TEACHERS' ATTITUDES TOWARDS INCLUSIVE EDUCATION IN SELECTED PUBLIC PRIMARY SCHOOLS IN TESO SOUTH SUB-COUNTY, BUSIA COUNTY, KENYA

BY

OCHIKO FRANCIS

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DECLARATION

Declaration by Student

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This thesis has been submitted with our approval as University Supervisors.

Sign:_____ Date:_____

Dr. Beth Wambugu

Department of Education Psychology

Moi University

Sign: _____ Date: _____

Dr. Njeri Kiaritha

Department of Education Psychology

Moi University

DEDICATION

This work is dedicated to my family for their support: wife, Aaja Maximila; daughters; Apalat Salome and Apenon Patience, sons; Rafiki Enock, Arereng Stephen, Maasai Christian and Otogo Jonathan; my close friend Mwaniki and all my classmates who gave me moral support which has led me to come up with such work.

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To my family and colleagues, may the almighty God bless you for your encouragement. I say 'thank you all'.

ABSTRACT

Successful implementation of inclusive education is the key area attracting most educators across the world today. Few schools in Kenya have attempted inclusive education. There was little information on evaluation attempts towards inclusion. This study attempted to investigate teachers' attitudes towards inclusive education. It employed planned behaviour theory by Ajzen which gives a link between attitudes and behaviour. A questionnaire was used to gather information on teachers' attitudes on their willingness to teach. Teachers' attitudes towards Special Needs Education teaching methodology, administration and parental support in an inclusive education setting were also sought. The study used both quantitative and qualitative research approach. A survey research design was used with selected primary school teachers from Teso South Sub-County which had a total of 754 teachers. Seventy five teachers were selected using simple random sampling. The analysis of coded data was analyzed using SPSS version 20. Thereafter, analyzed data was fed into Microsoft Excel to generate tables and figures. Descriptive statistics, frequency tables, bar graphs and percentages were used to present the data. The findings of the study revealed that majority of teachers had a negative attitude towards inclusive education due to insufficient knowledge on the practice, limited administration and parental support. Therefore, the findings will help stakeholders in education, namely; teachers, parents and education officers in matters of planning, organizing and managing in-service training to facilitate inclusion for smooth provision of education for pupils with special needs in public primary schools. A similar study could be of importance if conducted in privately owned institutions of learning, both at primary and secondary school levels.

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ABBREVIATIONS AND ACRONYMS

FPE   Free Primary Education

KISE   Kenya Institute of Special Education

MKEZA   Mradi wa Kuendeleza Elimu Zanzibar

MoEVT   Ministry of Education and Vocational Training

NACOSTI   National Commission of Science, Technology and Innovation

OECD   Organization of Economic Co-operation and Development

UN   United Nations

UNESCO   United Nations Educational, Scientific and Cultural Organisation

WHY   World Home for Youth

ZAPDD   Zanzibar Association for People with Developmental Disabilities

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presented the background information to the study, the statement of the research problem, purpose of the study, objectives and research questions. Other sections of this chapter included the justification of the study, the significance of the study, assumptions, scope, and limitations of the study, the theoretical framework of the study and operational definition of terms as used in the study.

1.2 Background of the Study

Since all humans have rights and all rights apply to all human beings, inclusive education remains a fundamental right, (Cheshire, 2019) both a means and an end, for every child and including the most marginalised. Inclusive education (Cyran, Kudlacek, Block, Malinowska-Lipien, and Zyznawska, 2017) remained the only option to fulfil and encourage equality for people with special needs in most countries that form the European Union. Indeed inclusive education (UNESCO, 2018) could be interpreted as a right to safe, quality education and learning in ones entire lifetime and it demanded that care and priority was given to people with special needs. However, according to Education International Research (2018), too many children and youth with disabilities were still deprived their rights to education, in spite of existing legislation. There was need to explore on the possible cause of out of school children where there exist a supportive legislation on matters of inclusion, especially in a country like Kenya.

According to United Nations Educational, Scientific and Cultural Organization (UNESCO) every learner matters and matters equally (UNESCO, 2017), making

inclusion the best option for all. Despite growing concern on improving inclusion practices, reports from countries of the global north and south reveal that children with special needs were grouped together in their diagnostic categories to be educated from their peers without disabilities (Slee, 2018). However, there has been promotion of inclusive education both in developed and developing countries irrespective of the numerous challenges confronting participation of all children (Khan, Hashmi, & Khanum, 2017), particularly those with special educational needs.

Although there was relatively up-to-date preparation of teachers, institution facilities and high quality care and education (Czyz, 2018), segregation of children with special educational needs remained a norm in Poland with no legal backing on inclusion through educational organization and financial support (Czyz, 2018). Therefore, as a member of international community, it became imperative that the situation and status regarding teachers' opinion on inclusive education in public primary schools of Kenya be investigated.

Past studies on primary school teachers in Serbia showed that there was a general negative attitude towards inclusive education (Kovacs, C. T., Pavlovic, B. D., Jovanovic, O., Jovanovic, V., Jokic, T., Rajovic, V., and Baucal, I, 2014; Vera, M. S., Danijela, M. P, 2017). In that regard it was important that a study on status of teachers' attitudes in a country like Kenya be done to help establish how teachers were receiving inevitable changes in education which called for adaptation to inclusive practices in all public primary schools countywide.

Similarly, in a joint study by Suc, Bukovec, Zveglic, & Karpljuk, (2016), Slovenian teachers held favourable attitudes towards inclusion while others viewed the practice as an additional burden that threatened their service delivery. In addition,

organizational (from external professionals) and personal factors have been cited to limit inclusion process and influence full participation of children with special educational needs in Slovenian schools (Suc, et al, 2016). Inclusive education is not usually the key agenda to education transformation of governments (Cheshire, 2019) with few countries having policies and legislation that promote 'zero rejection approach'. In Slovenia, (Suc, et al, 2016), for example, upon graduation from teachers' training college, teachers did not feel prepared to face a class that could include a child with special educational needs. With reference to that case, it was important that status of teachers' attitudes in public primary schools in Kenya be determined regarding inclusive education

Past studies revealed that majority of countries had very clear legislations that guaranteed children with special needs the right to free and quality education (Education International Research, 2018), yet moves towards inclusion and equity may not be fully understood and accepted (UNESCO, 2017) especially in contexts where there was segregation and educators seemed to doubt their ability to cope with learners with special needs. However, in a literature review by Greene (2017), Indian government enjoyed the massive support of non-governmental organizations at all levels in implementation of greater part of the integrated education for children with special needs policy in the country. But still despite all positive indicators, (Sharma, Chari & Chunawala, 2017) policies alone do not ensure smooth implementation of inclusion in India. Thus, it was important that status teacher attitudes on inclusive education in public primary schools in Teso south sub county, Kenya be sought since teachers remained key players in direct implementation of inclusive education.

Education should be pegged on the principles of equity and inclusion to establish a strong basis for effective citizenship in society (UNECSO, 2017; OECD, 2017).

Education providers have increasingly addressed the quality of inclusive education (Goddard & Evans, 2018) for instance, in Bahrain, Osama & Hanin (2019), explain that the county's ministry of education played a vital role in raising teacher candidates' awareness about special education and inclusive education policies while conducting their teaching practicum in schools. Besides, as curricula could be adapted by most countries for the needs of learners with special educational needs (Education International Research, 2018), to some degree there was limited flexibility. Inclusive education lay majorly on theory than practice in most countries. Since Kenya formed part of the international community, determining her teachers' attitudes towards inclusive education became paramount and it prompted a study of this kind.

Some studies revealed that school infrastructure and facilities were not accessible to learners with special needs despite the policies support for inclusive education practices (Khan, Hashmi, & Khanum, 2017) and even with those challenges, gradually inclusion had become a global reality and it was no longer a routine anymore to ignore children with special needs in Pakistan (Zeenat, Ismat & Jehanzab, 2015). The initial step in promotion of inclusion was to find out the teachers opinions on inclusion of learners with special needs (Zeenat, Ismat & Jehanzab, 2015) rather than a rush to implement the practice. The situation could be of value and worthy celebrating if teachers' attitudes were considered as apriority rather than drumming on policy documents that gave theoretical hopes around the globe and including Kenya.

There was little information on issues of inclusion in Georgia (Kavelashvili, 2017). The needs and requirements of people with special needs in Georgia had hardly been examined (Samarguliani, 2016) and neither does her population neither understand the concept nor heard of the practice of inclusive education (Samarguliani, 2016). Thus, there was a relatively high degree of unwillingness and opposition to changes

regarding integration of people with special needs into current social life (Kavelashvili, 2017). Being part of the global community, such study was relevant to be carried out to unveil the status of teachers' attitudes in public primary schools of Teso south sub county, Busia County, Kenya.

The recent state in Nigeria remained in the realm of theory far from practice and was still grappling with problems of policy implementation in relation to environment that was less conducive for practice (Sambo & Gambo, 2015). In the literature review by Greene (2017), it was apparent that a barrier to inclusive education in Nigeria was majorly insufficient funding of the programme; hence, schools could not train their staff and that led to poor professional development for teachers (Eskay & Oboegbulem, 2013). Indeed inconsistency in training of teaching force was a rich recipe for unfavourable attitudes towards inclusive education.

Tanzania lacked a clear national policy for inclusive education though; there was a unit for inclusive education within the ministry of education and vocational training (MoEVT) (Zanzibar MoEVT, 2007). Basically, Teacher training colleges rarely covered the area of inclusive education and that resulted to insufficient teaching skills and relevant pedagogy required to equip an educator entrusted with the teaching of pupils with special needs in an inclusive education setting (Mmari, Mzee & Frankenberg, 2008; Mboya, Mbise, Tungaraza, Mbaga, Kisanji & Madai, 2008). However, the ministry of education had cooperated with NGO's such as Zanzibar Association for People with Developmental Disabilities (ZAPDD), Mradi wa Kuendeleza Elimu Zanzibar (MKEZA) and World Home for Youth (WHY) to boost the practice of inclusive education in regular schools. A lot of effort had been made to change the general public's negative attitudes towards children with special needs steered by firm religious institutions like the Youth with Disabilities Community

Programme in Tanga, Tanzania (Youth with Disabilities Community Programme 2010). With all the struggle to have a strong foundation for inclusive education in the country, Tanzania had yet to mention and focus her attention to the attitudes of teachers towards pupils with special needs at primary level.

Uganda as a member state to international human rights instruments, had fought all kinds of discrimination based on any grounds (Farouk, 2012). However, despite the government's clear position on inclusion, there were reasons regarded as genuine for not admitting children with special needs. Those reasons included violence, which was deemed threatening the safety of other learners; a form of disability requiring too much attention yet it was not available at school; lack of infrastructure that was conducive of a particular need of a learner and when the necessary equipment and assistive devices were not available at school (Farouk, 2012). There was therefore, no chance for full inclusion. That denied pupils to get education within their home district schools if schools around them did not guarantee them admission based on the kind of special need they had no control.

Since the introduction of Free Primary Education (FPE) in 2003, Kenya's ministry of education had undertaken several measures to enable children with special needs access education. Amongst the key milestones of the ministry's efforts was the setting up of a taskforce (Kochang report, 2003), whose objectives was to appraise the status of special needs education in the country. One such good recommendation was the training and in-servicing of teachers for children with special needs- a practice that was on-going in most Kenyan institutions of learning like the Kenya Institute of Special Education (KISE), Moi and Maseno Universities. However, the taskforce had not addressed the issue of teachers' attitudes on inclusive education. The study was

therefore, purposed to investigate teachers' attitudes towards full inclusion process in public primary schools of Teso South district, Busia county, Kenya.

Further, according to the basic education Act (2013), a school or person responsible for admission shall not discriminate against any child seeking admission on any grounds including ethnicity, gender, sex, religion, race, colour or social origin, age, disability, language or culture except in cases where a school was registered for a particular gender. That implied that inclusive education was thus, obligatory rather than a choice.

1.3 Statement of the Problem

Inclusive education had attracted so much attention from various stakeholders' such as the government, teachers, parents and the Non-governmental organizations in Kenya. However, not much had been done exhaustively to establish how teachers were receiving the inevitable change in education regarding promotion of inclusive education settings in public primary schools. Boyle, Scriven, Durning and Downes (2011), maintained that a positive attitude towards inclusive education was even more important than school resourcing, because the teacher remained the sole implementer of inclusive education practices. Thus, it calls for regular studies on the status of educators' attitudes towards inclusive education.

Teachers' attitudes toward inclusion need to be evaluated before and after participating in various training sessions that explains special needs students' behaviours and offers strategies to accommodate their needs in the classroom (Cassady, 2011). The central question was; despite the material support and availability of modern infrastructure; then, to what extent can one claim inclusive

education was successful without the teacher's moral contribution in an inclusive education environment?

Therefore, the success or failure of a learning process could be determined by how the teacher viewed and handled a learner during the learning process and in that case regular assessment of attitudes of educators remained a key factor.

Although the government had invested in training teachers in the field of special needs education besides provision of resources in favour of special needs education there was dire need to address attitudes of teachers towards inclusive education as Ndurumo, (2013), wrote that attitudes were more handicapping than the handicap itself. The study therefore, sought to investigate teachers' attitudes towards inclusive education in public primary schools of Teso South sub-county of Busia County, Kenya and to explore possible solutions to address the disparity.

1.4 Purpose of the Study

The purpose of this study was to investigate teachers' attitudes towards inclusive education in public primary schools of Teso south sub-county, Busia County, Kenya.

1.5 Objectives of the Study

The study was guided by the following objectives:

1. To determine extent to which teachers were willing to teach pupils with special needs in an inclusive setting.

2. To investigate teachers' opinion towards teaching methodology suggested in handling pupils with special needs in an inclusive setting.

3. To determine the extent of administration support available for teachers within inclusive settings.

4. To determine the extent of parental support available for teachers in an inclusive education setting.

1.6 Research Questions

To address the above objectives, the study was guided by the following research questions:

1. To what extent were teachers willing to teach pupils with special needs in an inclusive setting?

2. What are teachers' opinions towards teaching methodology suggested in handling pupils with special needs within inclusive settings?

3. To what extent does administration support teachers within inclusive education settings?

4. To what extent do parents support teachers in an inclusive education setting?

1.7 Justification of the Study

Despite the government's immense support for Free Primary Education, children with special needs remained vulnerable in most public primary schools regarding special attention they needed so as to compete favourably with peers in a learning environment. Compulsory Free Primary Education would not be termed successful if the needs of pupils with special needs were not put into consideration.

Free Primary education was timely and a very noble venture by the government but it lacked key issues with respect to persons with special needs. For example, inadequate data on children with special needs, lack of appropriate tools and skills for early identification and assessment, inadequate physical structure, teaching and learning materials and facilities appropriate for special needs education as well as inadequate skilled manpower to handle special needs learners.

However, currently the Kenyan government had shown great support by increasing number of teachers training in special needs education besides provision of other resources such as infrastructure. Children can then attend classes conveniently in schools within their home districts. With all that done, not much had been put forward on attitudes of teachers on inclusive education despite strong advocacy for full inclusion in public primary schools.

1.8 Significance of the Study

The aim of this study is to investigate teachers' attitudes towards inclusive education in selected public primary school teachers in Teso south sub-county of Busia county, Kenya. The findings of this study may benefit head teachers in their administrative duties towards promotion of inclusive settings in their work place. The findings may also help teachers look and evaluate themselves and reflect back what is expected of them in order to effectively embrace inclusive education at their place of work. It may help them realize teaching job is a calling which calls for much tolerance for one another so as to fit completely in the society.

The findings of this study are deemed helpful in guiding the government on issues of organizing seminars and workshops aimed at dealing with attitudes towards inclusive education. The government may be expected to use these findings in reviewing existing curriculum so as to find out better ways of managing issues of full inclusion in all public primary schools in the country.

1.9 Scope of the Study

The study primarily focused on investigating teachers' attitudes towards inclusive education in Kenyan public primary schools. Teachers in Teso south sub-county were selected for the study as respondents. Teachers' attitudes towards pupils with special

needs, teaching methodology suggested for pupils with special needs, administration support for pupils with special needs and parents for pupils with special needs were addressed. Teso south sub-county had a high population of pupils with special needs and it made it important to carry out the study. The sub-county was also accessible to the researcher making it easier to collect data with minimal hindrances such as distance and excessive monetary expenditure. Only public primary schools were involved in the study.

1.10 Assumptions of the Study

1. The respondents were willing to participate in the study hence responses given were honest with accurate answers provided against each item in the questionnaire.

2. The instrument used elicited accurate, reliable and valid data suitable to draw concrete conclusions from.

3. All stakeholders in education namely; teachers, parents, education officers, non-governmental organizations and other interested parties would appreciate and utilize the recommendations of the study in dealing with matters of promotion of inclusive education in public primary schools.

1.11 Limitations of the Study

The study would not cover all public primary schools in the country. Private primary schools were as well could not be covered. That implied that a very small sample was reached. Thus, 74 public primary schools in Teso south sub-county with a total of 754 teachers was a very small proportion of the total number of public primary schools and teachers in the country that would be involved in the study. Therefore, the results of the study were not likely to be generalized to all public primary schools in Kenya. Teso south sub-county had a very small number of public primary schools which may

not be sufficient sample to yield results that could be generalized in all Kenyan public primary schools. The study was biased since it did not give room for experiences of teachers handling pupils with special needs in an inclusive setting in Kenyan private primary schools.

1.12 Theoretical Framework

The study was guided by the theory of planned behaviour (Ajzen, 2011). An attitude was the most powerful predictor of behavioural intention, followed by perceived behavioural control and subjective norm respectively. The theory stipulates that outcome of a behavior was guided by (behavioural beliefs), beliefs about the normative expectations of others (normative beliefs), and beliefs about the presence of factors that may affect performance of the behavior (control beliefs). Background factors like personal, social and informational (Ajzen, 2011) did influence a person's beliefs.

