

**TEACHERS' PERCEPTION ON INTEGRATION OF INCLUSIVE
EDUCATION FOR CONDUCTIVE LEARNING IN PRIMARY SCHOOLS IN
UASIN GISHU COUNTY, KENYA**

**BY
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Instruction and Educational Media in Partial Fulfillment of the Requirements
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DECLARATION

Declaration by Candidate

This is my original work and has not been presented either partially or wholly for any academic programme in any institution or university. No part of it may be produced without prior permission from the author and or Moi University.

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DEDICATION

I dedicate this document to my Dad, Japheth Kunani, my late mum, Rebecca Nekesa Kundu, my dear late husband, Wilson T. Yego and my loving children, Fabian, Charlene, and Patrick who have always been my inspiration.

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Above all else, I modestly give magnificence, honor and applause back to the All-powerful One, My God, the supplier and wellspring of all life, all information and all insight for the outcome of this scholarly work. You have served as my master teacher, my foundation, and strength. I would like to express my gratitude to Moi University for providing me the opportunity to pursue my Master of Philosophy Degree in Education. I wish to acknowledge the support of my supervisors Prof. Violet N. Kafwa and Dr. Silyvier Tsindoli who guided me throughout the development of this thesis. I wish to thank my family members for their moral support who inspired me with word of wisdom during the development of this thesis. I also wish to acknowledge my classmates Hassan Mwashughwe, Beatrice Chemwenga and Stella Kipyego. Words may not express sincerity of heart but to you all, I say thank you.

ABSTRACT

Success in integration of inclusive education is contingent on a number of aspects such as teachers' positive attitudes, learning resources, physical facilities and support from the non-teaching staff. The problem is that despite this understanding integration remains problematic with most hardly achieving the basic learning environment of inclusion. The purpose of the study was to examine teachers' perception on integration of inclusive education for conducive learning in primary schools in Uasin Gishu County, Kenya. The objectives of the study were to: firstly, Explore teachers' perception towards integration of inclusive learning in primary schools for conducive learning. Secondly, Establish teachers' perception towards the use of learning instruction resources in inclusive education for conducive learning in primary schools. Thirdly, find out the types of physical facilities available for conducive learning primary schools in Uasin Gishu and lastly, to assess the extent that teachers are prepared in supporting learners in inclusive education for conducive learning. The research employed the Lev Vygotsky theory of Zone of Proximal development, to embed its principles to the study. A descriptive survey research that adopted a quantitative and qualitative approaches. Krejcie and Morgan formula obtained a sample size of 152 schools from a target population of 250 schools that were stratified then proportionate and simple random sampling applied to pick individual schools. Respondents included Chief of Academics Officers and Head teachers. Data was collected using the questionnaire, interview schedule and an observation checklist. Collected data was analyzed quantitatively using descriptive statistics, that comprised of percentages and frequencies. Besides qualitative data was analyzed thematically. Findings revealed that a significant portion of the respondents, 63 (42%), strongly agreed that children with emotional and behavioral issues should be educated in mainstream classrooms, provided they receive adequate support. Students with physical impairments in these schools faced functional challenges, including difficulty writing with a pen, slower writing speed, involuntary head movements affecting their ability to read standard print, and problems with turning pages and manipulating learning resources. Majority 55 (36.7%) and 60 (40%) were of the opinion that available classrooms were not enough. Findings further showed that 50 (33.3%) and 70 (46.7%) strongly disagreed and disagreed respectively that there were enough support systems for learners with physical disabilities in the school. Qualitative data revealed the presence of students with special needs in primary school environments. Several teachers' expressed confidence in their capacity to instruct students with mild behavioral disorders alongside their typically developing peers. The attitudes held by educators toward students with special needs play a pivotal role in shaping the outcomes and efficacy of their teaching practices. Additionally, a head teacher highlighted the viability of inclusive education within mainstream classroom settings. The study concludes that teachers in Primary schools in Uasin Gishu County are inadequately trained to manage inclusive education classrooms, inadequate teaching and learning resources in the schools posed a major challenge in the implementation of inclusive education in Uasin Gishu County, most of the physical facilities in the sampled schools were highly unsuitable for inclusive education. The findings will provide insights to the policy makers and guide them in the development of more tailored and effective policies to enhance inclusive practices in schools. The study recommends for teacher in service training and pre - training to equip teachers-with skills, required for inclusive classrooms, secondly, the Ministry of Education to partner with the Non-Governmental institutions to establish right infrastructure for inclusive education.

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ACRONYMS AND ABBREVIATIONS

C.A.Os-	Chief of Academics Officers
EFA-	Education for All
I.C.T-	Information Communication and Technology
I.E-	Inclusive Education
I.C.E-	International Conference on Education
K.C.P.E-	Kenya Certificate of Primary Education
MDG-	Millennium Development Goals
MOE-	Ministry of Education
S.D.G-	Sustainable Development Goals
SNE	Special Needs Education
TSC-	Teachers Service Commission
U.A.E-	United Arabs Emirates
UNESCO-	United Nation Educational, Scientific and Cultural Organization
UPE-	Universal Primary Education
ZPD-	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Inclusive education is a global phenomenon that is aimed at providing reforms intended to incorporate learners with varied abilities in mainstream regular schools. Evidence from previous research shows that success in integration of inclusive teaching practices in the school is contingent on a number of aspects such as teachers' positive attitudes towards inclusive education, learning resources, physical facilities and support from the non-teaching staff. This chapter gives an overview of the study. It examines the background to the study and the statement to the problem. It states the objectives of the study, the research questions that guided the study. Justification of the study, assumptions of the study, significance of the study is also stated. Theoretical framework on which the study is anchored is also highlighted and the operational terms used.

1.2 Background of the Study

A number of researchers agree that inclusive education is both a policy and a philosophy and above all, a practice. Muresherwa (2020) believes that the practice anchors on the notion that every child should be an equally valued member of the school culture. This principle stems from several important international declarations that focused on Special Needs Education (SNE). Notably, the Salamanca Statement and Framework for Action which was endorsed by 92 governments and 25 international organizations at the World Conference on Special Needs Education in June 1994 in Salamanca, Spain, that identifies inclusive education as the pathway to achieving education for all (Hanssen & Khitruk, 2021). The Salamanca Statement asserts that every child has unique characteristics, interests, abilities, and learning

needs that should be met within regular schools through a child-centered pedagogy. Additionally, it states that educational systems accommodating the diverse characteristics and needs of children are the most effective in combating discriminatory attitudes. The statement also emphasizes the importance of creating welcoming communities, building an inclusive society, and achieving education for all. Such educational systems should provide effective education to the majority of children, enhance efficiency, and improve the overall cost-effectiveness of the education system (Ackah-Jnr, 2020).

It is in light of this that Garcia, Walker, Morgan and Shi (2021) view inclusive education in terms of diversity of needs and believes it is the process of addressing and responding to the diversity of such needs. However, in relation to Rapp and Corral-Granados (2021), the term inclusion could be well understood if we reflect on its antonym 'exclusion' where questions like who is excluded will be involved. Within Brazilian context, she identifies various social groups that are at-risk of exclusion, the poor, those with disabilities, the black child, and children with terminal illness and thus defines inclusion as a process of identification and removal of barriers that prevent any pupil at risk of exclusion from accessing the curriculum content.

