysis. The researcher established that both age and gender of the teachers influenced implementation of inclusive education. It was also found that teachers' academic and professional qualification influenced implementation of inclusive education in public primary schools. Teachers' experience positively influenced implementation of inclusive education in public primary schools. Teaching styles negatively influenced implementation of inclusive education in public primary schools thus contributing to learners' dropout. Finally, the researcher found that perception of teachers towards inclusive education was negative and thus an impediment towards implementation of inclusive education. In view of these findings, the researcher concluded that teacher factors such as age and gender, academic and professional qualifications, teaching experience, teaching styles and their perceptions towards inclusion needs to be enhanced through training for effective implementation of inclusive education in public primary schools. Based on these findings the researcher recommended that; head teachers ought to assign older teachers inclusive classes for effective implementation of inclusive education, the government through Ministry of Education boost up training of teachers on how to handle pupils with special needs through in-service trainings. The government through Teachers Service Commission to recruit trained teachers, the head teachers of primary schools need to ensure that more experienced teachers who have undergone special education training are allocated inclusive classes for effective implementation of inclusive education, the head teachers should use subject panel meetings to encourage teachers to use teaching styles such as peer tutoring which will suit the needs of learners with learning disabilities. Finally, the government using the Quality Assurance and Standards Officers should sensitize teachers on the rationale for inclusive education through workshops and seminars. The researcher suggests that a similar study should be replicated in the entire County to establish teacher factors influencing implementation of inclusive education.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Background to the study**

Inclusive education (IE) promotes education of all pupils in mainstream schools including those with special needs (Topping, 2005). The process is anchored on the Universal Declaration of Human Rights Article 26 (1) which states that everyone has the right to free and compulsory education at elementary level (United Nations [UN], 1948). Inclusive education recognizes and responds to the diverse needs of learners in order to achieve the education for all (EFA) goals. This innovation is supported by many international conventions such as Convention against Discrimination in Education of 1960 and Convention on the Rights of Persons with Disabilities of 2006 (United Nation Educational Scientific and Cultural Organization [UNESCO], 2009).

Many countries of the world have embraced inclusive education. In United States of America about 96 percent of students with disabilities attend mainstream schools while 4 percent attend institutions dedicated to students with severe disabilities. Six percent of gifted and talented students are provided with special services in mainstream school settings (United States Department of Education, 2008). This demonstrates successful implementation of inclusive education.

Countries in Africa like Ethiopia, Uganda, Burkina Faso, South Africa and Kenya have enacted legislations and policies to implement inclusive education

(UNESCO, 2008). In South Africa the inclusive education pilot project provided adequate teacher capacity building leading to increased enrolment (Republic of South Africa, 2002). The initiative laid a solid foundation for pragmatic inclusive education since it involved all stakeholders in education.

The success or failure of inclusive education can be influenced by teacher characteristics, the way in which education is organized and factors outside schools or external factors. Stough and Palmer (2003) and Thomas (2008) in their research conducted in United States of America and Canada both agree that teachers' professional and subject knowledge is key to improvement of student's achievement and retention of learners with special needs. Further, they both contend that expert special educators have extensive knowledge of effective pedagogy in behavior management and tailored instruction to meet students' individual needs. Thus in America, teachers have been trained at master and doctoral levels to deal with learners with special needs (Stough & Palmer, 2003 and Thomas, 2008).

A case study by UNESCO (2009) show that the Ministry of Education in Thailand has been focusing on development of teachers' professional skills to handle learners with disabilities while removing untrained teachers. All teacher trainees receive courses on teaching children with special needs within their basic teacher training course. Completion rates at primary schools in Thailand stood at 90 percent in the year 2001 due to strong and enough attraction to keep children

enrolled and engaged throughout the primary cycle (United Nation's Children Fund, [UNICEF], 2003).

Teachers' positive attitudes towards inclusion depend strongly on their experience with learners perceived as challenging. Negative attitude of teachers is a major barrier to inclusion (UNESCO, 2009). Studies carried out in Pakistan show that drop out from inclusive schools by primary school students is largely caused by difficulty in learning, corporal punishment, repetition and harsh attitude of teachers (Muhammad, 2013). In Dubai, studies show that teachers with more than 12 years of experience were found to accept inclusion as opposed to novice teachers. Surprisingly, some teachers refuse to serve mentally disabled children for fear of bearing similar children in future (Alghazo & Gaad, 2004).

According to Tshifura (2012), teachers accept inclusive education if learners are few. Research by Avmaridis (2000) found out that 35 percent of educators in England agree that less than 20 learners are ideal if students with disabilities will be included in regular classrooms. Teachers experience and exposure to learners with special needs of varying severity was found to increase their capacity to handle inclusion (Mambo, 2011).

Multi level instruction in which a teacher prepares one single lesson having variations to cater for all students has been found to meet different learning styles of learners (Ajowi, 2013). Use of cooperative instructional strategies, actively engages learners hence benefit learners with special needs

more. Learner-centred teaching methods and development of appropriate teaching material enable achievement of student's potential (UNESCO, 2009).

In Tanzania, male teacher's action of sending girls outside the class for being unable to answer questions promoted exclusion. In most cases, boys dominated classes while girls were treated as invisible. Such practices impacted negatively by dropping enrolment by 33 percent (Margaret, 2011). Female teachers were however found to be fairly tolerant to such learners compared to their male colleagues.

In Kenya, the introduction of free primary education (FPE) programme in 2003 opened chances for inclusion of learners with diverse needs. The Persons with Disability Act of 2003 outlawed all forms of discriminative treatment of persons with special needs and disabilities, (Ministry of Education [MoE], 2009). The government allocates Ksh.1, 020 to every public primary school pupil and an additional Ksh. 2,000 to every special needs learner in special units, (Kenya Education Sector Support Programme [KESSP], 2009). Also, Ksh. 20,000 has been provided to every school to eradicate environmental barriers thus making schools child friendly and inclusive (KESSP, 2009).

According to recommendations made by a Taskforce in Taita Taveta in December 2013, children with mild learning disabilities enrolled in public primary schools are not being adequately catered for. In addition, talented and gifted learners have been wasted since they have not been accelerated and offered



attention befitting their needs. The report further recommends that teachers update their skills in the area of special needs, schools to be disability friendly and establishment of disability centres with house fathers and house mothers in addition to the existing six special units (Taita Taveta Taskforce report, 2013). There are 2,500 pupils with special needs spread across 195 public primary schools and further 1,875 children with disabilities not in any school in the county (Taita Taveta Education Assessment Resource Centre, 2012). This shows that inclusive education is of great concern. Since Nyangala division is within Taita Taveta county which experiences a common challenge in the implementation of inclusive education, this study aims at investigating teacher factors influencing implementation of inclusive education in public primary schools in Nyangala division, Voi district Taita Taveta County.

## **1.2 Statement of the problem**

All children including those with mild special needs are required to learn in mainstream classrooms in Kenya (MoE, 2009). Three quarters out of 2,500 children enrolled with special needs in Taita Taveta County are not in school while those enrolled have not received adequate attention from their teachers leading to drop out of 45 learners, 24 boys and 21 girls in Nyangala division in 2013 (Nyangala divisional records, 2014). Further, the existence of six special units in the County indicates that inclusive education is not fully implemented (Taita Taveta Taskforce report, 2013; Taita Taveta Education Assessment Resource Centre, 2012). This happens despite government and non governmental

organizations spending colossal resources on inclusive education. Nyangala division found within Taita Taveta County will be studied since the whole county experiences challenges of not abolishing special units and failure to assure participation of learners with special needs in mainstream schools. Kamene (2009) did a research in public primary schools in Yatta district on factors influencing implementation of inclusive education and found out that every primary school has at least one special education teacher. Nyaigoti (2013) researched on institutional factors influencing implementation of inclusive education in Rigoma division Nyamira County and found out that physical facilities influence implementation of inclusive education. These studies did not look at teacher factors. This study, therefore, sought to investigate teacher factors influencing implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County.

### **1.3 Purpose of the study**

The purpose of the study was to investigate teacher factors influencing implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County.

### **1.4 Objectives of the study**

The objectives of the study were;

1. To establish the extent to which teachers' age and gender influence implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County.
2. To establish the influence of teachers' academic and professional qualifications on implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County.
3. To determine how teachers' experience influence implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County.
4. To establish the extent to which teachers' teaching styles influence implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County.
5. To determine how perception of teachers towards inclusion influences implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County.

### **1.5 Research questions of the study**

The research questions of the study were:

1. What is the influence of teachers' demographic factors such as (a) age and (b) gender on implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County?

2. How do academic and professional qualifications of teachers influence implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County?
3. To what extent does teaching experience of teachers influence implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County?
4. How does teaching styles of teachers influence implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County?
5. To what extent are teacher perceptions toward inclusion influence implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County?

### **1.6 Significance of the study**

The findings of this study may assist teachers and head teachers in identifying areas which need improvement in the implementation of inclusive education. The findings of the study may also assist teacher educators in identifying the needs of teachers in order to select content and methods of training. The findings of the study may also benefit curriculum developers in selection of content for both pre-service and in- service teacher programmes. The findings of the study may benefit learners as service delivery may improve. The findings of the study may also add to the existing body of knowledge to guide future studies.

### **1.7 Limitations of the study**

Literature on inclusive education in Nyangala division was scanty. The findings of the study were therefore not easily verified and evaluated in relation to studies carried out in this area. The findings were however, verified in relation to other studies done elsewhere in Kenya. Writing of information while at the same guiding discussion in focus group discussion was challenging but the researcher used tape recording machines to record data after seeking their consent.

### **1.8 Delimitation of the study**

The study focused on public primary schools in Nyangala division of Taita Taveta County without special units but encompassing inclusive education. The study also delimited itself to teacher factors influencing implementation of inclusive education for the reason that teachers are critical in the implementation of curriculum. The respondents of the study were; head teachers since they supervise curriculum implementation in their schools; teachers as they are implementers of curriculum; and learners as they are consumers of curriculum.

### **1.9 Assumptions of the study**

The assumptions in the study included;

- i. Respondents had clear idea of National Special Needs Education policy framework of 2009.
- ii. Respondents would be cooperative in participating in the study by providing the much needed data.

- iii. Regular schools implementing inclusive education follow Kenya Institute of Curriculum Development syllabus.

### **1.10 Definition of significant terms**

The following definitions of terms are used in the study:

**Demographic factors** refer to description of teacher characteristics such as age and gender.

**Disability** refers to impairment which limits the ability of a person to perform certain tasks like walking, seeing, etc.

**Handicap** refers to a disadvantage to an individual resulting from disability that limits fulfillments of a normal role.

**Inclusive education** refers to promoting education of all pupils in mainstream classrooms including those with special needs.

**Implementation** refers to putting into practice a programme to achieve the intended objectives of the educational programme.

**Influence** refers to the capacity to have effect or to impact on something else.

**Perception** refers to the way of thinking about or understanding of someone or something.

**Special unit** refers to classrooms located in regular schools which are set aside for specific type of disability.

**Special needs** refers to a barrier hindering normal learning of a learner.

**Teacher factors** refers to the characteristics of teachers that may influence inclusive education.

**Teaching style** refers to the choice of teaching method used by teachers in the classroom.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one is Introduction which entails background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study and definitions of significant terms. Chapter two, Literature review and comprised introduction, concept of inclusive education, teacher demographic factors and their influence on inclusion, influence of teachers' qualifications on inclusive education, influence of teachers' teaching experience on inclusive education, influence of teaching styles on inclusive education, influence of teacher perception on inclusive education, summary of literature review, theoretical framework and conceptual framework. Chapter three, Research methodology consisting of introduction, research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques. Chapter four includes data analysis, presentation, interpretation and discussion of the findings. Chapter five contains summary, conclusions, recommendations based on the study and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter focuses on literature review under different subsections with the aim of providing insight into what has already been done. These include; concept of inclusive education, demographic factors, professional and academic qualifications, teacher experience, teaching styles and teacher perception. The other areas are the summary of literature review, theoretical framework and conceptual framework.

#### **2.2 Concept of inclusive education**

Inclusive education refers to a practice where children with special needs receive education in their locality together with those without disabilities in mainstream classrooms (Payan, 2012). Osgood (2005) asserts that inclusive education has evolved from AD 40 to the present in four phases. The first phase was before and including year 1800. Here, people lacked understanding of persons with disabilities thus treated them as demonic and satanic possession leading to stigmatization, banishment and extermination. The second phase was from early 1960 to late 1970 which was called segregation period. Here, separate institutions of learning were set aside for persons with disabilities. Early to late 1980 formed the third phase when special units were integrated into mainstream schools. This was integration period. The fourth phase is inclusion period of early 1990 when many international legislations and policies were passed such as Salamanca



statement of 1994 thus described as watershed for inclusive education (UNESCO, 1994). There is evidence from research that inclusion not only benefits those learners with disabilities but also educates those without disabilities (Payan, 2012). For example, students with special needs in inclusive classes do better academically and socially than their counter parts in non inclusive setting while regular learners on the other side reduce fear and human indifference resulting into friendships and value for mankind (Kenya Institute of Special Education [KISE], 2007; Payan, 2012).