Personal factors comprised personality traits, intelligence, values and emotions while social factors comprised gender, age, religion, race, ethnicity, education background and income. Likewise, informational factors revolved round previous knowledge, previous experience and media exposure.

The theory could be summarised as follows:
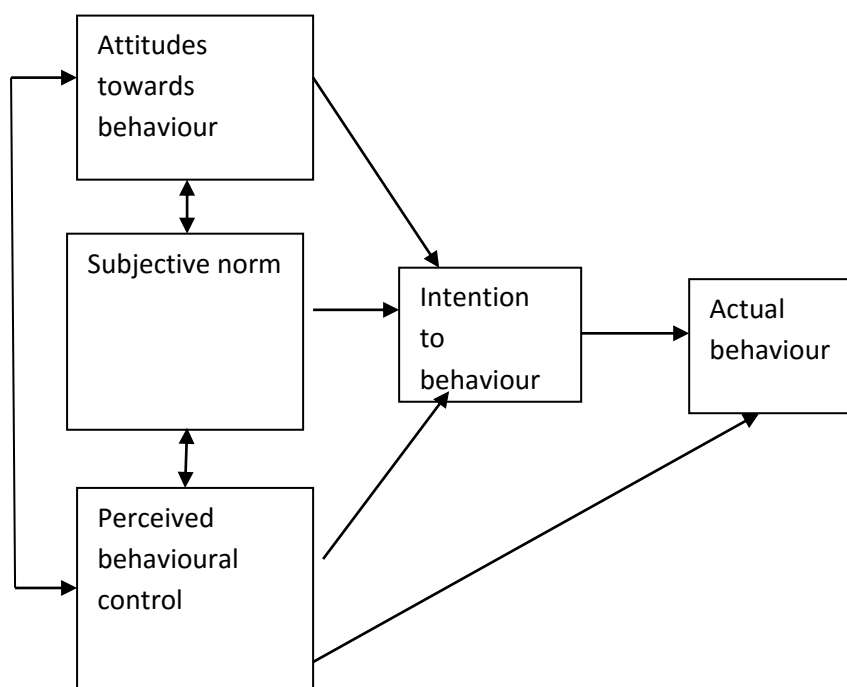
Figure 1: Theory of Planned Behaviour (Ajzen, 1991)

1.12.1 Application of the theory of planned behaviour in the study

Theory of planned behaviour has widely been used to predict behaviour in many studies in the past (Ajzen, 2011) and it had proved very successful for prediction of attitudes (Mahat, 2008) of regular primary and secondary school teachers. Knowledge of teachers' attitudes may be useful to generate ideas for curriculum reforms, selection of classroom management strategies and remodelling education policies (Ahsan, 2015) with respect to inclusive education. Individual's attitudes influenced and directed positive or negative behaviour (Ajzen, 1991). Therefore, in this study whether positive or negative beliefs, it guided the researcher in determining the respondent's view regarding his liking or disliking of issues hence linking his or her behaviour to their outcome.

According to Ajzen (1991), perceived behavioural control involved personal judgements and attitudes towards an individual's capability to perform a particular kind of behaviour while subjective norms refer to those acceptable social rules and cultural pressures that can encourage or discourage certain behaviours (Ajzen, 1991). In this study perceived behavioural control helped the researcher to hold respondents accountable to their own varied views at the time of data collection. On the other hand subjective norms helped in checking the respondents' degree on how could show performance of behaviour by explaining and describing their feelings about inclusive education.

Therefore, in this study the teachers' behavioural beliefs towards pupils with special needs, subjective norm and perceived behavioural control determined the way a classroom teacher behaved while dealing with learners in an inclusive education setting. The final behaviour of a teacher, therefore, was highly determined by his/her feelings, opinions, values and beliefs, what others said about him/her and finally how he/she attempted to fight out and balance all the above factors so as to attain a socially acceptable behaviour. The theory dug deep beyond observable behaviour. Therefore, the theory was employed in the study so as to explore deeper on aspects that propelled teachers' behavioural intentions on inclusive education by searching into personal opinions, values and feelings of teachers towards inclusive education practices.

1.12.2 Conceptual Framework

Independent variable		Dependent variable

Teachers' attitudes; Opinions, Feelings, Beliefs, Personal thoughts and values, Intentions	→	**Inclusive education;** Success of inclusive education programme, Failure of inclusive education programme
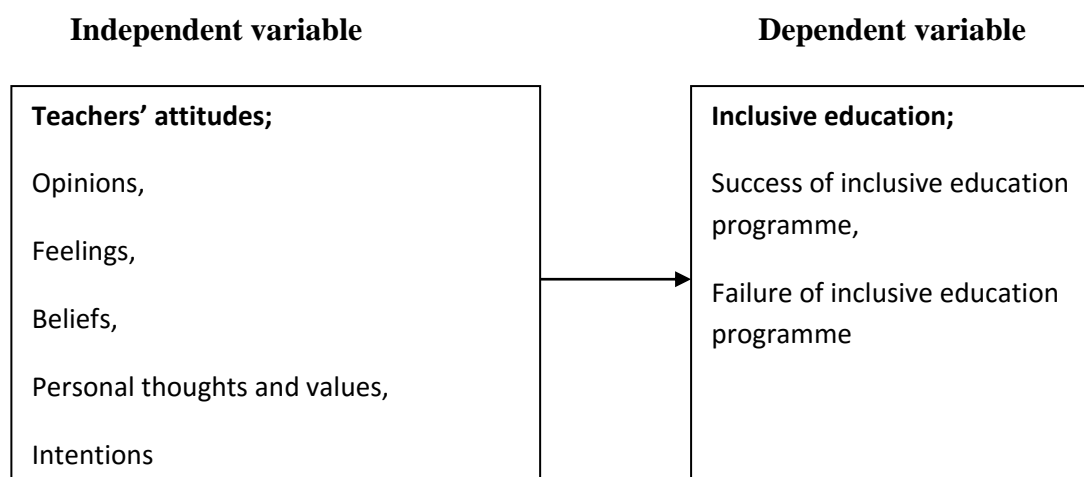
Figure 2: Conceptual Framework
Source: *Researcher (2020)*

The figure shows that the success or failure of inclusive education will depend upon independent variable

1.13 Operational Definition of Terms

Administration Support-It referred to goodwill from school administration which ensured a friendly working environment. That was mostly the provision of material and moral support like getting every teacher assisting a pupil with special need whether trained in area of special education or not.

Inclusive Education-In the study, that was a system where the school had to modify its programmes to suit the diverse needs of learners with special needs so as to make them accepted as part of society. Among those programmes were the all-inclusive structures, teaching methodology and other programmes like games and sports.

Parents of Pupils with Special Needs-In the study, those were biological parents of pupils with special needs and/or guardians. They were people responsible with affairs of children with special needs in provision of basic needs. They were persons required to furnish teachers with all information regarding the learner and were to be available when called upon to assist whenever teachers needed help for smooth running of inclusive education programme in a school.

Pupils with Special Needs-In the study, those were learners with visible special needs who attend public primary schools together with other learners like the physically, visual, speech and the hearing disabilities

Teachers' Attitudes - In the study, teachers' attitudes referred to preempting thoughts teachers had on inclusive education. For example, the individual acceptance to teach besides the choice of a suitable method preferred to teach a pupil with special needs in an inclusive setting. Thoughts on whether administration and parents gave them (teachers) support in carrying out inclusive education was also referred to in that respect as teacher's attitudes

Teaching Methodology - In the study, it referred to approaches of handling pupils with special needs at school such as group work and Individualized Education Programme.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the relevant literature and documented information related to attitudes, the overall performance of a student in inclusive education setting across the world and in particular, Kenya. It highlights knowledge, beliefs, and dispositions held by range of scholars and writers. The review is meant to exemplify the key concepts of the topic of discussion. It provides the basis of critical review and clearer understanding of the problem. The literature is presented thematically. The main sources of literature are textbooks, publications, newsletters thesis and internet. The review is divided into different sub sections, under the following headings.

2.1 Concept of Inclusion

Inclusion is a process of that helps to overcome barriers limiting the presence, participation and achievement of learners (UNESCO, 2017). According to shoulders and Krei (2016), inclusive education encompasses a joint effort in teaching of learners with special needs with their typically developing peers by both general and special education teachers. Inclusion of learners with special needs has been the main agenda of policy discussions in education (Obiakor, 2011), especially with respect to learners' access to regular education environment. LeMay & Heather, (2017) are of the view that inclusion is based on the principle that all learners are valued for their unique abilities and are accepted as important members of the student body (Obiakor, 2011). According to DeMatthews & Mawhinney, (2013), however, the lack of a universal definition or clear defined policy at federal level posed challenges to the concept of inclusion.

If the next generation receives education in safe, non-discriminatory environments there will be genuine hope for inclusion (Cheshire, 2019) and a future without discrimination. Inclusive education is viewed beyond mere access to educational services (Florian, 2019) but it embraces an aspect of quality of education itself and it does not only depend on the validity of its principles (Mauch, & Santana, (2017) but also on its implementation process. Ideally, it seems there is lack of sufficient understanding of inclusive education (Cheshire, 2019) and how to implement it. The study investigated the status of inclusive education in public primary schools of Teso south sub county with reference to teachers' attitudes towards inclusive education practices.

According to LeMay & Heather, (2017), the concept of inclusion relates to education of learners with special needs along-side their age appropriate peers in a general education setting; that is, an approach that ensures the presence, participation and achievement of all learners in education (Sambo & Gambo, 2015). The term inclusion plays an unprecedented role in research policies across the world today (Kielblock, 2018) giving rise to a variety of different understanding of the concept (Haug, 2017; Messiou, 2017; Nilholm & Goransson, 2017). Furthermore, the concept of inclusion widely and extensively incorporated views on student diversity (Kielblock, 2018) besides the changes the school and its system underwent to be able to provide supportive learning environment for all. Indeed, inclusive education is a wider discipline that demands a lot of study at regional level rather than generalization.

Khan, Hashmi, & Khanum, (2017), argues that inclusion encompasses a system of carrying educational services to the learner as opposed to carrying the learner to the educational services. Past studies (Kielblock, 2018), portrayed the idea of inclusive education as attending to some learners (those with special needs) specifically while

more deeper studies (Nilholm & Goransson, 2017) utilize inclusive education as one that served and provided optimal attention to all learners. Ideally, inclusive educations generally should to be understood as a normative idea connected to certain values (Haug, 2017). Those values comprise teachers' attitudes and the underlying factors contributing towards those attitudes

While some studies indicate that inclusive education as placement of learners with special needs into mainstream (Nilholm & Goransson, 2017), others in the recent reviews had focused to the fact that studies on inclusive education direct their attention basically on learners with identified special educational needs (Ruberg & porsch, 2017; Nilholm & Goransson, 2017; Haug, 2017; Messiou, 2017) as cited by Kielblock, (2018). The concept of inclusive education varies (Kruse & Dedering, 2017; Nilholm & Goransson, 2017; Haug, 2017). Inclusion is an effort to incorporate the best practices of special education in the general education classroom for the collective benefit of all learners in a pool (shoulders & Krei, 2016). Therefore, the concept of inclusion in that case demands that general education teachers work together with support of special needs education counterparts but the idea of their attitudes remain a critical aspect that need to be investigated

The main driving forces in achieving inclusive education and quality education for all comprise commitments at global level with United Nations Educational Scientific and Cultural Organization (UNESCO) at the centre (Mundy, 2016). Provision of strength to it is the fact that studies in the field of teachers' attitudes on the subject of inclusive education (Kielblock, 2018) begin on the presumption that new policies on inclusive education need to be implemented in real-world practices but have failed to observe that a teacher who implements the policy. Therefore, a teacher who holds certain unfavourable attitude (Kielblock, 2018) towards a particular policy might obstruct the

realization of it. Thus, it makes it imperative to constantly review teachers' attitudes periodically on the subject of inclusive education especially in a country like Kenya where the practice is picking up at a relatively faster rate.

According to Kruse & Dedering, (2017), learners with relatively adverse levels learning or educational needs can theoretically be transferred to relevant special schools expressly against their will or that of their parental authority and still (Kruse & Dedering, 2017) the school laws keep their opportunity to assign a learner to a more suitable institution of learning that caters for a particular kind of special need. Ideally, teacher attitude is an important factor in the success of inclusive programmes and can be investigated (Thomas, 2015) in relation to various factors which may influence teachers' classroom practice. There is need for collective responsibility by all stake holders in determining when a learner with special needs can be included and when not to be referred to a special school.

Schools are more appropriate places for inclusive practices (Kielblock, 2018) since they not only involve students and teachers but also parents and the entire community in responding adequately to demands like becoming welcoming centre for all and fight discrimination. To make it happen, thus, the teachers' empowerment, training, and support need to be ensured as it was declared by the UNESCO (2015) that teachers' preparedness and experience had an effect on learners' learning achievement (Blomeke, Olsen, & Suhl, 2016). While these factors have been investigated in multiple countries (Thomas, 2015), there is need for more knowledge of the present situation in developing countries like Kenya.

Positive attitudes towards inclusive education (Kielblock, 2018), are crucial for inclusive teaching practices to take place as inclusive education practices become

important to governments around the globe (Thomas, 2015) with universal pressure to provide education for all that meets the needs of diverse populations. Sarris, D., Riga, P. & Zaragas, (2018), explain that educators have more positive inclusive attitudes towards learners with social difficulties rather than those with behavioural and academic difficulties and perceive learners with physical difficulties as less possible to be supported in regular education classes (Sarris, Riga, & Zaragas, 2018; Bornman & Donohue, 2013). Therefore, it became important to look into attitudinal aspects of educators to ascertain the quality of learning in public primary schools in Teso south sub county, Busia County, Kenya.

General education teachers feel qualified to teach learners with special needs in their classrooms but may need help with unique characters (Monje, 2017) and in order to successfully include children with special needs in regular classes, teachers attitudes should be positively transformed (Rajni, 2016). This study sought to find out teachers attitudes towards inclusion practices with regard to a number of challenges they faced in general education classrooms in public primary schools in Teso south sub county, Busia County, Kenya.

While inclusive education can be termed as securing and guaranteeing the rights of all children to access, participate and succeed in their regular local school, (Slee, 2018); Khan, Hashmi, & Khanum. (2017), view inclusion as a system of education focusing on children enrolled in school yet excluded from learning and those out of school but can be educated if schools were available. All aspects of inclusion revolve round elimination of barriers to access, participation and achievement by all children irrespective of whether they have special educational needs or not.

2.2.1 Policy issues on inclusive education

The ultimate intention of any educational policy is to transform the normative models into functional modes (Mauch, & Santana, 2017) incorporated into daily lives with teachers as catalysts for educational change and responsible agents for meeting the needs of diversely increasing learners (Goddard & Evans, 2018). The teachers' attitudes towards inclusion of children with disabilities (Thomas, 2015), is an important factor in successful implementation of national inclusion programme. The force of current research is on teachers' attitudes towards inclusive education due to the critical impact of teacher attitude on smooth and successful implementation of inclusive education (Dias & Kadime, 2016). While teachers appear accepting and positive of inclusion programmes, (Anil, 2016) there is growing concern on implementation of inclusive education in mainstream classrooms. That forms a basis as to why this study was done.

As barriers to inclusive education are broken in a school environment (Cheshire, 2019), discriminatory attitudes in the whole community are challenged, thus, necessitating equality of opportunity, full and active participation of every member of society in all aspects of life (Cheshire, 2019. Attitudes are a factor in ones daily living, thus, does play a pivotal role in a teacher's day to day interactions with learners (Rajni, 2016). Inclusive education can be successful if a child friendly and accessible learning environment is accessible to all children (Khan, Hashmi, & Khanum, 2017) as Kavelashvili, (2017) argues that people's pessimistic attitudes towards differences results in discrimination that can lead to a crucial barrier to learning. Therefore, an aspect of teachers' attitudes towards inclusive practices remains important in a general education classroom.

As a matter of concern it is important to note that public policies, particularly education policies (Mauch, & Santana, 2017) require a considerable duration to become effective. However, Slee, (2018) reiterates that people, particularly with special educational needs, have been systematically oppressed as seen in institutional structures and cultures. Therefore, as the saying goes, 'every learner matters and matters equally', (UNESCO, 2017) and the right of each learner to education is asserted in numerous international treaties and texts (UNESCO, 2017). Thus, every country including Kenya has an obligation to observe the welfare of learners with special needs and try to speed up policy implementation and fight barriers to inclusion especially those related to attitudes through regular assessment of teachers' attitudes from time to time.

According to Messiou (2017), the concept of inclusion may be contradicted if attention is geared towards some learners since inclusion is basically being aimed at involving all learners (Messiou, 2017). A major barrier to inclusive education is the prevalence of unfavourable attitudes towards persons with special educational needs (Cheshire, 2019) and by human nature they are found among education stake holders, including teachers, parents, community members, government representatives and even children themselves (Cheshire, 2019) and to the growing feeling that inclusive education is a burden (McNamee, 2016) derails efforts made to promote the practice. Thus, the study investigated the status of teachers' attitudes in public primary school of Teso south sub county, Busia County, Kenya.

2.2.2 Aspects of inclusion

Inclusion of children with special needs is currently a global philosophy (Rajni, 2016); but Slee, (2018) reveals that despite efforts to promote inclusion, still there is an ongoing separation of learners with special needs in separate special schools and

classes from their non-disabled peers. Thus, the movement for more inclusive education for children with special needs around the globe (Thomas, 2015) calls for systematic investigation on important factor of teacher attitude towards inclusion. The positive outcome arising from inclusive education for all (Kielblock, 2018), include; appropriate behaviour for all learners, understanding of differences among learners and social inclusion. However, for teachers' to cater for all learners' needs (Kielblock, 2018), they should be willing to carry adaptations of curriculum and of the assessment to meet differentiations in teaching in an inclusive education setting.

