

**DETERMINANTS OF IMPLEMENTATION OF INCLUSIVE LEARNING
IN PUBLIC PRIMARY SCHOOLS IN BORO DIVISION, SIAYA SUB-
COUNTY, KENYA**

Samuel Odhiambo Omondi

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DECLARATION

This research project is my original work and it has not been submitted for award of degree in any university.

Samuel O. Omondi

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This research project has been submitted for examination with our approval as university supervisors.

Dr. Grace Nyagah

Senior Lecturer

Department of Educational Administration and Planning
University of Nairobi

Dr. Lucy Njagi

Lecturer

Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This work is in memory of my late grandfather Baranaba Mbasro Opondo, late grandmother Hellen Buoga Omollo late Tumphosa Achieng and dedicated to my beloved wife Jane Atieno Odhiambo and our children Kerry Francis and Chispine Owuor.

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ABSTRACT

The study explored the determinants of the implementation of inclusive learning in public primary schools in Boro division, Siaya sub-county. The objectives of the study were; to determine the extent to which availability and adequacy of physical facilities, teacher training and experience, accessibility and adequacy of teaching and learning resources and classroom management determine the implementation of inclusive learning in public primary schools in Boro division, Siaya sub-county, Kenya. This was a descriptive survey study and the sampled respondent comprised of 12 head teachers, 36 teachers and 360 pupils who were selected using simple random sampling technique. The research instrument used was mainly questionnaires. The analysis involved both qualitative and quantitative techniques. The study revealed that schools offering inclusive learning in Boro division had hurdles to overcome in order to successfully implement inclusive learning in their schools. The major hurdles includes inadequate physical facilities, few trained teachers in special education needs, inadequate teaching and learning resources and poor classroom management. From this point of view, it can be concluded that inclusive learning in public primary schools in Boro division is not yet fully implemented. To overcome those challenges, the government needs to train more teachers on special needs education and employ them immediately to schools offering inclusive learning. The government should provide funds to schools to facilitate construction of physical facilities. The government through to supply all the schools with teaching and learning resources.

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ABBREVIATIONS AND ACRONYMS

BOM	School Board of Management
EARC	Education Assessment and Resource Centre
EFA	Education For All
EHA	The Education for all Handicapped Children Act
FPE	Free Primary Education
GOK	Government of Kenya
IDEA	Individual with Disability Act
KISE	Kenya Institute of Special Education
MoE	Ministry of Education
MoEST	Ministry of Education and Science and Technology
NESSP	National Education Sector Support Programs
NGO	Non- governmental organization
NPEP	National Poverty Eradication Program
PRSP	Poverty Reduction Strategy Paper
PWE	People with Disability
SNE	Special Need Education
TSC	Teachers Service Commission
UNESCO	United Nations Education Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Inclusive learning is the philosophy of ensuring that schools centers of learning and educational systems are open to all children irrespective of their disabilities. It involves the process of identifying, reducing or removing barriers inside the school compound and outside that would affect learning of pupils with disabilities. For this to occur teachers, school administrations and systems need to provide physical and conducive learning environment so that they can fully accommodate the diversity of learning needs that learners may experience (UNESCO , 2001).

Salend, (2001) argues that inclusion brings students, families, educators and the rest of the community members together to create learning institution and other social institutions based on acceptance and belongings. Theoretically inclusion should be collaborative, supportive, and nurture environments where services and accommodations are given. inclusion should not be based only on learners disabilities, correct implementation would accommodate and respond to the regular learners needs as well as in their learning institutions. When implemented correctly it is designed to be able to accommodate and respond to the needs of regular pupils as well.

For inclusive education to be implemented successfully, four principles according to Salend (2001) should be observed. The first principle argues that effective

inclusivity would improve the educational systems for learners who are placed together in a classroom regardless of their learning ability, gender, cultural heritage and sexual orientation. Such schools would welcome and appreciate the values of all learners by educating them together in appropriate regular education classrooms in the neighboring schools. The second principle is individual needs which states that effective inclusion requires maximum sensitivity and acceptance of individual needs and differences. In inclusive classroom situations, all pupils are valued as capable of learning. The pupils are sensitized to appreciate differences and to value and learn from each other's similarities and differences. The third principle which relates to reflective practice that effective inclusion requires reflective teachers to adjust to the attitude and individual needs. While in the classroom the teachers should be able to involve all the learners irrespective of their disabilities the curriculum should be in-line with learners' needs and abilities, considering multi-level and multi-modality and challenging educational and social experiences. The fourth principle is collaboration, which stresses inclusive group effort; it involves the following participants: the educators, learners, families and other professionals. The provisional support and services to learners' needs are provided in public regular primary schools classrooms. These people work cooperatively and reflectively, sharing resources for the learners' benefit.

Inclusive learners address disabled learners' needs within the mainstream of education. The basic principle of inclusive education is that public schools should

provide facilities all learners regardless of their social, mental, physical or emotional status (Booth, 2000). Education was considered a human right as early as in 1948. The “human rights” emphasis that education should be free to all – this is an aspect of access. Accessing education to children with special needs is a strong point in inclusive education. According to the conference held Jomtien, Thailand on education for all affirmed that each child had a right to education The conference highlighted the range of differences which are present in today’s societies which include disabled children, street children and children in conflict situations.

It was in the light of these issues after EFA conference in 1990 another world conference on special needs education was held in Salamanca Spain in June 1994. The conference firmly called on the international community to pass the approach of inclusive education in schools by implementing practical and strategic changes in schools. The major recommendation of the Salamanca statement is that the right of every child to education considers unique disabilities and learning needs. It further states that the children with disabilities must have access to regular education in welcoming schools within his or her neighborhood.

The General Assembly of United Nations 2006 Article 24 stress that a child with disabilities should be not excluded from free and compulsory education. (United Nations, 2006). Many countries in the world practice inclusive education. In country like Britain, inclusive is readily accepted since she sees no reason to

separate children with special needs from the rest during their studies. Isolation of learners from others lead to discrimination and demotivation.

The country through the Local Education Authority (LEA) has the role to provide the funds required to support schools with children of various disabilities so as to ensure that learners remain in the mainstream of education system.

In United States of America, public law 108- 4462 individuals with disabilities Education Improvements ACT 2004; continues to advocate for inclusion of learners with challenges within the mainstream of education settings. This law not only advocates accessibility to high quality for children with challenges but also promotes accountability to the results, (Block and Obrusnikora, 2007). The legal framework in the United states does not prevent parents to take learners with disabilities to regular schools. Parents have the liberty to select schools for their children with disabilities where gaurented support for conducive learning. The states in the USA are mandated to provide necessary support to learner s with special needs to access education.

United States of America recognizes the fact that inclusion is more than the physical presence of learners with special needs in the regular schools. It is the responsibility of the state to ensure that all the support required by the child with special needs to access education is availed. In India, Sarva Shiksh Abhinya Scheme inclusive learning is a very important program for education of children with Special Needs having critical disabilities. The aims of these program is to provid inclusive learning to children with special need in regular as opposed to

special schools. at providing education to these children in inclusive setup in the formal schools instead of Special Schools. Inclusivity in education is aimed at removing exclusion from the minds of such learners who are supposed to get such education in special schools that are isolated from the mainstream of education system. An arguement stems that special school system leads to isolation in the minds of learners with diversified special needs, inclusive learning implemetation is perceived on Sarva Shiksh Abhinya (India) to ensure achieving the goal of universalization of elemantary education.

Provisions of education for all children are prioritized agenda in Kenya (Gok, 2003) and in the world as a whole (UNESCO, 2001). The main reason why education is important especially in developing countries like Kenya, and more so for special needs children is its perceived role in well-being improvement and subsequent poverty alleviation both at the individual and community level. At the individual level, special needs education is perceived to lead to improved earnings, increased access to health and nutrition (Appleton 2000). This recognition has led to plethora of investment in education; example, education for all (EFA) policies amongst other investment strategies. Despite increased access to education, millions of children with special needs still do not benefit from education. The special needs children continue to languish in poverty one generation after another despite perceived benefits associated with education (UNESCO, 2006). Coleman (1966) examines the relationship between school endorment, teacher qualifications, external school influences and success and he

concluded that the family background explains most of the variations in school achievements. This conclusion draws a line that external circumstances to the school such as family and socio-economical relation if not more have influence on special need children engagement with education rather than internal process of curriculum and instructions.

According to Smith (2008), in order to understand the plight of inclusive education, there is need to critically explore the internal circumstances that influence special needs children educational engagement. Students with disabilities continue to encounter myriad challenges in obtaining educational services; despite the Kenya Disabilities Act (2003), Kenya Basic Education Act (no,14,2013), and Article 54 of the constitution. Due to this, the researcher has decided to explore internal school factors which determine the practise of inclusive learning in public primary schools.

1.2 Statement of the problem

The Kenyan government has created space for children with disabilities to learn in public primary schools. The opportunities would give them equal chances of exploiting their potential to the maximum (Gok, 1999). According to education assessment and resource center (2015), documents in Siaya sub- county office reveal that the numbers of children identified and assessed with disabilities and not enrolled in public primary schools were more compared to those enrolled in public primary schools in Boro division. The ratio of those enrolled in regular

public primary schools compared to those identified and assessed was calculated as 3:10 or less. The officer in charge of EARC observed that the disabled children must have dropped out of schools. It was therefore imperative to carry out a study on determinants of practise of inclusive leaning in regular public primary schools in Boro division of Siaya sub- county, Kenya.

1.3 Purpose of the study

The aim of this study was to investigate the determinants of the practise of the inclusive learning in Boro division, Siaya sub- county, Kenya.

1.4 Objectives of the study

The objectives set to guide the study were;

- i. To explore the extent to which accesbility and adequacy of physical facilities, determine implementation of inclusive learning in public primary schools in Boro division, Siaya sub-county, Kenya.
- ii. To determine the extent to which accessibility and adequacy of teaching and learning resources determine implementation of inclusive learning in public primary schools in Boro division, Siaya sub- county, Kenya.
- iii. To establish the extent to which pre-service and in-service and experience determine implementation of, inclusive learning in public primary schools in Boro division Siaya sub –county, Kenya
- iv. To establish the extent to which classroom management practices influence implementation of inclusive learning in regular public primary schools in Boro division, Siaya sub- county, Kenya.

1.5 Research questions

The research questions set to guide the study were;

- i. To what extent does accesability and adequacy of physical facilities determine implementation of inclusive learning in public primary schools in Boro division, Siaya sub-county, Kenya?
- ii. To what extent does accesability and adequacy of teaching and learning resources determine implementation of inclusive learning in regular public primary schools in Boro division Siaya sub-county, Kenya?
- iii. In what ways does pre-service and in-service training, qualification and experience determine practices implementation of inclusive learning in regular public primary schools in Boro division, Siaya sub-county, Kenya?
- iv. In what ways does classroom management determine implementation of inclusive learning in regular public primary schools in Boro division, Siaya sub- county, Kenya?

1.6 Significant of the study

The findings of the study may be used by the Ministry of Education on the posting of trained teachers in special needs to public primary schools which offers inclusive education learning. This study findings may provide an insight to stakeholders like NGOs and parents to contribute positively towards the provision of physical facilities, teaching and learning resources and teaching support staff to help in the implementation of inclusive learning. The study findings may be a

source of further research areas in topics which are related to inclusive education in public primary schools. The study highlights the experience and challenges that school heads and teachers face during implementation of inclusive learning in their schools.