### **2.3 Teacher demographic factors and their influence on inclusion**

The demographic factors of teachers such as age and gender have been found to have an effect on inclusive education. Research conducted in Dubai by Alghazo and Gaad (2004) concurred with findings in Georgia by Tamar (2008) that teachers' gender influenced implementation of inclusive education. Female teachers were found to be more positive towards inclusion than male teachers. These findings however disagreed with research conducted in India and in United Arab Emirates which asserted that there was no significant influence of teachers' gender on implementation of inclusive education (Dukmak, 2013; Kanmani, 2013). In South Africa research indicated that principal's gender had no influence on management of inclusive education as either gender managed inclusive institutions well. In another study in South Africa, it was noted however that when it came to handling learners in lower classes who cry often and relieve

themselves in class, female educators were preferred to male teachers (Mashiya, 2003; Mthethwa, 2008).

Research conducted in Kenya by Mutungi and Nderitu (2014) revealed that disparities in favour of males in general composition of head teachers and teachers had a negative influence on inclusion since male teachers were less tolerant to inclusive education compared to female teachers thus debilitating enrolment of pupils with special needs in mainstream schools.

Research by Mackay (2012) in North Florida and Tamar (2008) in Georgia showed that teachers' age influenced implementation of inclusive education in that older teachers were more negative towards inclusion than younger teachers. Studies conducted in United Arab Emirates however asserted that teachers' age did not in any way influence how they implemented inclusive education (Dukmak, 2013). According to research findings in Zululand in South Africa, teachers' age influenced implementation of inclusive education because aging educators were found not to adjust to new methods of teaching, therefore it was found wise not to include them in the inclusive system (Mashiya, 2003). This contradicted findings in Tanzania and Kenya where older teachers were found to implement inclusive education better than younger teachers (Kilimo, 2014; Nyaigoti, 2013).

## **2.4 Influence of teacher's qualifications on inclusive education**

Teachers' academic and professional qualifications are prerequisite to effective implementation of inclusive education (UNESCO, 2009). In an attempt to understand what makes a high quality teacher, researchers have investigated the relationship between various teacher characteristics and students' achievement. Teacher characteristics like aptitude, course work taken, degree earned and certification status positively influences students' performance (Thomas, 2008). Studies by Brownell (2007) revealed that teachers with high academic scores possessed mastery of subject matter knowledge which made them serve students with disabilities better. For example, special educators with good mathematical scores provided better attention in algebra than those without such competences. Research conducted in the United States of America showed that teachers' professional qualifications had a direct relationship to students achievements in inclusive set ups. Those teachers who acquired master's and doctorate qualifications were enthusiastic and motivated to deal with learners with special needs (United States Department of Education, 2008). Research by Thomas (2008) indicated that 30 hours extended for professional development of kindergarten teachers yearly improved their students reading and writing outcomes compared to a control group who did not receive training.

In South Africa, teachers who received training on inclusive education became expert on improvisation of teaching resources and more accommodative to learners with special needs leading to increased enrollments in mainstream

schools (Republic of South Africa, 2002). In Kenya, a few teachers are qualified (MoE, 2009). Research by Ajowi (2013) in Kisumu showed that dropout rate of learners with disabilities was consistent with the number of professionally trained teachers in special needs in schools. Schools with more teachers trained in special needs retained more learners with disabilities compared to those with few professionally trained teachers. Studies by Kithuka (2008), Kamene (2009) and Nyaigoti (2013), indicate that teachers need to be professionally trained and supported for them to handle inclusive classrooms.

### **2.5. Influence of teachers' teaching experience on inclusive education.**

The experience of teachers with learners with special needs has an effect on teacher acceptance of inclusive education. Studies carried out in America by Centre for personnel studies in special education showed that experienced teachers demonstrated more knowledge in decoding and predicting learners learning difficulties thus helping learners with disabilities overcome their challenges (Brownell et al, 2007). Other studies indicated that acceptance of children with physical disability was highest among educators with less than six years of teaching and declined with experience of those between six to ten years (Avmaridis, 2010).

Studies conducted in Northern Ireland asserted that less experienced teachers such as those in pre-service who had minimal contact with learners with diverse special needs were optimistic about inclusion than more experienced

teachers (Lambe & Bones, 2006). This contradicted earlier findings in Dubai where novice teachers were less positive to inclusion while teachers with 12 years of experience accepted inclusive education (Alghazo & Gaad, 2004). In Kenya teachers who have long experience in teaching learners with special needs were found more tolerant and confident in handling inclusive classes (Mutisya, 2010).

## **2.6. Influence of teaching styles on inclusive education**

Teaching styles refers to the choice of teaching methods or the manner in which content is presented to the learners by the teachers (Brownell et al, 2007). The choice of teaching style by the teacher needs to match learning styles of learners with special needs. Studies conducted in Papua New Guinea showed that teachers trained in special education were comfortable with inclusive teaching strategies such as peer teaching, cooperative learning and collaboration with colleagues (Mambo, 2011). Multilevel instructional method where teachers prepare single lessons with variations responsive to meet learners' diverse needs was seen to promote inclusive education (Bauer, 2009).

Research carried out by Gyimah (2011) in Ghana on teaching strategies used by teachers in inclusive schools revealed that teachers do not keep records of children's weakness and strengths for follow up purposes. In addition few teachers employed cooperative teaching approaches. Most teachers moved to new topics even when learners with special needs had not demonstrated mastery of learned concepts which made them perform poorly in tests.

In Kenya studies by Ajowi (2013) in Kisumu revealed that failure by teachers to use recommended special teaching methods like peer tutoring accounted for 33 percent dropout of learners with learning disabilities in Kisumu North district. Further the study established that teachers lacked skills and understanding of special teaching methods such as task analysis, psychotherapeutic methods, clinical methods and cognitive methods.

## **2.7. Influence of teacher perception on inclusive education**

The successful implementation of inclusive education is largely dependent upon teachers' positive attitude and perception towards inclusion (Avmaridis, 2010). Studies conducted in Zambia showed that teachers' negative or positive attitude towards inclusion was influenced by level and type of training; nature and severity of student disability, exposure to students with special needs and school support systems (Muwana, 2012). Research showed that teachers who had completed training in special education exhibited positive attitude towards inclusion compared to those who had no training (Muwana, 2012). Since Learners need to feel loved and accepted despite their diverse needs for them to get the courage of learning in inclusive environments, when they are labeled as 'un teachable' or 'good for nothing' by teachers, they feel stigmatized, frustrated and finally drop from inclusive classes (Muwana, 2012). In Kenya teachers believe that learners with special needs can do well given adequate attention (Mutisya, 2010).

## **2.8. Summary of literature review**

Inclusive education promotes education of all learners in mainstream schools regardless of their diverse needs by providing a barrier-free learning environment. According to the reviewed literature, Alghazo and Gaad (2004) and Tamar (2008) agreed that teachers' demographic factors influenced implementation of inclusive education in that female teachers were more positive to inclusion than male teachers. Professional training on special needs improves teacher competence and self efficacy in handling learners with special needs according to studies in America (United States Department of Education, 2008) and South Africa (Republic of South Africa, 2002). Teachers' style of teaching and perception were also found to influence implementation of inclusive education (Muwana, 2011; Mambo, 2012). Studies done in Kenya by Kithuka (2008) and Kamene (2009) on inclusive education did not investigate teacher factors influencing inclusive education. Nyaigoti (2013) carried a study in Nyamira County and recommended a study targeting teachers. However, no such study on teacher factors influencing implementation of inclusive education in Nyangala division had been done. This study sought information to fill this gap.

## **2.9 Theoretical framework**

The study adopted social constructionist theory by Lev Vygotsky of 1930 cited by Katarina (2006). The theory argues that knowledge is socially constructed through language. Vygotsky considered disability as a social abnormality. The theory distinguishes primary disability that is biological disability from secondary

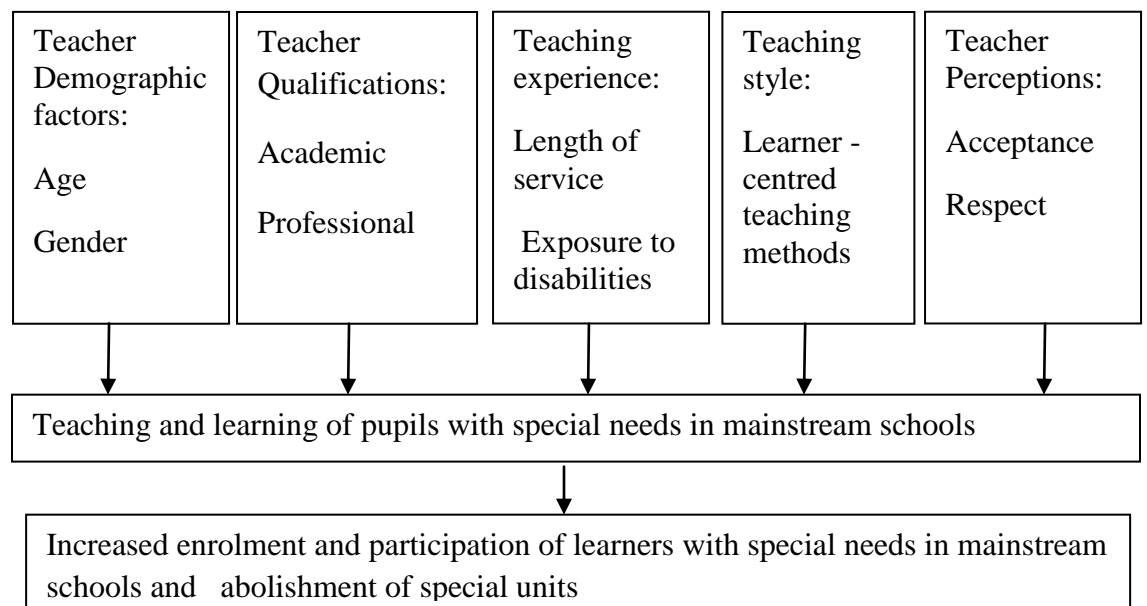
disability (socio cultural exclusion). Primary disability like visual and hearing, language and speech-related impairment lead to child's "exclusion" from the socio-cultural, traditional and educational environment which in turn causes socio-cultural disability- secondary disability (Katarina, 2006). Vygotsky postulates that humans are social creatures and that cognitive development occurs in social setting. If a person is kept in total isolation, it will be torture and of course no learning will occur. Vygotsky advocated for inclusive education where teachers provide remedial programmes to learners with disabilities instead of using special schools or units.

This theory was applicable to this study because it advocates for inclusion of learners with learning disabilities in mainstream schools while discouraging segregation and abolition of special schools and special units. Teacher characteristics like their age and gender, academic and professional qualifications, experience, teaching styles and perceptions need to be positive for inclusive education to succeed. The theory advocates for use of cooperative learning approaches in order to explore learner's full potential, change of teacher attitudes towards learners with disabilities and equipping teachers with skills to handle inclusion (Katarina, 2006). The theory asserts that teachers are key in nurturing self concept of pupils with special needs.



## 2.10. Conceptual framework

Conceptual framework presents interrelated variables in a study. It shows links between independent and dependent variables (Kombo & Tromp, 2006). The variables in the study were conceptualized in the conceptual frame work in figure 2.1



**Figure 2.1**

### **Teacher factors influencing implementation of inclusive education**

Figure 2.1 shows that implementation of inclusive education is influenced by independent variables like demographic factors, professional qualifications, teacher experience, teaching style and perception. If these factors are favourable, there will be increased enrolment and participation of learners with special needs in mainstream schools and abolishment of special units.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on research methodology that was used in the study. The discussion entails; research design, target population, sampling procedures and sample size, research instruments, validity of the instruments and reliability of the instruments. Other sub sections include data collection procedures and data analysis techniques.

#### **3.2 Research design**

A research design is the structure of the research, it is a 'glue' that holds all the elements in a research project together and shows how all the major parts of research project work together to address the central research questions (Kombo,2006). In this study descriptive survey design was used. Mugenda and Mugenda (2003) state that survey is an attempt to collect data from members of a population with respect to one or more variables. Descriptive survey is useful because it secures evidence and describes situations the way they are thus helping to determine the necessary steps to be taken in order to solve societal problems. Descriptive survey design was preferred for this study because the design explored incidences, opinions, attitudes and relationships between variables. Teacher variables such as; attitudes, demographic factors, experience, teaching

styles and professional qualifications were surveyed to see how they influenced implementation of inclusive education.

### **3.3 Target population**

Target population is a complete set of individuals, cases or objects with some common observable characteristics where the sample is drawn from (Mugenda & Mugenda, 2003). According to Taita Taveta D.E.O's office (2014), there were 18 public primary schools in Nyangala division without special units. Only eight out of the 18 practiced inclusive education. The target population was the eight schools, eight head teachers, 82 teachers and 352 class eight pupils who were deemed to possess valuable information due to their long stay in the schools.

### **3.4 Sampling procedures and sample size**

A sample is the subset of the whole population which is actually investigated by the researcher and whose characteristics will be generalized in the whole population (Kasomo, 2007). In this study the sample size was determined using the Krejcie and Morgan table of 1970 cited in Kasomo (2007). The eight schools were purposely selected because they practice inclusive education and therefore the head teachers of these schools automatically were part of the sample size. According to Krejcie and Morgan, a population of 82 should have a sample size of 64 respondents. Using simple random technique 64 teachers; 8 teachers per school were selected to participate in the study. The sample size of pupils used in the study was 196, that is, 25 pupils per school as recommended by Krejcie and

Morgan for a population closer to 352. Purposive sampling was used to get five learners with mild visual, mental, physical, hearing impairment; the remaining twenty learners without disabilities were selected using simple random sampling. The sample frame of the study is presented in Table 3.1.