A study by McNamee, K. (2016) found that teachers' attitudes seemed to change on inclusion based on the benefits it had on a learner. However, while inclusion can benefit learners with special needs (LeMay & Heather, 2017), some disabilities can have contrary outcomes that could impede learner progress. Hence, inclusive education remains a controversial topic as a result of unclear outline from federal authority on how it should be implemented (Bosch, 2015) in each school. Some children with special needs miss school and those enrolled with mild disabilities (Thomas, 2015) did not always get the badly needed educational services. Though teachers feel qualified and prepared to teach (Monje, 2017), there was concern on whether to include learners with relatively severe behavioural issues in a general education classroom. Such situations could be similar to that of schools in Kenya and it called for an investigation to find out the status of inclusive education with respect to teachers' attitudes.

Although inclusive education advocates for children to attend schools within their reach irrespective of varying special educational needs (Cheshire, 2019) there are a number of environmental barriers that impede inclusion from being a reality (Cheshire, 2019). Worse still, teacher's judgment on learners with special needs could

have a significant influence on children's emotional, social and intellectual development (Rajni, 2016). Thus, general education teachers need support and training to be better prepared in providing adequate professional instructional practices to learners with special needs in their classrooms (Sutton, 2013). The study investigated on the suitable support general education teachers need from administrators, teachers and other education stake holders in a bid to improve learning environment of pupils with special needs.

Inclusive education is a process of strengthening the capacity of education system to reach out to all learners (UNESCO, 2017). According to Kavelashvili, (2017) implementation of inclusive education should primarily be considered as a collective responsibility of the society to fight and protect the rights of members of their own community and provide opportunities that fully integrate into the community by receiving accessible education (Kavelashvili, 2017). However, it is important to investigate teachers' opinions on inclusion instead of taking sides on the advantages of the practice in favour of learners alone.

According to World Bank, Leonard Cheshire and Inclusion International (2019), data on type of knowledge and skills learners with special needs acquire by attending school remains wanting (Singal, 2015; Manzoor, Hameed, and Nabeel, 2016). Thus, it is worth noting that there is little information on what learners with special needs get while at school (Cheshire, 2019). This jeopardizes their smooth transition into post primary institutions of higher education and training since the concept of inclusion (Chaudhary, 2016) remained the recognition of the need to make disadvantaged students responsible and contributing citizens of the society. The status of teachers' attitudes is thus, central to success or failure of inclusive education practice in schools in most countries including Kenya

2.3 Teachers' Concerns towards Inclusive Education

According to Yada & Savolainen, (2017) and Kuittinen, (2017), teachers are reluctant on matters of inclusive education and feel negative on the subject of inclusive education in classes they teach. But even though inclusive education is a burden to teachers (McNamee, 2016) teachers are ready for it provided interventions for introducing inclusive education are ensured (Khan, Hashmi, & Khanum, 2017). Attitudes of teachers form a critical component to inclusion of learners with special needs (Rajni, 2016) and they are considered key players to success of inclusive education for all, (Kielblock, 2018), and one prerequisite of implementing more inclusive teaching practices is the teachers' attitude towards inclusive education for all. The kind of training affects the attitudes of teachers as maintained by Woodcock & Hardy (2017) while (Thomas, 2015) revealed that lack of teacher training was a potential threat to inclusion. Thus, the school administrations have a duty to ensure teachers received sufficient knowledge on inclusive education matters.

Teachers believe that parents are worried that their children with special needs will be abused, ill-treated or mishandled in an inclusive education setting (Deluca, M., Pinilla-Roncancio, M. & Kett, M, 2016b). Thus, as teachers are believed to have influence ranging from the board, community, to school, to government (Anil, 2016; Thomas, 2015), there is an apparent contradiction that teachers were in support of inclusive education yet claimed a child with special needs would receive the best education in a special school. Thus, while the primary purpose of inclusion should be to meet academic needs of learners with special needs in a relatively most restrictive environment (LeMay & Heather, 2017), it also has the potential to serve as away to teach social skills hence modeling appropriate behaviour of their developing

colleagues. Inclusive education remains a challenging discipline given that different stakeholders with varying ideologies in education are involved.

When teachers feel unprepared to participate in a programme they are required to implement (LeMay & Heather, 2017), it can lead directly to a negative attitude towards inclusion and subsequently low opinion on learners with special needs in a regular classroom. Attitudinal change should be considered an integral part of inclusive education programme (Anil, 2016). Thus, it calls for collective effort to raise awareness at grassroots level (Anil, 2016), including parents, teachers and education managers and education policy making agencies. The study aimed exploring teachers' attitudes on inclusion at present beginning with teachers who directly deal with pupils on the ground

A study by Chaudhary (2016), reveal that teachers have a positive perception towards implementation of inclusive education programme. However, one major weakness in national education policies and programmes is insufficient core modules in initial teacher education for all teachers to understand the reasons for learning breakdown (Cheshire, 2019) and how to address barriers to learning and participation for all children. It is the priority of the government and teachers training institutes to ensure that teacher posses a professional and accepting attitude towards learners with special needs in an inclusive classroom (Rajni, 2016) and accept such learners in a regular class with responsibility as opposed to the view that inclusion practice was an additional burden (Suc, Bukovec, Zveglic, & Karpljuk, 2016). The study sought to investigate the current status of teachers' thoughts and feelings on inclusive education in Teso south sub county, Busia County, Kenya.

Costello, Shane and Boyle, Christopher (2013, state that teachers play a fundamental role in implementing an open and inclusive environment for all children in the classroom, since one of the strategic goal for Global Partnership for Education (GPE) is to improve and provide more equitable student learning outcomes (GPE, 2018) through quality teaching and learning. However, most teachers acknowledge that they were not sufficiently trained and educated on the topic of inclusion during their years of training (Suc, Bukovec, Zveglic, & Karpljuk, 2016). The study sought to find out the challenges to quality teaching and learning with reference to the central theme of teachers attitudes towards inclusive education in public primary school teachers of Teso south sub county, Busia County, Kenya.

Bornman and Donohue (2013) insist that teachers should be at the lead in the transformation of schools to become more inclusive and they need to be offered expanded and enriched professional development opportunities in order to reduce implementation problems. However, (LeMay & Heather, 2017), reiterates that attitudes of teachers towards learners with special needs influence their interactions with learners leading to undesirable growth and academic progress of the given learners(s). Thus, the situation in Kenya is worthy investigating.

An attitude is a concept concerned with one's way of thinking acting and behaving as a result of some kind of previous learning experiences (Jain, 2016). Teachers' attitudes can be changed when presented with new information through regular training, provision of resource information (Anil, 2016; Donohue & Bornman, 2015) on the inclusion success stories of learners with special needs. However, there is need to check on the status of teachers' attitudes before favourable recommendations can be proposed in a country like Kenya and that is why this study was carried out to find out the current status of teachers' attitudes

2.3.1 Teachers' willingness to teach

General education teachers believe all learners deserve to be educated since education is a child's basic right (Khan, Hashmi, & Khanum, 2017; Monje, 2017; Ghouri, Abrar, & Baloch, 2010) and it's their task to teach those learners in their designated classrooms (Monje, 2017). Inclusion of learners with special needs into regular schools is beneficial (Zeenat, Ismat & Jehanzab, 2015). While teachers agree with the philosophy of inclusion (Thomas, 2015; Zeenat, Ismat & Jehanzab, 2015), they believe some children with special educational needs would receive better educational needs in designated special schools, hence, eliciting a contradiction that responses on teachers' attitudes are open for discussion and reflection since teachers come from different parts and hold on particular values which may be linked to the social context where research is conducted (Luke & Grosche, 2018). Thus, it made it imperative to carry out a study of this kind among teachers' in public primary schools in Teso south sub County, Busia County, Kenya.

Although teachers feel comfortable and satisfied when dealing with children with special needs in their classroom (Khan, Hashmi, & Khanum, 2017; Osama & Hanin, 2019), there was concern about the availability of sufficient resources and staff to support learners coupled with additional responsibilities (Osama & Hanin, 2019) and heavier workload for teachers in an inclusive education class. In order to successfully include children with special needs in regular classes, teachers attitudes should be positively transformed (Rajni, 2016). Further, LeMay & Heather, (2017), reveal that teachers who feel unprepared to meet educational needs of learners with special needs due to lack of training can lead to negative attitudes towards inclusive education since handling learners with severe disabilities in a regular classroom is challenging (Khan, Hashmi, & Khanum, 2017) and even with allocation of extra time and handling them

politely (Khan, Hashmi, & Khanum, 2017), teachers have limited capacity and instructional materials. Therefore, as drumming for inclusion practices increases, a number of issues such as teachers' attitudes need to be addressed.

Teaching learners with special needs makes a teacher a better teacher for all students (Monje, 2017) hence, effects of teachers' positive attitudes regarding admission of learners with special needs in regular school can be a mile stone in the path of successful inclusion (Rajni, 2016). Teachers can influence student learning (Florian, 2017) and can express stress and worry when dealing with learners with special needs with respect to whether they possessed the necessary knowledge and skills to include them in regular classes (Osama & Hanin, 2019) as Zeenat, Ismat & Jehanzab (2015) records that handling learners with special needs in a general classroom would require extra effort and would demand for too much adjustment in the classroom environment, thus, children with special needs (Zeenat, Ismat & Jehanzab, 2015) have a better opportunity of progress if they are in special schools as opposed to regular schools. The study sought to find out the current status of inclusive education with respect to opinion of teachers in Teso south sub county.

Inclusion can only be successful if the teachers are willing and able to teach pupils with special needs while holding on the notion that it is possible to include them in regular schools (Zeenat, Ismat & Jehanzab, 2015) and their attitudes are important since they are central players in either promoting or hindering inclusive education (Stemberger & Kiswarday, 2017). Teachers often perceive having learners with special needs in their classroom as a disadvantage to other general education counterparts in the same class (LeMay & Heather, 2017). Further, (Monje, 2017), reiterate that presence of learners with special needs is beneficial to all students

irrespective of whether they have disability or not. The study sought investigate status of acceptance of inclusive practices amongst teachers in public primary schools in Teso south sub county, Busia County, Kenya

Inclusive education is a desirable practice which can be beneficial to learners with special needs and the society at large (Khan, Hashmi, & Khanum, 2017). Teachers are directly responsible for accommodating an increasingly diverse group of learners with special needs (Florian, 2017), thus, to make inclusion a successful exercise, inculcation of positive attitudes amongst regular teachers towards learners with special needs becomes apriority (Rajni, 2016). But Monje (2017), cautions that despite a number of benefits derived from inclusive practices, learners who exhibit severe learning disabilities and constantly pose a danger to learning in general education classroom, can adversely hinder the educational processes for all learners

Learners with special educational needs have an opportunity to be socially included through interactions, socialization (Khan, Hashmi, & Khanum, 2017) and making friendship with peers but unfortunately some teachers experience it as an additional professional burden (Suc, Bukovec, Zveglic & Karpljuk, 2016; McNamee, K. (2016). Thus, it called for investigation on the status of teachers' attitudes to help identify gaps in matters of inclusive education with respect to teachers' in Teso south sub county, Busia County, Kenya.

2.3.2 Teaching methodology

Despite sufficient research on inclusive pedagogy (Cheshire, 2019) integration into education management programmes has become a nightmare with topics like classroom management, group dynamics, co-teaching amongst others being ignored (Cheshire, 2019). Teachers need professional development on inclusion that is

specifically designed for them (LeMay & Heather, 2017). As argued that teacher training seeks to facilitate acquisition of competencies in diverse content areas (Kaimenyi, 2015) including special needs education and guidance and counseling, teachers feel they have not been adequately trained (Thomas, 2015) to meet the diverse needs of children with special needs and schools do not have the relevant resources to steer quality inclusive education (Thomas, 2015). However, there is no mention of opinion and attitudes of teachers irrespective of the training on appropriate pedagogies needed to pass curriculum content to learners with special needs in an inclusive setting.

Pedagogical indicators are by far helping in monitoring whether inclusive education is being put into effect (Mauch, & Santana, 2017) and it is worrying when teachers are always unprepared to meet educational needs of learners with special needs (LeMay & Heather, 2017), due to insufficient knowledge on disabilities and effective teaching techniques since inclusive pedagogy is rarely adopted (Cheshire, 2019) as an overall approach. Thus, teachers badly require adequate education and training that is ongoing on topics related to special education services like appropriate accommodations, modifications, behaviour management and social emotional learning (Natalie, 2015). It is expected that the knowledge from such training shall be beneficial in improving teaching methodology from time to time.

Teachers in inclusive systems need to gauge effectiveness of their teaching (UNESCO, 2017) for the range of their learners and identify what they need to enable each learner learn well. Thus, both general education teachers and special education counterparts need to undergo regular professional development on implementation of inclusive education (LeMay & Heather, 2017) as regards teaching practices, co-

teaching and other topics related to inclusion within general education setting. The main question this study sought was, 'which approach is suitable for teachers in making all learners achieve in an inclusive classroom?

Capacity building of the teachers is essential in creating inclusive policies cultures and practices (Cheshire, 2019) like differentiated teaching, learning and assessment. Administering inclusive education policy is complex within education system management (Mauch, & Santana, 2017) especially in developing inclusive pedagogical practices. Therefore there is urgent need to develop appropriate teacher education policies and standards to embody inclusive teaching methodologies (Cheshire, 2019). The study in question sought to investigate the status of designed pedagogical approaches that would help steer a head the practice of inclusive education with reference to primary school teachers' of Teso south sub county, Busia County, Kenya.

A lot need to be done to improve teachers' capacity to respond to student diversity (Cheshire, 2019) in their classroom through inclusive pedagogy. Florian (2019) suggests that all learners need to possess a sense of belonging in the classroom when teachers provide diversity in their pedagogical approaches basing on each learners different way of learning. Teacher education must address basic understanding of human diversity (UN, 2016), especially for persons with special needs, inclusive pedagogy and identification of learners functional abilities. Further, teachers need guidance and support like provision of individualized instruction; teaching a similar content using a number of teaching methods to respond to unique abilities of each learner (UN, 2016) and introduction of pedagogy centred on a learner's educational objectives.

2.3.3 Administration support

Administrators can help general education teachers develop skills necessary to manage the negative behaviour witnessed in the classroom (Monje, 2017) since they relatively hold more positive attitudes towards inclusion than the general teachers and they (LeMay & Heather, 2017) have amoral duty to design, manage and lead programmes for learners with and without special needs. While teachers are considered key players to success of inclusive education for all (Kielblock, 2018), one prerequisite for implementing more inclusive teaching practices is the teachers' attitude towards inclusive education. Thomas, (2015) reiterates that teachers require more training on disability and inclusion since the kind of training affects the attitudes of teachers as maintained by Woodcock & Hardy (2017), and therefore, administration involvement on regular exposure of teachers to relevant training remained a binding factor to successful promotion of quality inclusive learning especially in Kenya.

Schools should listen to voices of learners with special needs by involving parents or caregivers in decisions about their education and learning needs (Cheshire, 2019), since a culture of inclusion and equity in education require a shared set of assumptions (UESCO, 2017) and beliefs among senior staff at national, district and school levels: thus;

> "Leaders at all levels, including those in civil society and other sectors, have to be prepared to analyze their own situations, identify local barriers and facilitators, plan appropriate development process, and provide leadership for inclusive practices and effective strategies for monitoring equity in education" (UNESCO, 2017).

Besides, school managers also need to be built on the understanding of the value of and the way in which to run schools that respond to values of inclusive education

(Cheshire, 2019).   Therefore, administration has a big role to play in promoting an enabling environment that favours   all learners irrespective of whether they have special educational needs or not.

According to Williams, (2015) as cited by LeMay & Heather, (2017) teachers expect support and guidance from their immediate bosses in the staff and therefore, administrator's attitude towards inclusion of learners with special needs cannot be underestimated since teachers badly require their assistance to meet educational needs of learners with special needs (LeMay & Heather, 2017). Teachers' desire for more assistance is understandable with relatively more complex responsibilities they have for educating children with special needs in regular classes with limited training and few resources (Thomas, 2015). Previous training on special education through seminars affects teachers' attitudes and boosts their willingness to accommodate inclusive practices (Sarris, Riga, & Zaragas, 2018). School administration is centrally placed to co-ordinate with relevant authorities in making such training proposals for their staff, especially in public primary schools in Teso south sub county, Busia County.

According to (Monje, 2017) general education teachers feel they need more professional development on how to fully include learners with special needs in their general educational classroom. Similarly, both teachers and administrators (LeMay & Heather, 2017; Clipa & Boghean, 2015; Joanna & Alexander, 2017; Khan, Hashmi, & Khanum, 2017), feel that limited capacity and resources to adequately address inclusion were insufficient, therefore, administrators are left with no choice but to advocate for additional funding so as to support and boost learners educational demands (LeMay & Heather, 2017). More so, relevant training support from administrators relatively prepares teachers to work well with learners with special

needs (Mc Mahon, Keys, Berardi, Crouch, & Coker, 2016). Therefore, administrators play a pivotal role in promotion of inclusive education especially in public primary schools and that was one area this study sought to investigate.

When teachers do not feel adequately prepared to undertake a task they are required to implement (LeMay & Heather, 2017), it can directly lead to unfavourable attitude towards inclusion. Thus, teachers believe that inclusion can best be implemented successfully with express assistance of a resource teacher (Zeenat, Ismat & Jehanzab, 2015). Therefore, to ease the discomfort at work place, for teachers (LeMay & Heather, 2017), support and training on implementation of inclusive education is important. Administrators are responsible for creating apositive school culture (Harris, 2009; LeMay & Heather, 2017), making their role and attitude towards learners with special needs and inclusive education important particularly to the case in public primary schools Teso south sub county, Busia county

Although administration may not deliver direct instruction or have one on one contact with classroom situation, (LeMay & Heather, 2017) it plays a pivotal role in the proper implementation of inclusive education, however, relatively more severe disabilities received less support for inclusion in general education setting (LeMay & Heather, 2017; Harris, 2009). Further, LeMay & Heather, (2017) reveal that administrators had more training on inclusion than teachers but with all that knowledge, still general education teachers feel they lack support on relevant professional development aimed at boosting inclusive education environment (Wogamon, 2013). Therefore, similar training was needed to promote teachers' positive attitudes on inclusion in public primary school since they had direct contact with learners than their immediate bosses.