Bigambo (2020) argues that educational inclusion involves students with special needs spending most or all of their time with their non-disabled peers. Inclusive schools must acknowledge and address the diverse needs of learners by accommodating different learning styles and paces to ensure quality education for everyone. This can be accomplished through suitable curricular and organizational arrangements, teaching strategies, resource utilization, and partnerships with communities. Every school should address a range of special needs, emphasizing that

inclusion is about the right of every child to participate. Furthermore, inclusive schools do not differentiate between "general education" and special education programs; instead, they are reorganized so that all students learn together (Kauffman, 2022).

The time between 1900 and 1970's has been typically referred to as the "isolation phase" Children with disabilities were segregated from their non-disabled peers for centuries (Agen'go, Buhere & Aloka, 2019). In today's schools students with disabilities who receive special education services are included in general education classrooms with their developing peers. Special education is not a place but rather a set of instructional services. It is a philosophy of education that integrates children with disabilities into educational settings in which meaningful learning occurs (Francisco, Hartman & Wang 2020). The guiding principle of inclusive education is that ordinary schools should accommodate all children regardless of physical, social, emotional, mental and other conditions. Farmer et al. (2019) argued that inclusion fosters institutional strategies to increase the participation and learning of children who are perceived to be vulnerable within existing educational arrangements. Mc'Crimmon (2014) in Canada established that inclusive education is widely adopted in the Canadian education system. However, few Canadian universities still required students in undergraduate teacher preparation programs to complete course work on the topic of inclusive education to prepare future teachers to work in inclusive classrooms with students with diverse exceptional learning needs. While every single child can have access to education under the current framework in Japan, the law dictates children with disabilities to go to the specified type of school, and does not allow them to choose the ones of their preference (Freiermuth, Tsunoda, Oliveira, Muramoto, Nagatani & Nakajima, 2022).

Enrolment in special schools often limits their opportunities to come into contact with non-disabled children. South Africa has adopted an inclusive education policy in order to address barriers to learning in the education system. However the implementation of this policy is hampered by the lack of teachers' skills and knowledge in differentiating the curriculum to address a wide range of learning needs (Dalton, Kahonde & Mickenzie 2012).

In a report by the Human Network, a consortium of Non-Governmental Organizations working on human rights, it was noted that while Uganda promoted inclusive education, there were no special needs teachers and limited teaching aids which made it impossible for children with disabilities to get quality education (Okwany, 2011). Moreover, Nyende (2012) indicated that accommodation of children with disabilities in the present implementation of UPE programme in Uganda is far from real.

Kenya is a signatory to several international conventions and agreements and has ratified a number of them thus committing herself to the implementation of the recommendations there in (MOE, 2008). Some of these conventions and declarations include convention on the rights of persons with disabilities (2006) and Dakar Framework for Action on Education for All 'EFA' (2000) which was supposed to have been achieved fully by the year 2015 (MOE, 2008). Mwangi & Orodho (2014) in Kenya established that there were inadequate specialized teachers to handle special needs education curriculum. Finally, the study indicated that there were several socio-economic and cultural variables that constraints effective teaching and learning in an inclusive classroom.

The national special needs education policy (2009) provided a framework for the planning and implementation of special needs education devoid of all barriers that

inhibit access to quality and relevant education. However an unpublished report by Uasin Gishu Curriculum Support Officers in charge of Special Needs Education (2015) indicates that there are quite number of challenged children who are out of school in Uasin Gishu County and this has derailed the achievement of EFA as enshrined in the Millennium Development Goals that was to be achieved in Kenya by 2015. This indicates that there is low level of implementation of inclusive education in public primary schools in Uasin Gishu County.

1.3 Statement of the Problem

The principle of inclusive education asserts that all children and young people, regardless of their diverse social, cultural, and learning backgrounds, should have equal learning opportunities in school settings (Ahmmed, Sharma & Deppeler, 2012). Despite the National Special Needs Education Policy (2009) establishing a framework to eliminate barriers to quality and relevant education, students with disabilities still face significant discrimination and obstacles to full participation in society (Ahmmed et al., 2012). In Uasin Gishu County, this issue is particularly evident, with low enrollment rates of children with special needs in regular public primary schools. An unpublished report by the Uasin Gishu Curriculum Support Officer for Special Needs Education (CSO, SNE) (2015) indicates that many children with disabilities in the county remain out of school. Although Kenya adopted this inclusive education policy in 2009, the goal of full inclusion has not been realized, and many schools struggle to meet even the basic objectives of inclusive education. While some studies on inclusive education in Kenya report positive outcomes, significant research gaps remain. This study, therefore, aims to investigate teachers' perceptions of integrating inclusive education to foster a conducive learning environment in primary schools in Uasin Gishu County, Kenya.

1.4 Purpose of the Study

The study investigated the teachers' perception on integration of inclusive education for conducive learning in primary schools in Uasin Gishu County, Kenya.

1.5 Study Objectives

The specific objectives of the study are;

- i) To explore teachers' perception towards integration of inclusive learning in primary schools for conducive learning.
- ii) To establish teachers' perception towards the use of learning instruction resources in inclusive education for conducive learning in primary schools in Uasin Gishu County Kenya.
- iii) To find out the types of physical facilities available for conducive learning in primary schools in Uasin Gishu, Kenya
- iv) To assess the extent that teachers are prepared in supporting learners in inclusive education for conducive learning at primary schools.

1.6 Research Question

- i) What are the teachers' perceptions towards integration of inclusive learning in primary schools for conducive learning?
- ii) How are the schools equipped in terms of learning and teaching resources to provide conducive learning environment for inclusive education in primary schools?
- iii) Which physical facilities are available for conducive learning in primary schools?
- v) To what extend are teachers prepared in supporting learners in inclusive education for conducive learning at primary schools?

1.7 Justification of the Study

There are several reasons that prompted the researcher to start thinking on inclusive education. The researcher realized that when we exclude people it ultimately cost more than the original effort to include them. Inclusion prompts the growth of self-esteem no pupil wants to be singled out or identified as "different" or less worthy instead they would want to be part of the mainstream activities.

It enables teachers to acquire grasp of the conceptual field of education and an ability to find their way around the often contested views within inclusive education. This will in turn aid the teachers training institutions to customize their curriculum and improve the normative structure of education systems.

The researcher also realize that inclusive education helps all pupils learn fast hand the meaning of equal worth and equal rights. Inclusive education can help all pupils learn to be aware, sensitive and tolerant of differences. It helps them learn that all people have abilities and disabilities and that they need to work together to survive and be happy. Most pupils tend to learn better in inclusive settings. They do in segregated or tracked classes (Nilsen, 2020).

The Ministry of Education has advocated for inclusive learning, but it has not tackled the main issues like physical facilities, teaching and support staff preparedness and the learning environment in general. So the researcher wants the stake holders in education to work on supporting inclusive education.

It cultivates a culture of regard and having a place in the general public. It likewise gives the potential chance to find out about and acknowledge individual contrasts. It furnishes all kids with amazing chances to foster kinships with each other. Companionships give good examples and open doors to development. As UNESCO

(2019) calls attention to comprehensive training, explicitly, has been displayed to give advantages to all understudies in working on the nature of schooling advertised. It turns out to be more youngster fixated and zeroed in on accomplishing great learning results for all understudies, incorporating those with a different scope of capacities.

The issue of wastage due to drop out is costly to the government and taxpayers of the nation and also goes against the SDG 4.