**Table 3.1**

**Sampling frame of the study**

<b>Category of respondents</b>	<b>Target population</b>	<b>Sample size</b>	<b>Percentage</b>
Head teachers	8	8	100
Teachers	82	64	78
Pupils	352	196	56
<b>Total</b>	<b>442</b>	<b>268</b>	<b>61</b>

In the study, the sample size was 268 respondents.

**3.5 Research instruments**

In the study, the following research instruments were used; two questionnaires and one focus discussion guide. Questionnaires were preferred for this study because they elicit confidential information, can be used for a large sample and are easier to administer (Kombo & Tromp, 2006). The focus discussion guide was

chosen because it provides in depth information about variables under study (Kombo & Tromp, 2006).

Head teachers' questionnaire comprised of 24 questions with five sections having open and closed ended questions. Section one elicited demographic information of head teachers, section two extracted head teachers training and qualifications, section three sought to extract information about teaching experience of head teachers, section four elicited information about teaching styles, section five obtained information about their perception toward inclusive education. Within section five suggestions on how to implement inclusive education was sought. Teachers' questionnaire comprised five sections having open and closed ended questions. Section one sought to bring forth demographic information of teachers, section two sought teachers' qualification and training, section three drew out teaching experience of teachers, section four sought information about teaching style and section five was a Likert scale to elicit information about perception of teachers towards inclusion. There was additional information sought about challenges faced by teachers when implementing inclusive education and other suggestions. The pupil's focus discussion guide had five topics of discussion. The topics had 10 structured questions seeking information about how pupils perceived teacher demographic factors, teachers' qualifications, teachers' experience, teaching styles and teacher perception influence implementation of inclusive education.

### 3.5.1 Validity of the instruments

Validity is the ability of an instrument to measure what it intends to measure. It is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study (Mugenda & Mugenda, 2003). The content validity of the instruments was ascertained through supervisors' advice and peer review. The researcher also improved the instruments while piloting by providing extra spaces where each respondent commented about instruments so that unclear items were revised. Internal validity was achieved by confirming responses from head teachers, teachers and pupils (Mugenda & Mugenda, 2003).

### 3.5.2 Reliability of instruments

Reliability is a measure of degree to which research instruments yield consistent results after repeated trials (Mugenda & Mugenda, 2003). To ascertain reliability of questionnaires, the researcher used test retest technique where the same questionnaires were administered to the same group of subjects twice within an interval of 10 days. Pearson's product moment correlation coefficient formula was used to compare the responses. The researcher used the formula recommended by Mugenda and Mugenda (2003):

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2]} \sqrt{[N\sum y^2 - (\sum y)^2]}}$$

Where;

$N$  = the number of respondents

$\Sigma$  =summation sign

$x$ =score of the first test

$y$ = score for second test

According to Kasomo (2007), if reliability coefficient ( $r_{x y}$ ) is 0.8 to 1 the instruments are considered reliable. However should the coefficient be less than 0.5, revision of instruments is done. The reliability values for head teachers and teachers questionnaire were 0.721(0.7) and 0.687 (0.7) respectively and thus deemed reliable.

### **3.6 Data collection procedures**

The researcher sought permission from the National Commission for Science Technology and Innovation after getting an introductory letter from the University of Nairobi. Thereafter the researcher sought clearance from Taita Taveta County Director of Education and Taita Taveta County Commissioner. The researcher also sought permission from head teachers of the sampled public primary schools while booking appointments with each head teacher setting a time table. The researcher then visited schools to administer the instruments and collected them on the same day.

### **3.7 Data analysis techniques**

After field work the researcher cross- examined the questionnaires and notes from the discussion guide to ascertain accuracy, completeness and uniformity. Raw data from closed ended questions were coded and fed into computer using Statistical Package for Social Sciences programme (SPSS) version 17.0 to generate descriptive statistics such as frequency distribution tables, percentages, and means. Qualitative data was analyzed into themes and narratives. After that the next step was to evaluate data to answer the research questions. Data interpretation was done, conclusions drawn based on the findings and a report was written.



## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

In this chapter, data is analyzed, presented, interpreted and discussed with the view of answering five research questions. The research questions are: what is the influence of teachers' age and gender on implementation of inclusive education? how do academic and professional qualifications of teachers influence implementation of inclusive education? To what extent does teaching experience of teachers influence implementation of inclusive education? and how teaching styles and perceptions of teachers towards inclusion influence implementation of inclusive education? Data obtained from the field were analyzed by use of descriptive statistics and use of themes and narratives. Presentation is done in graphs, tables, charts and percentages.

#### **4.2 Questionnaire return rates**

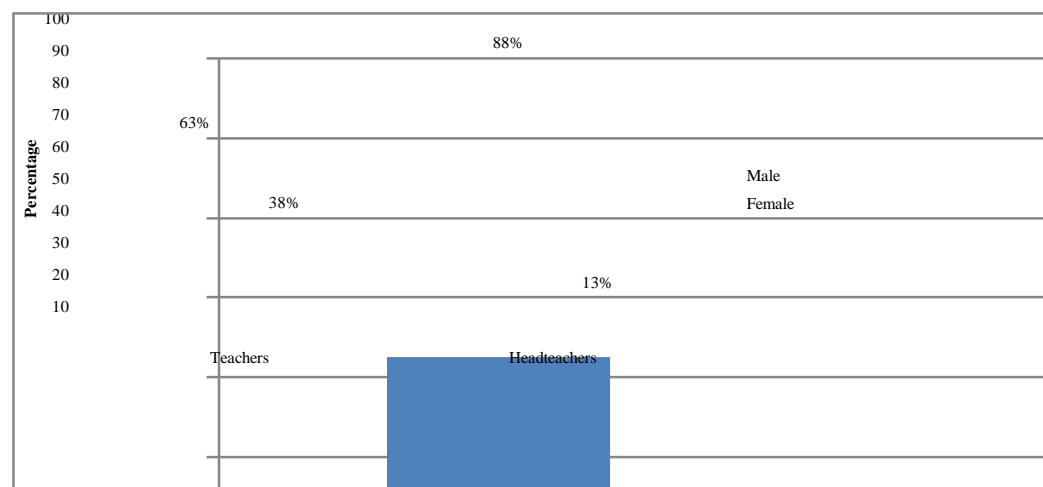
The researcher received all questionnaires from the 64 teachers and 8 head teachers. Further, 196 pupils took part in the focus group discussion. This gave a response rate of 100%. This was considered adequate since the recommended return rate for analysis and reporting is 50% and above (Mugenda & Mugenda, 2003).

### 4.3 Respondent's demographic information

In this section the researcher sought to determine the respondent's demographic information which included gender, age, marital status, academic qualification and professional qualification to find out whether there is any relationship with the implementation of inclusive education. The findings are presented in the subsequent sections.

#### 4.3.1 Distribution of teachers by gender

Both teachers and the head teachers were asked to state their gender to find out if gender influenced implementation of inclusive education. The findings are presented in Figure 4.1.



**Figure 4.1: Distribution of teachers by gender**

The findings show that majority of the respondents were male; 63% of teachers and 88% of head teachers. It seems male teachers have dominated teaching

profession in public primary schools in Nyangala division Taita Taveta County. The management of the primary schools in the region is also male dominated as there were only 13 % of female head teachers. This may have influenced inclusive education in Nyangala division.

#### 4.3.2 Distribution of respondents by age

The teachers and the head teachers were asked to state their ages to find out whether age of the respondents had any influence on the implementation of inclusive education. The findings are presented in Table 4.1.

**Table 4.1**

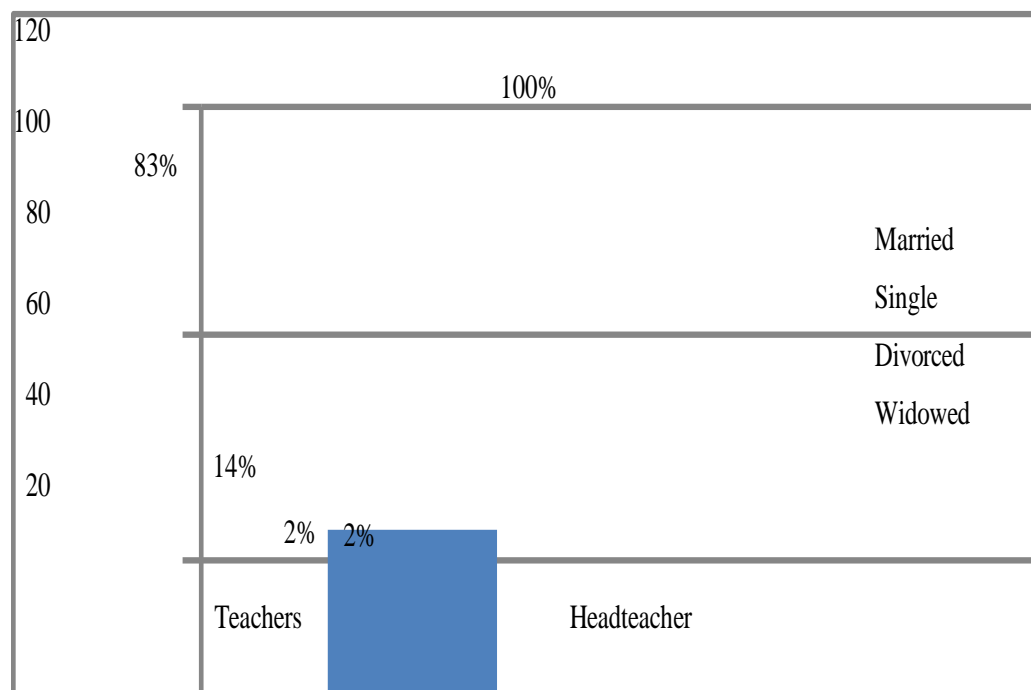
#### **Distribution of respondents by age**

Age in years	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
Below 25 years	2	3.1	0	0
25 - 34 years	22	34.4	0	0
35 - 44 years	24	37.5	3	37.5
Above 45 years	16	25.0	5	62.5
<b>Total</b>	<b>64</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

The study results show that 34.4 % of the teachers were aged between 25 and 34 years while 37.5 % were aged between 35 and 44 years. The results however show that majority (62.5 %) of the head teachers were aged 45 years and above. The study findings mean that teachers who are mainly in their middle ages have not taken up administrative positions. It also appears that leadership has been dominated by teachers who are slightly older. The findings mean that age may have influenced the implementation of inclusive education in Nyangala division, Taita Taveta.

#### **4.3.3 Respondents marital status**

The researcher sought to determine the marital status of the teachers and the head teachers to find out whether the marital status influenced implementation of inclusive education and place the study into context. The findings are presented in Figure 4.2.



**Figure 4.2: Respondents marital status**

The results of the study show that majority of the teachers (83%) and all the head teachers were married. The findings show that only 14 % of the teachers were single. These findings mean that most teachers sampled in Nyangala division are family people which may have influenced the implementation of inclusive education.

#### **4.3.4 Teachers’ level of education**

The head teachers and teachers were asked to indicate their highest academic qualifications to establish whether the academic qualification of the respondents had any influence on the implementation of inclusive education and put the study into context. The findings are presented in Table 4.2.

**Table 4.2**

**Teachers' highest academic level of education**

Category	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
KCSE	58	90.6	5	62.5
A-Level	4	6.3	2	25.0
University graduate	2	3.1	1	12.5
Total	64	100.0	8	100.0

The study findings show that majority of the teachers (90%) and head teachers (62.5 %) had O-level education. The results also show that 25 % of the head teachers had A-level education. The findings mean that teachers in Nyangala division have not furthered their education as only three were university graduates which may have influenced effective implementation of inclusive education.

**4.3.5 Teachers' highest professional qualification**

The researcher sought to determine the highest professional qualification of teachers and head teachers. The findings are presented in Table 4.3.