1.7 Limitations of the study

Mugenda and Mugenda (2003) define limitation as an aspect of research that skews the results negatively which the researcher has no control over.

The limitation was unreturned questionnaires, improperly filled questionnaires and blank questionnaires. The researcher made a repeat of sending the questionnaires to those respective respondents as head teachers, teachers and pupils where they were problems. The researcher was not able to control the attitudes of the respondents which would have affected validity of the instrument used. This was mitigated by explaining to the respondents that the research was purposely for academic work.

1.8 Delimitation of the study

Delimitation is the means by which the study population and the survey areas are reduced to manageable size (Best & Kahn, 2006). This study concentrates on schools offering inclusive learning in Boro division, Siaya sub-county, Kenya. The respondents were school head t, teachers and learners regular in public primary schools in Boro Division, Siaya sub-county because as the respondent they were in a position to provide all the necessary information for the study.

Due to selected method used to collect the data the study may only explore school determinant that had the capacity to determine implementation of inclusive learning in regular public primary schools Siaya sub county, Kenya.

1.9 Basic assumptions of the study

Basic assumptions of the study refers to some assumptions that held to be true if the study is to be carried out successfully. The study had the following assumptions;

- i) All school heads, teachers and learners had relevant knowledge and were competent enough to give accurate information as per the questionnaires.
- ii) Regular public primary schools were offering inclusive learning follows Kenya Institute of Education syllabus.

1.10 Definition of significant terms.

The following are significant terms used in this study and their definitions are based on the contextual understanding of the study.

Classroom management refers to how teachers manage the learners, teaching learning resources, physical facilities as they deliver their lessons in inclusive classroom setup.

Curricular refers to all planned activities that enables learners to acquire and develop desirable knowledge, skills and attitude.

Determinants refer to the casual factors hypothesized to affect outcomes such as demographic population, social, education, economic and cultural factors.

Disability refers to restrictions or inability to perform any task in a manner considered normal for human beings.

Implementation refers to the process of moving an idea from concept to reality.

Individualized education program refers to a programme of education prepared for an individual learner with specific learning difficulties.

Inclusion refers to a belief or values that focuses on the process of adjustment to home school and society so that all individuals regardless of their differences can have opportunity to interact, learn, work, experience the feeling of belonging and development in accordance with their potentials (KISE module 10, Mary Ngugi, 2010).

Physical facilities refers to facilities that make the learner adoptive to the school environment example, special toilets or latrines, special seats, wheel chairs, large doors, large classrooms etc.

Special education refers to a situation that cannot allow an individual to display the reactions and patterns of behavior of normal people in the society.

Special needs refer to conditions, barriers or factors that hinder normal learning and development of individuals.

Stake holders refer to an individual, body, organization that has stake or responsibility or some concern on inclusive education.

Teacher aides refers to those who assist teachers and learners in an inclusive classroom.

Teacher experience refers to the number of years the teacher have been inservice as a teacher.

Teacher training mode refers to the mode through which they were trained i.e full time training (pre service), school based training (in-service).

1.11 Organization of the study

The study is composed of five chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, basic assumption of the study, definition of significant terms and organization of the study.

Chapter two deals with the review of related literature of determinants of inclusive education as the variables that determine implementation of inclusive education. These include, introduction, concept of inclusive learning, advantages of inclusion to children with disabilities, advantages of inclusive learning to non-disabled children, historical development of inclusive learning, the availability and adequacy of teaching and learning resources, pre-service and in-service training and of inclusive education and classroom management practise and inclusive learning, summary of literature review, theoretical framework of the study and conceptual framework.

Chapter three focuses on; research methodology which includes introduction, research design target population, sample size and sampling procedure, research instrument, validity of the instruments, data collection procedure, data analysis

and ethical consideration. Chapter four deals with data presentation and interpretation, data collected, analyzed and discussed the research results. Chapter five provides the result summary of the findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a comprehensive literature review on inclusive education in public primary schools. These included introduction, concept of inclusive education, historical background of inclusive education, availability of physical facilities, teaching and learning resources, teachers training, qualifications and experience, classroom management, theoretical perspective and conceptual frame work.

2.2 Concept of inclusive learning

Inclusive learning is an approach that transforms educational system and other learning environments to the responsive to the diversity of learners. Inclusive learning aims at enabling teachers and learners to feel comfortable with diversity and to see it as a challenge and enrichment of learning environment, rather than a problem. Inclusive learning lays more emphasises on provision of opportunities for equal participation of learners with disabilities (physical, social or emotional) whenever possible into education. however the possibility of personal choice and instances of special assistance and facilities to those in need of them are left open, (UNESCO, 2007).

Inclusive learning is a pair of belief p and methodological practice which allow each learner to feel respected, confident and safe and he or she can learn his or her

potentiality fully. Inclusive learning relies on the bases on a system of values and beliefs that rested on the best interest of the learners. These promotes social, positive interaction with peers and others in the school environment(Cortiella, 2009).

UNESCO (2007), article 24, emphasizes that learners with disabilities should not be isolated from free and mandatory education system on the basis of disability and these people are not excluded from free and compulsory primary education. In Sub-Saharan Africa, most of the children with disabilities are out of school due financial constraints or inadequate physical facilities, lack of qualified teachers, teaching and learning resources to facilitate the implementation of inclusive learning in public primary schools (UNESCO 2007).

In Kenya there has been a series of Education commissions set by the government to handle educational issues related to disabled persons in the country. The Ominde commission of 1964 advocated for children with disability to receive education with non- disabled children in the public primary schools. In 1976, a commission headed by Gachathi was set up to look into the importance of improving education and other relevant services targeting people with disabilities in learning institutions and the communities. The report in regard with people with disabilities recommended the following; each child with disability to possess basic literacy, collection of existing data to establish the extent and the nature of handicaps and needs for provision of special needs education.

The Mackay commission of (1988) referred to as the “The Presidential Working Committee on Education and Training for the Decade and beyond”, looked into particular categories of learners with special needs education. The committee came up with specific recommendations with regard to learners with special needs which includes; the regular teacher to be trained in remedial teaching methodology to enable them to effectively teach children with disabilities, a need for the provision of necessary facilities and equipment to be to learners with special needs learning in programmes development of, appropriate curriculum to suit the need of children with disabilities and develop appropriate language for the learners considering the cultural diversity in the country.

2.3 Benefits of inclusion for children with disabilities

When a learner with disability is placed into regular public school classroom, there are many benefits that can come about for that child. Inclusive learning provides a more stimulating environment as compared the traditional special education school classroom environment (“Rationale for and benefit of inclusion, “2004). This stimulating environment often leads to growth and learning for the special education child. Research findings shows that children with disabilities when put into inclusive programs have more engaged instructional time, and have greater exposure to academic activities (Salend, 2001). Stimulating environment leads to greater academic success.

The regular pupils act as role models, in the regular public primary schools, who also facilitate communication, social and adoptive behaviors (“Rationale for and benefits of inclusion,”2004). The regular pupils provide examples for appropriate classroom behavior, and appropriate social behavior for disabled learners. This modeling usually happens naturally since the expectation in the public schools are high. Often, isolation of children with disabilities in special schools, may lead them not be exposed to any type of appropriate child modeling. Moreover inclusion of disabled learners is the opportunity that they make new friends and share new experiences. The learners beside is exposed to a whole new group of learners of that they are not typically exposed to in the special schools. A disabled learner is in a position develop friendship with his own age peers, which lead to greater acceptance in and outside of the school community. Non-disabled learner becomes aware of the disabled pupil and the concern for rebelling dies (Wood, 1993). This also enables the children with disabilities to develop friendship in their neighborhoods.

Inclusive learning enhances a child with a disability’s to earn self-respect and self-esteem. The child thus begin to develop a sense of self worth with learners and teachers, they start to feeling good about themselves and overall school experience. The learners besides sees oneself as individual in position of sharing some of the experiences and opportunities like their counterparts. (“Rationale for and Benefit of inclusion,”2004).

2.4 The benefits of inclusive learning to the non-disabled children

According Shannon (2004), non-disabled pupils would also benefit when put in the same classroom with the disabled pupils. The first benefit is that inclusive learning receptive of allowing pupils to be more accepting of differences among individuals. Inclusive learning helps non-disabled pupils /children to understand the need of others, and begin to understand and deal with disability in their own lives. (Salend, 2001). Incoming into contact with learners learn with disabilities, the non-disabled pupils can learn that physical, emotional and intellectual differences are part of everyone's world (Wood, 1993). Students begin to have a small taste of diversity of the society on a much smaller scale with the school hence with the classroom. Hopefully, this experience would create tolerance and respect for others with diverse characteristics "Benefits of inclusion classroom for all", (1999).

2.5 Historical development of inclusive learning

Inclusive education has undergone many changes which are described as periods. Each period had its own characteristics relating to the education of special needs children (Smith, 1998). According to Randiki (2002) inclusive education has evolved over the years starting with the period of neglect, private tuition, institutionalization, separation, normalization, deinstitutionalization and inclusion. The neglect period was experienced before the 17th century. During this period, people with disabilities all over the world were considered not socially and physically capable. Their state of disability made them not easily accepted

and regarded as part and parcel of the family and community. For this reason, people with disability suffered neglect and rejection.

Some African communities used to throw such children in the bush because mothers were expected to give birth to healthy babies. The people of Sparta in Greece used to kill babies with distinct disability features. In the United States of America, until 19th century, a great majority of pupils considered to have disabilities, were not considered worth of formal education, even though they were perceived as brother and sisters who were part of the community. The 18th century individuals and families saw the potential in children with disability and started to teach them at family levels (private tuition). Benjamin Rash, a physician in the late, 1700s, was to be pioneer to introduce the concept of educating persons with disabilities. Other people such as, Napoleon Parta 1 (1768-1780), Edward Seguin (1812) and Jean Marc- Itard (1798) all from France proved through teaching activities that it is possible to educate children with disabilities.

Institutionalization period was when the disabled persons were placed under residential facilities. This was started in USA at the conclusion of the American war of independence in 1783. To the children, it was to protect them from neglect and to provide higher level of care and corrective rehabilitation with the objective of returning them home in Kenya; these first institutions were set up by churches and gave special services and education. Persons with disability who went through such institutions got so much of vocational education and rehabilitation at the expense of academic work.

Separation period came in place, as it was realized that children with special needs in education could not learn alongside the disabled children due to their special educational needs. This resulted into special programmers' for example, Thika school for the blind-1945, Saint Oda, Siaya for the blind- 1961→Island special school, Mumias school for the deaf – 1961 for the physically handicapped – 1962. These included special schools, units for children with disability, juvenile homes, small homes approved schools in special schools, and these children were separated from their families, and they lived artificial life, the children lacked social interactions and they lived in a restricted environment. All these factors made the disabled children not to fit well in the society from the residential schools. In that chronological order, separation period was phased out and replaced by normalization period. A group of schoolers including Dunn (1968), Dybwad (1964), Reynolds (1962) and Wolfens burger (1972), begun advocating for the rights of students with disabilities to learn in a more normalized school environments with their peers. For the first time, and on a fairly wide basis, the restrictions imposed by segregated institutions, special schools, and special classes were presented as problematic. Normalization included deinstitutionalization, regular education initiative, least restrictive environment, integrated to inclusion.