1.8 Significance of the Study

The study findings will assist teachers in developing a positive attitude towards handling special needs learners in inclusive programs. This is important because with the right attitude the pupils will be managed well and thereby creating a conducive teaching and learning environment for the learners with special needs. The findings of this study will also assist curriculum planning policy makers review the special needs education policy in the light of its influence. The research will help educators and other partners understand that a favorable climate for comprehensive schooling assists understudies with understanding the significance of cooperating and encourage a feeling of resilience and sympathy among different students' body. The review will present the requirement for exceptional necessities schooling in Kenya particularly comprehensive training.

This research will provide insight reference to teacher training because the dynamic world greatly depends on teachers. The researcher's interest was that this research would stimulate debate on the discontents between inclusive education and primary schools' preparedness in Eldoret Municipality in Uasin Gishu County and in other countries where inclusive education is practiced.

The importance of this study lies in its potential to ensure that schools are adequately supplied with learning and teaching resources. This suggests that the Kenya Institute of Curriculum and Development (KICD) will be able to furnish the necessary materials to support inclusive education in primary schools.

The study is significant to the Ministry of Education in terms of provision of physical facilities for learners with special needs in inclusive education at primary schools. The study will provide the roadmap that will aid the government to allocate fund for equipping the schools to cater for the special needs learners. The study will provide the support staff with the capacity to handle learners with special needs thereby supporting their learning.

1.9 Assumptions of the Study

The main assumptions of the study are;

- i) All schools have introduced inclusive learning according to the Ministry of Education directive.
- ii) That the selected schools will cooperate and avail the required documents for analysis.
- iii) In the classroom, learners with special needs are integrated.
- iv) Support staffs in schools are aware of the existence of learners with special needs.

1.10 Scope and Limitations of the Study

1.10.1 Scope of the Study

The study was confined to public primary schools in Eldoret Municipality Uasin Gishu County, Kenya. The purpose of the study was to investigate the integration of inclusive education in primary schools in Uasin Gishu County, Kenya. The study

focused on the teachers' perception towards integration of inclusive learning, teachers' perception towards the use of learning instruction resources in inclusive education for conducive learning, types of physical facilities available for conducive learning and teachers' perception on the extent to which support staff are prepared in handling learners in inclusive education for conducive learning at primary schools. The researcher got the above information by using questionnaires and interviewing the respondents. The respondents were Head teachers and Chief Academics Officers.

The study was based on two theories. The first is Lev Vygotsky's theory of proximal development, which suggests that children can resolve problems on their own as well as with the guidance of adults or more capable peers. The second is the Theory of Planned Behavior, developed by Ajzen in 1985. The study utilized a survey research design incorporating both quantitative and qualitative approaches. Data were collected through interviews with Head Teachers and questionnaires completed by the Heads of Studies. A sample of 152 out of 250 schools were selected through stratified sampling, proportionate sampling and simple random sampling.

1.10.2 Limitation of Study

Some potential limitations of the study on teachers' perception of inclusive education integration in primary schools in Uasin Gishu County include: Sample Size and Representation: The study may have involved a limited number of respondents which might not adequately represent the diverse perspectives across all primary schools in the county. Self-Reported Data: Reliance on teachers' self-reported perceptions may introduce biases, as respondents might provide socially desirable answers rather than reflecting their true opinions. Time Constraints: The study's timeframe may have been insufficient to capture comprehensive and evolving perceptions, especially if

conducted over a short period. Variability in Training and Experience: Differences in teachers' training and experience with inclusive education were possibly not fully accounted for, affecting the consistency of responses.

Relevant contributions by other such as parents, churches and non-governmental organization which were not integrated were missed out. However, piloting was done to ensure that reliable data was collected during the actual study. Data on learners with special needs was not easy to obtain owing to its sensitive in terms of divulging information. However, the research limited itself to a few cases which the schools were aware of. The information collected was to be utilized within Uasin Gishu County Kenya. The study utilized only two tools namely questionnaire and interviews. Owing to the limitation of finance and time the study focused on a few schools within Uasin Gishu applies to all schools. Therefore, there is need for other studies to be carried out in other sub counties.

The study was conducted only in Eldoret Municipality and the conditions in this area may not be similar to those found in other municipalities in the country. It would be therefore be difficult to generalize the results to other sub counties. However, it is possible to make some limited generalization to cover the country.

1.11 The Theoretical Framework

The theoretical framework that formed the basis of the study is theory of the Russian Educational Psychologist and semiotics Lev Vygotsky (1896-1934). He is the first and foremost known in his theories on the social origins of higher mental functions and semiotics. According to Wang Yan-Bin, Lev Vygotsky thinks the development of mind originated from interaction of the person with the society. The procession of learning and development is neither unitary nor independent mutually.

Lev Vygotsky puts forward a theory of zone of proximal development and he points out that development can be classified into two levels; one is the level of development, in which children can solve problems independently; the other is potential level of development on which children can solve problems under the guidance of adult people or in corporation with peers of higher capacity. The biggest difference between the two levels is the "zone of proximal development". Vygotsky thinks the zone of proximal development can illustrate the function of procession not matured yet being towards maturity. Therefore, the view of mental development in the zone of proximal development is foresighted, while the view of the level of real development is backdated.

One of Lev Vygotsky's purposes for bringing forward the theory of zone of proximal development was to elaboration the nature of psychological tests being used to gauge student's capabilities. In fact psychological tests are supposed to be a relevance to teachers prior to teaching, not only the basis. The psychological tests can only measure the children's real level of development which shows that capacity without other assistance. From Lev Vygotsky's theory of zone of proximal development, we can draw some enlightens the special education (Inclusive education); Cognitive development is a course of social interaction. The disadvantages social interactions may cause unfavorable development of cognitive ability.

Gradual assistance and guidance prompts the cognitive development zone of the special need children to expand. Cognitive teaching must offer students material in accordance with learning level, inspiring relevant knowledge accumulation, concentrating on important information and raising interaction of positive and negative cases as employed by Socrates.

From the four views above, the researcher can confidently say that the theory on zone of proximal development by Vygotsky fits the preparedness of handling inclusive education in Uasin Gishu County primary schools. According to Lev Vygotsky theory on zone of proximal development inclusive education, what is important to the disabled children is "what they can do" not what they are supposed to do. These children have some weakness in certain fields, but they have compensatory strong points in other fields.

Teachers of inclusive schools should know special children need more opportunities to interact with adults and peers. Otherwise they will probably have problems belonging to cultural development or other more serious problems. This is the reason as to why inclusive education is encouraged because 'normal' learners are their peers.

Lev Vygotsky theory also suggests teachers in inclusive education that they should not limit themselves to the classroom, instead they can corporate with professional groups of education learn from each other and work together to achieve their common ideal objectives.

The theory was backed by the Planned Behavioral Theory pioneered by Ajzen in 1985). The central theme of this theory is an individual's attention to perform a given task. The theory emphasizes that the performance of a given task is a function of both intention and perceived behavior control. The intention is to capture the feelings and emotions (affective) that influence an individual's behavior (Ajzen, 2019). As a result, if primary schoolteachers are well trained in Inclusive Education and have positivity about it, they will have confidence and ability (self-efficacy), especially having a positive attitude towards Inclusive Education so as to foster an inclusive culture and practice inclusive practices in classrooms.