**Table 4.3****Teachers' highest professional qualification**

Category	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
Untrained Teacher	9	14.1	0	0
P1 certificate	33	51.6	3	37.5
Approved Teacher Status (ATS IV)	11	17.2	4	50.0
Diploma	7	10.9	0	0
Bachelor of Education	2	3.1	1	12.5
Certificate in Early Childhood Development	2	3.1	0	0
Total	64	100.0	8	100.0

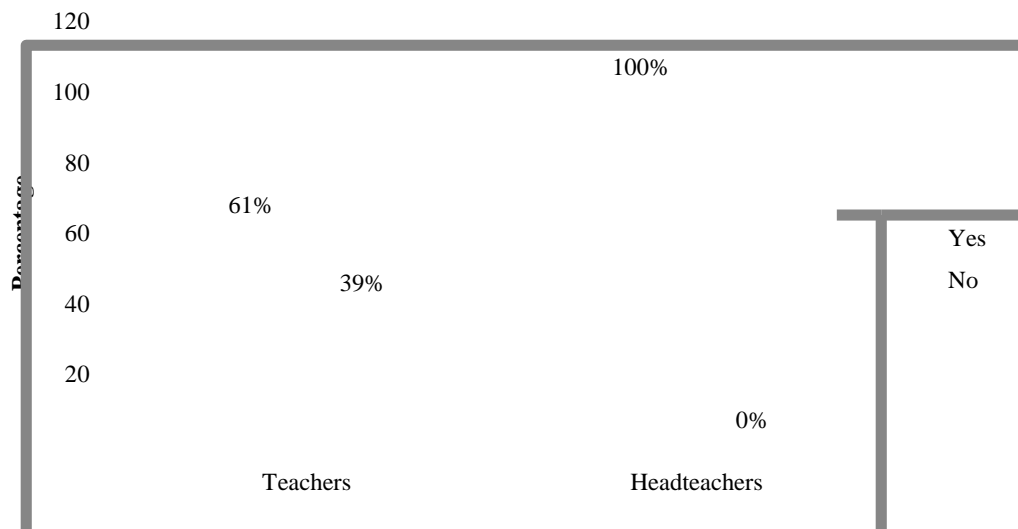
The results show that most of the teachers (51.6 %) and 37.5 % head teachers were P1 certificate holders. The results also show that 17.2 % of teachers and 50% of head teachers had been promoted through teacher proficiency courses to Approved Teacher Status four (ATS IV). However, 14.1 % of the teachers were untrained. The study findings imply that most teachers and head teachers sampled in Nyangala division had low professional qualifications. Additionally, some schools do not have adequate qualified staff which may have negatively influenced implementation of inclusive education.

#### 4.4 Influence of age and gender on implementation of inclusive education

In this section the researcher sought to determine the extent to which age and gender influenced implementation of inclusive education. The findings of the study are presented in subsequent sections.

##### 4.4.1 Influence of age on implementation of inclusive education

Teachers and head teachers were asked to state whether their age influenced how they implemented inclusive education. The findings are presented in Figure 4.3.



**Figure 4.3 Influence of age on implementation of inclusive education**

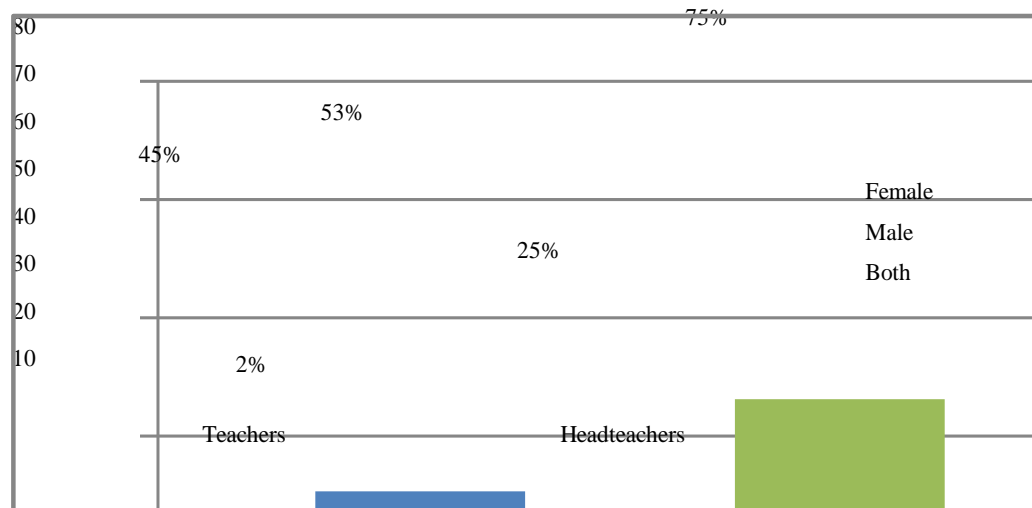
The study findings show that majority of the teachers (61 %) and all the head teacher (100%) agreed that indeed, age of teachers influence how they implement inclusive education. The findings mean that teachers' age plays a big role in determining successful implementation of inclusive education. Asked to explain their responses, the teachers indicated that older teachers were able to give more



assistance to learners with disabilities better compared to the younger teachers because according to them, “the older the teacher the more the experience with learners with disabilities”. Three head teachers however stated that it was young teachers who were able to successfully implement inclusive education as they were able to learn new methods quickly including use of computer technology. The findings from the focus group discussion by the pupils show that 25 pupils in one of the schools agreed that age of teachers influenced implementation of inclusive education. According to them, younger teachers aged between 25 to 40 years were energetic and alert thus helped the pupils more than the older ones some of whom appeared forgetful. However, in another group discussion, pupils indicated that it was the older teachers who provided more help to the learners than the younger ones. These findings agreed with Mackay (2012), Nyaigoti (2013) and Tamar (2008) who in their studies found that the teachers’ age influenced implementation of inclusive education either for the older or the young teachers.

#### **4.4.2 Influence of teachers’ gender on implementation of inclusive education**

The respondents were asked to state which gender of teachers handled learners with learning disabilities effectively. The results are presented in Figure 4.4.



**Figure 4.4: Effect of teachers' gender on implementation of inclusive education**

The study results show that slightly more than half of teachers (53%) and 75% of head teachers indicated that both genders would implement inclusive education effectively. However, 45% of the teachers and 25% of the head teachers indicated that it was the female teachers who were able to handle learners with disability effectively. Those who felt that female teachers were more effective argued that children spend most of their time with mothers hence female teachers are motherly. Asked to explain their answers, the head teachers indicated that both genders of the teachers have been trained to handle children as part of their profession. The respondents further stated that the implementation of inclusive education was a matter of experience and ability to manage the children and not gender. The results from the focus group discussion by the pupils showed that gender influenced implementation of inclusive education. The pupils from one of the schools indicated that female teachers provided more help to the learners with

special needs compared to male teachers. However, according to results of another focus group discussion, male teachers offered more help to learners than female teachers because according to them, “male teachers are more knowledgeable”. These findings therefore agreed with Dukmak (2013), Kanmani (2013) and Mthethwa (2008) who argued that there was no significant influence of teachers’ gender on implementation of inclusive education.

The researcher cross-tabulated implementation of inclusive education and teachers’ age and gender to determine the influence of age and gender on the implementation of inclusive education. The findings are presented in Table 4.4.

**Table 4.4**

**Cross-tabulation between teachers’ age and gender and implementation of inclusive education**

Category		Gender			Age				
		Male	Female	Total	Below 25 years	25 - 34 years	35 - 44 years	Above 45 years	Total
Implementation of inclusive education	Very good	0	1	1	0	1	0	0	1
	Good	7	3	10	0	2	4	4	10
	Fair	8	5	13	0	4	5	4	13
	Poor	22	11	33	1	12	12	8	33
	Very poor	3	4	7	1	3	3	0	7
Total		40	24	64	2	22	24	16	64

The study findings show that most of the teachers (40) described the implementation of inclusive education as poor and very poor. The results also

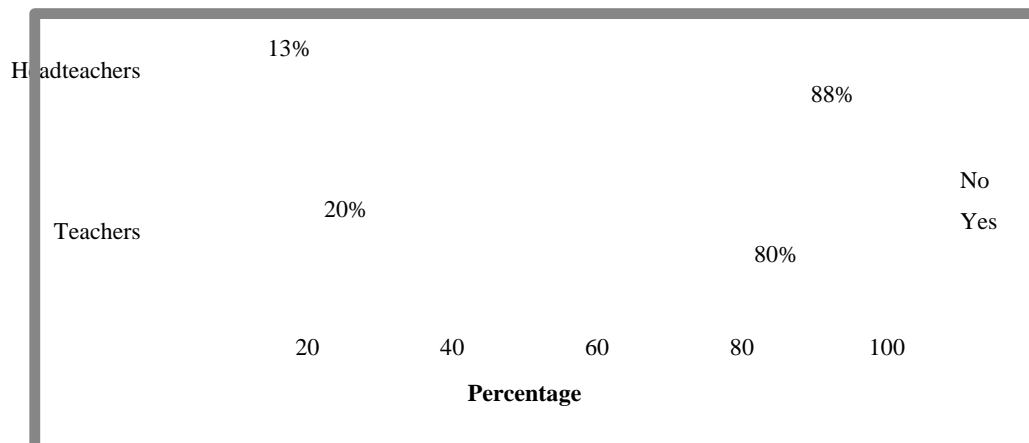
show that most of them (25) were male. The findings further show that most of the teachers who describe the implementation of inclusive education as poor were aged between 25 and 34 years (15 teachers) and 35 and 44 years (15 teachers). The findings imply that indeed the age and gender influenced implementation of the inclusive education.

#### **4.5 Influence of teachers' academic and professional qualifications on implementation of inclusive education**

In order to answer research question two, the researcher sought to find out how academic and professional qualification of teachers influenced implementation of inclusive education in public primary schools in Nyangala Division, Taita Taveta County. The findings of the study are presented in the subsequent sections.

##### **4.5.1 Influence of teachers' academic qualifications on implementation of inclusive education**

The teachers and head teachers were asked to state whether their academic qualifications influenced effective implementation of inclusive education respectively. The findings are presented in Figure 4.5.



**Figure 4.5: Influence of teachers’ academic qualifications on implementation of inclusive education**

The study findings show that majority of the teachers (80%) and the head teachers (88%) opined that indeed academic qualification had an influence on effective implementation of inclusive education. The findings mean that the academic qualification of the teachers and the head teachers are instrumental in the implementation of inclusive education in public primary schools in Kenya.

Asked to substantiate their assertion, the teachers indicated that academic qualifications provide them with right skills and competencies which will enhance effective implementation of inclusive education. The head teachers on their part indicated that better academic qualifications will help them to plan and mobilize other teachers to be more sensitive especially when dealing with children with special needs. The findings agree with the response by the pupils from one of the schools in the focus group discussion who noted that there were three untrained

teachers who did not serve pupils with special needs well. The pupils in the focus group discussion were not aware whether their teachers had special needs training but were in agreement that if teachers were trained, they could serve pupils with special needs better than those without training in special needs. The findings of the study agree with the views of Brownell (2007) that teachers with high academic qualifications possess mastery of subject matter which made them serve students with disabilities better. The findings also confirm the findings by the United States Department of Education (2008) which noted that teachers' professional qualifications had a direct relationship to students achievements in inclusive set ups.

#### **4.5 Suitable education level for effective implementation of inclusive education**

The respondents were asked to state the academic levels they considered suitable for effective implementation of inclusive education. The findings are presented in Table 4.5.

**Table 4.5****Suitable education level for effective implementation of inclusive education**

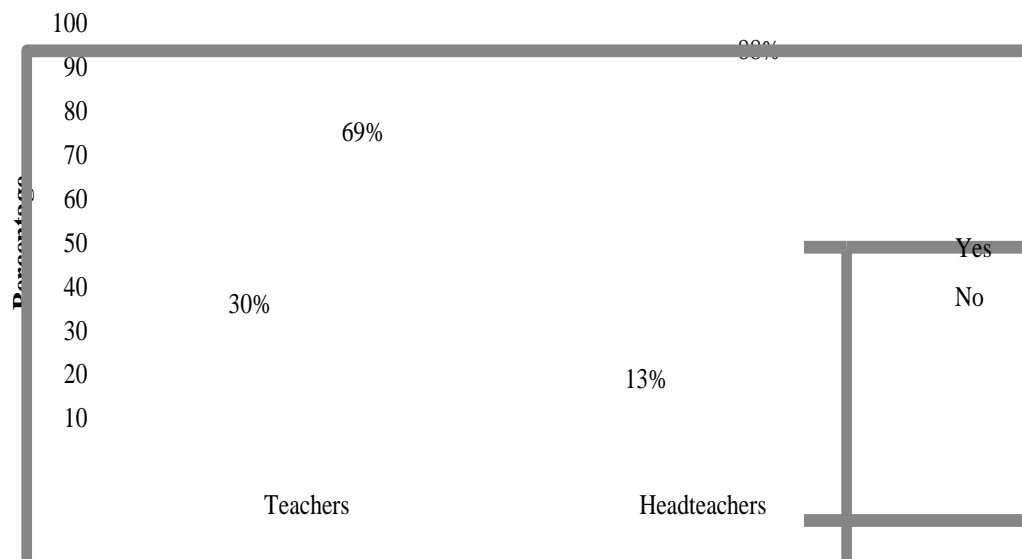
Category	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
KCSE	31	48.4	0	0
A-Level	33	51.6	0	0
University graduate	0	0	6	75.0
Training in management	0	0	2	25.0
Total	64	100.0	8	100.0

The study results show that while most of the teachers indicated that the education levels for effective implementation of inclusive education were KCSE (48.4%) and A-level (51.6%), majority of the head teachers (75%) indicated that University graduate level was suitable for effective implementation of inclusive education in public primary schools in Kenya. The finding that the educational level considered for effective implementation of inclusive education was university graduate concur with the argument by the United States Department of Education (2008) who noted that teachers who acquired master and doctorate

qualifications were enthusiastic and motivated to deal with learners with special needs.

### 4.5.3 Adequacy of pre -service teacher training on implementation of inclusive education

The respondents were asked to state whether in their opinion, pre-service training equipped them adequately to implement inclusive education. The results are presented in Figure 4.6.



**Figure 4.6: Whether pre-service training was adequate for implementation of inclusive education**

The results show that according to majority of the teachers (69%) and head teachers (88%), pre-service training did not equip them adequately for effective implementation of inclusive education. The findings mean that the pre-service training did not have an impact on the teachers as far as the implementation of



inclusive education was concerned and thus the need to offer in-service training to equip teachers on implementation of inclusive education.