Inclusive education calls for a chain of alterations inside school involving school management (Mauch, & Santana, 2017) but when teachers lack training support through regular professional development to address needs of all learners (Khan, Hashmi, & Khanum, 2017), the gap will demand urgent need for more professional development on how to work with learners with special needs (Monje, 2017). An important factor in carrying out inclusionary teaching practices is the teachers' collaboration with other stakeholders' like administrators' within their school (Osman, 2018). Therefore, the vital part of collaboration demands that administrators expand their role in capacity building of teachers through regular and relevant workshops that promote knowledge on inclusive education

It is worth noting that education and training are key factors towards promotion of teachers' positive attitudes towards inclusion practices (Sharma & Nuttal, 2016) as pointed out by Cheshire, (2019) that teachers need school-based and external support on an on-going basis. Thus, support from administration towards this course is what this study endeavoured to investigate with reference to primary school teachers of Teso south sub county, Busia county, Kenya.

2.3.4 Parental support

The families of learners with special needs have become more participative (Mauch, & Santana, 2017) due to greater awareness on the rights of persons with disabilities with regard to inclusive education. Similarly, Teaches are concerned about family support for learners with special needs (Thomas, 2015). Although teachers expect more parental support and involvement in children's learning outside school (Zhou, 2014), there was lack of understanding or acceptance of disability by parents (Kavelashvili, 2017; Thomas, 2015). This forms a common barrier to inclusion and it

called for investigation on the level of parental contribution on the subject of inclusive education in public primary schools of Busia County, Kenya.

Parents of learners with special needs should be involved in school boards of management and parent teacher associations (Cheshire, 2019) to promote mutual understanding. While teachers complained about poor parental support (Thomas, 2015), there was a problem of families not having enough and correct information or resources to help them understand or provide for the basic difficulties of their children. However, parents (Zeenat, Ismat & Jehanzab, 2015) want their children educated whether they have special needs or not. Indeed inclusion of a population with special needs has become a major concern for many governments in the world and Kenya and her schools is not an exception.

Importance of involving parents as partners in providing support for children with special needs has been recognized (Cheshire, 2019; Deluca & Kett, 2017) especially in matters of discipline and general support. The teachers' lack of familiarity with the family lives is an important factor not to be overlooked (Thomas, 2015). Inclusive education works best when all sectors of society are involved especially parents at the forefront, teachers, children and education officers (Sambo & Gambo, 2015). According to (Thomas, 2015), families of children with special needs may not have the ability or the understanding to provide what their children need for educational progress. The study sought to find out level of parental support for inclusive education in public primary schools in Teso sub county, Kenya

Parents want their children to attend regular school especially when their child is only mildly disabled (Zeenat, Ismat & Jehanzab, 2015) and access the same quality of education that other children are getting. However, parents of non-disabled children

fear that academic progress of their children will be slowed down in an inclusive classroom (Cheshire, 2019) and their children may learn inappropriate from their classmates with special educational needs (Cheshire, 2019). The most important determinant of the success of inclusive practices (Osman, 2018) is teachers' collaboration with colleagues, parents, cooperative planning and peer learning. Therefore, it became crucial that parents' contribution on effectiveness of inclusive practices be determined in the current study

Most children with special needs are invisible in their communities because parents hide them away or keep them at home to protect them (Cheshire, 2019) and thus, parents of children with special needs are careful on placement of their children in an inclusion programme for security fears on possible humiliation by their counterparts without disabilities (Kavelashvili, 2017). This makes learner accessibility difficult since the family as a whole plays a central role throughout the learners' development (Woolfolk, 2013). This negative attitudes may also impact on children's self-confidence and own sense of identity (Cheshire, 2019). Among other key issues the study helped investigate parental contribution on inclusive education in support of teachers in Teso south sub county, Busia County, Kenya

2.4 Summary of Literature Review

The discussion held in the literature review formed a strong basis for investigating teachers'' attitudes towards inclusive education in public primary schools of Teso south sub-county of Busia County, Kenya. The summary follows a logical order as outlined by the order of objectives of the study.

2.4.1 Teachers' willingness to teach

Universally, there exists a level platform portraying a similar agreement among all nations on education as a child's basic right. Therefore, this has narrowed down to teachers' core mandate to execute the dream by attending to all learners in their designated classrooms irrespective of their varying educational and learning needs.

Though some past studies reveal that teachers would accept the idea of inclusion, they raise a number of issues regarding availability of relevant and sufficient learning resources and staff to help control and manage issues regarding excessive workload. The concerns highlighted above amount to varying attitudinal climate regarding inclusive education among most educators today.

Given that learners with special needs possessed varying educational needs, teachers' need relatively more time to address their concerns; a factor which in most cases remained limited since a common timetable is employed to control classroom and other school activities. Therefore, while addressing the subject on teachers' attitudes towards inclusive education, there exist a number of factors which entirely derail or promote inclusive education and that what this study sought to investigate.

Ideally, classroom environment ought to be adjusted hence calling for extra effort, willingness and skill from the teacher. Therefore, teachers' attitudes remain central in either promoting or hindering inclusive education. However, inclusive education is increasingly becoming a desirable practice in the current society and there is a thirst to inculcate positive attitudes amongst regular teachers as the main priority than even school resourcing.

Despite the numerous challenges faced regarding implementation of inclusive education, it remains evident that socialization aspect, and making of friendship with

peers stood very positive for pupils with special educational needs. The study investigated the status of teachers' attitudes regarding their willingness to teach pupils with special needs in a regular classroom.

2.4.2 Teaching methodology

Teaching methodology encompasses the approaches employed in relaying across the desired knowledge, skills and attitudes to a learner. With a mixed class where pupils with special educational needs are included in the same classroom with their peers without special needs, teachers remain at crossroads since they need professional development on inclusion that is specifically designed for pupils with special educational needs in an inclusive classroom.

Pedagogical indicators are for measuring and determining the effectiveness of content delivery. Therefore, teachers need knowledge related to special educational needs like appropriate accommodation, modification, behaviour management and social emotional learning. It remains the teachers' moral duty to gauge effectiveness of their teaching and general delivery level in favour of their learners with varying educational needs to help them achieve in their learning process. Thus, teachers need regular professional development on implementation of inclusive education in areas like teaching practices, co-teaching among other topics. However, the current question remains, "which approach is suitable for teachers to make every learner in his or her class achieve in an inclusive classroom?"

Constant capacity building is important in instilling inclusive education policies and cultures like differentiated teaching and learning assessments aimed at monitoring pupils learning progress. Thus, administering inclusive education policy is thus, a relatively complex idea within education management system especially in

developing and reaching a compromise for an agreed inclusive education pedagogical practice.

Learners need a sense of belonging in an inclusive education classroom especially through teachers' diversity in teaching approaches. The needs of each learner need to be met since they have different ways of learning and rate of grasping information. Teachers should use varying teaching approaches at their disposal in identifying and utilizing learners varying functional abilities

2.4.3 Administration support

Administration is central to smooth implementation of inclusive education in schools since it has a key role in helping design, manage and lead programmes for learners with and without special needs. Administrators help in matters of co-ordination between school and other education stakeholders in analyzing their own situations, identifying local barriers, plan appropriate development process and provide leadership for inclusive education practices at their work place.

Since teachers dearly expect support and guidance from their immediate bosses, administrators' attitudes towards inclusive education should never ever be overlooked. They advocate for funding to help boost educational programmes and educational demands. They access environment outside school and play a role as a link between the school and the community.

Administrators have a duty to create a positive school culture through coordination of inclusive education activities. They have more training on inclusive education than teachers and they need support on relevant professional development, thus, central to promotion of inclusive education programmes.

Teachers can only succeed in implementing inclusive education with the help of administrators. Administrators have a moral duty to initiate school based and external support on an ongoing basis.

2.4.4 Parental support

With relatively growing awareness on rights of persons with special needs with respect to inclusive education, families have become more participative. The family support is a reliable bridge for the success of inclusive education between teachers and parents and the community at large. This is enhanced by involving parents in school management through representations in schools board of management and parents' associations' especially by including parents whose children have special needs. Parents need their children to acquire education irrespective of whether they had special educational needs or not.

Parents assist teachers in matters regarding discipline of pupils and general support for smooth learning of children with special needs. Thus, inclusive education works best when every stakeholder is involved; especially parents who are the source of clients at the centre of learning. Parents of pupils with special educational needs may not be knowledgeable enough on what their children need for educational progress hence a need for collaboration with teachers. The two parties; teachers and parents' role should complement one another if success in inclusive education is to be realized.

Parents support inclusion of learners with relatively mild special educational needs. But parents of those learners without special educational needs register a fear that their children's achievement may be slowed down in an inclusive classroom as teachers may concentrate on and invest a lot of time those pupils with special needs.

However, most important is the collaboration teachers may have with colleagues, parents, cooperative planning and peer learning.

For fear of humiliation most parents hide pupils with special educational needs feigning to protect them from the relatively harsh outside world. This poses a challenge to the success of inclusion programmes since parents are central to the success of inclusive education initiatives all over the world. It hampers accessibility of learners and thus, parental contribution on inclusive education remains important.

Therefore, generally the teachers' willingness to teach pupils with special educational needs, knowledge on the relevant pedagogical approaches, administration support and parental contribution in the area of inclusive education has been extensively covered. This study sought to investigate teachers' attitudes towards inclusive education basing on the four main objectives above. The literature review exhausted all relevant area of the study in trying to find out the status of teachers attitudes towards inclusive education.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The chapter outlined the methodology and procedures that were used in conducting the study. It covered research design, population size, sampling design and sampling procedures. Other sections included instrument of data collection validity and reliability of the study as well as the method of data collection.

3.1 Location of the Study

The study was carried out in selected public primary schools in Teso south sub-county of Busia county, Kenya. The sub-county is located in the western part of Kenya and borders with the Eastern region of the republic of Uganda. The sub-county then had 74 public primary schools. Teso south sub-county was selected because a study of this kind had not been carried out. The study findings would be original since no report had been made with respect to teachers' attitudes towards inclusive education.

3.2 Research Design

The study adopted both qualitative and quantitative research approach. A survey design was used in the study. According to Martyn (2008), a survey involved describing the behaviour of a subject without influencing it in any way. This design has been used to obtain the general overview of the subjects in social sciences. The overarching goal of a quantitative research design was to draw relationships between dependent and independent variables, thereby assisting the researcher in developing a generalization that explained or predicted certain phenomenon (Creswell, 2014) and that was what this study followed.

This Survey study dealt with measuring intangibles such as opinions, attitudes, values, perceptions or other psychological and sociological constructs. The study settled on measuring attitudes, thus, a survey was the best option. A survey provided enough protection against biasness and helps maximize reliability (Kothari, 2011). The design was therefore, used to obtain the general opinion, feelings and thoughts of teachers towards inclusive education in their work stations.

3.3 Research Variables

In the study, the independent variable was teachers' attitudes while the dependent variable was inclusive education. The independent variable, that is, the teachers' attitudes, predicts the amount of success or failure in the dependent variable (inclusive education). The inclusive education was criterion variable, thus, varied as a function of independent variable, the teachers' attitude.

In the study the dependent variable (inclusive education), indicated the total influence arising from the effects of independent variable (teachers' attitude). The success or failure of inclusive education depended entirely on attitudes of teachers in a learning environment. With the world Declaration on Education for All and the current policies on inclusive education, there was growing concern and increasing pressure for inclusive education in all public primary schools around the world and in particular, Kenya. Therefore, it was expected that once teachers' attitudes were in favour of inclusion, the whole process of inclusion should be smooth and vice-versa.

3.4 Population of the Study

According to Kothari (2011), population could be in two categories; target and accessible population. Target population was the entire group or objects to which results of a study could be generalized. Accessible population on the other hand

referred to a subset of the target population. It was actually the study population. In the study, public primary school teachers of Teso south sub-county formed the study population.

The year 2015 reveal that Teso south sub-county had 74 public primary schools with total teacher population of 754 (Teso south sub-county Office, 2015). The population of teachers was composed of teachers of all ages and varying academic and professional grades. That gave strength on the side of the researcher to gather valid data that could be generalized to a large number of teachers. They also came from both rural and urban settings, hence, giving a very reliable data.

3.5 Sample Size and Sampling Procedure

A sample was part of a target population that had been procedurally selected to represent it, (Oso & Onen, 2008). The main function of the sample was to allow the researcher to conduct the study to individuals from the population so that the results of the study could be used to derive conclusions that would apply to the entire population.

According to Mugenda and Mugenda (2013), when a study population with less than 10,000, a sample size between 10% and 30% appropriately represented a target population and hence 10 % was adequate for analysis in the study in question. Teachers in Teso south sub-county represented a population validity that had all characteristics sufficient for the study. The researcher assigned a number to each of the 754 teachers in Teso south sub-county to constitute a sampling frame, thus, making all subjects have an equal chance of being selected for the study. Thereafter, the researcher issued a questionnaire to 75 teachers' selected using simple random sampling technique by help of a scientific calculator.

3.6 Research Instrument

In order to meet the objectives of the study, a questionnaire was used to collect data. The researcher resorted to the use of questionnaires because it was relatively confidential as compared to interview schedule where respondents might opt to give responses to please the researcher.

3.6.1 Questionnaire for teachers

According to Kothari (2011), use of questionnaires had the following advantages; they were easier to administer and analyze and economical in terms of time spent, they were free from bias of the interviewer; answers were in respondent's own words, respondents had adequate time to give well thought answers, respondents who were easily approachable could also be reached conveniently and a large sample could be made use of and thus the results could be made more dependable and reliable. The tool was used because it enabled the researcher to collect data from a large number of respondents within a relatively short period of time.

3.6.2 Justification of the instrument

The questionnaire was guided by use of Likert scale rating format since this had been used successfully in measuring perceptions, attitudes, values, opinions and behaviour in most studies in the past (Mugenda & Mugenda, 2013). The items in the questionnaire were based on measuring attitudes by use of terms which could only be inferred, for example, personal opinions, feelings, values and beliefs about inclusive education practices. Items in the questionnaire were declarative in nature and comprised 3 semi-structured questions alongside 4 response categories that indicate either the presence or absence of the characteristic being measured (Mugenda & Mugenda, 2013). The compositions of the items were guided by the gaps cited in the

literature review. The items were made relevant by sticking and making references from the objectives of the study.

3.6.3 Nature of questionnaires

According to Mugenda & Mugenda (2013), a questionnaire was a list of questions in a set form that was developed to address specific objectives or research questions. In the study, the questionnaires consisted of closed ended and semi structured questions. Closed ended questionnaire items had an overall advantage of being easy to administer, (Mugenda & Mugenda, 2013) analyze and also economical in terms of time.

The questionnaire was divided into five sections. Section 1 solicited for the background information of the respondent. Section 2 comprised of 3 semi structured items and 4 closed ended items addressing the first objective on teachers' level of acceptance to teach pupils with special needs in an inclusive classroom. The third part comprised of items on the teachers attitudes on teaching methodology suggested to be used in an inclusive classroom. It contained 3 semi structured items alongside 4 closed ended items which dug deep into teachers' personal opinions. The fourth area was addressing the third objective on teachers' opinion regarding administration support available for them in an inclusive setting. It also contained 3 semi structured items with other 4 closed ended items for further individual teacher's views on the subject. The last section comprised of items investigating teachers' opinions towards support for inclusive education by parents of pupils with special needs in an inclusive setting. It also contained 3 semi structured items and 4 closed ended items to give room for individual views. The semi structured questions provided a special

opportunity for teachers to express themselves freely, hence providing fast hand and very reliable data to the researcher.

3.7 Pilot Study

The questionnaire was pre-tested and the responses of the respondents were checked against research objectives. 8 teachers were involved to test reliability of the instrument since the real study sample was not too big (Mugenda & Mugenda, 2013). A decision on the relatively small number of participants' for piloting was reached because the small number could yield meaningful results in data analysis of a survey research (Mugenda & Mugenda, 2013) like in this study in question. Therefore, 8 teachers were used for instrument piloting process, 4 females against 4 males.

The researcher encouraged the subjects to make comments and suggestions concerning instructions, clarity of questionnaire items and their relevance to the study. All questions were self-administered since the researcher allowed the respondents to complete them by themselves (Mugenda & Mugenda, 2013). The researcher employed Pearson product moments of correlation where a co-efficient of 0.8 and more would be considered reliable in the study. That was done using Microsoft excel programme and a co-efficient of 0.861 was obtained. It thus, indicated that the study was highly reliable.

The respondents for piloting phase were 4 male and 4 female teachers from the neighbouring Teso North sub county. That ensured such teachers could not be involved in the real study during actual data collection from the field to avoid situations like the Halo effect (Mugenda & Mugenda, 2013) where the researchers ratings were influenced by his or her initial impression of the subject. Therefore, the

participants involved in the piloting process were not involved in the actual data collection stage in the study

3.8 Validity of the Instrument

Validity was a measure of what really items were or appeared to be about (Saunders, Lewis & Thornhill, 2007). The researcher ensured terms used in constructing questionnaire showed face validity by measuring construct of interest (teachers' opinions). The wording in the questionnaire gave a clear picture of personal opinion, feelings or thought regarding inclusive education.

In ensuring content validity, the researcher used a questionnaire that covered entire range of relevant behaviour, thoughts and opinions that defined teachers' attitudes so as to give a clear picture of the content of the study. That was, teachers' attitudes towards inclusive education was considered to have thoughts about inclusive education, feelings about inclusive education and consequently, behaviour towards inclusive education. The researcher also ensured content validity by discussing items in the instrument with the supervisors.