1.12 Conceptual Framework

Independent Variables

Dependent Variable

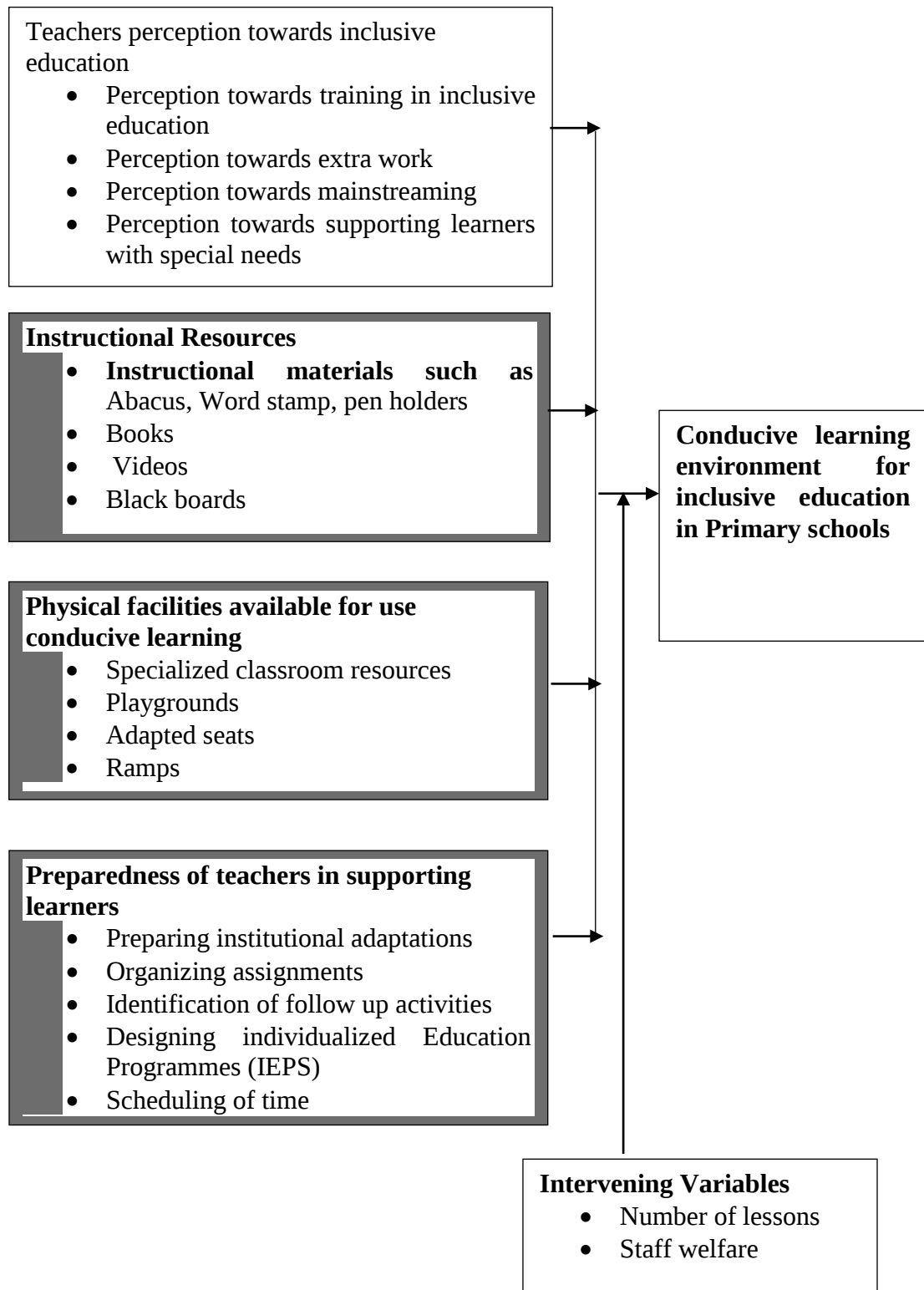


Figure 1: Conceptual Framework

Teachers' perception towards inclusive education plays a crucial role in shaping the learning environment. Their views on the importance and effectiveness of training directly influence their ability to implement inclusive practices. Inclusive education often demands additional effort from teachers, such as modifying lessons and providing extra support. If teachers view this extra work positively, they are more likely to be committed to creating a supportive learning environment. Moreover, teachers' attitudes towards mainstreaming integrating students with special needs into regular classrooms significantly impact how inclusive and supportive the learning environment becomes. A positive perception in this regard fosters collaboration and accommodation, both of which are essential for a conducive learning environment. Additionally, teachers who believe in the importance of supporting learners with special needs are more likely to adopt strategies that promote inclusivity. Their commitment to providing the necessary support can significantly enhance the learning experience for all students.

Instructional resources also play a pivotal role in creating a conducive learning environment for inclusive education. The availability and use of specialized instructional materials, such as Abacus, Word stamps, and pen holders, enable teachers to cater to the diverse needs of students, particularly those with disabilities. These resources help create a more inclusive and effective learning environment. Similarly, access to a wide range of books, especially those designed for inclusive education, ensures that all students, regardless of their abilities, have the necessary resources to succeed. Well-equipped classrooms that support varied learning styles and needs contribute to a more conducive learning atmosphere.

Physical facilities available in schools further enhance the learning environment for inclusive education. Classrooms equipped with specialized resources, such as visual aids and assistive technology, foster an inclusive setting where all students can learn effectively. Inclusive playgrounds that accommodate children with various physical abilities promote social integration and physical development, contributing to a holistic learning environment. Proper seating arrangements that cater to the needs of students with physical disabilities ensure comfort and accessibility, making the classroom a more conducive learning space. Additionally, the presence of ramps and other accessibility features in schools ensures that students with mobility challenges can navigate the school environment independently, promoting inclusivity and equal access to learning opportunities.

Finally, the preparedness of teachers in supporting learners is crucial for fostering a conducive learning environment. Teachers who can make necessary institutional adaptations, such as modifying classroom layouts or using specialized equipment, are better equipped to create an inclusive environment that meets the needs of all students. Thoughtfully organized assignments that consider the abilities of all students ensure that each learner can participate and succeed, contributing to a more supportive and effective learning environment. Follow-up activities tailored to students' individual needs help reinforce learning and address any challenges, ensuring that all students, including those with special needs, can progress. Teachers skilled in designing Individualized Education Programs (IEPs) can provide personalized support to students with special needs, ensuring that their educational experience is both inclusive and conducive to learning. Effective time management, which allows for differentiated instruction and extra support where needed, ensures that all students have the time and attention required to succeed in an inclusive classroom.

1.13 Operational Definitions of Terms

Perception of teachers – in this study it means the teachers ability to see, hear, and perceive and think that may lead to the action they will take related to their teaching practices in the class.

Children with special needs - In this study they refer to children with physical disabilities, children with developmental needs such as autism, children with emotional or behavioral needs who have attention deficit disorder (ADD), and children with sensory impairments that affect one or more of their senses, including vision, hearing, smell, touch, or spatial awareness. The condition must be moderate to permit them attend mainstream schooling.

Conducive learning - A classroom setting which allows for a free exchange of ideas, thoughts and skills among the teachers and learners to achieve the expected educational goals by considering the physical, psychological, social, and cultural needs of all the learners.

Inclusive education – it entails provision of values, knowledge and skills to all children in the same school.