#### 4.5.4 Areas which need more training

The respondents were asked to state the areas that needed more training. The findings are presented in Table 4.6.

**Table 4.6**  
**Areas which need more training**

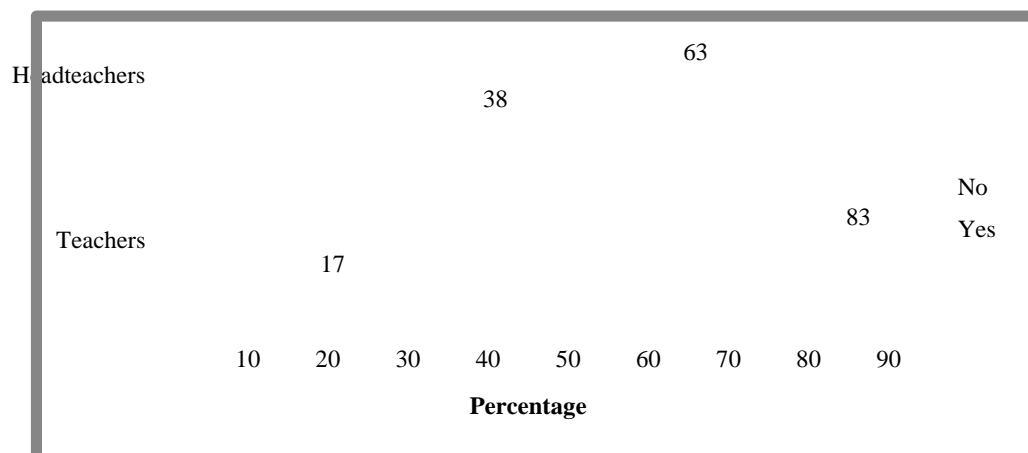
Training needs	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
Mental	18	28.1	0	0.0
Visual	4	6.3	2	25.0
Hearing	1	1.6	0	0.0
All	21	32.8	5	62.5
No response	20	31.3	1	12.5
<b>Total</b>	<b>64</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

The results of the study show that most of the head teachers (62.5%) indicated that all the areas of impairment which include the mental, visual and hearing

needed more training. The findings also revealed that 32.8% of the teachers indicated that all the areas of impairment needed training. The findings therefore may be interpreted to imply that there was need for training among the teachers in all the areas of impairment.

#### 4.5.5 Teachers undergone in-service training on special needs education

The researcher sought to determine whether the teachers and head teachers underwent any in-service training on special needs education after their pre-service training. The findings are presented in Figure 4.7.



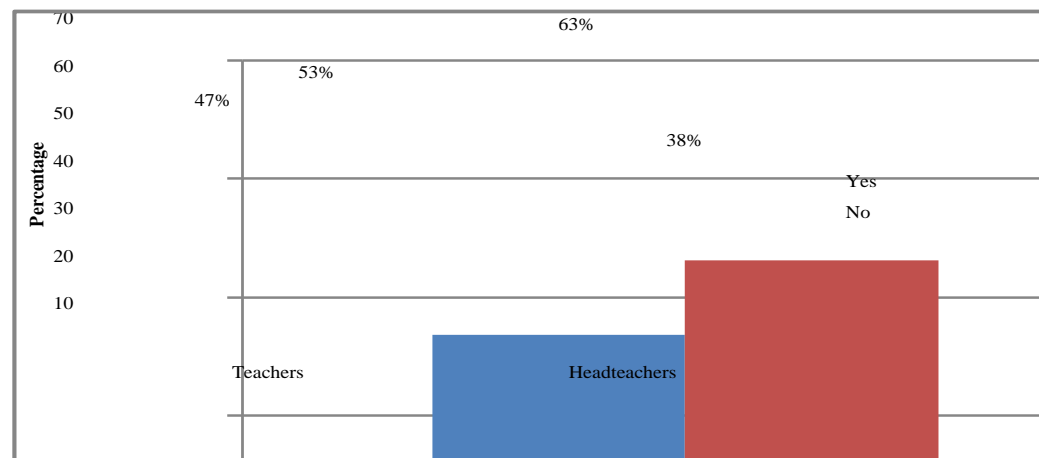
**Figure 4.7: Teachers undergone in-service training**

The findings revealed that majority of the teachers (83%) and head teachers (63%), had not undergone any in-service training on special needs education. The findings therefore mean that most teachers in the sampled public primary schools in Nyangala division have never received any training on special needs education.

These findings agree with the report by the Ministry of Education (2009) that only a few teachers were qualified to handle inclusive education in Kenya.

#### 4.5.6 Teachers professionally qualified for inclusion

Respondents were asked to state whether they considered themselves professionally qualified to handle inclusive education for effective implementation of inclusive education. The results are presented in Figure 4.8.



**Figure 4.8: Teachers professionally qualified for inclusion**

According to the results of the study, most of the head teachers (63%) were professionally qualified to implement inclusive education. The results however show that most of the teachers (53%) were not professionally qualified to handle inclusive education while 47 % were qualified. The findings may be interpreted to mean that although most teachers were not professionally qualified, they still considered themselves capable of handling inclusive education.

Asked to state the training they needed, the respondents indicated that they needed training on special needs education and child psychology.

The researcher cross-tabulated teachers' qualifications and the implementation of inclusive education in schools to determine the influence of teaching experience on the implementation of inclusive education. The results are presented in Table 4.7.

**Table 4.7**

**Cross-tabulation between teachers' qualifications and implementation of inclusive education**

		Academic qualification				Professional qualification						
		KCSE	A-Level	Graduate	Total	UT	PI	ATS	Diploma	B/ED	ECD	Total
Implementation of inclusive education	Very good	1	0	0	1	0	0	0	0	0	1	1
	Good	10	0	0	10	1	6	1	2	0	0	10
	Fair	13	0	0	13	1	7	3	2	0	0	13
	Poor	27	4	2	33	4	18	5	3	2	1	33
	Very poor	7	0	0	7	3	2	2	0	0	0	7
Total		58	4	2	64	9	33	11	7	2	2	64

The study results show that 40 teachers described the implementation of inclusive education as either poor or very poor. The findings also show that most of the teachers (34 teachers) who described the implementation as poor were form four graduates. The findings of the study further show that professionally, most of the teachers who described the implementation of inclusive education as poor were P1certificate holders (20 teachers). The study findings therefore mean that the academic qualification and professional qualification influenced the implementation of inclusive education.

#### **4.6 Influence of teaching experience on implementation of inclusive education**

In this section the researcher sought to establish the extent to which teaching experience of teachers influenced implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County. This was aimed at answering research question three.

##### **4.6.1 Number of years in teaching profession**

The respondents were asked to indicate how long they had been in the teaching profession. The findings are presented in Table 4.8.

**Table 4.8**

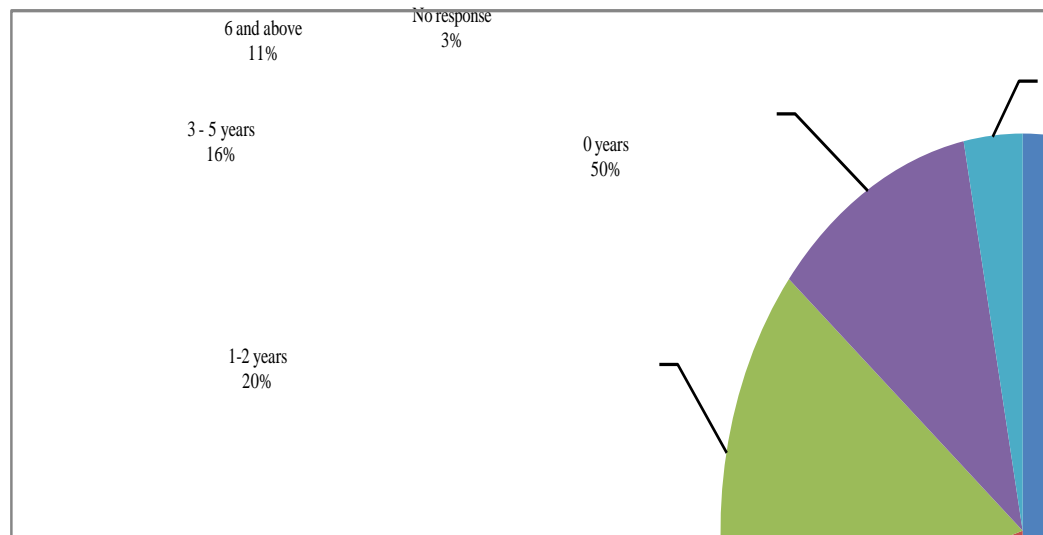
**Teaching experience of respondents in years**

Category	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
Below 5 years	17	26.6	0	0
5 - 10 years	22	34.4	1	12.5
11 - 15 years	6	9.4	1	12.5
16 years and above	19	29.7	6	75.0
Total	64	100.0	8	100.0

The study findings revealed that 34.4 % of the teachers had taught for between 5 and 10 years while 29.7 % had taught for over 16 years. The results show that majority of the head teachers (75%) had a teaching experience of 16 years and above. The findings mean that the respondents have been teaching long enough.

**4.6.2 Teachers experience in teaching learners with special needs**

The teachers were asked to state the number of years they had taught learners with special needs. The findings are presented in Figure 4.9.

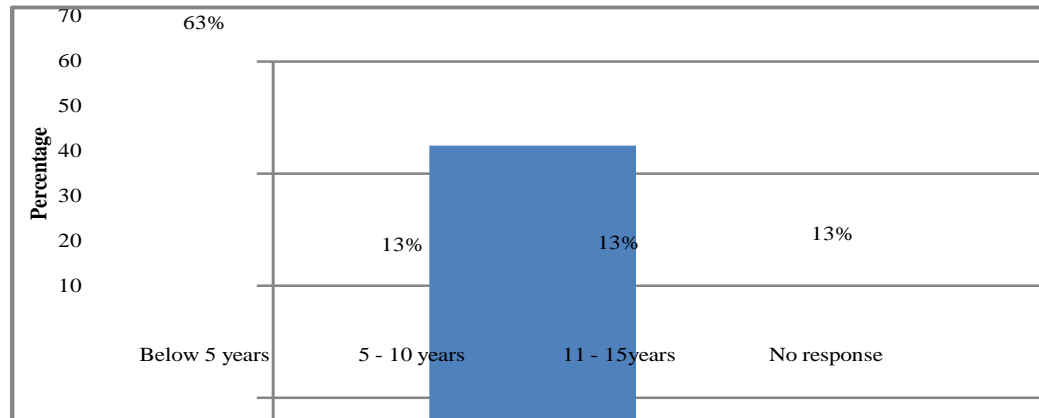


**Figure 4.9: Experience in teaching learners with disability**

The study findings show that 50% of the teachers had not taught learners with special needs. The results further show that 20 % of the respondents indicated that they had taught learners with special needs for at least two years while 16% had taught for between three and five years. The findings mean that most teachers had not had long experience with learners with special needs which may have influenced the implementation of inclusive education in the schools.

#### **4.6.3 Head teachers' experience with the school**

The researcher sought to determine how long the head teachers had been heading their current schools. The findings are presented in Figure 4.10.

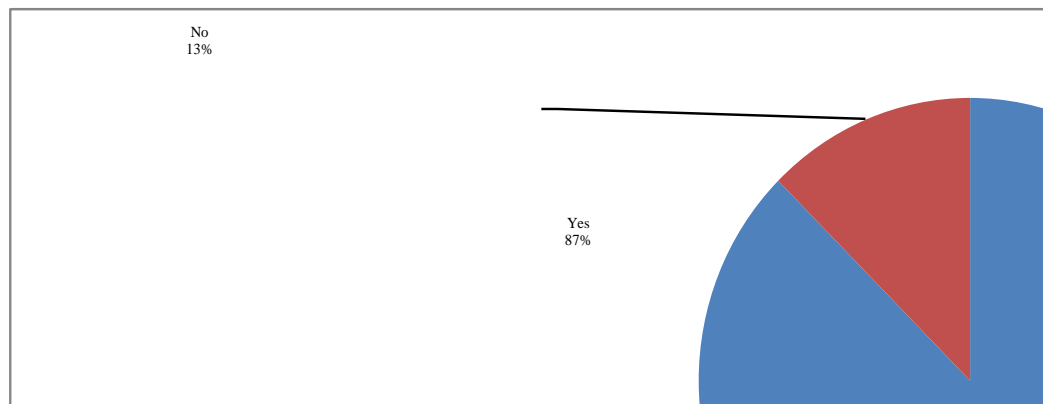


**Figure 4.10: Head teachers' experience with the school**

The findings show that majority of the head teachers (63%) had been in their schools for less than five years. The results imply that the head teachers have not been in the schools long enough and may therefore not be conversant with the implementation of inclusive education in their respective schools.

#### **4.6.4 Whether head teachers have handled inclusive education before**

The head teachers were asked to indicate whether they had previously taught children in inclusive schools. The results are presented in Figure 4.11.