Deinstitutionalization is the process of releasing children with special needs confinement of residential institutions into their local community. It was felt that children had to be within their own societies not far away from the family. Some

were placed within the regular schools, example, Aga Khan Unit for the deaf (1958) was attached to Aga Khan primary school. Others were placed in small homes, attached to regular schools. Condition that contributed to deinstitutionalization were; some residential institutions offered little cash to the children, some institutions were very dirty and repulsive and only few institutions provided human treatment.

The department of special education office and rehabilitation in th the USA issued the regular educatio initiative (REI) (Will, 1986).

Regular Education Initiative is a philosophy which states that, mainstream education rather than special education should be primarily responsible for the education of students with disabilities. The primary corncern of the REI was to develop ways to serve special students with disabilities in a mainstream classroom by eengaging special education initiative to develop partnership with the mainstream education (Reynolds& Birch, 1988). At this level provision of education was at integration level. During integration, children with special needs had to pass a test so as to qualify for integration.

Some philosophers came up with what they a least restrictive environment philosophy. A learning environment should be modified to facilitate the learning needs of disabled children within regular schools. When environmental modifications are done such that children with special needs learn without any hindrance, then that is the desirable environment which is least restrictive. The school administrator in the regular classroom must modify the physical

environment- large paths, large classrooms, modified desks, modified toilets, and in structural strategies to accommodate students who are within and outside the class.

There was advocacy for integrating involves the transfer of learners disabilities from special school to regular school and from regular classes to special class to regeneral education classroom part or full time (forest, 1987). It is sometimes referred to as mainstreaming.

In the U.S integration started full swing from 1900, this was done through units within regular schools, Smith (1997). This method did not work well because the children were still seen as disabled which discriminated them within the same school. The teachers within the regular schools were not sensitized, lack of specialist teachers to work with them contributed to the failure of few willing teachers who would have taught disabled children. Inclusion period came after the international year for the disabled in 1981. It was seen that children with disabilities who went to regular schools got better education than those who went to special schools. This made them aware that provision of education through inclusive approach was the best option.

Inclusive learning is an approach in which the learners with special needs receive education, services and support appropriate to their individual needs within public settings (UNESCO, 2005). Inclusion as a philosophy came to its climax with the Salamanca statement during the world conference in special needs education held

ii Salamanca, Spain in 1994. Inclusive education is now being practiced in many countries of the world including Kenya, Britain, USA, Uganda and Scandinavian countries.

2.6 Accessibility and adequacy of physical facilities and inclusive learning

The availabilities and adequacy of physical facilities for teaching and learning forms an important determinant of quality education (Rok, 2003). Learners with specific disabilities require special education resources both at individual and school levels, depending on the nature of their disabilities. According to Ainscow (1998), schools need to be structured in order to address effectively to the needs of all the learners. Due to the high cost of physical facilities, it still remain a challenge to the governments goal to provide education to all children which is in line with education for all, Kithuka (2008) found out that desks, toilets and classrooms ramps were not adopted for use by sew learners. In view of this, the Kenya government has set up separate school founding programs to facilitate the construction of physical facilities in public primary schools. Such finding includes infrastructure funds, national constituency fund. With the full construction and renovation of these physical facilities in the public primary schools, learners would be comfortable, safe and learning would be enjoyable, hence effective implementation of inclusive learning in public primary schools. The study by Otieno (2012) explored that accessibility of physical facilities very much wanting for the implementation on inclusive learningin Ugenya. However my study went

further to establish whether adequacy of these physical facilities would facilitate implementation of inclusive learning in public primary schools.

2.7 Accessibility and adequacy of teaching and learning resources and inclusive learning

Learning is a process of acquiring knowledge, skills and attitude through observation, manipulation by use of instrumental resources, Manda (2012) states that, differences in special materials in schools seem to account for differences in achievements. Teaching and learning resources such as books, charts, visual aids, large prints have some bearing in school performance. Schools with relevant and adequate teaching and learning resources perform well both at school level and national examinations (Rok, 2008). According to KIE (2003), teaching and learning resources stimulate the total growth and development of pupils in schools. The availability of teaching and learning resources and their effective use reflect on quality of lesson delivery. This is because the resources play crucial role in understanding of concepts, skill and attitude to the learning child. Otieno (2012) in his research observed that, teaching and learning resources are important for effective teaching in the classroom as they make learning real, practical and enjoyable both to the learners and to the teachers.

In Denmark, the government makes inclusion possible through the provision of learning and teaching material.. Teaching and learning resources are allocated in response to assessment of the needs and not as a privilege. This way, the schools

can access and obtain all the teaching and learning resources they require to promote learning for children with special needs.

2.8 Teacher training and experience and inclusive learning

Training teachers on special needs education is to provide or equip them with knowledge, skills and right attitude for teaching. Teacher training is generally considered a significant factor in implementation of quality education (UNESCO, 2004). In Kenya for a long time, few teachers were sent abroad for training in special needs education. Those that later trained in Kenya were through the churches and other institutions. Each institution could only train one particular disability; High Bridge Teachers College trained the visual impaired, Jacaranda Special School trained mentally impaired and central teachers college currently Kenya Institute of Education for hearing impaired.

It was not until 1986 when Kenya Institute of special education was constituted through legal notice No 17 of 14th February, 1986. KISE trained teachers both at certificate and Diploma levels through pre-service and in-service programs. According to Koech report (1999), recommended that regular primary school teacher trainees be given more content on children with special needs so as to be able to meet the special needs of learners in their classroom. To ensure that children have access to quality education in regular schools, KISE in the year 2000 embarked on aggressive nationwide distance learning training programs for primary school teachers and those working with children with special needs. It

was expected that by 2015 all public schools in Kenya would have at least one trained teacher in special needs as a resource person for learners with special needs. (KISE MODULE, 18) KISE trains all teachers in certificate and diploma but does not have the capacity to meet the demand (MOE, 2015). Currently Kenyatta University, Maseno University, Jaramogi Oginga Odinga University offers both bachelors and Masters of education in special education. If inclusive education is to become a reality, there is need for teacher education to involve every teacher in every school as well as those training as teachers in special education (UNESCO, 2008).

Research by Ajowi (2013) in Kisumu, showed that dropout rate of learners with disabilities were consistent with the more teachers trained in special needs retained more learners with disabilities as compared to those with few professionally trained teachers. There should be clear policy to help solve the challenges facing the training of teachers on special needs. According to (UNESCO, 2007) there are inadequate special learning facilities for children with various disabilities like hearing aids, Braille materials, type writers, spectacles, white cones. Large prints. The outdated assessment equipment used at the time of admission of children with special needs in education in schools. This may lead some children getting placement to schools and in classes which leads to wrong teaching and learning. However the Kenyan Government has set aside grants which were aimed at facilitating procurement of necessary teaching and learning materials and equipment by waving duty in specialized equipment and incentives

for use in the production of such equipment's to reduce the cost (Rok, 2005). Kenya Institute of Education does produce teaching and learning materials, but they do not give much preference to regular children than the special needs education sector. This biasness has led to inadequate supply of teaching and learning resources to children with special needs education making teaching in the inclusive program very challenging (Rok, 2005).

2.9 Classroom management practices and inclusive learning

Inclusive classroom looks different all the time because the environment is created by kind of interactions the teachers (both regular and special education) have as a group or as an individual in the group. In normal situation, it is a classroom where learning often happens in small groups with peers helping and supporting each other. There should be a lot of time for interaction that are meaningful to the curricular expectations. The classroom is learner-centered. A key characteristic of an effective teacher is classroom management Emmat (1981). Effective classroom management has been found to contribute more to school learning than does curriculum design, motivation, home support Wang (1993). Classroom management strategies should not be neglected when planning for inclusive schooling Rogers (1993). Classroom management have huge impact on the teachers' morale and their classroom performance, since the teacher handles pupils with varied disabilities he or she should prepare an individual educational program (IEP) for each learner. An IEP ia a written statement that

describe what the teacher use to meet the specific need of each learner in an inclusive classroom teaching (KISE MODULE 10). An ideal inclusive classroom allow each learner to pursue learning at his or her pace, allow team teaching, encourage peers to interact with each other and assist as they learn where necessary, create room for free movement in the class and allow teacher aides and social workers in the class during the lesson (The key factors in the study include- class population, different disabilities in class and management support). While the concerted efforts are being made to improve classroom management of inclusive education, daily challenges for most teachers working conditions and motivation remains the same or worse (Mackovia, 2003). Most of public primary schools are overcrowded in terms of pupils' population. The influence came about due to free primary education (FPE) in 2003. The physical facilities that were available became inadequate and inappropriate to inclusive education. The majority of classrooms in public primary schools had not been modified to cater for the increased number of pupils to come (Wangio 2014). The inappropriate, inadequate teaching and learning resources in the schools resulted in children developing learning difficulties as the teachers based their teaching on materials which are not within the mental age of the child with inflexible teaching strategies in the classroom which affect the children with disabilities (Nieti, 1994).

(UNESCO, 2007), for effective teaching and learning to be achieved in the class, the class teacher should have teacher aide in the class. The teacher aide will assist

the disabled children as the teaching goes on e.g. the teacher aide will offer sign language interpretation to those pupils who are not able to hear, move physically disabled to position where they would be able to see and write and help in typing for those using the Braille typewriter in class. The professionally trained staffs such as social workers, nurses, sign language interpreters may serve on a given pupil educational need by providing both direct and indirect support. Instead of grouping individual pupils from smaller group of students with similar disabilities from class to work on specific therapy objectives, related service provider would support each pupil within the general classroom to perform the challenging skills both directly and indirectly. All these, effectively put in place would motivate the teacher and proper teaching would be realized. While the findings of Macharia (2003) revealed that classrooms were overcrowded, with unfriendly classroom arrangements, the current study however wants to investigate if there were classroom management strategies like team teaching, support staff, teacher aides to facilitate learning hence, and the implementation of inclusive learning in public primary schools.

2.10 Summary of the literature review

Inclusive learning is the process of addressing the learners needs within the mainstream of education using all available resources thus, creating opportunity for learning in preparing them for life. Equality, access and opportunity to education are emphasized by serving schools and system hence change them

rather than learners. The review of schools involves physical facilities, teaching and learning resources, teachers training and qualifications and classroom management. The literature review on the study focuses on other studies carried out on some elements of inclusive education, Otieno (2013), carried out a study on institutional factors influencing implementation of inclusive education in public primary schools in Ugenya District. Nyaigoti (2013) studied institutional factors influencing implementation of inclusive education in public primary schools in Rigoma Division, Nyamira County. Onyuka (2014) school based factors influencing implementation of inclusive education in public primary schools in Homa Bay District. None of these studies focused on determinants of implementation of inclusive education in Boro Division, Siaya District in particular. This study aims at filling the gap!