Integration – it entails having children with mild special needs and children without special needs in the same school and classroom in real learning opportunities without the traditional way of separating schools and classrooms teachers and facilities for the two groups of children.

Learning resources – Materials that contribute to a learning process for instance books, charts and text books.

Physical facilities – Comprises buildings, grounds, equipment, and infrastructure required to create an inclusive learning environment. Such as ramps.

Special Education - In this study it refers to the provision of education to children with **Special needs** - Special needs is defined as an individual with a mental, emotional, or physical disability. An individual with special needs may need help with: Communication.

Instructional resources - these are tangible and intangible assets employed by educators to enhance the delivery of curriculum and support student learning. They include textbooks, digital media, educational software, classroom supplies, visual aids, and any other materials or tools that assist in the instructional process. Additionally, instructional resources encompass professional development opportunities for teachers, such as workshops and training sessions, which improve teaching practices and strategies.

1.14 Chapter Summary

Chapter one mainly gave an overview of the study. It examined the background of the study and the statement of the problem. The chapter focused on the purpose of the study which was to investigate the integration of inclusive education in public primary schools. The chapter also has mentioned the main objectives of the research and its research questions. There is also the significance of the study, scope and limitations and finally theoretical framework, which dwelled on Lev Vygotsky theory of zone of proximal Development. A literature review, providing concept framework for study is conducted in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed existing literature on various educational issues related to teaching and learning in inclusive education. According to Suran, Pattanaik, and Draheim (2020), their literature review is based on the premise that knowledge is cumulative. This means that researchers need to first identify what is already known in a field and then build upon that foundation. The underlying assumption is that existing knowledge is accurately documented and stored in a way that allows for easy retrieval by others. Effective documentation, storage of knowledge, and clear description of the steps taken to find that knowledge are essential components of a literature review.

Inclusive education can be characterized as an arrangement of schooling that is receptive to the different necessities of students with specific spotlight on fostering a comprehensive local area and schooling system that depends on a worth framework that welcomes and celebrates variety emerging from orientation, ethnicity, race, language, financial foundation, social beginning and level of instruction accomplishment (Rancher, Hamm, Dawes, Barko-Alva and Cross, 2019). According to Finkelstein, Sharma, and Furlonger (2021), inclusion in education can be defined as the process of increasing students' participation in education and reducing their exclusion from the curriculum, cultures, and communities of neighborhood mainstream centers of learning.

In spite of the fact that consideration is about an excess or handicaps and is worried about extensive training, uniformity and aggregate having a place (Zabeli & Gjelaj,

2020). It is interesting to note how frequently the terms "inclusion" and "special needs" (with a focus on disabilities) are used in the literature. Most of the time, special needs seem to be the main focus of inclusive education because they are a subcategory of it. The researcher therefore assumes that because of the scope of the problem, inclusive education places an emphasis on special needs and disabilities in particular. Notwithstanding, from the meaning of comprehensive training above, obviously consideration is tied in with including everybody, paying little heed to capacity, orientation, language or handicap, so all students can have a place in standard schools and approach the instructive results on offer.

Francisco, Hartman, and Wang (2020) identified two aspects of inclusion: access to appropriate aids and support services, individualized programs with appropriately differentiated curriculum and assessment practices, and full membership in regular, age-appropriate classes in their neighborhood schools. These would imply that comprehensive training looks for ways of causing youngsters with unique instructive necessities to partake effectively in customary schooling. It's about valuing diversity and individual differences, as well as making sure everyone has equal access. Along these lines, Al-Shammari, Faulkner and Forlin (2019) calls attention to that viable consideration includes putting kids in a schooling setting that offers the help that meets youngsters' close to home, social and instructive necessities'. Consideration may consequently be viewed as the cycle by which all kids, incorporating those with unique instructive requirements (SNE), accept their schooling in the standard with structures set up to guarantee cooperation and progress.

According to UNESCO (2005:13-14), inclusion is viewed as a process that addresses and responds to the diverse needs of all learners by enhancing participation in

learning, cultures, and communities, and by reducing exclusion within and from education. This process involves changes and adaptations in content, approaches, structures, and strategies, all guided by a unified vision that encompasses all children within the appropriate age range. It is based on the belief that it is the responsibility of the regular education system to educate all children. Inclusion focuses on providing suitable responses to the wide range of learning needs in both formal and non-formal educational settings. Instead of treating the integration of some learners into the mainstream system as a marginal issue, it aims to make both teachers and learners comfortable with diversity and view it as a source of challenge and enrichment, rather than a problem (UNESCO 2005:13-15).

This chapter examines literature that offers a theoretical framework for the study, with a primary focus on the inclusion of inclusive education in primary schools in Uasin Gishu County.

2.2 Global History of Inclusive Education

The recognition of the fundamental right of children with developmental disabilities to receive an education was a pivotal issue that galvanized the community living movement in the 1950s, as noted by Inclusion BC (www.inclusionbc.org). At that time, it was a common belief that children with developmental disabilities were incapable of learning, and the government took no responsibility for their education. Parents, however, knew their children had the potential to learn and thrive, and they responded by establishing their own schools in places like church basements and private homes. In 1955, parents formed a provincial organization, which eventually evolved into the BC Association for Community Living, now known as Inclusion BC. Since then, families have continuously advocated for changes in government laws and

policies to ensure that their children with disabilities have the same educational rights as other school-aged children.

According to Indusioribe (www.indusioribe.org), the government gradually began to accept responsibility for funding these parent-run schools and eventually agreed that public schooling should also be accessible to children with disabilities. Initially, the educational programs developed by school boards were segregated, but they successfully established a foundation for parents and advocates to push for the inclusion of children in general education classes. The shift towards inclusive education in BC gained momentum in the late 1980s. However, in recent times, reduced funding for public education poses a threat to the progress that has been made in inclusive education.

2.3 Global Perspectives of Early History of Inclusive Education

2.3.1 Inclusive Education in Europe, United States and America

Disabled persons were once exterminated; some were used as court jesters. In Africa infanticide too was a way of dealing with the handicapped. But as time went on there was an awakening of social conscience and the disabled were accorded more human care. Some individuals were involved in the welfare of the handicapped in Europe U.S.A and Africa they included St. John of Beverly who attempted to teach the handicapped. In AD 685, in the United Kingdom, he taught a deaf to articulate and talk (Marini, 2011).

Didymus (AD309 - 395) is the first person who devised touch reading material for the visually impaired in Alexandria. Pedro Ponce de Leone a monk lived in Spain between 1520 - 1584 taught reading, writing arithmetic and speech-reading to helping pupils. Juan Martin Boonet (1579 -1620) developed a hand manual alphabet. In

Germany, George Phillip Hardoffer (1607 - 1658) developed wax tablets as writing materials for the visually handicapped in 1651. All people mentioned above through experimentation that it was possible to educate handicapped children. Their efforts resulted in the establishment of special schools. The first special schools were for hearing impaired, were established in France (1660), UK (1770), Germany (1778), Sweden (1909), USA (1629).

Schools for the handicapped were first established in Germany in 1883, USA (1659), France (1864). Mentally handicapped were established in Germany in 1845, UK 1846, USA 1851 and France 1997. According to Fafunwa and Aisiku (2022) observed that before Kenya became an independent country December 1963, a handful of special need schools and units existed. They include; Thika primary School for the blind, Nyagoma school for the deaf, Mumias School for the deaf, Jacaranda School for the mentally handicapped, the Aghakan School and Dagoreti Unit for the deaf. It was noted that although the education commission first addressed the importance of special education in 1964, the government did not take an active role until mid-1970. Prior to that special education was perceived as a charitable and non-governmental venture, such special education was pioneered by non-governmental organization with the education of the visually impaired being the first category to receive attention from the salvation army through the establishment of a sheltered workshop in 1946 (Gachago, 2018).