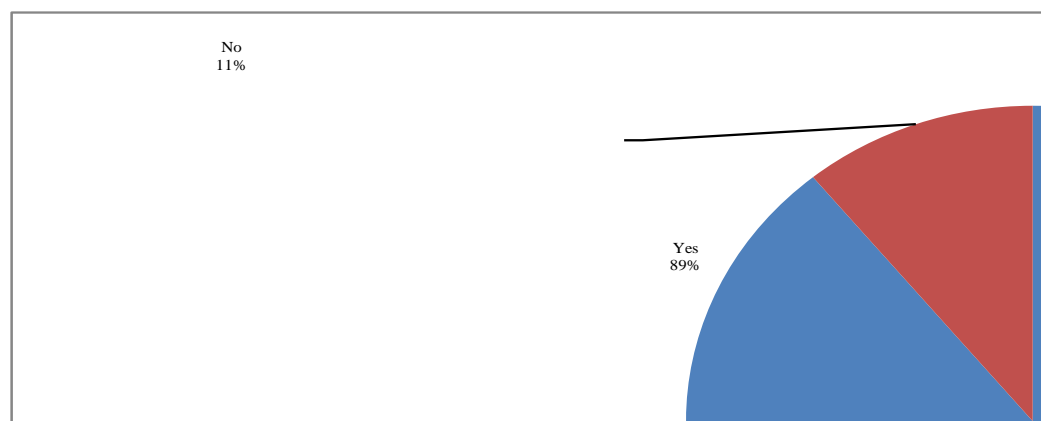
**Figure 4.11: Head teachers who handled inclusive education before**



The results show that majority of the respondents (87%) of the head teachers indicated that they had indeed previously handled inclusive education. The results mean that the head teachers have handled inclusive education before and are therefore capable of effectively implementing inclusive education.

#### **4.6.5 Whether teaching experience influence implementation of inclusive education**

The teachers were asked to state whether the teaching experience influenced implementation of inclusive education. The findings are presented in Figure 4.12.



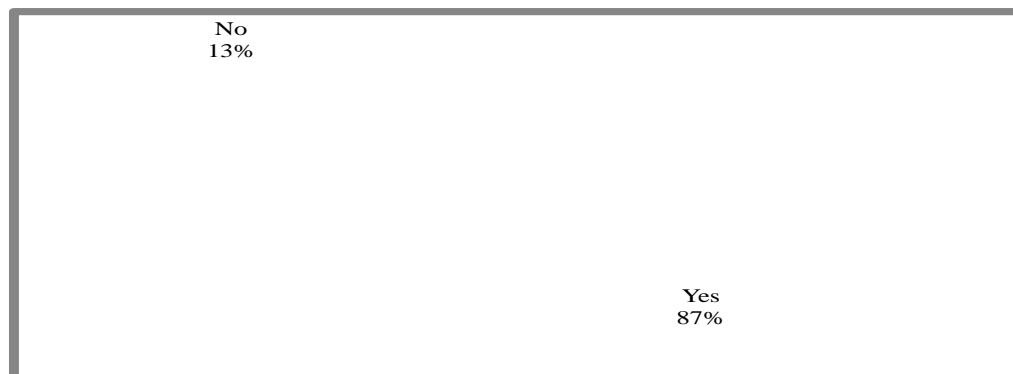
**Figure 4.12: Whether teaching experience influence implementation of inclusive education**

The study findings show that majority of the teachers (89%) agreed that indeed teaching experience had an influence in the implementation of inclusive education. The findings imply that the teaching experience is necessary for effective implementation of inclusive education. Similar sentiments were echoed by the pupils in the focus group discussion (25 pupils) who agreed that

experienced teachers serve pupils with special needs better than the newly employed and inexperienced teachers. The pupils argued that teachers' long teaching experience exposed them to many pupils with diverse disabilities hence have refined strategies of how to handle learners with special needs. The findings agree with the findings of Centre for personnel studies in special education cited in Brownell et al, (2007) that experienced teachers demonstrated more knowledge in decoding and predicting learners' learning difficulties thus helping learners with disabilities overcome their challenges. The findings of this study confirm those of Mutisya (2010) who noted that teachers who have long experience in teaching learners with special needs are more tolerant and confident handling inclusive classes. The findings however disagreed with Avmaridis (2010) who noted that acceptance of children with physical disability was highest among educators with less than six years of teaching and declined with experience of those between six to ten years which means that as one acquires more years of experience they tend to reject children with learning disabilities.

#### **4.6.6 Influence of head teachers' experience on implementation of inclusion**

The head teaches were asked to indicate whether their teaching experience influenced effective implementation of inclusive education. The results are presented in Figure 4.13.



**Figure 4.13: Influence of teaching experience on implementation of inclusion**

The findings show that majority of the respondents indicated that indeed teaching experience influenced the effective implementation of inclusive education in public primary schools in Nyangala division. The study results mean that teaching experience influenced the management of inclusive education in the public primary schools.

Asked to explain their answers, the respondents indicated that experience was essential since after experiencing many challenges while dealing with inclusive education, the head teacher was able to find strategies to counter them thereby enhancing effective implementation of inclusive education.

#### **4.6.7 The right teaching experience adequate for inclusive education**

The teachers and head teachers were required to indicate the length of teaching experience which they thought was adequate for effective implementation of inclusive education. The results are presented in Table 4.9.

**Table 4.9**

**Teaching experience adequate for inclusive education**

Category	Teachers		Head teachers	
	Frequency	Percent	Frequency	Percent
Below 5 years	12	18.8	2	25.0
5 - 10 years	39	60.9	2	25.0
11 - 15 years	3	4.7	0	0
16 years and above	10	15.6	4	50.0
Total	64	100.0	8.0	100

The results show that 60.9 % of the teachers indicated that the teaching experience that was considered adequate for the implementation of inclusive education was between 5 and 10 years. The results further show that even though 25 % of the head teachers considered experience of just below 5 years and another 25% considered experience of between 5 and 10 years, 50 % considered 16 and above years as adequate for effective implementation of inclusive education. The finding means that teaching experience of five years and above was considered adequate for effective implementation of inclusive education.

The researcher cross-tabulated the teachers teaching experience and the implementation of inclusive education to determine the influence of teaching experience on the inclusive education. The study findings are presented in Table 4.10.

**Table 4.10**

**Cross-tabulation between teaching experience and implementation of inclusive educations**

Category		Experience in profession				Total
		Below 5 years	5 - 10 years	11 - 15 years	16 and above years	
Implementation of inclusive education	Very good	0	1	0	0	1
	Good	3	5	1	1	10
	Fair	3	4	2	4	13
	Poor	10	11	2	10	33
	Very poor	1	1	1	4	7
Total		17	22	6	19	64

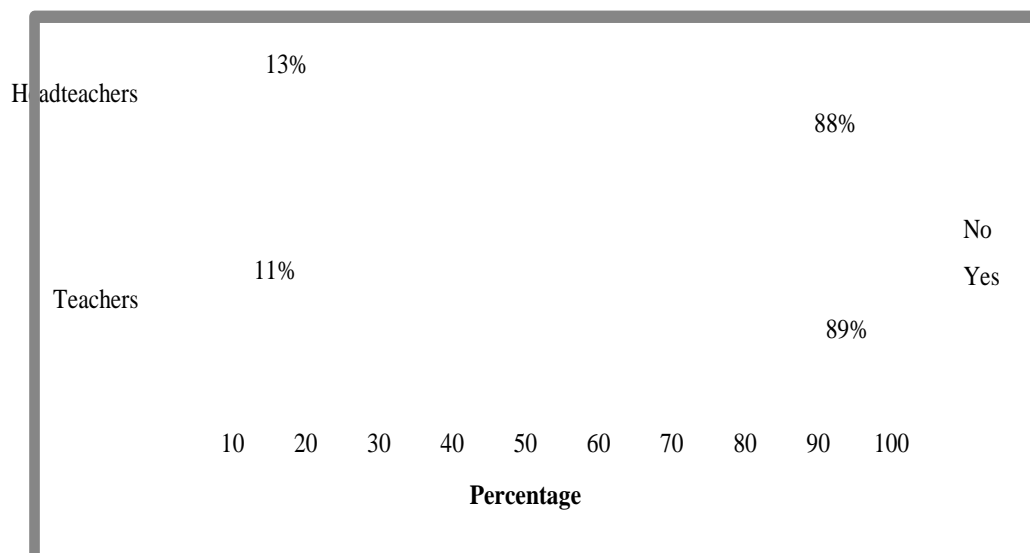
The findings show that most teachers across the teacher experience (33) described the implementation as poor. The findings therefore mean that teaching experience may have influenced the implementation of inclusive education. However, there is no strong relationship between the two variables.

#### **4.7 Influence of teaching styles on implementation of inclusive education**

In this section the researcher sought to determine the influence of teaching styles on the implementation of inclusive education in public primary schools in Nyangala Division. The findings are presented in the subsequent sections.

#### 4.7.1 Influence of teaching methods on implementation of Inclusive education

The teachers and head teachers were asked to indicate whether teaching methods had any influence on effective implementation of inclusive education. The findings are presented in Figure 4.14.



**Figure 4.14 Influence of teaching methods on implementation of inclusive education**

The results of the study show that majority of the teachers (89%) and head teachers (88%) indicated that indeed teaching methods influenced the effective implementation of inclusive education. Asked to explain their answers, the respondents asserted that various teaching methods were effective in different circumstances. The respondents also indicated that teaching methods such as the learner centered methods could be more effective in the inclusive set ups. The

findings mean that the teaching methods influence the effective implementation of inclusive education.

#### 4.7.2 Teaching methods used by teachers

Respondents were asked to select the teaching methods they used in class. The results are presented in Table 4.11.

**Table 4.11**

#### Teaching methods used by teachers

Category	Teachers (N=64)		Head teachers (N=8)	
	f	%	f	%
Peer tutoring	12	18.7	3	37.5
Task analysis	7	10.9	4	50.0
Psychotherapeutic	18	28.1	5	62.5
Cognitive	11	17.2	4	50.0
Clinical	21	32.8	6	75.01
Team teaching	3	4.7	2	12.5
Multilevel instruction	10	15.6	3	37.5

The results of the study show that 32.8 % of the teachers normally used clinical teaching method. The result also show that 28.1 % of the respondents indicated that they used psychotherapeutic method. Other methods used by teachers included peer tutoring (18.7%), cognitive (17.2%) and multilevel instruction

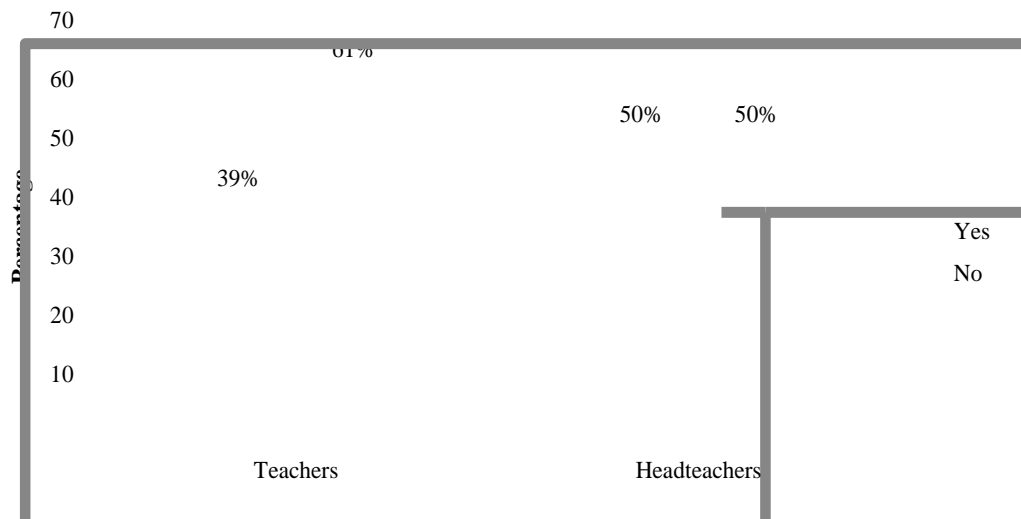
(15.6%). On the other hand majority of the head teachers (75%) indicated the schools used clinical teaching method most often. The results further showed that 62.5 % of the head teachers indicated that the schools used psychotherapeutic. Other methods that were used included cognitive (50%) and task analysis (50%). The pupils in the focus group discussions however indicated that teachers mainly used teacher centred methods like talk and chalk. The findings therefore mean that the teaching methods influenced the implementation of inclusive education as the learners' needs may have been neglected.

Asked to state which method was used most frequently, six teachers indicated that clinical method was the most frequently used method of teaching in the schools. This was followed by peer tutoring.

#### **4.7.4 Teaching methods and learners needs**

Respondents were asked to indicate whether their teaching methods met the needs of all the learners including those with special needs. The findings are presented in Figure 4.14.