2.11 Theoretical framework

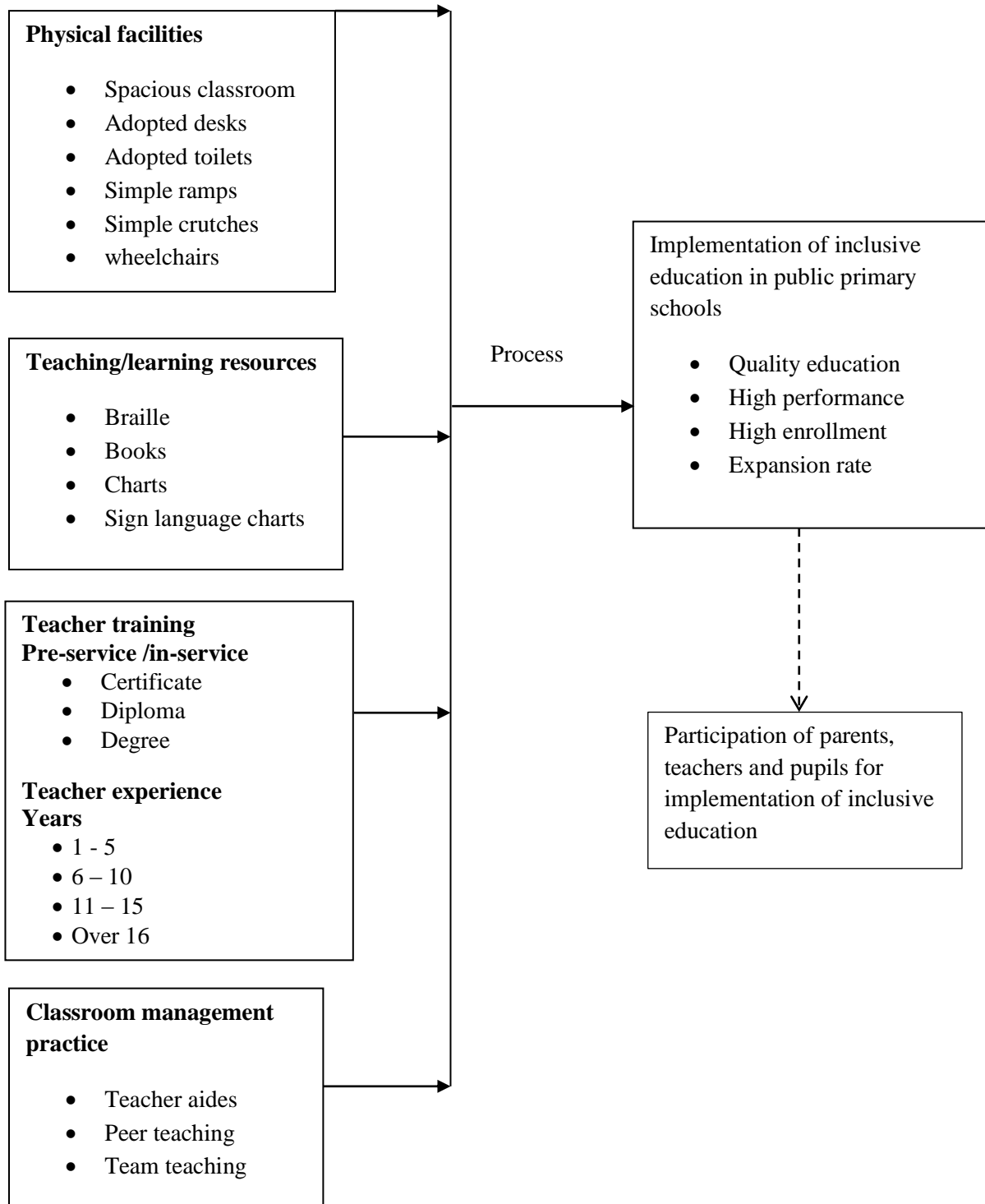
The study is guided by leadership obstacle course model proposed by Neal Gross (1971). The theory grew out of Neel's desire to determine the success or failure of an organization. The model states that for implementation of any programme, the teachers should neutralize resistance by providing five conditions to the organization members. The conditions include; the questions of facilities, individual skills and capacity, attitudinal development and clarity of what are to be done during the implementation. This model is relevant and applicable in this study because the teachers must have the relevant physical facilities to

accommodate the disabled pupils in regular public schools. The teachers must be trained in special needs education to acquire the knowledge and skills which would enable them to handle the disabled pupils in regular primary schools. The school community that is the teachers, parents and pupils need to be sensitized on what inclusion is all about. This would change their attitudes positively on how to handle and interact with the special needs children both inside and outside the school. The disabled children should need to be provided with teaching and learning resources in the school. The schools should also be modified to be barrier free so as to accommodate both disabled and non-disabled. Once the conditions are realized there would be no resistance to inclusive education in public primary schools.

2.12 Conceptual framework

According to conceptual framework, high enrollment, good performance and expansion rate of pupils with inclusive settings is determined by availability of physical facilities, teaching and learning resources, teacher training and experience and classroom management as illustrated in Figure 2.1

Figure 2.1 Relationship between dependent and Independent variables.



Source: Adopted from ideas of Riesers Social model

The conceptual model shown in Figure 2.1 outlines independent and dependent variables related to determinants of inclusive education. The independent variables are physical facilities, teaching and learning resources, teacher training and experience, classroom management practice through the process of teaching and learning, the dependent variables are quality education, high performance, higher enrolment and expansion rate due to good participation of teachers, parents and pupils.

The framework shows that implementation of inclusive learning is influenced by physical facilities such as desks, classrooms, special adopted desks, adopted toilets and ramps. With the availability of these resources then there would be effective implementation of inclusive learning. Similarly teachers training which involves pre-service and in-service which results into different qualifications such as certificate, diploma and degree. The training and experiences teachers had gained did equip them to overcome the challenges in inclusive education hence proper implementation of inclusive learning in public primary schools, similarly teaching and learning resources such as braille, books and large prints are important for effective implementation of inclusive learning. Classroom management practices which involves team teaching, support staff, (braille readers, sign interpreters, teachers aide) had a great impact on the implementation of inclusive education. If the four variables were properly used in the process of teaching and learning to suit the needs of disabled pupils this would lead to quality education, high performance, high enrollment hence education for all.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter identified the methodological approaches appropriate to the study. It covers research design, targeted population, the sample size, and sampling techniques, research instruments, instrument validity, reliability of the instruments, data collection procedures, data analysis techniques and ethical consideration.

3.2 Research design

A research is a systematic plan or a strategy for conducting the research. Therefore, it outlines how specific activities may be conducted and brought to successful closure (Orodho, 2004). The study was conducted using a descriptive survey method. Mugenda and Mugenda (2003) defines as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Mugenda and Mugenda (2003) Mugenda and Mugenda further argues that a descriptive survey is descriptive survey is most suitable when the purpose of a research is to create a detailed description of an issue. The study assessed the determinants of implementation of inclusive education that already exist making the design appropriate for the study (Mugenda and Mugenda, 2003).

3.3 Target population

Best and Kahn (2006) defines a target population as any group with one or more characteristics in common that are of interest to the researcher. The study targeted population consisted of 35 head teachers, 268 class teachers and 1780 pupils. The total targeted population was 2060 respondents (County Director of Education, Siaya Sub- County).

3.4 Sample size and sampling techniques

According to Mugenda and Mugenda (2003), defines a sample as a smaller group obtained from the accessible population to be a representative of the whole population with the relevant characteristics. Sampling is defined by Orodho (2004) as a process of selecting a subset of cases in order to draw conclusions about the entire set. Gay (1992) suggested that when dealing with large population descriptive study could work with minimum sample, 10 percent and at least 20 percent for smaller population. In this study, the sampling unit was the public primary schools offering inclusive education. Simple random sampling was used to sample 12 schools out of 35 schools in the division. All school heads from 12 schools were involved because their offered inclusive education. In this study Simple random sampling was used to select three class teachers from each school adding up to 36 class teachers. Simple random sampling was used to select 30pupils from class 4-8 in each of the sampled schools. The table 3.1 represents sampling matrix showing category of respondents, target population and sample size.

Table 3.1 Sample matrix

Category of correspondents	Population	Sample
Head teachers	35	12
Teachers	268	36
Pupils	1780	360
Total	2060	408

The head teachers were selected because they were charged with the institution management functions. The teachers were selected due to their central role they play in implementing the curriculum of inclusive education in the schools. The pupils were selected as the consumers or the beneficiaries of inclusive education under the study.

3.5 Research instruments

In the study, questionnaires were used. Questionnaire was preferred in this study because they elicit confidential information, can be used for large sample and easier to administer (Kombo & Tramp, 2000). The researcher used questionnaire guides for head teachers, teachers and pupils. This is because questionnaires were structured in simple terms and needed no explanation.

3.5.1 Questionnaires

The questionnaires for head teachers were divided into section 1 and section 11 where section 1 consisted of information on demographic, gender, age, length of

service, highest academic qualification and highest professional qualification. Section 11 was divided into two parts A,B,C and D where A consisted of teachers attitude, B consisted of physical facilities, C head teachers training qualification and experience and D, teaching and learning resources and most of the questions were open . The pupils questionnaires comprised of questions on gender, age, disabilities, physical facilities, teaching and learning resources. The questionnaire for head teachers consisted of both closed and opened questions. The questionnaires for teachers consisted of two sections where section 1 had demographic information of teachers gender, age bracket, highest academic qualification and teaching experience. Section II was divided into – A, B and C. Where A, was on physical facilities, B, teachers training qualification and experience, C teaching and learning resources. The questionnaires for pupils comprised of questions on gender, age, disabilities, physical facilities, teaching and learning resources and method of teaching. The open- ended questions were used to get the in-depth information from the head teachers, while closed- ended questions were used to guide the respondents..

3.6. Validity of the instruments

Mugenda and Mugenda (1999) didn't state that, validity is the degree to which results obtained from analysis of the data actually represents the phenomenon under examination.

According to Best and Kahn (2006), validity they defined as the quality of data, gathering instruments or procedures that enable it to measure what it is supposed to measure. To test the validity of the instrument, a pilot study was conducted. Bell (1993) state that, the purpose of a pilot exercise is to get the bugs out of the questionnaires, as this would help the participants in the main study not to experience any challenges in completing it and so that one can carry out a preliminary analysis to see whether the wordings and format of the question would present any difficulty when the main data is to be analyzed. The pilot study targeted 2 head teachers, 6 class teachers, and 20 pupils. The respondents from the pilot study whom included head teachers, teachers and pupils were excluded from the main study. The results from the pilot study represented the accuracy of the variables hence the validity of the instrument.

3.7 Reliability of the instrument

According to Mugenda and Mugenda (2003), defines reliability as a measure of degree to which a research instrument yields consistent result. But according to (Greenwood, 2012), defines reliability as a measure of the degree to which results instrument produces consistent result after repeated trials. To establish the reliability, the researcher controls random error by checking and correcting the accuracy in coding, interviewee bias and ambiguous instructions of the subjects. The reliability of this study was assessed by use of test and retest technique. to establish co-efficient of internal consistency of the research instrument. This method involved giving the same questions to the same respondents after 2

weeks. Comparison between the responses were obtained in the two tests, were made using Karl Pearson correlation Coefficient formula(s) as indicated bellow.

A pear son's product moment correlation coefficient formula was used;

$$r = \frac{N \sum dx dy - (\sum dx)(\sum dy)}{\sqrt{N \sum dx^2 - (\sum dx)^2} \times \sqrt{N \sum dy^2 - (\sum dy)^2}}$$

Where

N= the number of respondents

X= the score of respondent on one variable

Y= the score of a respondent on the other variable.

A coefficient of 0.80 or more according to Mugenda and Mugenda (1999) will simply show that there is high reliability of data. The reliability of data was 0.78 hence, the instrument was deemed reliable.