The second area to receive attention was education of the mentally handicapped with the establishment of St. Nicholas and the Aghakan special school in 1948. These schools were in 1968 to constitute the present Jacaranda schools. Other more special schools were late established.

2.4 Historical Background of Inclusive Education in Africa

Crowe and Drew (2021) states that historically people with disabilities were often placed in hospitals, asylums or other institutions that provided little, if any education during the era of extermination in Greece L (Lebona Teboho 2013) disability was seen as "punishment of the gods" hence as bad or an evil sign. Among the many great pioneers in special education the contribution of Ovide Decroly (1871-1932) is noteworthy. Crowe and Drew (2021) states the Decroly who was a Belgian teacher and psychologist, founded a school for children with mild disabilities (Behavioral disorders, learning disabilities, and light mental retardation. In 1901 and he gradually invented his pedagogy for these children.

In 1907 he founded a school for "ordinary" children with the same pedagogy, based on the following 4 fundamentals: - Hobbies and interests of the child guide the education.

Taking cognizance of globalization, which means that the child learns globally, without order. A complete picture, must be presented to the child followed by particulars and analysis. The class workshop or class laboratory is where the child lives and works, which is everywhere. Recognition of the importance of a natural environment that places the child in a situation of discovery (Crowe & Drew, 2021).

Historically, children with disabilities were often regarded as "invalid" or inferior, deemed in need of special protection, and seen as incapable of benefiting from education. This perception led to their exclusion and the creation of institutions to house these children (Lebona & Teboho, 2013). Over time, a belief emerged that all children should be part of the same educational system. This evolved into what is now known as special education.

Special needs education can be defined as the provision of education for children with disabilities within ordinary schools, aiming to offer education in more typical settings. However, this often meant education was provided in special classes, separate from mainstream education.

During the twentieth century, there was a shift toward integration in education. Initially, integration was seen as a gradual reform of the special education system without changing its fundamental ideology, which still promoted education in special classes. Principles of mainstreaming and integration were introduced to provide education for children with disabilities. According to Islam (2021), the goal of mainstreaming was to reintegrate learners with disabilities into regular education as much as possible, alongside their typically developing peers, though many remained in self-contained special classes.

Bešić (2020) argues that, unlike mainstreaming, the goal of integration is to ensure learners with disabilities have equal membership in the community. Francisco, Hartman, and Wang (2020) note that integration involved special services following the learner to the school, but only limited additional provisions were made, leaving the responsibility on the learner to "fit in."

For decades, special schools have been central to the education of learners with special needs. In many Western countries, including South Africa, significant efforts have been made to develop a comprehensive system of special schools. These schools often function as separate, independent entities due to the unique, specialized instruction they provide. However, the view of special education as separate has gradually changed, as segregating learners with special needs is now seen as

unacceptable. The current perspective advocates for educating these learners alongside their peers in regular settings. Hence, this study was timely.

The idea of inclusive education gained momentum from two United Nations conferences. The first, held in Jomtien, Thailand, in 1990, promoted the concept of education for all. This was followed by the 1994 UNESCO conference in Salamanca, Spain, which produced a statement that continues to influence education policies globally. The Salamanca Statement argued that developing schools with an inclusive orientation is the most effective way to improve the efficiency and cost-effectiveness of the entire education system (Ainscow, Slee & Best, 2019).

According to Crowe and Drew (2021), the right to inclusive education is supported by several major international declarations, including the Universal Declaration of Human Rights (1948), the UN Convention on the Rights of the Child (1989), the World Declaration for Education for All (1990), the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), and the UNESCO Salamanca Statement and Framework for Action (1994). These declarations emphasize the importance of providing education to the majority of children and enhancing the overall efficiency and cost-effectiveness of the education system (Article 2, UNESCO, 1999:5).

2.4.1 Call to Governments

According to Gachago (2018) in an effort to advance the goal of inclusive education, the Salamanca Conference on Special Needs Education: Access and Quality outlined the following obligations for all governments: one, to give "the highest policy and budgetary priority" to improve education services so that all children could be included, regardless of differences or difficulties; two, to adopt as a matter of law or

policy the principle of "inclusive education" and enroll all children in ordinary schools unless there were compelling reasons for doing otherwise; three, to develop demonstration projects and encourage exchanges with

2.4.2 Inclusive Schooling

The Salamanca Articulation additionally approached the global local area, especially on UNESCO, UNICEF.UNDP and the World Bank, to underwrite the methodology of comprehensive tutoring and to help the advancement of unique requirements training as an indispensable piece of all instruction programs (UNESCO, 2009: 32). With respect to the Unified Countries and its specific organizations, the Salamanca Articulation requested that they 'reinforce their contributions for specialized co-activity' and work on their systems administration for more productive help to incorporated exceptional requirements arrangement. Non-administrative associations were mentioned to reinforce their joint effort with true public bodies and become more engaged with all parts of comprehensive schooling. Crowe and Drew (2021) say that the Salamanca Statement says that regular schools with an inclusive focus are the best way to fight and prevent discrimination and build a society that is open to everyone. Ainscow, Slee and Best (2019) express that the Salamanca Explanation and System for Activity on Unique Necessities Training will for a long time to come give a benchmark to estimating progress in schools as to consideration of students with handicaps. UNESCO was asked to do four things as the United Nations Agency for Education: first, make sure that special needs education is included in any discussion about Education for All; second, get support from teacher unions and associations to improve teacher education in this area; third, get the academic community to do more research on inclusive education and spread the findings and reports; and fourth, use its funds over the five years from 1996 to 2001 to create an expanded program for

inclusive schools and community support projects, allowing pilot projects to start (Article 4, UNESCO, 2009: XI)

2.4.3 International Conference on Inclusive Education and its Reports

The 48th session of the International Conference on Education (ICE), held in Geneva from November 25th to 28th, 2008 and organized by UNESCO's International Bureau of Education, centered on the theme of "Inclusive Education: The Path Forward." Ministers of education and various stakeholders worldwide convened to discuss inclusive education in terms of policy, execution, and the challenges faced across different educational contexts and levels. Key challenges highlighted included the need to construct more inclusive, fair, and equitable societies by enhancing education systems to accommodate the diverse learning needs of individuals throughout their lives.

The conference, as documented by UNESCO (2008: 22), reached several agreements. Firstly, inclusive education must be grounded in the principle of education as a fundamental human right, ensuring that all individuals have the opportunity to reach their full educational potential regardless of their abilities. Secondly, achieving inclusive education requires a transformative process within schools, where diversity is embraced as a positive catalyst for learning. Given the complexity of the inclusive education model and the time required for effective implementation, strategies involving political dialogue are deemed essential, alongside the development of medium- and long-term policies based on broad consensus and agreements.

Furthermore, governments need to allocate resources to ensure the success of inclusive education, prioritizing elements such as establishing adequate infrastructure, enhancing teacher competencies, and implementing appropriate teaching methods.