Price & Oswald (2008) explained Criterion validity as the extent to which people's scores are correlated with other variables or criteria that reflect the same construct. In the study therefore, teachers' attitudes correlated with inclusive education. Positive attitudes were expected to yield desirable inclusive education settings whilst negative attitudes were expected to derail the whole process of inclusive education.

3.8.1 Validating construct validity

To assess construct validity, the researcher employed the theory of planned behaviour as a theoretical framework regarding the concept to be measured. The constructs included beliefs, emotions, values, feelings and perceived behaviour control which

were inherent in human beings yet yielded to a final behaviour. The constructs were validated by use of words in the questionnaire which measure the degree of teachers' feelings for example, strongly agree, Agree, Neutral, Disagree and Strongly disagree.

Experts in research, that is, the supervisors were engaged in ensuring that the questionnaire accurately and meaningfully measured the variable that was meant to be measured

Face validity revolved round the formatting of the instrument. It mainly focused on the aspects such as clarity of the printing, font size, spacing of words or general good outlook and appropriate work space coupled with good grammar of the words of English language used.

3.9 Reliability of the Instrument

Reliability was the extent to which results would be suitable or consistent if the same technique was repeated on the same group of respondents (Fraenkel and Wallen, 2008). The researcher used test-retest reliability because it was relatively economical in terms of constructing test items unlike for example, equivalent form approach which required the use of two test items. The scores from the two sets of data would then be correlated in order to evaluate the test for stability over time (Mugenda & Mugenda, 2013). A period of two weeks between the first and second data collection in instrument pretest study period was done during piloting phase.

3.9.1 Scoring of instrument

In obtaining qualitative data, thematic analysis was done so as to establish emerging themes which were then mapped against research objectives. In the case of closed ended questions, responses were numerically coded with 1 representing a 'YES' and 2

representing a 'NO' respectively. The digit with the highest number and the lowest number was compared in terms of percentages.

On the other hand, quantitative data from closed items of the questionnaire were listed, coded, analyzed by help of descriptive statistics such as frequency counts and percentages. Thereafter, information in percentages was also presented in the form of charts and bars graphs'.

3.10 Data Collection Procedures

The researcher collected data from the selected respondents after receiving clearance to conduct research from the school of education in the department of education psychology, Moi University. Letters of authority to conduct research were requested from the district education office, Teso south district, the county director of education, Busia County and the National Council for Science and Technology. The researcher distributed questionnaires in person to teachers of selected public primary schools. The researcher then requested for the filled questionnaires either that very day or the following day.

3.11 Ethical Considerations

Every research study raises ethical concerns (Mugenda & Mugenda, 2013). To address gaps related to ethical concerns in the study, the researcher ensured the face of questionnaire did not have a name of a respondent to ensure confidentiality. In the same vein, no name of a pupil with special need was written on a questionnaire. Further, during reporting of the study findings, schools where respondents came from have not be listed. The researcher also sought for informed consent from respondents by writing to them in advance explaining the nature and purpose of the research. The researcher also sought for an introductory letter from the sub-county education office,

Teso south. That helped clear doubts from other education stakeholders like parents of pupils with special needs since special needs education was a very sensitive area that directly touched on people's dignity. In the event that respondents wished to get access to the findings of the study, they were free to get it through a copy in the sub-county education office, Teso south.

3.12 Data Analysis

Data analysis was a process of bringing order, structure and meaning to the mass of information collected from the field and making a sense out of texts and images of data (Cresswell, 2014). Completed questionnaires from respondents were checked, organized, edited and coded. Quantitative data was analyzed using descriptive statistics while Qualitative data were transcribed and coded manually. Thereafter, thematic analysis and interpretations was done. Descriptive statistics were indices describing a given sample (Mugenda & Mugenda, 2013). They included mean, frequencies and percentages. Data was presented in form of tables and charts.

Data were keyed into the computer clearing process and analyzed by help of Statistical package for Social Sciences (SPSS) version 20. Thus, that computer process was used to describe the data numerically by use of percentages on charts and bar graphs. All questions from number one to number four were analyzed in a similar manner since they all possessed a similar characteristic.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter presents the report of the data gathered from the field as well as an analysis of the same. This chapter represents bio data of respondents, data analysis, discussion and interpretation of research findings. The arrangements of elements of this chapter follow a logical sequence guided by the objectives of the study and the themes arising from data analysis. The objectives of the study were:

1. To determine extent to which teachers were willing to teach pupils with special needs in an inclusive setting.

2. To investigate teachers' opinion towards teaching methodology suggested in handling pupils with special needs in an inclusive setting.

3. To determine the extent of administration support available for teachers within inclusive settings.

4. To determine the extent of parental support available for teachers in an inclusive education setting

Data on teachers' opinions, perceptions and personal views regarding these objectives were generated through questionnaires; with both open ended and closed ended approaches put into use. Respondents were primary school teachers. The study managed to secure information from a total of 75 respondents.

Quantitative data were analysed by coding manually and analysing using statistical package for social sciences and presented in descriptive statistics. Qualitative data were transcribed and coded manually. Thereafter, the researcher used thematic

analysis and hence, interpretations. To secure the confidentiality of respondents, real names of the respondents were not mentioned.

4.1 Bio Data of Respondents

4.1.1 Gender.

Figure 4.1 below shows results on the gender of respondents
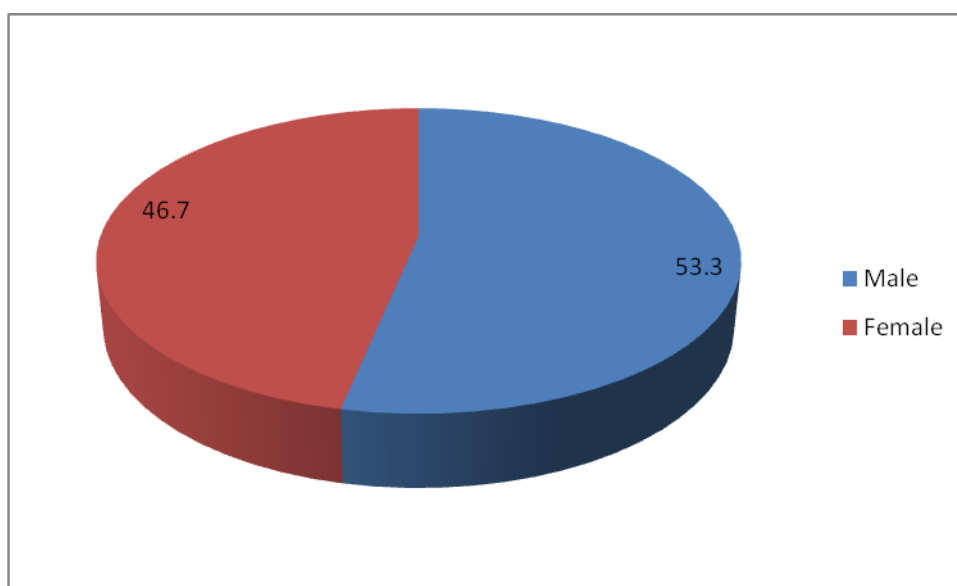
Figure 4.1: Gender of respondents

From figure above 40 (53.3%) of the respondents were male while 35 (46.7%) were female. Majority of the respondents were males.

4.1.2 Education level

Table 4.2 below shows results on the education level of respondents.

Table 4.2 Education level

Response	Frequency	Percent
"0" Level	8	10.7
P1 Certificate	33	44.0
Diploma	27	36.0
Degree	7	9.3
Total	**75**	**100.0**

Table 4.2 above shows that 33(44.0%) of the respondents had P1 certificate, 27 (36.0%) diploma, 8 (10.7%) O, level and 7 (9.3%) degree in education level. Majority were P1 certificate holders.

4.1.3 Work experience

The study sought to find out work experience of teachers in the primary schools
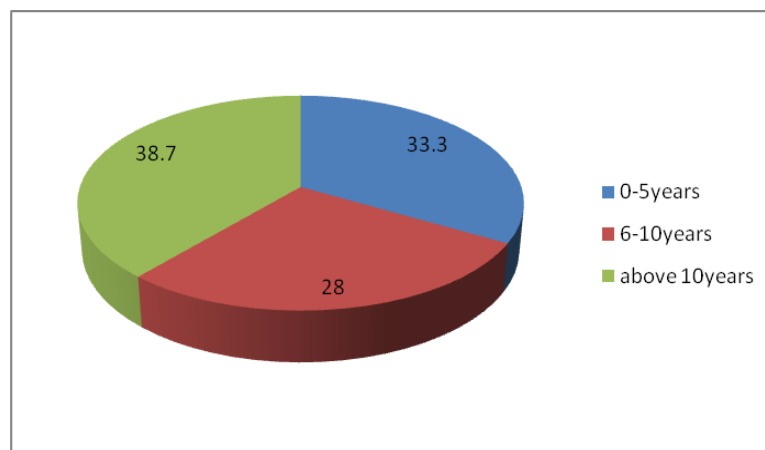
Figure 4.3 Work experience

From the figure above 29 (38.7%) of the respondents had a work experience of over 10 years, 25 (33.3%) had worked between 0-5 years and 21 (28.0%) had worked between 6-10 years. Majority had a work experience for over 10 years.

4.2 Teachers' Willingness to Teach in an Inclusive Setting

The first objective of the study was to determine extent to which teachers were willing to teach pupils with special needs in an inclusive setting. The study endeavored to find out the level of teachers' readiness in accepting to teach children with special needs in an inclusive education environment with reference to public primary schools in Kenya. This was meant to establish the preparedness of teachers in executing their teaching mandate in an environment with pupils of varying learning needs and whether the teachers were aware of the policies regarding inclusive education

4.2.1 Inclusive education affects teacher competence

The study sought to find out if including pupils with special needs in an inclusive classroom affect personal competence in teaching. Teachers were asked to give personal opinion on whether inclusive education affected their personal competence while teaching in an inclusive classroom. Analysis of their responses began with accepting or denying that inclusive education affected their operations as teachers by frequency of citations and thematic analysis of their explanations as shown in the table 4.4 as shown below:

Table 4.4 Inclusive education affects competence

Response	Frequency	Percent
Yes	60	80.0
No	15	20.0
Total	**75**	**100.0**

It was seen from the results in the table above that 60 (80.0%) of the respondents had a feeling that including pupils with special needs in an inclusive classroom affected personal teacher competence in teaching as cited by respondents;

> *'Pupils with special needs require special attention hence time allocated is not enough to complete the syllabus on time,'*

> *'Including pupils with special needs in an inclusive classroom affect my personal competence because they need a lot of time to catch up with others hence affect my performance,'*

However, 15 (20.0%) disagreed with that thought with one respondent arguing that;

> *'Incorporating children with special needs in an inclusive classroom widens the scope of varied teaching and learning needs and hence widening the utility of my personal competence'.*

This finding concurs with that of LeMay & Heather, (2017); Khan, Hashmi & Khanum, (2017) which revealed teachers' unpreparedness as a result of lack of

sufficient skills, thus, viewing inclusive education as challenging to their teaching career. Further, teachers have limited capacity and instructional materials to measure to the demanding task inclusive education (Khan, Hashmi & Khanum, 2017). Therefore, majority of the teachers argued that including pupils with special needs in an inclusive classroom setting affected personal teacher competence in teaching.

4.2.2 Experience difficulties

On finding out from respondents if they experienced difficulties when handling pupils with special needs in an inclusive classroom, they had results shown in figure 4.3.1 below
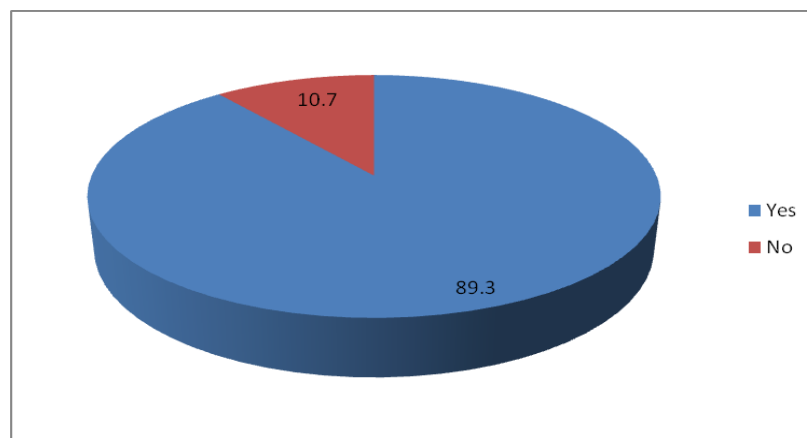
Figure 4.5: Experienced difficulties when handling pupils with special needs

It was evidenced from figure 4.3.1 above that 67 (89.3%) of the respondents had an opinion that they experienced difficulties when handling pupils with special needs in an inclusive classroom, thus, respondents cited;

> *'Pupils with special needs distract the attention of other pupils in an inclusive classroom and require extra time which is limited'*

> *'Pupils with special needs pose challenges of varied infrastructural needs in order to meet their educational requirements'*

8 respondents (10.7%) had a view that was contrary to their counterparts. The majority 67 respondents (89.3%) based their arguments on the premise that pupils

with special needs were not at same knowledge grasping level with other learners and they needed more attention to address their specialized needs which in turn could compromise time that could otherwise be spent attending to other learners without special needs. In summary, teachers expressed concern on the pace at which learners progressed given that pupils with special needs seemed to be lagging behind during learning specifically due to their state of having various impediments to learning when placed together with their peers without special needs.

4.2.3 Choice to teach in an inclusive setting

Teachers were asked if they would choose to teach pupils with special needs in an inclusive setting. Results were as shown in the table 4.5 below;

Table 4.5: Choice to teach in inclusive setting

Response	Frequency	Percent
Yes	26	34.7
No	49	65.3
Total	**75**	**100.0**

The table 4.6 above clearly depicts that 49 (65.3%) of the respondents disagreed to the notion that they would choose to teach pupils with special needs in an inclusive education setting. Respondents noted that;

> *'pupils with special needs require a teacher who has trained in special needs education of which am not,'*
>
> *'it is difficult to handle them'*

However, 26 respondents (34.7%) accepted that they would dare face the challenges associated with teaching pupils with special needs in an inclusive setting. The latter argued;

'learners with special needs should not be left to feel isolated and should be given chance to share learning facilities with their peers without special needs'

'teaching in an inclusive classroom helps me as a teacher to integrate resources to accommodate all these learners in an inclusive classroom'

This findings disagree with those of Monje, (2017); Rajni, (2016); Florian, (2017) which supported that teaching in an inclusive classroom makes a teacher a better teacher while influencing student learning. However, the findings concur with those of Zeenat, Ismat & Jehanzab, (2015) which explained that inclusive education demanded for extra effort and a lot of professional adjustments hence, pupils with special educational needs would better learn in special schools.

Teachers' attitudes are important since they form central and key elements in either promotion or hindrance to inclusive education practices (Stemberger & Kiswarday, 2017), and pupils with special needs is a disadvantage to those without special needs (Le May & Heather, 2017) thus, for those who would not choose to teach them in an inclusive set-up, the claim was that some of the pupils needed very special attention from teacher so as to enable pupils learn more effectively.

Although results implied that some teachers (26 respondents, that is, 34.7%) would choose to teach children with special needs in an inclusive setting, majority of teachers (49 respondents, that is, 65.3%) downplayed the same. The much time skills and close attention needed for smooth stay of a learner with special needs was a scarce resource for most respondents.

Achievement academically in inclusive setting

The figure 4.7 below shows results on if teachers believed that all pupils could achieve academically if they dealt with individual differences in an inclusive setting.
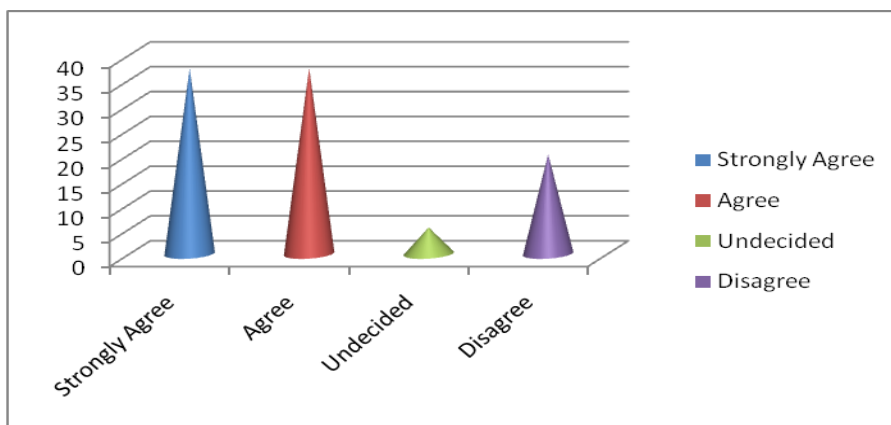
Figure 4.7 Achievement academically

Results above showed 28 (37.3%) of the respondents strongly agreed that all pupils could achieve academically if individual differences in an inclusive setting were dealt with, 28 (37.3%) agreed to similar thought, 15 (20.0%) disagreed and 4 (5.3%) were undecided. Therefore, majority were in agreement.

Distraction of attention in an inclusive classroom

The study went further to find out if pupils with special needs distracted attention of other learners in an inclusive classroom. Results were as shown in the table 4.6 below;

Table 4.6 Distraction of attention in an inclusive classroom

Response	Frequency	Percent
Strongly Agree	25	33.3
Agree	33	44.0
Undecided	2	2.7
Disagree	11	14.7
Strongly Disagree	4	5.3
Total	**75**	**100.0**

The table 4.8 above indicates that 33 (44.0%) of the respondents agreed that pupils with special needs distracted attention of other learners in an inclusive classroom, 25

(33.3%) strongly agreed, 11 (14.7%) disagreed, 4 (5.3%) strongly disagreed while 2 (2.7%) were undecided. This findings agree with those of Monje, (2017) who found out that despite positive indicators of inclusive education, learners who exhibited extreme degree in a particular kind of special educational need posed a danger to learning to all learners in general education classroom which may negatively impact to all learners. Thus, results implied that students with special needs distracted attention of other learners in an inclusive classroom.