3.8 Data collection procedures

The researcher sought permission first from the national commission for science technology and innovation after receiving an introductory letter from the University of Nairobi. Thereafter the researcher sought clearance from Siaya County Commissioner, and Siaya County Director of Education. The researcher also sought permission from head teachers of the sampled public primary schools while booking an appointment with each head teacher setting a time table. The

researcher then visited the schools to administer the instruments and collected after two days each.

3.9 Data analysis techniques

The researcher analyzed data by checking gathered raw data for accuracy, usefulness and completeness. Tabulation of Quantitative data in the form of pie charts table and graphs and then processing information from the respondent and arrange into theme using the research question as interpretative and narrative report was written to the correct situation of the inclusive teaching. The analyzed data therefore formed the basis for the research findings, conclusion and recommendations for the study.

3.10 Ethical considerations

Ethics are concerned with the perspective of rights and proper conducts (Israel & Hay, 2006). According to Cohen, (2000) ethics in a piece of research should be designed to meet the specific project needs and ideally be beneficial and of no harm to either the correspondents or the researchers. In consideration to ethics, before involving any respondent in this study the researcher sought consent from school head, teachers and pupils. The researcher guarded total confidentiality, privacy of the respondents, school head, teachers and pupils' identity. The researcher was honest and was within the topic under the study. The researcher provided the same treatment to all the respondent.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the data collected, its interpretation and analysis. The study aimed at investigating the determinants of the implementation of inclusive learning in public primary schools in Boro division, Siaya sub- county, Kenya.

The study was based on the following objectives to determine the extent to which accesabilty and adequacy of physical facilities, determine the implementation of inclusive education in public primary schools in Boro division, Siaya sub county, to determine the extent to which availability and adequacy of teaching and learning resources, determine the implementation of inclusive education in public primary schools in Boro division, Siaya sub county, to establish the extent to which teacher training and experience, determine the implementation of inclusive learning in public primary school Boro division Siaya sub county, Kenya and to establish the extent to which classroom management practices influence implementation of inclusive education in public primary schools Boro division, Siaya sub county.

Presentation of data was in form of graphs tables and charts and percentages, the results of the study was based on research questions.

4.2 Questionnaire return rate

The researcher used a sample of 12 head teachers, 36 class teachers and 360 pupils. All the school heads returned their questionnaires. However, 33 class

teachers and 241 pupils returned their questionnaires. This questionnaire return rate was satisfactorily for the study. Table 4.1 below shows the questionnaire return rate.

Table 4.1
Questionnaire return rate

Respondents	Sample	Questionnaires returned	Percentages
school Head	12	12	100
Teachers	36	33	91.7
Pupils	360	241	66.9
Total	408	286	70.0

Out of the school heads who participated in the study, 8 (66.7%) were males, while 4 (33.3%) were females. There were 21 (67.7%) males and 10 (22.3%) female teachers and 102 (42.3%) were male while 133 (57.7%) female pupils as shown in Table 4.2 . There was a high return rate as indicated in the table 4.1. This response rate was excellent for statistical inference as it conforms to the standards held by Mugenda and Mugenda (2003) which states that, a response of 70% and over is appropriate for an analysis of a study.

4.3 Demographic information of correspondents

In this section, the researcher sought to determine the correspondents' demographic information which included gender, age, experience, academic qualifications and professional qualifications in order to establish whether they

have relationship with the implementation of inclusive learning in Boro Division, Siaya Sub-County, Kenya.

4.3.1 Gender of respondents

The school head, teachers and the pupils gender were stated on table 4.2

Table 4.2

Respondents

	Male	Percentage	Female	Percentage
School head	8	66.7	4	33.3
Classroom teachers	21	67.7	10	22.3
Pupils	102	42.3	133	57.7
Totals	131		147	

From the findings the table 4.2 reveals that majority of school head were males of 8 (66.7%) compared to female school head who were 4 (33.3%). The male teachers were 21 (67.7%) and female were 10 (22.3%). This shows that most schools the males teachers dominated the female teachers. The pupils males were 102 (42.3%) while the female were 133 (57.7%). This one shows that the female pupils were more than the male pupils in sampled primary schools in Boro division.

4.3.2 Age bracket of respondents

The school head , teachers and the pupils age bracket were stated on table 4.3

Table 4.3

Age bracket of respondents

Respondents	Ages(yrs)	Frequency	%
school head	31-40	5	41.7
	40 and above	7	58.3
Total		12	100.0
Classroom teachers	21-30	9	29.0
	31-40	15	48.4
	41 and above	7	22.61
Total		31	100.0
Pupils	9-11	56	23.8
	12-14	102	43.4
	15-17	77	32.8
Total		235	100.0

From Table 4.3, it is evident that the majority of school head were above 41 years of age as they constituted 58.3%. The findings also show that majority of teachers were between age groups (31-40) years as they constituted 48.4%, while the majority of pupil were between age bracket of (12-14) years, 43.4%. These findings indicate that the teachers were mature enough to handle the challenges of pupils with disabilities in their schools of inclusive learning, while the pupils were of good ages to be in primary schools.

4.3.3 School head and teachers' years of experiences

The study sought to investigate how head teachers and teachers experiences determine implementation of inclusive education.

4.3.4 Years of experience of school head

The school head years of experiences were stated on Table 4.4

Table 4.4

School head years of experiences

Years	Frequency	Percentage
1-5	1	8.3
6-10	4	33.3
11-15	5	41.7
Above 16	2	16.7
Total	12	100.0

The Table 4.4 indicates that 41.7% of school head had leadership experience of between 11-15 years, and this is followed by 33.3% of them whom had between 6-10 years. While 16.7% had above 16 years of experience. From the Table, it shows that most school head were experienced in teaching and therefore their leadership skills would facilitate the implementation of inclusive education in their schools. The findings conform to that of Gichona (2009), that head teachers

experience was deemed adequate to handle learners in public primary schools offering inclusive education.

The teachers years of experiences were stated on table 4.5

Table 4.5

Teachers years of experiences

Years	Frequency	Percentage
1-5	8	24.2
6-10	12	36.4
11-15	10	30.3
Over 16	3	9.1
Total	33	100

In this study teachers have valuable experience. This is evident by fact that a total of 75.8% of teachers have taught for more than five years. With this wealth of experience, the teachers would be able to apply their previous encounters to handle the current challenges in their classes while teaching.

4.3.5 Disability of pupils

The teachers were asked to classify the nature of disabilities in their schools which was stated on table 4.6.

Table 4.6

Disability of pupils

Disability	Frequency	Percentage
Hearing	12	15.8
Talking	6	7.9
Walking difficulties	20	26.8
Low vision	32	42.1
Learning difficulties	4	5.3
Holding	2	2.6
Total	76	100

Table 4.6 reveals that most pupils with disabilities had low vision 42.1% , while the majority of pupils had holding, and those with walking difficulties comprises of 26.3% . This finding conforms to Jemila (2011) who stated that the learners' disability will influence the nature of teaching and learning resources which are suitable to facilitate their learning. From the results each school should only avail the teaching and learning resources as per the need of the pupil in their schools.

4.3.6 The intensity of disability of special needs children in the schools

The class teachers were requested to categorize the disabilities of their pupils as mild, moderate or severe. The class teachers responded by giving the findings below as stated in the pie-chart.

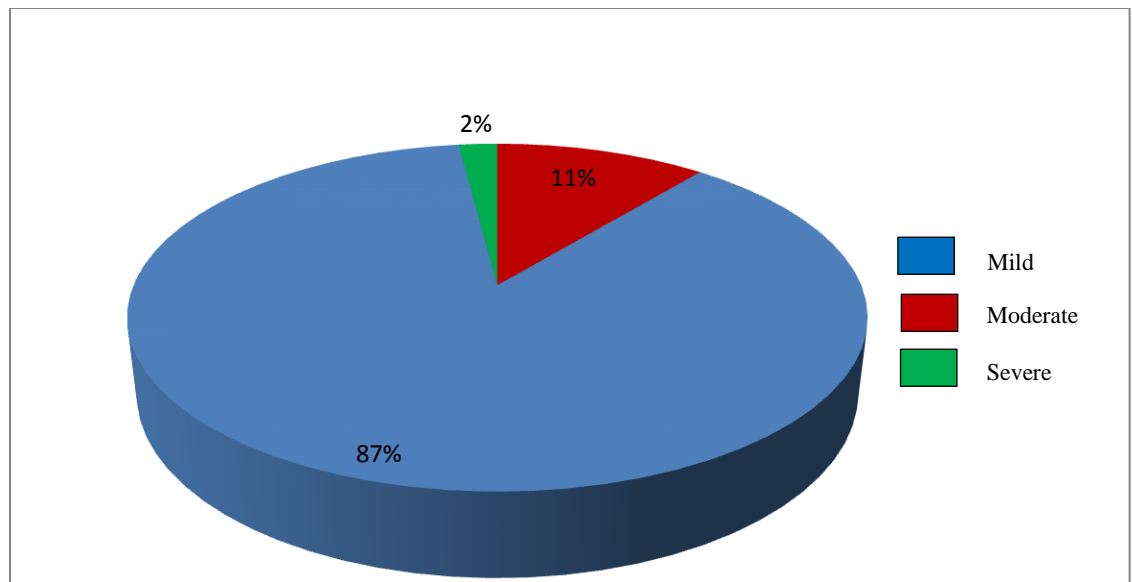


Figure 4.1 The intensity of disability in special needs learners

The figure shows that the majority of learners in inclusive education are under mild category of 87%, 11% moderate while severe are 2. This shows that it is practical for teachers in public primary schools to handle pupils whose condition of disabilities is mild and moderate but not severe. The severe cases should be put under different placements.

4.3.7 Comfortability of non disabled children learning together with disabled children

The study wanted to establish if the non disabled pupils were comfortable in learning together with pupils who were disabled. Figure 4.2 Learners responses on whether they were comfortable to learn with pupils with disabilities in the same classroom.

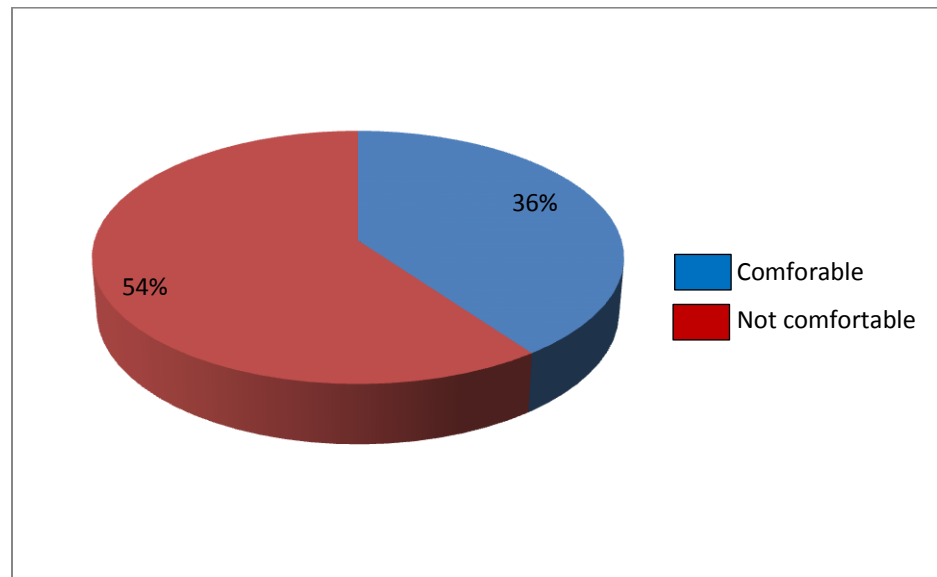


Figure 4.2 Comfortability of non disabled children learning together with disabled children

From the result got, majority 54% of the non- disabled pupils were not comfortable being put to learn with pupils with disabilities in the same class. The findings mean that the non disabled children were not comfortable learning together with disabled children. This could have a negative effect on teacher's implementation of inclusive education if the pupils were not guided and

counselled. They were not asked to state their reasons for the same. A part of the questionnaire required teachers to calculate a number of children enrolled but dropped out school.