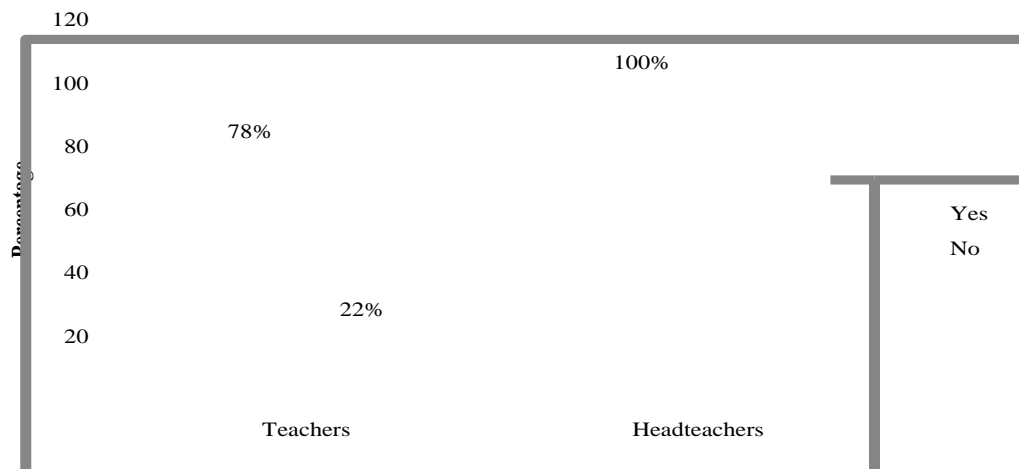
**Figure 4.14: Whether teaching methods meets the need of learners**

The study findings show that according to most teachers (61%) and head teachers (50%) the teaching methods did not meet the needs of all the learners including those with learning disabilities. Asked to explain their answers, respondents indicated that learners with special needs were slow and as such they needed more time to be at par with their colleagues without disabilities. The results mean that inappropriate teaching methods influenced the implementation of the inclusive education negatively. The pupils in the focus group discussion indicated that in most cases, the teachers proceeded to new topics even when those with special needs had not understood the concepts. These findings agree with the views of Gyimah (2011) who noted that teachers do not keep records of children’s weakness and strengths for follow up purposes. In addition few teachers employed cooperative teaching approaches. Most teachers moved to new topics even when learners with special needs had not demonstrated mastery of learned

concepts which made them perform poorly in tests. The findings also agree with Ajowi (2013) who noted that teachers fail to use recommended special teaching methods like peer tutoring, which accounted for 33 % drop out of learners with learning disabilities.

#### 4.7.5 Teaching methods and reasons for dropout in inclusive classes

The investigator sought to determine whether the teaching methods were the reason for the learners with special needs dropping out of school. The findings are presented in Figure 4.15.



**Figure 4.15: Whether teaching methods are among reasons for learners with special needs dropout of inclusive classroom**

The findings of the study show that according to majority of the teachers (78%) and all the head teachers (100%) agreed that teaching methods were among the reasons why the learners with special needs dropped out of inclusive classroom. The results mean that the teaching methods influenced the special needs learners’

dropout. Asked to state what leads to their drop out head teachers indicated that failure to achieve learning objectives caused dropout on average two to three pupils. The pupils in the focus group discussion stated that indeed pupils with learning disabilities have been forced to drop out of school because teaching methods did not meet their needs. They further stated that those who survived in school were ranked last position in internal examinations and finally scored very low grades in Kenya Certificate of Primary Education (KCPE) which lowered their self esteem.

#### **4.8 Influences of teachers' perception towards inclusion on implementation of inclusive education.**

In this section the researcher sought to determine how the perception of the teachers towards inclusion influenced the implementation of inclusive education in public primary schools. The findings of the study are presented in the subsequent sections.

##### **4.8.1 Teachers' perceptions towards inclusive education**

The teachers were asked to state the extent to which they agreed with the statements regarding their perceptions on the implementation of inclusive education. This was done on a five point Likert scale of strongly disagree, disagree, undecided, agree and strongly agree. The findings are presented on Table 4.12

**Table 4.12****Teachers' perceptions towards inclusive education**

<b>Category</b>	<b>Strongly disagree</b>		<b>Disagree</b>		<b>Uncertain</b>		<b>Agree</b>		<b>Strongly agree</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Pupils with special need have right to learn in mainstream schools	8	12.5	8	12.5	6	9.4	28	43.8	14	21.9
Inclusive education is good for all children	7	10.9	9	14.1	4	6.3	31	48.4	13	20.3
Inclusive education lowers mean grade mainstream schools	12	18.8	23	35.9	5	7.8	13	20.3	11	17.2
Teaching learners with disability together with those without adds extra burden	6	9.4	7	10.9	4	6.3	22	34.4	25	39.1
Teacher in inclusive classes should be paid higher	1	1.6	2	3.1	6	9.4	21	32.8	34	53.1
Pupils with special needs waste time pupils without disabilities	12	18.8	13	20.3	5	7.8	23	35.9	11	17.2
Learners should be separated	7	10.9	12	18.8	5	7.8	23	35.9	16	25.0

According to the results, most of the respondents (43.8%) agreed that inclusive education was good for both pupils with and without disabilities while 21.9% strongly agreed with the statement. The results however, show that 35.9% of the respondents disagreed with the statement that inclusive education lowered the

mean score of all the subjects and further 18.8% strongly disagreed with the statement. The results further showed that according to 73.5 % of the respondents, teaching learners with disability together with those without disabilities added extra burden to teachers. The findings show that 53.1 % of the respondents agreed that the pupils with special needs wasted a lot of time for the non disabled pupils. According to 60.9 % of the respondents, learners with learning disabilities should learn in separate schools. The findings of the study mean that teachers feel that inclusive education is not the best way to go due to the fact that it leads to increased burden and that there should be separation.

Asked to state the challenges they faced while implementing inclusive education, teachers indicated that inclusive education was time consuming and constrained completion of the syllabus. The teachers also indicated that due to large number of pupils in classrooms, the implementation of inclusive education was difficult as it is not possible to provide specialized attention to the learners with special needs.

#### **4.8.2 Head teachers' perceptions towards inclusive education**

The head teachers were asked to state the extent to which they agreed with the statements regarding their perception on the implementation of inclusive education. The findings are presented on Table 4.13

**Table 4.13****Head teachers' perceptions towards inclusive education**

Category	Strongly disagreed		Disagree		Uncertain		Agree		Strongly agree	
	f	%	f	%	F	%	f	%	f	%
Pupils with special need have right to learn in mainstream	1	12.5	0	0	0	0	3	37.5	4	50.0
Pupils with special need benefit from inclusion	0	0	0	0	1	12.5	6	75.0	1	12.5
Inclusive education increases management burden	1	12.5	2	25.0	0	0	3	37.5	2	25.0
Learners with learning disability lower school mean score	1	12.5	3	37.5	0	0	2	25.0	2	25.0
With adequate education can manage inclusive education well	0	0	1	12.5	0	0	2	25.0	5	62.5
Pupils with special needs waste time for none disabled pupils	1	12.5	3	37.5	0	0	3	37.5	1	12.5
Learners should be separated	0	0	0	0	0	0	4	50.0	4	50.0
Some special needs cannot be included in mainstream education	1	12.5	2	25.0	1	12.5	2	25.0	2	25.0
Managers of inclusive education deserve more money	1	12.5	2	25.0	0	0	5	62.5	0	0
Pupils with special needs waste time for non disabled pupils	2	25.0	3	37.5	1	12.5	2	25.0	0	0

The results show that majority of the respondents (87.5%) indicated that pupils with special needs have a right to learn in mainstream schools. The results further show that 87.5 % of the respondents indicated that pupils with special needs benefited from inclusion in the mainstream classrooms. The results show that most of the respondents (62.5%) indicated that inclusive education increases the management burden. The results also show that half the respondents disagreed with the statement that inclusive education lowered the mean score of all the subjects, same proportion as those who agreed with the statement that the learners with disability truly lowered the mean score of the school. Majority of the respondents (87.5%) agreed that with adequate training they could manage inclusive education well. All the head teachers (100%) indicated that indeed all the learners living with disabilities should learn in a separate school. The results show that half the head teachers indicated that some forms of special needs could not be included in mainstream schools. The study shows that according to 62.5 % of the respondents, the managers of inclusive schools deserve more salary. The results show that 62.5 % of the respondents indicated that it is not true that pupils with special needs are wasting a lot of time for non disabled pupils. The findings mean that the head teachers have a negative attitude towards inclusive education which may negatively influence the implementation of inclusive education.

#### **4.9 Summary**

The data from the field was analyzed and the findings presented with the view of answering the research questions. The findings were interpreted and discussed with the empirical literature.



**CHAPTER FIVE**  
**SUMMARY OF FINDINGS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This chapter presents the summary, conclusions, recommendations, and suggestions for further research. This is done in a way that addresses the five research questions. The section starts by stating the purpose of the study followed by the research methodology. The major findings of the study are then summarized from where the conclusions are made and the possible recommendations stated.

**5.2 Summary of the study**

The purpose of this study was to investigate teacher factors influencing implementation of inclusive education in public primary schools in Nyangala Division Taita Taveta County, Kenya. In this study descriptive survey design was used where 8 head teachers, 82 teachers and 352 pupils were targeted from Nyangala Division out of which 8 head teachers, 64 teachers and 196 pupils were sampled to participate in the study. Research instruments used were two questionnaires and a focus discussion guide. Data were analyzed using descriptive statistics, themes and narratives.

The researcher in research question one sought to examine the influence of teachers' demographic factors such as (a) age and (b) gender on implementation of inclusive education. The findings of the study revealed that majority of

teachers, head teachers and most learners agreed that age and gender of teachers influenced implementation of inclusive education.

Research question two was aimed at establishing how academic and professional qualifications of teachers influenced implementation of inclusive education. From the results of the study, majority of head teachers believed that university degree was suitable for effective implementation of inclusive education while both teachers and head teachers felt that there was need for more in service training in all areas of impairments to equip them adequately to tackle the real challenges faced in the field.

In research question three the researcher sought to determine the extent to which teaching experience of teachers influenced implementation of inclusive education. Based on the research results, teaching experience of five years and above was found adequate for effective implementation of inclusive education. Pupils on their part stated that experienced teachers adequately met their learning needs.

Research question four sought to find out how teaching styles of teachers influenced implementation of inclusive education. According to the research findings, most teachers and head teachers admitted that their teaching methods did not meet the needs of all learners and thus was among other factors leading to pupils with special needs dropping out of school.

In research question five the researcher sought to determine how teacher perceptions toward inclusion influenced implementation of inclusive education. Research findings indicated that teachers and head teachers had negative attitude towards inclusive education as revealed by 75% of teachers and 62.5% of head teachers agreeing with two negative statements that “teaching learners living with disabilities together with those without adds extra burden to teachers” and “children living with disabilities should learn in separate schools”.

### **5.3 Conclusions**

From the findings of the study, the researcher concludes that both age and gender of the teachers influence the implementation of inclusive education as they contributed in the implementation of inclusive education.

The teachers’ academic and professional qualification influence the implementation of inclusive education in public primary schools as it was evident that qualified teachers handled the pupils with special needs well. The professionally trained teachers also proved better in handling the learners with learning disabilities compared to the untrained teachers.

The teacher experience positively influenced the implementation of inclusive education in public primary schools in Nyangala Division, Taita Taveta County as the study proved that experience enabled the teachers to effectively implement and manage inclusive education well.

The researcher concludes that the teaching styles negatively influenced the implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County as inappropriate teaching styles was the main cause of learners with learning disabilities dropping out of school.

The researcher concludes that the teacher's perception towards inclusive education was negative. The perception influenced the implementation of inclusive education as the teachers thought that it was burdensome and that it wasted time for pupils without disabilities and therefore suggested that the learners with disabilities should be separated from pupils without disability.

#### **5.4 Recommendations**

In view of these study findings, the following recommendations should be adopted in order to promote implementation of inclusive education in public primary schools in Nyangala division:

1. The head teachers of public primary schools should induct young teachers on inclusive education to enhance their competences in handling pupils with learning disabilities for effective implementation of inclusive education.
2. The government through the Ministry of Education in collaboration with Kenya Institute of Special Education should enhance training of teachers on handling of pupils with special needs through in-service trainings.

3. The government through Teachers Service Commission should improve staffing levels in Nyangala division and minimize the number of untrained teachers.
4. The head teachers should encourage teachers to use those teaching styles such as peer tutoring which will suit the needs of the learners with learning disabilities during subject panel meetings .The teachers should also be advised to take the learners with disabilities step by step so as to benefit from the learning process.
5. The head teachers of public primary schools should ensure that more experienced teachers with training in special education are assigned inclusive classes for effective implementation of inclusive education in public primary schools.

### **5.5 Suggestions for further research**

This study was done in public primary schools in Nyangala Division Taita Taveta only. Similar studies should be replicated in other areas of the County with the aim of establishing the influence of teacher factors influencing implementation of inclusive education. The study was limited to the teachers' age and gender, academic and professional qualification, teaching experience, teaching style and the perception of the teachers. Other studies should be done on other variables which may influence the implementation of inclusive education in public primary schools in Kenya like home based factors and budget allocation to support inclusive education.

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**APPENDICES**

**APPENDIX I: INTRODUCTION LETTER TO THE HEADTEACHER**

University of Nairobi  
Dept of Educ.Admin &Planning  
P.O Box 92,  
Kikuyu

The Head teacher  
.....Primary School  
.....

Dear Sir/Madam,

**REF: PERMISSION TO COLLECT RESEARCH DATA**

I am a Master of Education student from the University of Nairobi specializing in Curriculum Studies. I am carrying out a research on "**Teacher factors influencing implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County**". Kindly permit me to collect data from your school. The information gathered will only be used for academic purposes and the identity of respondents will remain confidential.

Yours faithfully,  
.....