Extra load in an inclusive setting

Table 4.9 below investigates if pupils with special needs were an extra-load to a teacher in an inclusive setting.

Table 4.9: Extra load in an inclusive setting

Response	Frequency	Percent
Strongly Agree	27	36.0
Agree	33	44.0
Undecided	2	2.7
Disagree	6	8.0
Strongly Disagree	7	9.3
Total	**75**	**100.0**

The table 4.9 above shows that 33 (44.0%) of respondents agreed that pupils with special needs were an extra load to a teacher in an inclusive setting, 27 (36.0%) strongly agreed, 7 (9.3%) strongly disagreed, 6 (8.0%) disagreed while 2 (2.7%) were undecided. This finding is in line with that of a study done by Osama & Hanin, (2019), which reported that teachers' felt a heavier workload coupled with additional responsibilities that could impede smooth and effective way needed to attend to the diverse needs of pupils with special needs in an inclusive classroom. Thus, majority

of the respondents agreed that pupils with special needs were an extra- load to a teacher in an inclusive setting since they demanded a little more attention as compared to their counterparts without special needs.

Provision of opportunity for social interaction

On finding out if inclusive education provided for an opportunity for social interaction, respondents had results shown in table 4.10 below;

Table 4.10 Provide opportunity for social interaction

Response	Frequency	Percent
Strongly Agree	38	50.7
Agree	31	41.3
Undecided	1	1.3
Disagree	4	5.3
Strongly Disagree	1	1.3
Total	**75**	**100.0**

The above table indicates that 38 (50.7%) of the respondents strongly agreed that inclusive education provided an opportunity for social interaction, 31 (41.3%) agreed, 4 (5.3%) disagreed, 1 (1.3%) strongly disagreed while 1 (1.3%) were undecided. These results agree with the findings of Khan, Hashmi, Khanum, (2017), which reiterated that inclusive education promotes social interaction and hence, socialization of pupils with special needs.

It is worth noting that some teachers treat this scenario as unnecessary burden to them (Suc, Bukovec, Zveglic & Karpljuk, 2016; McNamee, K, 2016). However, majority of the respondents strongly agreed that inclusive education provided for an ideal opportunity for social interaction between pupils with special needs and their colleagues without special needs.

4.3 Awareness of Teachers on Methodology

The second objective of the study was to investigate teachers' opinion towards teaching methodology suggested in handling pupils with special needs in an inclusive education setting. The study endeavored to find out the opinions of teachers regarding teaching methods suitable in an inclusive education environment with reference to public primary schools in Kenya. This was meant to establish the teachers' knowledge of available teaching methods that could be utilized in favour of both pupils with special needs and their counterparts without special needs while executing their teaching mandate in an environment with pupils of varying learning needs. It also helped assess whether the teachers were aware of the policies regarding inclusive education

The study sought to find out if teaching methods suggested were sufficient in handling of pupils with special needs in an inclusive setting. This was done by assessing teachers' feelings and opinions on their knowledge about teaching approaches that could be employed in teaching pupils with special needs in an inclusive classroom, results are shown below
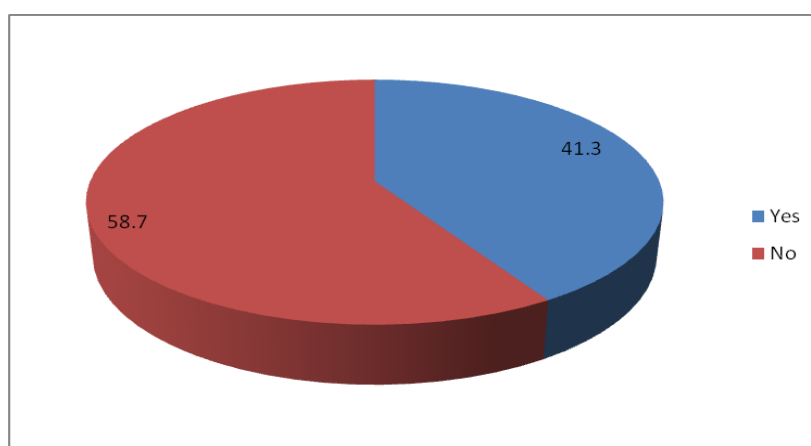
Figure 4.11 Special methods in inclusive classroom

Figure 4.11 above shows that 44 (58.7%) of the respondents rejected the idea that there were special methods used in teaching pupils with special needs while 31 (41.3%) of the respondents accepted. Of the 31 (41.3%) respondents some argued that grouping learners with respect to the nature of special educational needs would do.

The findings disagree with those of Cheshire (2019) who argues that inclusive pedagogy is rarely adopted as an overall approach. From the results it was revealed that there were no special methods used in schools to address the issues of pupils with special needs. However, for those respondents who agreed, there was much mention of the Individualized Education Programme (IEP) as a special method of handling a pupil with special needs especially those with learning difficulties like those with hearing problem. That was a method not known to many respondents who participated in the study.

4.3.1 Methods effectively applicable

The table 4.12 below shows results on if the methods were effectively applicable.

Table 4.12: Methods effectively applicable

Response	Frequency	Percent
Yes	36	48.0
No	39	52.0
Total	**75**	**100.0**

The above summary indicates that 39 (52.0%) of the respondents claimed that there were no methods effectively applicable in an inclusive setting. One respondent made a claim that;

> '*There is no specific method suitable for pupils with special needs in an inclusive environment and they are slow in acquiring the concepts taught when regular teaching methods are used* '

36 respondents totaling to 48.0% argued that individualized education programme served well as a suitable method in an inclusive education setting. For respondents who were in support, that is, 36 respondents (48.0%) had repeatedly cited various methods like Discussion method and role play as other possible ways to help pupils learn well in an inclusive education classroom.

These findings agree with those of Cheshire, (2019) that there is no specific pedagogy in operation since topics like classroom management, group dynamics, co-teaching are yet to be adopted, thus, teachers need to gauge effectiveness of their teaching (UNESCO, 2017) for the different categories of learners while identifying what learners need to enable each learner learn well.

4.3.2 Impact on learning using methods cited

The study investigated if methods applicable on learning in an inclusive education setting were yielding tangible benefits. Results were as shown in the table 4.13 below.

Table 4.13 Impact on learning using methods cited

	Frequency	Percent
Yes	45	60.0
No	30	40.0
Total	**75**	**100.0**

From the findings it was seen that 45 (60.0%) of the respondents had the view that there was an impact on learning when individualized education method was used in an inclusive education setting. In support, the respondents had the following to say;

> *'There is a positive learning outcome especially to learners with special educational needs because these methods help them to run a long with 'normal' learners and thereby objective can be realized for both learners even if they would not grasp the content at a similar pace'*

The remaining respondents in the study totaling to 30 (40.0%) of the respondents denied having a special way of handling a learner with special need in an inclusive classroom. One respondent argued;

> *'pupils with special needs had their own kind of methods ranging from manipulating with their own hands to practical learning as they observe an activity performed by the teacher in question, hence, very tricky on the side of the teacher on how best he/she can harmonize the teaching/learning skills that could favour each and every learner irrespective of the particular kind of educational need in an inclusive classroom'*

This finding, by extension, resonates with that of the UN (2016) which explains the need for teacher support and guidance in the provision of Individualized Education programme and teaching a similar content using a number of teaching methods to respond to each learner's unique abilities. It implied that special needs education approaches like the individualized education programme (IEP) method had an impact on learning when used in an inclusive setting.

4.3.3 Impact of grouping on academic achievement

Figure 4.14 below shows results on if grouping special needs learners with those without special needs had little impact on academic achievement of those with special needs.
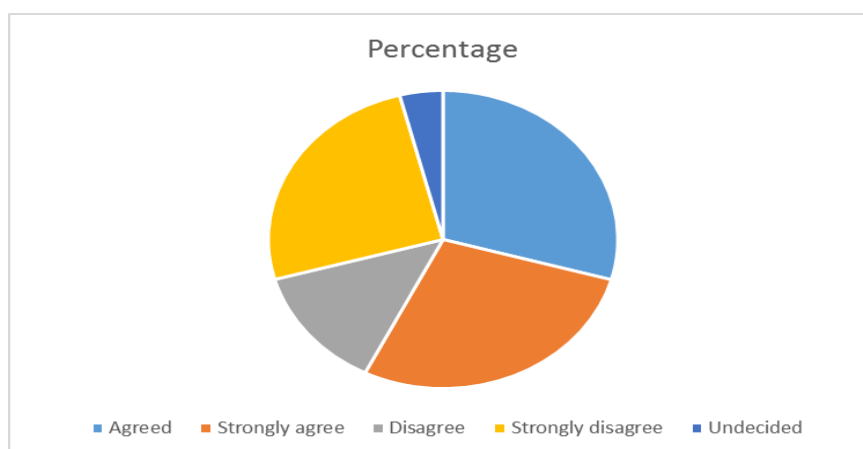
Figure 4.14 Impact of grouping on academic achievement

Figure 4.14 shows that 22 (29.3%) of the respondents agreed with the idea that grouping special needs pupils with those without special needs had little impact on academic achievement of those with special needs, 21 (28.0%) strongly agreed, 19 (25.3%) strongly disagreed, 10 (13.3%) disagreed while 3 (4.0%) were undecided. These results revealed that the act of grouping special needs children with those without special needs had little impact on academic achievement of those with special needs, thus, there was no need of grouping since it had little value in promotion of positive results with regard to inclusive education.

4.3.4 Difficult to control learner with special needs during field trips

The researcher sought to find out from the teachers if it was difficult to control learners with special needs during field trips and outdoor activities since they may not take instructions like counterparts without special needs. Results were as shown below.

Table 4.15: Controlling learners during field trips

Response	Frequency	Percent
Strongly Agree	29	38.7
Agree	30	40.0
Undecided	2	2.7
Disagree	11	14.7
Strongly Disagree	3	4.0
Total	**75**	**100.0**

It was seen from the table above that 30 (40.0%) of the respondents agreed that it was difficult to control learners with special needs during field trips and outdoor activities since they may not be in position to take instructions like their counterparts without special needs, 29 (38.7%) strongly agreed, 11 (14.7%) disagreed, 3 (4.0%) strongly

disagreed and 2 (2.7%) were undecided. Results implied that it was difficult   to control learners with special needs during field trips and outdoor activities since they may not take instructions like their counterparts without special needs.

4.3.5 A lot of time required to fulfill diverse needs.

The table below shows results on if teachers felt that a lot of time was required to fulfill the diverse needs of pupils with special needs which teachers did not have in an inclusive setting.

Table 4.16: A lot of time required to fulfill diverse needs.

Response	Frequency	Percent
Strongly Agree	43	57.3
Agree	26	34.7
Disagree	5	6.7
Strongly Disagree	1	1.3
Total	**75**	**100.0**

It was evident that 43 (57.3%) of the respondents strongly agreed that a lot of time was required to fulfill diverse needs of learners with special needs, 26 (34.7%) agreed, 5 (6.7%) disagreed and 1 (1.3%) of the respondents strongly disagreed. From the results it was evident that teachers felt that there was a lot of time required to fulfill the diverse needs; a time which by intensity of the teaching job, teachers might not have in an inclusive setting.

4.3.6 Cannot do assignment without supervision

On finding out from teachers if they felt that pupils with special needs could not do individual assignments without teacher's close supervision and that it was too much load for the teacher in an inclusive setting, teachers opinions came out as tabulated in results shown in table 4.17 shown below;

Table 4.17: Cannot do assignment without supervision

Response	Frequency	Percent
Strongly Agree	19	25.3
Agree	27	36.0
Undecided	10	13.3
Disagree	16	21.3
Strongly Disagree	3	4.0
Total	**75**	**100.0**

Table 4.17 indicates that 27 (36.0%) of the respondents agreed that pupils with special needs could not do individual assignments without close supervision, 19 (25.3%) strongly agreed, 16 (21.3%) disagreed, 10 (13.3%) were undecided while 3 (4.0%) strongly disagreed. Majority of the respondents agreed. The outcome therefore, explains that pupils with special needs cannot do individual assignments without teacher's close supervision and it was too much load for the teacher in an inclusive setting

4.4 Administration Support towards Teachers

The third objective of the study was to determine the extent of administration support available for teachers within inclusive education environment. The study primarily attempted to find out teachers opinion on the level of support and involvement of school administrators in their readiness and acceptance to promote a workable inclusive education environment with reference to public primary schools in Kenya. This was meant to establish the teachers' feelings on preparedness of school their respective school administrators' in helping teachers smoothly execute their teaching mandate in an environment with pupils of varying learning needs.

Therefore, the study sought to find out if there was any support from the school administration for inclusive education. Results were discussed as shown below;
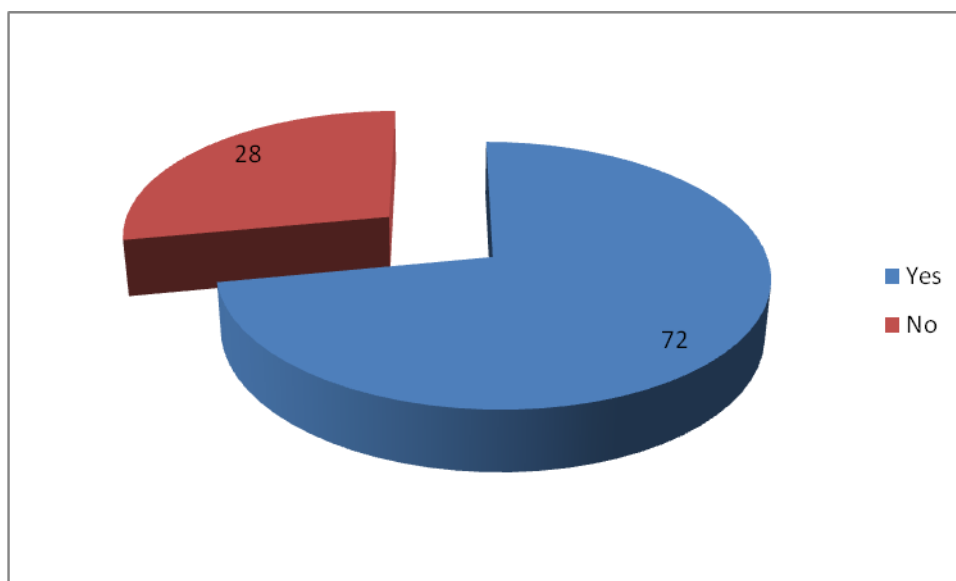
Figure 4.18: Role played by administration

It was an indication from figure above that majority of the respondents, that is, 54 of them (72.0%) had an opinion that there was a major role played by administration in their schools for promotion of inclusive education agenda. Thus, respondents cited lack of insufficient and appropriate infrastructure suitable for varying types of special educational needs;

> *'there are no sufficient classrooms, no modified pit latrines and toilets, no ramps leading to classrooms and other assistive devices like the hearing aids remains a myth; not forgetting most important that even getting a single teacher trained in matters of special needs education in my school is a challenge'*

However, 21 respondents who sum up to 28.0% of the respondents of the study population disagreed with that thought basing their argument on the administration's active and tireless involvement provision of essential learning materials like coloured chalks, charts and real objects. Although such basic learning requirement is key to facilitating learning, there was more that a pupil with special needs lacked in an inclusive education classroom. For example, as coloured chalk would assist a pupil

with challenges related to his or her sight, the counterpart with physical and hearing learning challenge would still remain at risk of missing concepts. This argument should embrace an all dimensions that promote learning in an inclusive education classroom and should address issues of other different kinds of special needs.

The findings are in tandem with the school of thought that administration is responsible for creating a positive school culture (Harris, 2009; LeMay and Heather, 2017), while other findings (Monje, 2017; LeMay and Heather, 2017) suggest that administrators had a central role in developing skills necessary to manage negative behaviour through designing, managing and leading programmes for learners with and without special needs.

These results imply that the administration played important role in improving inclusive education in schools by providing relevant teaching materials and resources besides other logistics aimed at improving learning environment in favour of pupils with special needs.

4.4.1 Finding out if support given is enough

The table 4.19 below shows results on whether support given by the administration was enough for schools to practice inclusive education;

Table 4.19: Finding out if support given is enough

Response	Frequency	Percent
Yes	23	30.7
No	52	69.3
Total	**75**	**100.0**

The evidence given by a total of 52 (69.3%) of the respondents gave strong weight to the idea that the support that was given by school administration was not enough, thus a respondent cited;

> *'the school administration does not provide teachers with materials like hearing aids, Braille equipment as well as trained teachers to handle such challenging cases; there are no relevant accessible latrines for the physically challenged; and understaffing challenges'*

23 respondents, that is, (30.7%) of the respondents argued it was sufficient. These findings concur with those of Williams, (2015); LeMay & Heather, (2017) that teachers need support from administration, thus, administrators played a pivotal role for smooth implementation of inclusive education. These results imply that the support that schools receive for inclusive education setting was not enough to guarantee smooth running of inclusive education settings. It thus, calls for further intervention to fill the gaps.