4.3.8 Pupils dropout from school

The researcher wanted to establish if there were dropouts of pupils of various disabilities in schools. 4.3.7 Comfortability of non disabled children learning together with disabled children

Table 4.7

Pupils dropout from school

Category	Frequency	Percentage
Blind	9	32.2
Hard of hearing	6	21.4
Mental	10	35.7
Physcial	3	10.7
Total	28	100

From the study it was revealed that pupils who were enrolled in inclusive education had dropout. The nature of disability was established as stated in the Table 4.7.

The most affected category was the mentally disabled of 35.7% followed by the blind cases of 32.2%as hard of hearing 10.7%. The study revealed that teacher

had negative attitude towards them. This was due to nature of disability which could not make the teachers adoptive to the rest of the class. The findings conform to Otieno (2012) who stated that teachers had negative attitude towards pupils whose conditions of disabilities were severe.

4.4 Accesability and adequacy of physical facilities of inclusive learning

The resercher sought to investigate from the head teachers if the physical facilities available could facilitate the implementation of inclusive learning in public primary schools, the school heads were required to state whether the physical facilities in the schools were structured to accommodate learners with special needs. Figure 4.3 represents their responses.

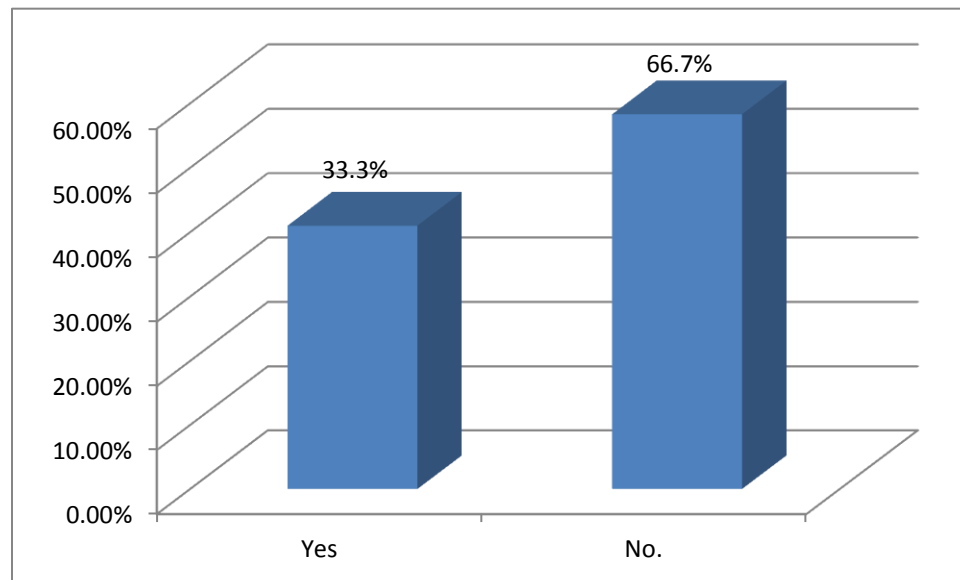


Figure 4.3 Accesability and adequacy of physical facilities

Figure 4.3 School heads responses on whether the physical facilities in their schools were structured to accommodate learners with special needs. Majority 8(66.7%) of the school heads indicated that physical facilities in their schools were not structured to accommodate learners with special needs, this agreed with the teachers responses as the majority of teachers who responded that their classrooms did not have physical facilities to accommodate learners with special needs.

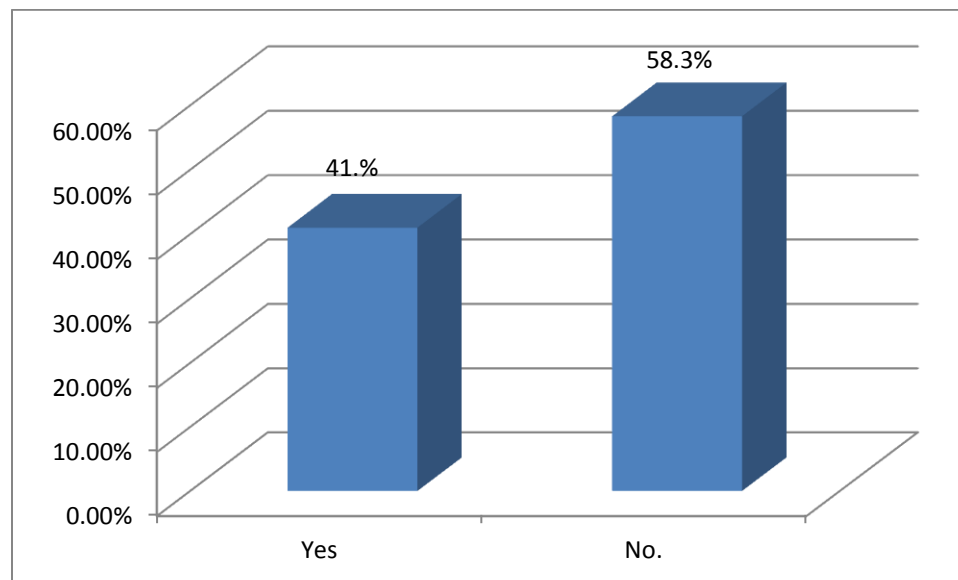


Figure 4.4 The teachers' responses on adequacy of physical facilities

Teachers' responses on whether the physical facilities in their classes were adequately structured to accommodate learners with special needs. The study further wanted to find out from class teachers whether physical facilities in their classrooms were adequately structured to accommodate learners with disabilities. The revelation got was that 21 (58.3%) of teachers responded by stating that, the

physical facilities in their classes were not structured to accommodate the disabled children. The findings from the head teachers and the class teachers show that the physical facilities both within the compound and classrooms had not been structured to facilitate implementation of inclusive education. These findings corresponds to findings from the republic of Kenya (2005) report which stated that inclusive learning was faced with lack of appropriate classrooms. These findings are in line with UNESCO (2008) noted that there is still inappropriate infrastructures like buildings or toilets to making learning environment unfriendly for disabled children. The findings means that due to lack of physical facilities, the implementation inclusive education may not be implemented effectively.

Table 4.8

Adequacy of physical facilities for learners with special needs

Responses	Frequency	Percentage
Yes	3	25.0
No	9	75.0
Total	12	100.0

The findings shows that the majority 9 (75%) of head teachers said that, the available physical facilities structured both within and outside the classroom to accommodate learners with special needs were in adequate. From the findings it shows that most schools (58.3%) have not structured physical facilities and (75%)

of the structured physical facilities are not adequate to facilitate implementation of inclusive education in Boro Division, Siaya Sub- County, Kenya.

4.5, 4 Accesability adequacy of teaching and learning materials and inclusive learning.

To establish the availability and adequacy, of teaching and learning resources that facilitates implementation of inclusive learning in public primary schools, the head teachers were asked whether they had teaching and learning resources to accommodate disabled children in their schools. Tables 4.9 show their responses on whether they had teaching and learning resources to accommodate disabled children in their schools.

Table 4.9

4 Accesability of teaching and learning resources

Responses	Frequency	Percentage
Yes	5	41.7
No	7	58.3
Total	12	100

Finding indicates that majority 7 (58.3%) of the school heads did not have teaching and learning resources to facilitate implementation of inclusive learning in their schools. The 5 teachers with (41.7%) stated that their schools had teaching

and learning resources but were not enough and in some cases very old. The findings means that teaching and learning resources which are prerequisite for proper implementation of inclusive learning was inadequate or even lacking then implementation of inclusive learning would be at stake.

The researcher sought to establish the basic materials class teachers need for effective implementation of inclusive learning by listing the ones they had in their schools .

Table 4.10

Accessibility of basic resources for effective implementation of inclusive learning in schools

Resources	Number
Textbooks	30
Hearing aids	21
Visual aids	43
Braille and Braille machines	9
Large printed charts	32
Sign language charts	6
Spectacles	26
Abacus	4

N= 33

Various class teachers were asked to list teaching and learning materials they had in their classes that would facilitate implementation of inclusive education. The responses from the majority of teachers were large prints, spectacles for those children with visual problems, sign language charts for those children with speech problem, according to UNESCO (2005), there are no special facilities for children with various disabilities like hearing aids, Braille materials, spectacles. In these case this resources were not adequate companied to the number of pupils with disabilities that uses them. The finding mean that inadequency of these learning resources would impede the implementation of inclusive learning in schools.

4.5.1 Instruction support during implementation of inclusive education.

Inclusive education requires the professional teachers, aides, sign language and interpretation for the same. Irregular teachers to be supported by other professionals in the classroom for efficient and effective lesson delivery. To access if such professionals determine implementation of inclusive education, the researcher posed questions to the class teachers on the same. Figure 4.5 shows teachers' responses on whether other professionals assist in lesson delivery.

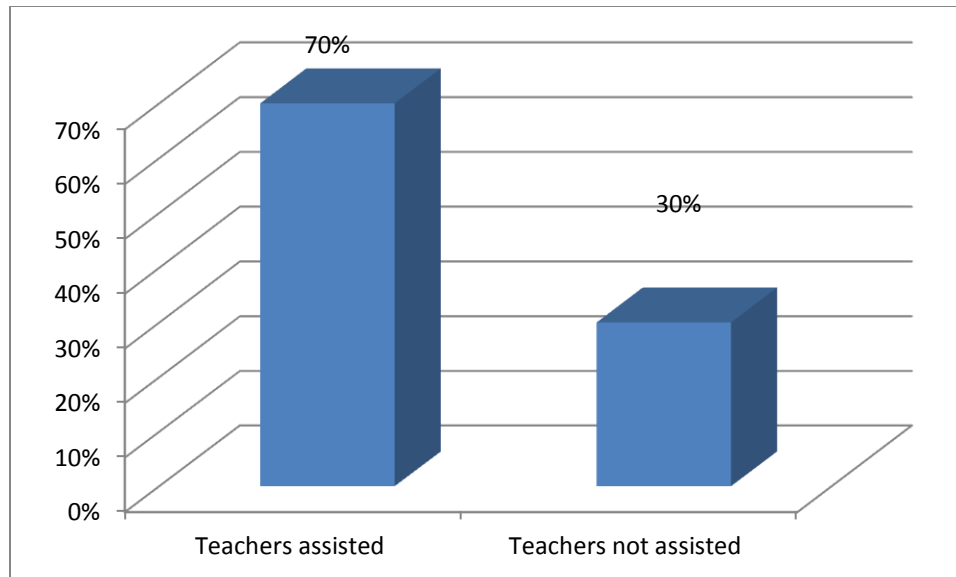


Figure 4.5 Teachers’ response on whether other professionals assist the regular teachers during lesson delivery

Findings show that 70% of teacher said that no professional staff (social workers, teachers’ aide, nurses) assisted them during lesson delivery their inclusive classes. This makes lesson delivery very difficult as learners were varied in their needs but without further assistance the teachers were not able to satisfy the need of each learner based on disability. The finding means that some children were not being learning due to lack of staff in the classroom hence this would not promote effective implementation of inclusive education in the schools.