Active collaboration among all social actors, including the government, private sector, and civil society, is crucial for fostering inclusion, with a focus on both formal and informal education settings. Therefore, this study sought to investigate infrastructure and resources in schools. Hence this study was timely.

Improving teacher competencies, training, and working conditions is also identified as vital. Countries are urged to adopt and ratify international conventions related to inclusion, particularly the Convention on the Rights of Persons with Disabilities. Lastly, UNESCO is acknowledged for its pivotal role in advancing inclusive education through the exchange of best practices, advising countries on policy development and implementation, promoting cooperation at various levels, and providing support to developing nations affected by conflict as they implement these recommendations (UNESCO, 2008:15).

2.4.4 Inclusive Education in Selected Countries

All nations were challenged to provide high-quality education for all students, including those with special needs, by implementing an inclusive education policy (Florian, 2019). However, the manner in which inclusive education is implemented internationally also has a distinct influence on inclusion policy implementation in Kenya because each government interprets intervention, guidance, and ultimately national policies on inclusive education in terms of its own history, traditions, values, and structures. A brief overview of inclusion in a few nations follows.

2.4.4.1 Inclusive Education in Sweden

In Sweden, inclusive education is included in the social model of disability, which shifts the emphasis from medical treatment to social intervention, as in Kenya. Finkelstein, Sharma and Furlonger (2021) brings up that the social model moves from

the premises that boundaries emerge in view of the collaboration between individuals, i.e students at school and their surroundings affect the advancement of students including bury alia, strategies and societies, foundations, social and monetary status. In endeavor to create some distance from exceptional school, Sweden and other Scandinavian nations have long taken on a functioning strategy of consideration and joining of people with handicaps in their general public and schools. According to Ainscow (2020), comprehensive schools and common schools for all that cater to every child are terms used in Scandinavian nations. Magnússon, Göransson and Lindqvist (2019) bring up that as far as Sweden Public regulation, which has been essential for the school system all schools for all youngsters should be comprehensive. In light of Sweden progress on approach detailing around comprehensive training, many accept that by far most of Swedish students with handicaps go to standard schools, nonetheless, a few worries are as yet raised that the yearnings of comprehensive training have not been met in all students, Högberg and Lindgren (2023) states that the objective of consideration in Sweden, i.e to permit all students to go to standard schools, has not been matched by improvements practically speaking at school level. This viewpoint is supported by Jerlinder, Danermark, and Gill (2010:47), who point out that an increase in student placement in special schools is evidence of this trend of mismatch between inclusive education aspirations and developments in practice at the school level.

2.4.4.2 In USA

In recent years, SNE has received more attention in the United States. Teaching kids with learning inabilities is really difficult for individuals of America. Just a little issue between 1% - 10% of the youngsters with extraordinary necessities. According to Lebona Teboho (2013: xxiv), the majority of Lebona Teboho students are required to

attend a segregated school. The US president's education plan aims to prepare all students for success in the global economy of the 21st century and close the achievement gap for minority groups in the US.

Inclusive education, a paradigm that integrates students with diverse needs into general education classrooms, has evolved significantly in the United States. The movement towards inclusivity reflects a broader commitment to educational equity and the recognition of diverse learning needs (Wagner et al., 2006). This literature review explores the key aspects of inclusive education, its benefits, challenges, and current practices in the U.S.

Historically, inclusive education in the U.S. gained momentum with landmark legislation such as the Individuals with Disabilities Education Act (IDEA) of 1990, which mandates that students with disabilities have the right to be educated in the least restrictive environment (U.S. Department of Education, 2022). IDEA emphasizes that students with disabilities should be educated alongside their peers without disabilities to the greatest extent possible. This legal framework has laid the groundwork for the widespread adoption of inclusive practices across American schools.

Research indicates that inclusive education offers numerous benefits for all students. Students with disabilities often experience improved academic outcomes and social skills when educated in inclusive settings (Kurth & Keegan, 2014). For their typically developing peers, inclusive classrooms foster empathy, social awareness, and collaboration skills (Baker et al., 2006). These benefits highlight the potential of inclusive education to enhance the overall educational experience and prepare students for diverse social and professional environments.

However, implementing inclusive education presents several challenges. Educators frequently cite a lack of adequate training and support as significant barriers (Giangreco et al., 2011). Effective inclusion requires not only the availability of resources but also ongoing professional development to equip teachers with strategies to address diverse learning needs. Additionally, schools must ensure that classroom environments are adaptable and that curricula are designed to accommodate varying abilities (Scruggs & Mastropieri, 2017).

Recent studies have examined the effectiveness of various inclusive practices and supports. For instance, co-teaching models, where general education and special education teachers collaborate in the classroom, have been shown to improve instructional quality and student outcomes (Murawski & Swanson, 2001). Similarly, individualized supports and accommodations tailored to specific student needs can enhance learning experiences and academic performance (Lipsky & Gartner, 1999).

In conclusion, inclusive education in the U.S. reflects a commitment to educational equity and the integration of diverse learners into mainstream classrooms. While significant progress has been made, continued efforts are needed to address challenges such as teacher training and resource allocation. By embracing inclusive practices and providing necessary supports, schools can better meet the needs of all students and foster a more equitable and effective educational environment.

2.4.4.3 In Australia

In Australia, each state and territory is in charge of the education system. Thusly every ward has its own schooling act and lays out its own plan in regards to the training of students with extraordinary requirements. Though there are numerous likenesses between the substances of individual demonstrations, the choices for the

schooling of students fluctuates significantly, because of the independence of dynamic inside every power. The geological endlessness of the mainland likewise influences immensely on the accessibility of school choices with numerous kids being not able to go to a conventional neighborhood local area school (Kalyanpur, 2020).

2.4.4.4 In India

According to UNICEF's 2000 report, approximately 30 million of India's 200 million school-aged children (6-14 years) have some form of disability. Out of these, 20 million need special education, yet less than 5% of children with disabilities are enrolled in school, despite the national average enrollment exceeding 90%. Consequently, the Indian government and NGOs are working to develop and implement effective strategies for special needs and inclusive education. Recently, there has been a heightened focus on children with special education needs, leading to greater awareness and sensitivity toward these children.

2.4.4.5 In Zambia

UNESCO and the international community have praised Zambia's efforts to support handicapped and impaired children. The Ministry of Education (MOE) operates 31 special education institutions. Despite these efforts, education and training opportunities remain very limited due to resource shortages and inadequate funding. From 1975 to 1985, Zambia allocated 5.5% of its GDP to education, but this figure sharply declined to 2.0%. Since 1977, Zambia has had a clear policy on Special Needs Education (SNE). The current policy, articulated in "Education Our Future" (1996), aims to ensure equal educational opportunities for children with special needs by integrating them into mainstream schools and providing the necessary facilities and materials.

2.4.4.6 In Nigeria

The Nigerian constitution mandates appropriate education for all children, yet inclusion has been a challenge, given that only 0.42% of children have special needs compared to the majority of 67.05% who are regular students. Inclusion of all pupils in mainstream schools aligns with an international agenda advocating for the comprehensive integration of students with learning disabilities into all facets of life.