4.4.2 Opinion on school administration's support

The study went further to find out from teachers if the school administration supported inclusive education by being in the forefront in demonstrating teaching of pupils with special needs. Results were as shown below;
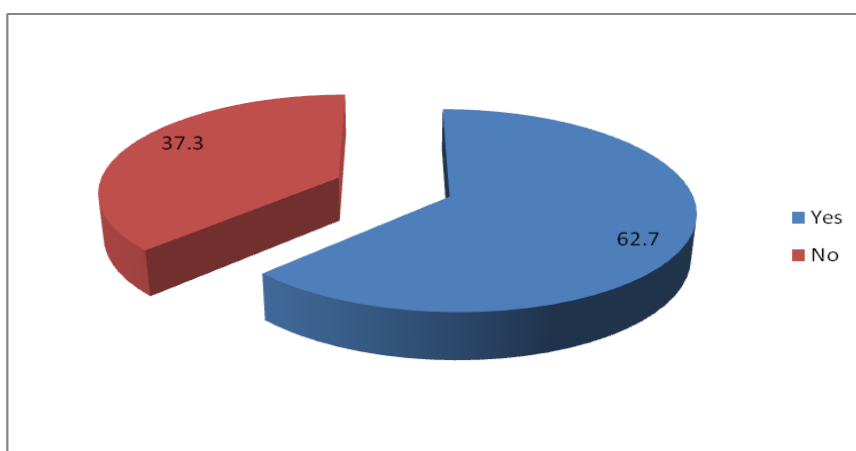
Figure 4.20: Opinion on school administration's support

From the figure above, 47 (62.7%) of the respondents agreed that the school administration gave support by being in the forefront in teaching pupils with special needs while 28 (37.3%) disagreed and claimed that most administrators only issued directives. Therefore, majority of the respondents argued that school administration supported teachers' opinion on promotion of inclusive education in public primary schools.

4.4.3 Promoting inclusive setting through requisition of speech and language personnel

The study sought to find out what teachers felt about administrators being supportive in promoting inclusive settings through requisition of speech and language personnel to assist learners in their schools. Results were discussed as shown in table 4.21 below.

Table 4.21: Promoting inclusive setting through requisition of speech and language personnel

Response	Frequency	Percent
Strongly Agree	22	29.3
Agree	24	32.0
Undecided	8	10.7
Disagree	17	22.7
Strongly Disagree	4	5.3
Total	**75**	**100.0**

The table 4.21 clearly outlines that 24 (32.0%) of the respondents agreed that the administration was less supportive in promoting inclusive education settings through requisition of speech and language personnel, 2 (29.3%) strongly agreed, 17 (22.7%) disagreed, 8 (10.7%) were undecided and 4 (5.3%) strongly disagreed. These findings support the idea that there is limited capacity and resources to adequately address

inclusion (LeMay & Heather, 2017; Clipa & Boghean, 2015; Joanna & Alexander, 2017; Khan, Hashmi & Khanum, 2017), thus, majority of the respondents agreed that administration had not done much in promoting inclusive settings through requisition of speech and language personnel to assist learners in their schools.

4.4.4 Reluctance in initiating and organizing for workshops for teachers

On finding out what teachers felt about administrators being reluctant in initiating and organizing for workshops for teachers on issues of managing inclusive settings, teachers views led to the following results;

Table 4.22: Reluctance in initiating and organizing for workshops

Response	Frequency	Percent
Strongly Agree	19	25.3
Agree	31	41.3
Undecided	4	5.3
Disagree	16	21.3
Strongly Disagree	5	6.7
Total	**75**	**100.0**

It was evident from the results from 31 (41.3%) of the respondents agreement, that administrators were reluctant in initiating and organizing for workshops for teachers on issues of managing inclusive education settings, 19 (25.3%) strongly agreed, 16 (21.3%) disagreed, 5 (6.7%) strongly disagreed while 4 (5.3%) of the respondents were undecided. These findings agree with those of Sarris, Riga & Zaragas, (2018); and woodcock & Hardy, (2017) which explain that administrators play a key role in providing relevant education and trainings through seminars to influence teachers' attitudes and boost their willingness to accommodate inclusive practices (Mc Mahon, Keys, Berardi, Crouch, & Coker, 2016). Thus, nothing else can replace the good will

from administrators in matters relating to promotion of effective inclusive education environment.

Further, inclusive education demands changes in school from management through regular professional development to address needs of all learners by organizing school-based and external support on an on-going basis especially for pupils with special needs (Mauch & Santana, 2017; Khan, Hashmi & Khanum, 2017; Monje, 2017; Cheshire, 2019). Contrary to the above calling, however, these findings reveal that majority of respondents' feet that most of the administrators are reluctant in initiating and organizing for workshops for teachers on issues of managing inclusive settings. Ideally, that has led to lack of sufficient skills amongst teachers with regard to handling of pupils with special needs in an inclusive education setting.

4.4.5 Administration does not help in educating parents

Further, the study sought to find out from teachers what they felt about administrators help in educating parents of pupils with special needs on their role in guiding their children while with them at home.

Table 4.23: Administration does not help educating parents.

Response	Frequency	Percent
Strongly Agree	13	17.3
Agree	27	36.0
Undecided	3	4.0
Disagree	24	32.0
Strongly Disagree	8	10.6
Total	**75**	**100.0**

It was seen that 27 (36.0%) of the respondents agreed with an opinion that the administration did not help much in education of parents of pupils with special needs

on their role in guiding their children at home, 13,(17.3%) strongly agreed, 24 (32.0%) disagreed,7 (9.3%) strongly disagreed while 3 (4.0%) of the respondents were undecided. Therefore, majority of the respondents agreed. From the results administration does not help in educating parents of pupils with special needs on their role in guiding their children while with them at home.

4.4.6 Administration is sensitive to pupils with special needs

Table 4.24 shows results on what teachers feel about sensitivity of the administration on the needs of pupils with special needs like provision of suitable infrastructure that favour the stay of pupils with special needs in a school.

Table 4.24: Administration is sensitive to pupils with special needs

Response	Frequency	Percent
Strongly Agree	14	18.7
Agree	20	26.7
Undecided	6	8.0
Disagree	23	30.7
Strongly Disagree	12	16.0
Total	**75**	**100.0**

Through the above table it was realized that 23 (30.7%) of the respondents disagreed that the administration was insensitive to the needs of pupils with special needs, 20 (26.7%) agreed, 14 (18.7%) strongly agreed, 12 (16.0%) strongly disagreed and 6 (8.0%) were undecided. Results implied that administration in most schools, to a small degree, was sensitive to the needs of pupils with special needs like provision of suitable infrastructure that favoured the smooth stay of pupils with special needs in a school. That called for extension of knowledge to all other administrators to increase much needed awareness on the need to accommodate pupils with special needs in

regular school environment. This would increase access to education for all pupils despite the learning challenges they may be facing.

4.5 Parental Support towards Teachers

The fourth objective of the study was to determine the extent of parental support available for teachers in an inclusive education setting. The study also endeavoured to find out teachers view on the level of support and involvement of parents and guardians of pupils with special needs. This was done by investigating the teachers' opinion in the way they felt parents exhibited readiness and acceptance to promote smooth inclusive education environment with reference to public primary schools in Kenya. This was meant to establish the teachers' feelings on preparedness of parents in helping teachers smoothly execute their teaching mandate in an environment with pupils of varying learning needs.

Thus, through this objective, the study investigated from teachers if they got support from parents of pupils with special needs in supporting inclusive education initiative.

Table 4.25: Parental support towards teachers

	Frequency	**Percent**
Yes	31	41.3
No	44	58.7
Total	**75**	**100.0**

These results showed that 44 (58.7%) of the respondents were of the opinion that parents were not involved in supporting inclusive education in primary schools. This was due to ignorance on matters and existing policies on the rights of children with special needs. Negligence and poverty also made them unable to meet and facilitate their children's educational needs. Thus, respondents had cited a number of arguments' within the theme;

> *'Some of the parents are not open enough to give information about their kids,*
>
> *'Parents' do not provide their children with specific devices required by the children with special educational needs'*
>
> *'Parents neglect their children and leave them entirely to teachers'*

31 respondents (41.3%) supported the idea with one respondent citing that parents provided valuable information about their children with special needs during admission day. Whether the information provided would be followed or not remained with the person in charge of admission register. This posed challenges on how such information could be shared and put into use for the benefit of the child with a special educational need. These findings concur with those presented by Kavelashvili, (2017); Thomas, (2015) who found out that parents lacked understanding and acceptance of disabilities in their children. This in itself sets a pace for barriers to inclusion.

However, in contrast to this scenario, other findings in past studies reveal that parents have become supportive and participative due to increased level of awareness on the rights of persons with special needs with respect to inclusive education (Mauch & Santana, 2017). Therefore, majority of the respondents in the study echoed the fact that parents were far from being considered supportive towards inclusive education practices.
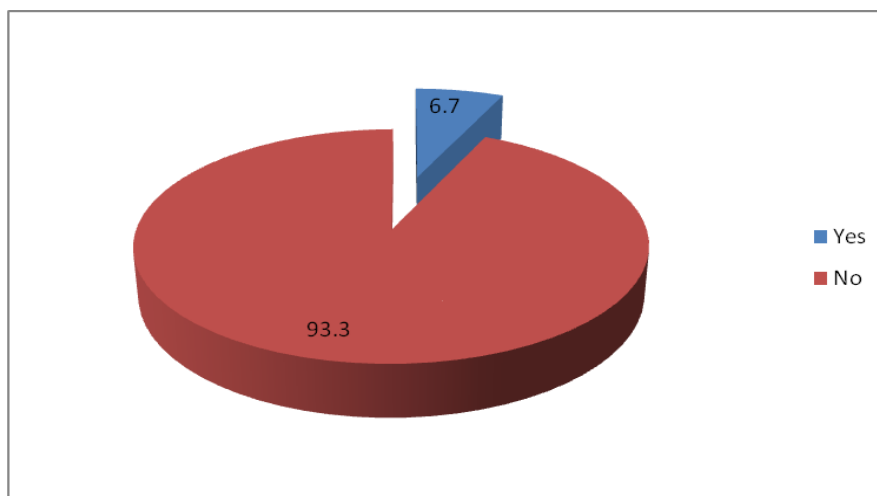
4.5.1 Level of parental support

Figure 4.26: Support given by parents is adequate

The results clearly indicated that 70 (93.3%) of the respondents argued and claimed that the support given by parents was not adequate for pupils with special needs with respondents noting that parents merely gave information about their children's kind of special educational needs but did not provide material support to enable them learn well. Thus, respondents argued;

> *'Besides poverty, some parents are still negligent and ignorant about inclusive education and they do not support its demands'*
> *'Parents believe education is totally free hence everything is provided for by the government'*

5 respondents (6.7%) were in agreement. This finding agrees with that of Thomas, (2015) that families of pupils with special needs do not have correct information on inclusive education, hence, they need to be included in the school Board of management (Cheshire, 2019;Deluca & Kett, 2017) to provide support in matters of discipline and other support towards education of their children with special needs.

Because majority of the respondents strongly feel that what parents give is not adequate, parents should form part of important education stake holders for inclusive education to operate successfully (Sambo & Gambo, 2015).. That is so because teachers feel that parents are less informed about children with special needs a midst

them and their immediate families in their neighbourhood and thus, there is need to bring them closer to the source of information by being part and parcel of school management team.

4.5.2 Parents' willingness to give information

When asked if parents were willing to give information about children with special needs, the results were as shown in table 4.27 below

Table 4.27 Parents' willingness to give information

Response	Frequency	Percent
Yes	23	30.7
No	52	69.3
Total	**75**	**100.0**

It was evident from the table above that 52 (69.3%) of the respondents were in support of the idea that parents were not willing to give information about their children with special needs if asked to do so. Respondents had the following views;

> '*Some parents still had that fear of exposing their children with special needs. Parents still think that 'labeling' a child to have a special need will give them a low perspective in the society*'

> '*They feel shy and stigmatized*'

23 respondents (30.7%) were of a contrary opinion citing that parents were willing to cooperate with premise that they would receive support from the government. Thus, one respondent noted;

> '*Because parents want to get support for their children from the government*'

These findings are in line with those of Cheshire, (2019) who found out those children with special needs are invisible since their parents hide them to protect them from possible humiliation by colleagues without special needs (Kavelashvili, 2017). Besides depriving them self confidence and sense of identity (Cheshire, 2019;

Woolfolk, 2013) learner accessibility is hampered since the family plays a central role throughout learner's development. These results revealed that the parents are not willing to give information about children with special needs. According to respondents, there is a feeling that parents of pupils with special needs also do not want their children to be associated with a group termed as, 'pupils with special needs'. They do not accept that their children are in the category of special needs and they even hide them.

4.5.3 Parents do not like children with special needs mix with those without

Teachers were asked if parents liked children with special needs to intermingle with their counterparts without special needs; results were shown below;

Table 4.28: Reaction on mixing pupils special needs mix with those without

Response	Frequency	Percent
Strongly Agree	23	30.7
Agree	27	36.0
Undecided	4	5.3
Disagree	17	22.7
Strongly Disagree	4	5.3
Total	**75**	**100.0**

It was seen that 27 (36.0%) of the respondents agreed to the claim that parents did not like their children with special needs mixed with those without special needs for fear of teacher- neglect during teaching, 23 (30.7%) strongly agreed, 17 (22.7%) disagreed, 4 (5.3%) were undecided and 4 (5.3%) strongly disagreed. This finding concurs with that of Cheshire, (2019) that the parents of non-disabled children are opposed to inclusion for fear that academic progress of their children will be slowed down in an inclusive education classroom. Results reveal that parents do not like their children mixed with children without special needs.

Parents believe teachers are trained to handle pupils with special needs. The tables 4.29 below shows results on parents believing teachers were trained to handle pupils thus leaving much of their responsibilities to teachers

Table 4.29: Teachers were trained to teach all pupils

Response	Frequency	Percent
Strongly Agree	32	42.7
Agree	37	49.3
Undecided	4	5.3
Disagree	1	1.3
Strongly Disagree	1	1.3
Total	**75**	**100.0**

Results clearly indicated that 37 (49.3%) of the respondents agreed that parents of pupils with special needs had a feeling that teachers were trained to handle their children, hence no need to involve them that much, 32 (42.7%) strongly agreed in support of the same thought, 4 (5.3%) were undecided, 1 (1.3%) disagreed and 1 (1.3%) strongly disagreed. These findings disagree with those of Thomas, (2015; Zhou, 2014) which explain that although teachers were trained to teach all pupils, they have a genuine concern about family support.

Similarlaly, teachers alone cannot measure to the task without other relevant education stake holders to help push the agenda of smooth implementation of inclusive education (Sambo & Gambo, 2015; Cheshire, 2019; Deluca & Kett, 2017). Majority of the respondents thus, were in agreement. Results implied that teachers viewed that most of the parents of pupils with special need preferred their children to be handled separately from those without special needs.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the whole study and a detailed discussion of the findings. In addition, the implications and policy recommendations derived from the study have also been stated together with suggestions for further research.

5.1 Summary of Findings

The summary of the findings was arranged thematically based on the objectives of the study as follows:

5.1.1 Willingness to teach

In this study, most educators were of the opinion that including pupils with special needs in an inclusive classroom affected personal competence in teaching. Most teachers argued that they experienced difficulties when handling pupils with special needs in an inclusive classroom. 67 (89.3%) of the respondents strongly argued out that they experienced difficulties when handling pupils with special needs in an inclusive classroom leaving about 8 (10.7%) of the respondents in support of the same. That was because pupils with special needs were not at same level with other learners and they needed more attention and an extra mile in ensuring their optimal potential was tapped.

If it was a matter of choice, teachers had a view that they would not choose to teach in an inclusive setting. Of the total 75 respondents, 49 (65.3%) of them maintained that they would not choose to teach pupils with special needs in an inclusive setting while the remaining 26 (34.7%) had no problem with inclusive education at their place of work. For those who would not choose to teach them in an inclusive setup, the claim

was that some of the pupils needed very special attentions on the side of a teacher so as to enable them learn more effectively. Respondents who were pro inclusion based their argument on the use of the Individualized Education Programme.

Respondents involved in the study had no problem with inclusive practices with regard to academic performance of pupils with special needs. Thus, inclusion did not bar any pupil, whether with or without special needs, to excel in his or her pace academically. However, a bigger number of respondents were of the opinion that pupils with special needs distracted attention of other learners in an inclusive classroom. There was therefore a concern that such distraction could amount to disturbance and disruptions during learning and could cost those without special needs.

Respondents in the study argued that pupils with special needs were an extra- load to a teacher in an inclusive setting. Since time is a very important factor during teaching-learning, teachers expressed fear that much time would be spent in favour of pupils with special needs pupils at the expense of the rest of the learners. It was also clear that respondents strongly agreed that inclusive education provided an opportunity for social interaction. Inclusive education ensured that pupils with special needs built confidence that they fully belonged to the society and that their contribution was valued. Their counterparts without special needs used inclusive education forums to learn to accommodate their colleagues wholeheartedly hence minimizing stigma and fallacies associated with persons with special needs. Thus, majority of the respondents strongly agreed that inclusive education provided an opportunity for social interaction.

5.1.2 Teachers' awareness on methodology

Basically, the teachers involved in the study had no idea on how to handle pupils with special needs. 44 respondents representing 58% declined to accept that there was a special way a pupil with special need could be handled in an inclusive classroom. The remaining lot, however, based their argument on the use of Individualized Education Programme as an effective way to deal with learners with special needs and that it had a positive academic impact. From the results it was revealed that there were no special methods used in schools to address the issues of pupils with special needs. The indication from the outcome was that teachers badly needed sensitization on Individualized Education Programme.

Grouping learners with special needs with their counterparts without special needs had little impact on academic achievement of those with special needs. A total of 53.3% of the respondents were in favour of grouping. Grouping of learners was therefore; encouraged by most respondents as a way a learner with special need could be assisted during learning process. However, respondents argued that learners with special needs were difficult to manage during outdoor activities and during field trips depending on the nature of a special need. Those with hearing problems may not take instructions easily like their counterparts while those with physical challenges required much more attention and care than their counterparts without special needs. This was what could make grouping a little bit more taxing on the side of the teacher. As a result, much time was needed to fulfill the diverse needs of learners; a time which by intensity of the teaching job, most teachers argued they did not have in an inclusive setting.