4.5.2 Challenges teachers face in relation teaching and learning resources for disabled children

The teachers were asked to state the management challenges they encounter in relation to teaching and learning materials during lesson delivery. The teachers’

responses were based on those categories. The first category was that the pupils were varied in their disabilities and for that reason, each and every nature of disability require special teaching and learning materials for effective and efficient lesson delivery. The second category was that the head teachers as school administrators were not able to provide the required teaching and learning resources due to lack of funds from the Government or Non-Government. The third category was the management of the few teaching and learning resources as the disabled pupils miss-handled and breaks them during the lesson delivery. The responses of the teachers conforms to Smith (2009), who stated that the teaching and learning materials for the disabled children are expensive, delicate and need to be handled with care of the spectacles, the behind ear model, hearing aids built into the frame of glasses model, hand-held magnifier etc.

4.6 Teacher training and experience on implementation of inclusive education

Teacher training refers the teacher having undergone training in special needs education which enabled them acquire knowledge, skills and the right attitude to handle children with disabilities. The researcher sought to establish from the teachers whether they were trained in handling children with disabilities and teacher training mode i.e. full time (pre-services) or school based (in-services) training. The head teachers were asked whether they had ever been trained in special needs education. Table 4.11 tabulates the findings.

Table 4.11 Head teachers' responses on training in special needs learning

Responses	Frequency	Percentage
Yes	5	41.7
No	7	58.3
Total	12	100.0

From the data (58.3%) of the head teachers had not been trained in special needs education. The results implies that the head teachers who had not trained in special needs education may not understand what inclusive education is all about, and from this point of view, they may have negative attitude towards the implementation of inclusive education in their respective schools. The teachers were asked to respond to the same item. Table 4.12 shows their responses.

Table 4.12 Teachers' responses on training in special needs learning

Responses	Frequency	Percentage
Yes	12	36.4
No.	21	63.6
Total	33	100

The Table 4.12 shows that majority 21 (63.6%) of teachers had not been trained in special needs education. From the results, it is evident that majority of teachers

had not been acquired the knowledge, skills and the right attitude to teach disabled children in the inclusive set up. The finding mean that there is a gap due to lack of knoweldge skills and right attitude from the headteachers and teachers to implement inclusive education in the schools.

4.6.1 Teachers training mode

The study wanted to establish the mode of training which teachers went through to establish which mode maay influence the implementation of inclusive learning in public primary schools. The mode here referred to as pre-services (full time) training or in- services (school based) training in special needs education. The teachers' responses were put in the Figure 4.6.

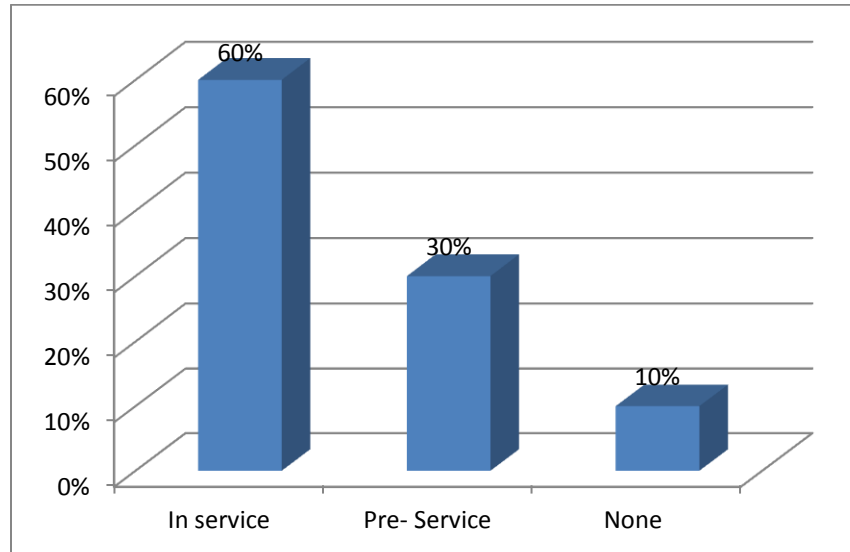


Figure 4.6 Mode of teachers training

From the Figure 60% of the teachers had undergone in- service training, while 30% of them had under gone pre-service programmes. It is realized that 90% had

trained in special needs and yet the school seem not to have fully implemented inclusive education in their schools. From the findings it may be said that mode of training has very little to do implementaiton of inclusive education in public primary school in Boro division.

The researcher wanted to find out various teacher qualification on special needs in public primary schools in Boro division, Siaya sub county.

Table 4.13

Teachers professional qualification

Qualification	Frequency	Percentage
Certificate	3	25
Diploma	7	58.3
Degree	2	16.7
Total	12	100

According to the results, Diploma 7 (58.3%), Certificate 3 (25%), degree 2(16.7%) respectively. Out 43 teachers sampled only 12 teachers are trained in special needs. This shows that qualified teachers are few to teach learners with diversified needs in their schools. The findings reveal that professional qualification may determine the implementation of inclusive education.

4.7 Classroom management and inclusive learning

The researcher sought to find out from the teachers how they manage their classes for effective implementation of inclusive education. The teachers' responses were reordered in Table.4.14.

Table 4.14

Mode of teaching in classroom

Class teaching	Frequency	Percentage
Individually	2	6.0
Disability groupings	9	27.5
Mental ability grouping	16	48.5
General	6	18
Total	33	100

According to the results obtained, most teachers 16 (48.5%) taught pupils according to their mental ability. The groupings of these pupils within the class would discriminate them and this would lead to stigmatization. The teachers should manage their classes using individual educational programme for effective teaching. From the findings, it was found that class management may determine the implementation of inclusive education in public primary schools if well planned.

4.7.1 Teachers and support in inclusive learning

The researcher wanted to establish whether teachers offering inclusive education had teacher aides, staff support and team teaching in their classes as the teachers' responses are in the Table.4.15.

Table 4.15

Teachers and other professional support and inclusive learning

Responses	Frequency	Percentage
Teacher aides	2	11
Sign language interpreter /Braille reader (support staff)	6	33.3
Team teaching	10	55.6
Total	18	100

The teachers who responded to these questions were 18 out of 33. From the data, 10 (55.6%) practice team teaching. It can be said that those schools which did not respond to the question do not aides, support staff and team teaching, and therefore do not practice inclusive education. Those that responded to the question have not fully embraced full implementation of inclusive education in their schools. From the findings teacher aide, support staff and team teaching may determine implementation of inclusive education in public primary schools.

4.7.2 Class arrangement

The researcher wanted to establish from the teachers if their classrooms were arranged in such a manner that they would be able to see all the pupils in the class, set the classroom free from obstruction from furniture and equipment and if the class rules were available to control the pupils' congestions as they enter or leave the classroom. The teachers' responses on the arrangements of furniture and equipment to permit visual mentoring of pupils free from obstacles and class rules.

Table 4.16
Classroom arrangements

Responses	Frequency	Percentage
Visual monitoring	14	51.9
Free of obstacles	8	29.6
Classroom rules	5	18.5
Total	27	100

The responses to this question on visual monitoring were 51.9% showing that most teachers were trying to observe that all the children were able to see what was going on in the classroom during the lesson delivery. While the response on free obstacle 29.6% that the teachers did not observe the freeness of obstacles that would hinder learning in such a class, this might also cause the children to lack free movement in the class hence this would not provide a conducive

environment or classroom for learners with diversified disabilities such as visually impaired, physically impaired who were in real need of safety from obstacles such as desks if not well arranged. While the classroom rules had 18.5% which means that the pupils of inclusive education classes had not been taught the rules that governed their movement while this could cause a lot of commotion in the class as the teachers deliver their lessons. The revelation here is that classroom arrangement may influence implementation of inclusive education in public primary schools if not properly observed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusion and recommendations and suggestions to the study.

5.2 Summary of the study

The purpose of the study was to examine determinants of the implementation of inclusive education in public primary schools in Boro, Siaya Sub-County Kenya. The research objectives of the study were : To examine the extent to which availability and adequacy of physical facilities determine implementation of inclusive education in public primary schools within Boro division, to access the extent to which availability and adequacy of teaching and learning resources determine implementation of inclusive education in public primary schools, to determine the extent to which teacher training and qualification determine implementation of inclusive education in public primary schools within Boro division, and to examine how classroom management determine implementation of inclusive education in public primary schools within Boro division, Siaya Sub-County, Kenya.

Descriptive survey design was used. The target population was 12 head teachers, 268 teachers and 1780 pupils. The researcher used purposive sampling procedure

to select 12 head teachers, 36 class teachers, and 360 pupils. Data was collected using questionnaires. The respondents of the study were head teachers, teachers and pupils. The study revealed that there were disabled pupils within the selected schools. The disabled were physically challenged, low visual impairment, hearing impairment, pupils with learning difficulties and mentally challenged pupils.

The study revealed that the majority (66.7%) of the head teachers were males. The head teachers were mature enough to handle challenges of pupils with disability face in their schools. The study also revealed that the majority of the head teachers are experienced as most have been in leadership for more than 6 years and above. The teachers' experience was found that most of them had teaching experiences of more than 6 years and above. The study revealed that majority 54% of the pupils who were non- disabled were not comfortable learning together with their peers with various disabilities in the same class.

The finding on the ability of physical facilities revealed that 66.7% of public primary schools offering inclusive education have not structured their physical facilities to accommodate pupils with disabilities. The classes were not large enough to accommodate the large number of pupils with various disabilities. There was also lack of adopted toilets in some schools for the children with disabilities. Door, ramp were lacking in the schools. This made the physically challenged pupils finding it very difficult to learn under such environment.

The findings on the4 accesability , adequacy of teaching and learning resources revealed that the majority (58.3%) of public primary schools offering inclusive education do not have adequate and relevant teaching and learning resources for all the disabled pupils. This fact hampered the learning of children with special needs in education. This further shows that implementation of inclusive education is not possible due to lack of these teaching and learning facilities in the schools.

The finding on teacher training and qualification revealed that majority 63.6% of public primary schools offering inclusive education have not trained in special needs education. This fact shows that the teachers lacked relevant knowledge, skills and attitude to handle disabled children. The few trained teachers are so few that they are unable to cope with the number of the disabled children. From the study it reveals that the majority of the teachers had not trained on special needs education which was hinderance to the full implementation in regular public primary schools.