Alfred Wangio Mwaimba

E55/81192/2012

## Appendix II: Questionnaire for head teachers

This questionnaire seeks to gather information on teacher factors influencing implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County. **PLEASE DO NOT WRITE YOUR NAME ANYWHERE IN THIS QUESTIONNAIRE** .Tick your responses in the box [ ] provided or fill in the blank spaces.

### Section I: Demographic information of head teachers

1. Please indicate your sex      Male [ ]      Female [ ]
  
2. Tick your age in years; below 24 years [ ] 25-34 years [ ] 35-44 years [ ]  
above 45 years [ ]
  
3. Indicate your marital status; Married [ ] Single [ ] Divorced [ ] widowed [ ]  
Separated [ ]. Any other specify.....
  
4. What is your highest academic qualification? KCPE [ ] KJSE [ ]  
KCSE-O level [ ] A-level [ ] Graduate [ ] other specify.....
  
5. Indicate your highest professional qualification. P1 [ ] ATS [ ] Diploma in  
Education [ ] S1 [ ] B.ED [ ] M.ED [ ] PGDE [ ] PhD [ ] others  
(specify).....
  
6. (a) Do you think head teacher's age can influence effective management of  
inclusive education? Yes [ ] No [ ]

(b) If “Yes” explain how.....

(c) If “No” give reasons .....

7. (a) which gender of head teachers manages inclusive education effectively?

Female [ ] Male [ ] Both [ ]

(b) Give reasons for your response in 7 (a) above.....

**Section II: Academic and professional qualifications of head teachers**

8. (a) Do you think head teacher’s academic qualification can influence effective management of inclusive education? Yes [ ] No [ ]

(b) Give reasons for your response in 8(a) above.....

(c) What academic levels do you consider suitable for effective management of inclusive education KCSE-O level [ ] A-level [ ] Graduate [ ] other specify.....

9. (a) Do you think pre service teacher training equips teachers adequately to manage inclusive education? Yes [ ] No [ ]

(b) If “No” which areas of impairment do they need more training? .....

Mental [ ] Visual [ ] Physical [ ] Hearing [ ] All [ ] other specify.....

10. (a) Have you ever undergone any training on Special Needs Education

After your pre-service training? Yes [ ] No [ ]

(b) If "Yes" Explain its usefulness/adequacy? .....

11. (a) Do you consider yourself professionally qualified to manage inclusive education? Yes [ ] No [ ]

(b) If "No" what professional training do you require to implement inclusive education effectively?

**Section III: Teaching experience of head teachers**

12. How many years have you been in this profession? Below 5 years [ ]

5-10 years [ ] 11-15 years [ ] 16 years and above [ ]

13. For how long have you been heading this school? Below 5 years [ ]

5-10 years [ ] 11-15 years [ ] 16 years and above [ ]

14. (a) Have you ever handled inclusive education previously? Yes [ ] No [ ]

(b) Explain the effect of your experience with inclusive education on your current management of inclusive education.....

15. (a) Do you think teaching experience of a head teacher can influence effective management of inclusive education? Yes [ ] No [ ]

(b) If "Yes" Explain how?.....

16. What length of teaching experience do you consider adequate for effective implementation of inclusive education? Below 5 years [ ] 5-10 years [ ] 11-15 years [ ] 16 years and above [ ] other specify.....

**Section IV: Head teachers teaching styles**

17. (a) Do you think teaching methods can influence effective implementation of inclusive education? Yes [ ] No [ ]

(b)If “Yes” explain .....

18. (a) what teaching style do you **MAINLY** use in class? Teacher centred [ ]

Learner centred [ ] Both [ ]

(b) What challenges do you face while using the selected style in 18 (a) above?.....

19. Tick (✓) **ONLY** the methods you normally use in class from the list given

Teaching method	Tick (✓)
(a)Peer tutoring	
(b)Task analysis	
©Psychotherapeutic	
(d)Cognitive	
(e)Clinical	
(f)team teaching	

(g)multilevel instruction	
---------------------------	--

20. (a) which other teaching methods do you normally use in class....?

(b)Which teaching method do you use most frequently in 20(a) above?

21. Do you think your teaching methods meet the needs of all learners including those with special needs? Yes [ ] No [ ]

(b)If “No” what constraints do you face .....

22. (a) Do you think learners with special needs drop from inclusive classrooms because teaching methods fail to meet their individual needs? Yes [ ] No [ ]

(b)If “Yes” what leads to their drop out?.....

(c)How many children with special needs on average may drop out with time?.....

**Section V: head teachers ‘Perception towards inclusive education**

**23. For the statements below tick Strongly disagree (SD), Disagree (D), Undecided (U), Agree (A) or Strongly Agree (SA).**

Statement	SD	D	U	A	SA
(a)Pupils with special needs have right to learn in mainstream classrooms					
(b)Pupils with special needs benefit from inclusion in mainstream classrooms					
(c)Inclusive education increases management burden					
(d)Learners with learning disabilities lower school mean score					

(e)With adequate training I can manage inclusive education well					
(f) Generally all learners with learning disabilities should learn in separate schools.					
(g)Some forms of special needs cannot be included in mainstream schools					
(h)Managers of inclusive schools deserve more salary					
(i) Pupils with special needs waste a lot of time for the non disabled pupils					

**Suggestions for effective implementation of inclusive education**

24. What do you think needs to be done for inclusive education to succeed in the following areas?

- (a) Teachers’ training for inclusive education.....
- (b) Teacher’s methods of teaching.....
- (c) Teachers attitude towards inclusive education.....
- (d) Any other useful information.....

**Thank you.**



### Appendix III: Questionnaire for teachers

This questionnaire is meant to gather data on teacher factors influencing implementation of inclusive education in public primary schools in Nyangala division, Taita Taveta County. **Do not write your name or school.** Your identity will be held with utmost confidentiality and therefore answer the questions honestly and to the best of your knowledge. Fill/tick appropriately

#### Section I: Demographic information of teachers

1. Please indicate your sex      Male       Female
  
2. Tick your age in years; below 24  25-34  35-44  above 45
  
3. Tick your marital status; Married  Single  Divorced  widowed   
Separated  other specify.....
  
4. What is your highest academic qualification? KCPE  KJSE  KCSE O-level  
 A-level  Graduate  other specify.....
  
5. Indicate your highest professional qualification. UT  P1  ATS   
Diploma  SI  B.ED  M.ED  PGDE  Ph. D  other (specify).....
  
6. (a) Do you think teacher's age influences how she/he implements inclusive education? Yes  No
  
- (b) Give reasons for your answer in 6(a) above.....
  
7. (a) which gender of teachers handle learners with disabilities effectively?

Female [ ] Male [ ] Both [ ]

(b) Give reasons for your response in 7 (a) above.....

**Section II: Academic and professional qualifications of teachers**

8. (a) Do you think teachers academic qualifications can influence effective implementation of inclusive education? Yes [ ] No [ ]

(b) If “Yes” Explain.....

(c) If “No” Give reasons.....

(d) What academic level do you consider suitable for effective implementation of inclusive education? KCSE-O level [ ] Graduate [ ] other specify.....

9. (a) Do you think your pre-service teacher training equipped you adequately to implement inclusive education effectively? Yes [ ] No [ ]

(b) If “No” in which areas of impairment do you need more training?

Mental [ ] Visual [ ] Physical [ ] Hearing [ ] All [ ] other specify.....

10. (a) Have you ever undergone any in service training on Special Needs Education after your pre service training? Yes [ ] No [ ]

(b) If “Yes” Explain its usefulness/adequacy.....

11. (a) Do you consider yourself professionally qualified to handle inclusive education? Yes [ ] No [ ]

(b) If “No” how do you deal with learners with disabilities?.....

(c). What professional training do you require to implement inclusive education effectively?

**Section III: Teaching experience**

12. How many years have you been in this profession? Below 5 [ ] 5-10 [ ]  
11-15 [ ] 16 and above [ ]

13. (a) How many years of experience do you have in teaching learners with Special Needs? 0 [ ] 1-2 [ ] 3-5 [ ] 6 and above [ ]

14. (a) Do you think teaching experience influences effective implementation of inclusive education? Yes [ ] No [ ]

(b) Give reasons for your answer in 14a above?.....

15. What length of teaching experience do you consider adequate for effective implementation of inclusive education? Below 5 [ ] 5-10 [ ] 11-15 [ ] 16 and above [ ] other specify.....

**Section IV: Teaching style**

16. (a) Do you think teaching methods can influence effective implementation of inclusive education? Yes [ ] No [ ]

(b) If “Yes” explain.....

17. (a) what teaching style do you **MAINLY** use? Teacher centred [  ]

Learner centred [  ] Both [  ]

(b)What challenges do you face while using the selected style in 17(a) above?

**18. Tick ONLY the methods you normally use in class from given list**

Teaching method	Tick if used
(a)peer tutoring	
(b)psychotherapeutic	
(c )cognitive	
(d)clinical	
(e)multilevel instruction	
(f)team teaching	

19. Which teaching method do you use most frequently in 18 above.....

20. (a) Do you think your teaching methods meet the needs of all learners including those with special needs? Yes [  ] No [  ]

(b)If “No” what constraints do you face .....

21. (a) Do you think learners with learning disabilities drop from inclusive classrooms because teaching methods fail to meet their individual needs? Yes [  ]

No [  ] (b) If “Yes” what leads to their drop out?.....

### **Section V: Perceptions of teachers towards inclusive education**

**\*For the statements below tick Strongly Disagree (SD), Disagree (D), Uncertain (U), Agree (A), Strongly Agree (SA)**

Statement	SD	D	U	A	S A
(a) Students with special needs have right to learn in mainstream schools					
(b) Inclusive education is beneficial to “normal” pupils and those with special needs					
(c) Inclusive education lowers mean scores of all subjects					
(d) Teaching learners with disabilities together with those without disabilities adds extra burden to teachers					
(e) Teachers in inclusive classes should be paid higher salaries					
(f) Pupils with special needs waste a lot of time for the non disabled pupils					
(g) Generally all learners with learning disabilities should learn in separate schools.					

22. What challenges do you face while implementing inclusive education?

23. Suggest what should be done so that teachers effectively implement inclusive education.....

## **Appendix IV: Pupil's focus group discussion guide**

Name of interviewer.....

Group.....

Date of focus group discussion.....

Place of focus group discussion.....

Number of participants.....

Nature of participants: .....Boys .....Girls

Greetings, introduction and explanation of the purpose of interview

### **A. Teacher's age and gender**

I would like to begin my discussion by asking you how you feel about the way teachers handle children with special needs.

QN 1. Between male and female teachers, which gender help learners with special needs better? (Probe on whether male, female or both gender help learners with learning disabilities)

QN2. Between young teachers and old teachers, which category of teachers help learners with disabilities better? (Probe on how age influence inclusive education)

### **B. Academic and professional qualifications of teachers**

QN3. Are you aware of teachers who are trained in special needs in your school?

(Probe on the number)

QN4. Between trained teachers on special needs and those not trained, which category help learners with disabilities more (Probe on how training improves effectiveness of teachers)

QN5. Are there untrained teachers in the school? (Probe on number and how they handle learners with learning disabilities)

### **C. Teaching experience of teachers**

QN6. Do you think teachers who have taught for many years handle children with learning disabilities better than those who are newly employed? (Probe on how teacher's experience influences implementation of inclusive education)

### **D. Teaching style of teachers**

Let us talk about how you learn in class

QN7. Do teachers involve every learner equally in class regardless of disability? (Probe on teaching methods used by teachers while teaching)

### **E. Teacher perception toward inclusive education**

QN8. How do teachers treat learners with learning disabilities in this school? (With love, respect, ignore them, probe on attitude towards learners with special needs)

QN9. How do your colleagues treat pupils with learning disabilities? (Probe on whether they are comfortable learning together in inclusive classes)

QN10. What needs to be done for inclusive education to be effective?

**Thank you for your participation.**



## Appendix V

### Research Permit

**THIS IS TO CERTIFY THAT:**  
**MR. ALFRED WANGIO, MWAIMBA MAUNGU, has been permitted to conduct research in Taita-Taveta County, on the topic: TEACHER FACTORS INFLUENCING IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN NYANGALA DIVISION, TAITA-TAVETA COUNTY, KENYA**

**Permit No. : NACOSTI/P/14/0448/1544**  
**Date Of Issue : 12th May, 2014**  
**Fee Received :Ksh 1,000**

**for the period ending 31st August, 2014**

**Applicant's Signature**

**National Commission for Science, Technology & Innovation Secretary**



## Appendix VI

### Letter of authorization



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

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

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

Ref: No.

Date:

12<sup>th</sup> May, 2014

NACOSTI/P/14/0448/1544

Alfred Wangio Mwaimba  
University of Nairobi  
P.O.Box 30197-00100  
NAIROBI.

Permission granted  
15/5/2014  
COUNTY DIRECTOR OF EDUCATION  
TAITA TAVETA  
P. O. Box 130 - 80305  
MWATATE

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Teacher factors influencing implementation of inclusive education in public primary schools in Nyangala Division, Taita Taveta County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Taita Taveta County** for a period ending **31<sup>st</sup> August, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Taita Taveta County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
SAID HUSSEIN  
FOR: SECRETARY/CEO

Copy to:

The County Commissioner  
The County Director of Education  
Taita Taveta County.