Respondents also argued that pupils with sight problems had difficulty in completion of assignment on time. 61.3% of the respondents argued that pupils with special needs

needed a teacher's close supervision. Thus, some of them could resort to copy their colleagues' work. Therefore, for purposes of consistency of their work teachers were to be close to them always and that heaped too much load for a teacher to handle in an inclusive classroom.

5.1.3 Administrative support towards a teacher

Administrative support played a key role in promoting inclusive education. Respondents agreed that administration was responsible for provision of relevant teaching materials and a whole inclusive environment like relevant infrastructure that was supportive of learners of diverse backgrounds. 69.3% of the respondents argued that though administration was important in ensuring inclusion succeeded, there was yet a big gap to be filled to make inclusion process successful.

Most teachers were in agreement that administration did little in promotion of inclusive education through requisition of speech and language personnel to assist learners with special needs in schools. Most trained personnel in such areas had been deployed to special schools or in schools with a special unit.

Another argument was that administrators showed laxity in initiating and organization of workshops for teachers on issues of managing inclusive education settings. Teachers had a feeling that if only administration could make arrangements to have them get regular sensitization on issues of inclusive education, then it could help expand their knowledge on matters of inclusion. Further, most respondents had an opinion that administration did not help much in educating parents on their role as the first teachers of pupils with special needs. Most parents did not help follow-up the progress of their children but left the whole work load to an already overburdened classroom teacher.

Last but not least, most respondents had an opinion that administration had shown concern for pupils with special needs in some areas such as modernized infrastructure that favoured free accessibility to classrooms. However, they called for similar attempts in facilities like pit latrines and playgrounds. Inclusion was thus, still far away from reality as far as infrastructure was concerned. Besides provision of assistive devices like the hearing aids remained a big challenge.

5.1.4 Parental support towards teachers

Inclusive education called for collective support right from homes where pupils came from. According to respondents in this study, parents had not shown much concern for pupils with special needs. The negligence amounted to extra work load to teachers handling pupils in an inclusive setting. 93.3% of the respondents claimed there was inadequate support from parents towards the classroom teacher. Most parents were either unwilling to give information or not ready to accept that their children fellow in a category of pupils with special needs, save for those with physical impairments. Those with hearing and sight problems were reluctant to accept reality hence, making the coordination between school and home difficult.

Respondents claimed that parents had developed a notion that teachers were better placed to handle pupils with special needs. Teachers felt that parents believed that they (teachers) were trained to handle pupils at school and that parents had little role in matters of inclusive education. Thus, reluctance in providing necessary assistance required in assisting a learner with special needs.

5.2 Conclusion

In conclusion, teachers were yet to accept to teach pupils with special needs in an inclusive setting. That was because pupils with special needs were and would

probably not be at same level with other learners and they needed more attention and hence, an extra time which most teachers argued was limited. Most teachers had a view that they would not choose to teach in an inclusive setting. Going by the data, teachers needed regular workshops and/ seminars or insets on inclusive education.

Teachers had insufficient knowledge on current methodology to apply in an inclusive classroom. However, those with information on Individualized Education Programme had a positive view on handling of pupils with special needs in an inclusive classroom. Therefore, it was imperative that the idea of in-servicing teachers on current trends on inclusion was taken seriously by education ministries.

Administration was important in ensuring inclusion succeeded, there was yet a big gap to be filled to make inclusion process successful. Most teachers were in agreement that administration did little in promotion of inclusive education through requisition of speech and language personnel to assist learners with special needs in schools. To boost inclusive education in all primary schools, administrators ought to solicit for at least one teacher trained in the field of special needs education. Most schools had no trained personnel in that field and it made the coordination of inclusive education very difficult.

It was also found that parents did not support teachers in promoting inclusive education. Teachers, through the administration had a task to educate parents on their role in supporting the learning of their children by willingly providing information about their children and any other assistance teachers may need.

5.3 Recommendations of the Study

The study findings of the study led the researcher to recommend that;

1. Teachers needed regular workshops and seminars or insets to update their skills on matters of inclusive education.

2. Administrators of public primary schools ought to solicit for at least one teacher trained in the field of special needs education

3. Parents ought to be sensitized on their role by providing relevant information that teachers may need to assist learners

5.4 Suggestions for Further Studies

1. Another study of this kind could be appropriate if conducted in privately owned primary schools.

2. A similar study on teachers attitudes towards inclusive education in public primary schools should be done on a higher level say, PhD

3. It is also necessary to conduct a similar study in post primary institutions like in secondary schools.

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APPENDICES

Appendix 1: Teachers' Questionnaire

The purpose of this questionnaire is to gather information about teachers' opinions towards inclusive education: A case of pupils with special needs in Teso south sub-county, Busia County, Kenya. The response you give will therefore be important; please, try to answer all questions and provide your answer as faithfully as possible in the spaces provided by ticking one correct choice against each item.

Section A. Background Information

1. Gender

   Male [ ]   Female [   ]

2. Education level

   '0' Level [   ]   P 1 Certificate [   ]   Diploma [   ]   Degree [   ]   Masters [ ]

3. Work experience

   0-5 years [ ]   6-10 years   [ ]   above 10 years [   ]

SECTION B

TEACHERS' WILLINGNESS TO TEACH PUPILS WITH SPECIAL NEEDS

Instructions: Dear teacher, please mark inside one box in front of each question with an a tick (√) and thereafter, feel free to give your personal opinion in support of your answer

   a) Does including pupils with special needs affect your personal competence while teaching in an inclusive classroom?

   YES   [   ]   NO   [   ]

Please, give reasons for your answer in (a) above

…………………………………………………………………………………………

…………………………………………………………………………………………

b) Do you experience any difficulties when handling pupils with special needs

in an inclusive classroom?

Yes   [ ]   No   [ ]

If Yes, please provide further explanation

…………………………………………………………………………………………

…………………………………………………………………………………………

c) If you were to choose, would you choose to teach pupils with special needs in

an inclusive classroom?

YES   [ ]   NO   [ ]

Please, give a brief explanation to your opinion above

…………………………………………………………………………………………

…………………………………………………………………………………………

SA- Strongly Agree, A- Agree, N- Neutral, D- Disagree, S.D- Strongly Disagree

Item	S.A	A	N	D	S.D
d) I believe all pupils can achieve academically if I dealt with individual differences in an inclusive classroom.					
e) pupils with special needs distract attention of other learners in an inclusive setting					
f) pupils with special needs is an extra load to a teacher in an inclusive setting					
g) inclusive education provides an opportunity for social interaction					

SECTION C: TEACHING METHODOLOGY SUGGESTED FOR PUPILS WITH SPECIAL NEEDS

Instructions:

Dear teacher, please mark inside one box in front of each question with a tick (√) and thereafter, feel free to give your personal opinion in support of your answer.

a) Are there special methods you use in teaching pupils with special needs in an inclusive classroom?

Yes   [ ]   No   [   ]

If Yes, please list them down

…………………………………………………………………………………………

………………………………………………………………………………………

b) Are these methods effectively applicable in an inclusive setting?

Yes   [ ]   No   [ ]

Briefly, please give your explanation

………………………………………………………………………………………….

………………………………………………………………………………………….

c) Is there any impact on learning when the above methods are used in an inclusive education setting?

Yes   [ ]   No   [ ]

Please, give an explanation to your answer in (c) above

………………………………………………………………………………………….

………………………………………………………………………………………….

SA- Strongly Agree, A- Agree, N- Neutral, D- Disagree, S.D- Strongly Disagree

Item	S.A	A	N	D	S.D
d) I believe grouping pupils with special needs with those with special needs has little impact on academic achievement on those with special needs					
e) I believe it is difficult to control learners with special needs during field trips and outdoor activities since they may not take instructions like their counterparts without special needs					
f) I feel a lot of time is required to fulfill the diverse needs of pupils with special needs which teachers do not have in an inclusive setting					
g) I feel pupils with special needs cannot do individual assignments without teachers' close supervision and this is too much load for the teacher in an inclusive setting.					

SECTION D: ADMINISTRATION SUPPORT FOR TEACHERS

Instructions:

Dear teacher, please mark inside one box in front of each question with tick (√) and thereafter, feel free to give your personal opinion in support of your answer

a) Is there any role played by administration in improving inclusive education setting in your school?

Yes   [ ]   No   [ ]

Please give an explanation

…………………………………………………………………………………...

……………………………………………………………………………………

b) Is the support given by administration enough to boost inclusive education in your school?

Yes   [ ]   No   [ ]

Kindly, provide a brief explanation to your answer

………………………………………………………………………………………………...

….……………………………………………………………………………………………

c) In your own opinion, does your school administration give support by being in the forefront

In teaching pupils with special needs?

Yes   [ ]   No   [ ]

If no, give reasons

………………………………………………………………………………………………...

…………………………………………………………………………………………………

SA- Strongly Agree, A- Agree, N- Neutral, D- Disagree, S.D- Strongly Disagree

Item	S.A	A	N	D	S.D
d) I feel administrators are less supportive in promoting inclusive settings through requisition of speech and language personnel to assist learners in their schools					
e) I feel administrators are reluctant in initiating and organizing for workshops for teachers on issues of managing inclusive settings					
f) I feel administration does not help in educating parents of pupils with special needs on their role in guiding their children while with them at home					
g) I feel administration is insensitive to the needs of pupils with special needs like provision of suitable infrastructure that favour the stay of pupils with special needs in a school					

SECTION E. SUPPORT FROM PARENTS OF PUPILS WITH SPECIAL NEEDS

Instructions:

Dear teacher, please mark inside one box in front of each question with a tick (√) and thereafter, feel free to give your personal opinion in support of your answer

a) Are parents involved in supporting inclusive education in your school?

Yes   [ ]   No   [ ]

Please, give reasons for your answer

………………………………………………………………………………………

………………………………………………………………………….................

b) In your own opinion, is the support given by parents adequate?

Yes   [ ]   No   [ ]

Please, provide an explanation on your opinion

………………………………………………………………………………………

………………………………………………………………………….................

c) Are parents willing to give information about their children with special needs if asked to do so?

Yes   [ ]   No   [ ]

Briefly give reasons for your answer in (c) above

………………………………………………………………………………………….

………………………………………………………………………………………….

SA- Strongly Agree, A- Agree, N- Neutral, D- Disagree, S.D- Strongly Disagree

Item	S.A	A	N	D	S.D
d) I feel parents do like their children with special needs mixed with those without special needs for fear teacher-neglect during teaching					

e) I believe that parents of pupils with special needs have a feeling that teachers are trained to handle their children and thus, leave much of their responsibility to teachers					
f) I believe parents of pupils with special needs are an extra burden and a waste of time and concentrate to the welfare of other children without special needs					
g) I believe parents have a notion that success of pupils with special needs in life is pegged entirely on academics and inclusion denies them chance to excel					

Appendix II: Research Permit

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. FRANCIS OCHIKO
of MOI UNIVERSITY, 48-50403
AMUKURA, has been permitted to
conduct research in Busia   County

on the topic: TEACHERS ATTITUDES
TOWARDS INCLUSIVE EDUCATION: A
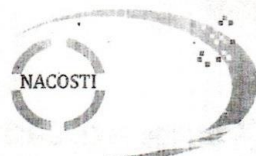CASE OF PUBLIC PRIMARY SCHOOLS IN
TESO SOUTH SUB-COUNTY BUSIA
COUNTY KENYA

for the period ending:
30th September, 2015

Permit No : NACOSTI/P/15/0809/5346
Date Of Issue : 31st March, 2015
Fee Recieved : Ksh 1,000

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation

Appendix III: Research Authorization Letter From NACOSTI

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.

Date:

31st March, 2015

NACOSTI/P/15/0809/5346

Francis Ochiko
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Teachers attitudes towards inclusive education: A case of public primary schools in Teso South Sub-County Busia County Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Busia County** for a period ending **30th September, 2015.**

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

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

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Busia County.

The County Director of Education
Busia County.

Appendix IV: Research Authorization Letter From District Education Officer

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

Telephone: 055-22152
Fax:;055-22152

When replying please quote
Email:cdeducation.bsa@gmail.com

Ref No. BSA/CDE/ ED/9/1/(115)

COUNTY DIRECTOR OF EDUCATION
BUSIA COUNTY
P.O. BOX 15 - 50400
BUSIA (K)

8th April, 2015

DISTRICT EDUCATION OFFICER
TESO SOUTH

RE: RESEARCH AUTHORIZATION
FRANCIS OCHIKO

The above named has been authorized to conduct research on
"Teachers attitudes towards inclusive education in public
primary Schools in Teso South Sub-county".

Please accord him necessary assistance.

J. OCHIENG
FOR: COUNTY DIRECTOR OF EDUCATION
BUSIA COUNTY

Appendix V: Research Authorization Letter From The County Commissioner

REPUBLIC OF KENYA

OFFICE OF THE PRESIDENT

INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegraphic: "DISTRICTER".

Telephone: No 020-2669767

Fax-

Email: dcctesosouthsubcounty@yahoo.com

DEPUTY COUNTY COMMISSIONER,
TESO SOUTH SUB COUNTY
P.O.BOX 07-50403
AMUKURA.

When replying please quote
Ref. TS/ED/8/6/VOL.I/79

18th June 2014

FRANCIS OCHIKO

RE: RESEARCH AUTHORIZATION

Reference is made to the county commissioner's letter Ref.ADM 15/4/75 dated 9th April 2015 on the above subject matter.
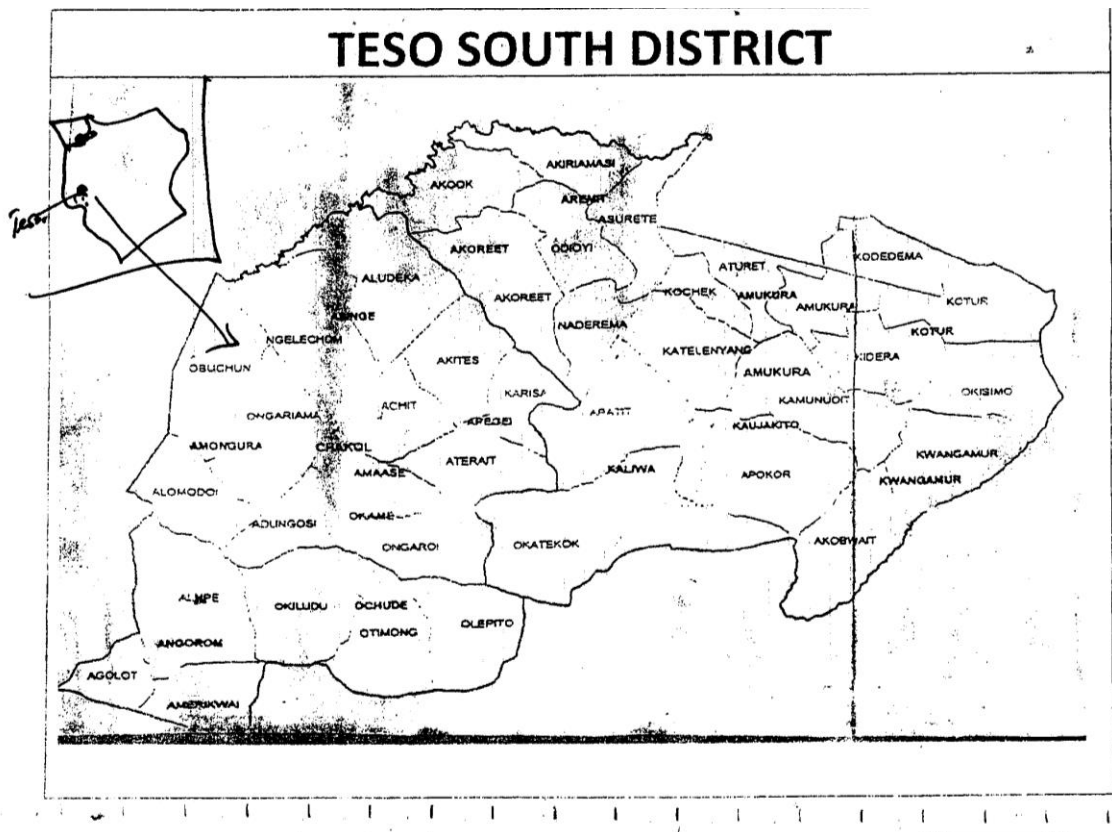
You have been authorized to conduct a research in this sub county from 7th may 2015 to 30th September 2015.

Thank you.

S.B.MUNYASIA
FOR: DEPUTY COUNTY COMMISSIONER,
TESO SOUTH SUB COUNTY

Appendix VI: Map

TESO SOUTH DISTRICT

Appendix VII: Plagiarism Report

TEACHERS' ATTITUDES TOWARDS INCLUSIVE EDUCATION IN SELECTED PUBLIC PRIMARY SCHOOLS IN TESO SOUTH SUB-COUNTY, BUSIA COUNTY, KENYA

by Francis Ochiko

Submission date: 07-Aug-2020 18:14PM (UTC+0300)
Submission ID: 1341587359
File name: Francis-Ochiko.doc (3748K)
Word count: 22270
Character count: 125748

TEACHERS' ATTITUDES TOWARDS INCLUSIVE EDUCATION IN SELECTED PUBLIC PRIMARY SCHOOLS IN TESO SOUTH SUB-COUNTY, BUSIA COUNTY, KENYA

ORIGINALITY REPORT

11%	7%	4%	9%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	https://www.leonardcheshire.org/sites/default/files/2019-11/UNESCO_Report.pdf Internet source	1%
2	Submitted to UNESCO Internet source	1%
3	Okoye Peter, Nnajiofor," Technical and Vocational Education training (TVET) and inclusive Education: Towards Entrenching Creative innovation for technological Advancement in Nigeria." Interdisciplinary Journal of African & Asian Studies 2019 Publication	1%
4	http://d-nd.info/1162053941734 Internet source	1%
5	http://capacity-resource.middletownautism.com/wp-content/uploads/sites/6/2017/03/inclusive-education-services-for-children-andyouth.Pdf Internet source	1%
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