Moreover Findings of the study on the classroom management practices were based on how teachers hadled their learners during the lessons.. It was revealed that most group of pupils were taught base on their mental abilities 16(48%), 9 (27.5%) disability, 6 (18%) general, and 2 (6%) individually. The best approach to use individaul educational programme which was the least used in public primary schools. The teacher, teacher aide and support staff was least used during the lesson delivery, it was revealed that, teachers' aides were 2 (11%), support staff 6 (33.3%) and team teaching 16 (55.6%). Most schools lacked teacher aides,

support during the lesson delivery. Without such support during teaching in inclusive environment is not practical and the implementation of inclusive education is not possible. The classroom arrangement which enable the teachers to have visual monitoring free of obstacles and classroom rules. It was revealed that majority 14 (51.9%) were able to observe the visual monitoring and 8 (29.6%) observed the classroom being free from obstacles. Since these classrooms were not arranged to facilitate easy movement within the classroom, this really interfered with the pupils 'movement especially those pupils with low vision and physically challenged pupils. Without proper classroom arrangements, class management would not be easy hence, implementation of inclusive education in public primary schools.

5.3 Conclusions

The conclusions based on the objectives of the study are; the first objective was the availability and the adequacy of physical facilities. Physical facilities within the classes such as adopted desks, crutches, wall rails, door ramps were constructed to accommodate pupils with disabilities. The schools had not constructed facilities such as large paths, adopted toilets. It can be concluded that the schools did not have physical facilities to accommodate pupils with disabilities hence availability of physical facilities determines implementation of inclusive education in public primary schools.

The second objective was the availability and adequacy of teaching and learning resources. Teaching and learning resources were inadequate in most schools, for example, some schools lacked large prints, enough hand lenses, Braille reading materials, sign language charts and hearing aids. From this revelation, it can be concluded that there was inadequacy of teaching and learning materials which affected the implementation of inclusive education in public primary schools. The third objective was teacher training and professional qualification. The study concluded that teachers' professional qualification determine the implementation of inclusive education. The management of head teachers and teachers had not been trained in special needs education to manage inclusive education. Due to lack of knowledge, skills and attitudes from the head teachers and teachers, they are made to handle special needs of children which had a negative effect on the implementation of inclusive the education.

The last objective was the classroom management. The study concluded that classroom management was not well managed for proper lesson delivery in inclusive set up. The teachers were grouping the pupils according to either physical ability or mental ability but, this was not recommended because, it created discriminations amongst the pupils. The classroom arrangements were not well taken care of. The arrangement of furniture compromised the movement of the pupils especially the visually impaired and physically challenged. This sums up that teaching and learning did not take place as required, hence class

management impede implementation of inclusive education in public primary schools.

5.4 Recommendation

In view of the study findings, the following recommendations should be adopted order to facilitate implementation of inclusive education in public primary schools in Boro division.

- i) The government should ensure that all teachers training colleges offer special needs education. This would fill the deficit of trained teachers in public primary schools hence determine implementation of inclusive education in all public primary schools in Boro division. The head teachers should give first priority to trained special needs teachers to handle inclusive classes for effective implementation of inclusive education in public primary schools in Boro division.
- ii) The government should allocate adequate funds to schools which offer inclusive education for the construction of physical facilities.
- iii) The government through the ministry of education, Kenya Institute of special education should provide to schools all the recommended teaching and learning resources. This would facilitate implementation of inclusive education in public primary schools.
- iv) The government should employ and deploy support staff, nurses, teachers' aides to schools to facilitate implementation of inclusive education in public primary schools in Boro division, Siaya Sub-County, Kenya.

5.5 Suggestions for further research

The following suggestions are put forward for further research; The influence of external school factors in the implementation of inclusive education in public primary schools. The influence of government policy on special needs education of special needs pupils' retention in public primary schools. Teachers' training and its effects on implementation of inclusive education in public schools. The role of stakeholders on the sustainability of inclusive education in public primary schools. The attitudes of teachers towards special needs pupils in public primary schools. The influence of teaching methodology in the implementation of inclusive education in public primary schools.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

Omondi Samwel Odhiambo,
University of Nairobi,
Department of Educational,
Administration and Planning,
P.O Box 92,
Kikuyu

Date.....

The Head teacher

.....

Dear sir/madam

RE: PARTICIPATION IN RESEARCH

I am a student at the University of Nairobi, pursuing degree of masters of Education in curriculum studies. I am researching on “**determinants of the implementation of inclusive Education in public primary schools in Boro Division, Siaya sub-county**”. Your school has been selected to participate in the research. You are requested to respond to questionnaires items and interview schedules as honestly as possible and to the best of your knowledge. This research is purely for academic purpose.

Thank you.

Yours faithfully,

Omondi Samwel Odhiambo.

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

Introduction

The purpose of this study is to find out the determinants of implementation of inclusive education in public primary schools in Boro Division, Siaya sub-county.

Feel free to respond to all questions as the response will be used only for purpose of the study.

SECTION 1: Demographic information of head teachers

1. What is your gender? Male() Female ()
2. What is your age? () () 31-40 () over 40 ()
3. How long have you been a head teacher? -----years.

What is your highest academic qualification? KCSE () Diploma ()
Degree () Masters degree ()

4. What is your highest professional qualification? P1 () Diploma ()
Degree ()

Section 11

Part A: Teachers Attitude

1. Do your school offer inclusive education Yes () No ()
2. If yes- list all the type of disabilities in your schools
3. Does your school have trained teachers in special needs education?
If yes, how many. Males () Females ()

4. Are all the trained teachers willing to teach inclusive set up?
- a. Yes () No ()
- b. If no, what initiative have you put in place to motivate them?

Part B: Physical facilities

1. (a) Does your school have classes to accommodate all pupils enrolled in the school? Yes () No ()
- (b) If yes, what is the average under her class? -----
2. (a) Have toilets been modified to allow special needs use them?
- Yes () No ()
- (b) If yes, how many for boys () Girls ()
- 3 (a) Do you have desks designed for various disabilities in the classes?
- Yes () No ()
- (b) Do you have adequate desks designed for various disabilities in the classes?
- Yes () No ()
- 4 (a) Have the classrooms and other building in the school been renovated for easy access by pupils with disabilities. Yes () No ()
- (b) Do you have adequate classes to accommodate all pupils enrolled in the school? Yes () No ()
- (c) Do your classes have the ramps at the door entrance?

Part C: Teachers training and experience

1. a. Can you identify children with special needs? Yes () No ()

b. Do you handle children with SNE in your school?

Yes () No ()

c. If yes, are you paid special allowance?

Yes () No ()

2. a. Are there teachers in your school undergoing training in SNE?

Yes () No ()

b. If yes ----- how many -----

3. Are you trained in special needs education? Yes () No ()

4. How long have you taught? (teaching experience) 1-5 years () 6-10 years ()

11-15 years () over 16 years ()

Part D: Teaching and learning resources

1. Are there enough teaching and learning resources, for use by teachers in the provision of special education? Yes () No ()

2. Has your school provided reading materials for those learners with special educational needs? Yes () No ()

3. Does your school provide feeding programmes in the school to the pupils?

Yes () No ()

4. Do you have teacher aides, social workers, in your school to assist in inclusive education? Yes () No ()

If yes how many.....

5. Give your opinion on inclusive education in public schools and list them.

Thank you for your co-operation

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is aimed at gathering information on determinants of the implementation of inclusive education in public primary schools in Boro Division, Siaya sub-county. Do not indicate your name or your school anywhere in the questionnaires. Please respond to all questions.

SECTION 1: Demographic information of teachers

1. What is your gender? Male () Female ()
2. What is your age bracket?
Bellow 20 years () 21-30 () 31-40 () over 40 ()
3. Please indicate your highest academic qualification
KCSE () Diploma () Degree () Masters Degree ()

SECTION 2

PART A: physical facilities;

1. Are there enough classes to accommodate all pupils in the school?
Yes () No ()
2. (a Do pupils with disability and non- disability learn in the same class at a time?
(b If yes, what is the average class size? 10-20 20-30 30-40 above.
3. Are your pupils able to access classrooms with ease? Yes () No ()

4. (a) Have the toilets been modified to cater for learners with special needs? Yes () No ()

(b) If yes, how many are available

5. Has the school provided desks specifically designed for use by pupils with special educational needs? Yes () No ()

6. (a) Do pupils share the desks? Yes () No ()

(b) If yes, how many pupils per desk?

From your records, how many children with special needs who were enrolled but for one reason or another have left the school?

Specify

PART B: Teacher, Training and experience

1. What is your professional qualification as a teacher?

P1 () Diploma () Degree ()

2. (a) Are you trained in special needs education Yes () No ()

(b) If yes, what professional qualifications do you possess in relation to special needs education? Certificate () Diploma () Degree ()

(c) For how long have you been teaching? 1-5 years () 6-10 years
11-15 years over 16 years ()

3. What area(s) are you specialized in inclusive education?

Hearing impairment () Visual impairment () Physical () Mental
() Language difficulties ()

4. Which categories of special needs are in your class?

Specify

5. What categories of learners with special needs do you handle in your class?

Middle () Moderate () Severe ()

Part C: Teaching and learning materials

1.(a) Are teaching learning materials available to teach special needs children?

Yes () No ()

(b) If yes, are they; Adequate () Relevant () Efficient ()

(c) If no, how do you handle your learners? Specify

2. In your own opinion which learning materials do you need in order to teach

learners with various special needs in your class?

List them

3. Explain the challenges you face in relation to teaching materials for special needs education in the inclusive education set up.

4. How do you handle various pupils with disabilities in your class during the lesson?

- a) Individually
- b) Disability groupings
- c) Ability groupings
- d) General

5. Do you have teacher aides or support staff in your class during the lessons?

Yes () No ()

6. Do you allow team teaching in your class?

Yes () No ()

If yes, how do you practice it?

7. In your classroom arrangement, do you observe;

i. Classroom furniture and equipment to permit visual monitoring of pupils ?

Yes () No ()

ii. Classroom areas free of obstacles and wide enough to accommodate free movement of pupils? Yes () No ()

iii. Classroom rules that eliminate some congestion of pupils entering or leaving the classroom? Yes () No ()

APPENDIX IV

QUESTIONNAIRE FOR THE PUPILS

Introduction

Please do not write your name on the questionnaire. Indicate your choice by a tick

(√)

Kindly answer all the questions.

1. What is your gender? Male () Female ()

2. What is your age? ----- years

3. In which class are you? -----

4. In your class do you have pupils with disabilities?

Yes () No ()

5. Do you have any disability? Yes () No ()

If yes, which one.

Hearing () Talking () Walking () Seeing () Holding ()

6. Is your class large enough to accommodate all the pupils?

Yes () No ()

If yes, do pupils with disabilities sit?

i. Separated in the class.

ii. Sit mixed in the same class with others.

7. Do you have special classes in your class for children with disabilities?

Yes () No ()

8. Are there special latrines for disabled pupils in the school?

Yes () No ()

If yes, how many for girls- and – boys

9. Are you comfortable learning in inclusive set up

Yes () No ()

10. Are there other persons in the class at the time you are being taught?

Yes () No ()

If yes, do they also assist you learn during the lesson?

.....

11. Do you have the following teaching and learning resources in your class?

Teaching/learning materials	Yes	No
Large visual charts		
Braille adn Braille machines		
Magnifying lenses		
Hearing aid		
Speech aid		

Thank you for your co-operation

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

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

Ref. No. **NACOSTI/P/16/42193/10437**

Date:
21st April, 2016

Samuel Odhiambo Omondi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Department of the implementation of inclusive education in public primary school in Boro Division Siaya Sub County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for the period ending **19th April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Siaya 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.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Siaya County.

The County Director of Education
Siaya County.