2.4.4.7 In Uganda

The Ugandan government consistently adjusts its education system and curriculum to enhance quality learning for all students, regardless of any special learning needs. The framework introduced in the 1990s to accommodate learners with special needs remains fundamental to inclusive education for all. To ensure that students with special needs receive relevant and high-quality education within inclusive school settings, all schools in Uganda were organized into clusters of 15-20 schools, each with a special needs education coordinator. In 1992, the Ministry of Education in Uganda established a Special Needs Education (SNE) program consisting of two branches: the Education Access Research and Support (EARS) and the Institute of Special Education, aimed at training teachers. In 1997, Uganda initiated the Universal Primary Education (UPE) program, which articulated clear aims and objectives for transitioning from SNE to inclusion (Teboho, 2013: XXViii).

2.4.4.8 Inclusive Education in Kenya

Special education curriculum in Kenya began after the finish of the Second World War and has since been fundamentally presented in exceptional schools until the 1970 when units and coordinated programs were started. NE has kept on growing albeit these students have been a significant test to the training area. To this end, greater part of students with exceptional requirements in schooling. In Kenya, educational

resources are unavailable. For example, in 1999 there were just 22,000 students with unique necessities signed up for exceptional schools, extraordinary units and coordinated programs. In 2003, this number reached 26,885 (Koech report, 1999). This is insignificant in comparison to the proportion in general education. According to Ngaruiya (2023), there were 107 special schools in Kenya by the end of the 1990s. The most common types of disabilities are mental, visual, autism, and physical disabilities. Throughout the course of recent years, the idea of comprehensive instruction has developed. This idea has been considered as an approach to democratizing open doors for long lasting learning and guaranteeing that the arrangement of schooling is sufficiently adaptable to permit getting to training in Kenya territories. As per Teboho Godfrey Lebona (2013) in the white paper 6, named "extraordinary necessities schooling building comprehensive instruction and preparing framework, characterized comprehensive training as: "Recognizing that all kids and youth can learn and that all youngsters and youth need support (Luguetti, Oliver, 2020). Acknowledging and respecting the fact that every student is unique in some way and has unique learning requirements that are equally important and a normal part of our human experience. Recognizing and regarding contrasts in students whether because old enough orientation nationality, language class and handicap or HIV status. According to Forlin and Chambers (2020), the goal of inclusive education is to create inclusive communities and educational systems that are able to accommodate all students, regardless of their physical, intellectual, social, emotional, linguistic, or linguistic condition. Besides, comprehensive training is tied in with answering all the while to students who all vary from one another in significant ways, some of which present specific difficulties to the school. It isn't just about keeping up with the presence of the students in school however it is likewise about boosting their

cooperation (Paulsrud & Nilholm, 2020). Paulsrud and Nilholm (2020) proceeds to express that comprehensive training is tied in with adding to the acknowledgment of a comprehensive society with the interest for a rights approach as a focal part of strategy making.

2.5 Educational Issues in Teaching and Learning of Exceptional Persons in the Inclusion Education Programs

The idea of disability has gone through massive changes for example Kuyini and Desal (2007) and Size (2009) expressed that the treatment of the debilitated has experienced five verifiable regions. The first was the period of annihilation. During this period the Greeks and the Romans killed recently conceived babies who were found to have actual disfigurements and serious types of mental hindrance.

This act of survey the handicapped as unequipped for profitable implanted in the beginning Kiswahili term "Wasiojiweza" utilized in eastern Africa to allude to crippled. "those incapable of performing" is the meaning of the term's literal transition. This concurs with Muchiri's perception of the negative treatment of the impaired. Peters (2022) characterized an uncommon kid as the person who strays from the normal or typical youngster mental qualities social or close to home conduct correspondence capacities or different impairments so much that he requires a change in school practices or custom curriculum administrations to foster their most extreme limit.

Ezeh and Eze (2022) noted that special education programs are advantageous for both handicapped and non-handicapped children. Additionally, special education acts as a workshop and laboratory for creating specialized teaching aids and tools that are later utilized with non-handicapped children. Techniques such as task analysis, concept

analysis, process teaching, and individualized education plans are special education methods that have been integrated into regular schools. Furthermore, psychological and educational tests are refined within special education environments, and their focus on intra-individual differences has made them more compassionate and inclusive.

2.6 Teachers Perceptions towards Integration of Inclusive Learning in Primary Schools for Conducive Learning

Perceptions are defined as beliefs acquired and developed over time. Luseno and Kolade (2023) describes perceptions as our hidden feelings of favorability or unfavorability toward an object, person, issue, or behavior, shaped by direct exposure or information received about the object. Luseno's study found that teachers' attitudes toward inclusive education are influenced by the type and severity of disabilities, with a preference for including students with mild disabilities due to the perceived ability to achieve instructional goals for the entire class.

Teachers' views on inclusive education are critical for the inclusion of students with disabilities in regular classrooms. Several studies, including those by Samir (2013) and Florian (2012), have reported that regular classroom teachers often do not support educational inclusion. In Scotland, for instance, many teachers believe that including children with special needs disrupts the education of other students, viewing these children as unteachable.

Zoniou Sideri and Viachou (2006) found that Greek teachers hold restrictive and conflicting beliefs about disability and inclusion. They recognized the benefits of reducing marginalization and stigma but felt special segregated education provides a secure and protective environment for students with special needs.

Teacher education and professional development significantly influence effective inclusive practices. Positive teacher attitudes are directly linked to successful inclusion (Size, 2009). However, Bemiller (2019) found that the attitudes of teacher educators can negatively affect pre-service teachers' views on inclusion. Kuyini and Desal (2007) emphasized that attitudes towards inclusion and knowledge of inclusive practices are crucial for effective teaching.

Five key perspectives support effective inclusion: an open attitude, a safe group environment, equal input in idea construction, commitment to success, and a positive atmosphere. Understanding teacher educators' attitudes, who provide pre-service training, is essential for fostering positive attitudes toward inclusion (Mortie et al., 2010).

Al Jaffal (2022) highlighted that many regular education teachers feel unprepared and anxious about working with students with disabilities, leading to frustration and negative attitudes. Teachers often believe that including students with disabilities lowers academic standards and limits their teaching capabilities.

Studies indicate that general education teachers receive minimal training in special education during their pre-service education. This lack of preparation contributes to feelings of discomfort, fear, and inability to cope when teaching students with disabilities (Carroll, 2003). Effective inclusive education requires adequate training and resources for teachers (Arramids, Bayliss, & Burden, 2000).

Teachers' attitudes are crucial for the success or failure of inclusive education. Teachers who support inclusion foster a positive learning environment, while those who do not may negatively impact students' attitudes (Stone & Springer, 2019).

Effective teacher preparation programs are necessary to equip teachers with the skills to handle inclusive education.

Studies by Bargerhuff and Wheatley (2005) and Cook (2001) show that many teachers feel inadequately trained to teach students with disabilities. Increasing teachers' knowledge and contact with special needs students can help improve attitudes towards inclusion. However, even with training, some teachers still doubt their ability to implement inclusive practices effectively (Byrd & Alexander, 2020).

Shafie (2021) noted concerns from special education teachers about job security and their roles in inclusive classrooms, fearing they may be seen as subordinate to regular education teachers. Cook (2001) also identified differences in attitudes based on the visibility of disabilities, with teachers feeling more challenged by students with obvious disabilities.

Overall, inclusive education benefits teachers by enhancing their skills and effectiveness. However, adequate training, resources, and support are essential for successful implementation and positive teacher attitudes towards inclusive education

2.6.1 Learning Disabilities and Behavioral Disorders

The findings indicated a discomfort among teachers regarding how to meet the needs of students with severe disabilities. The study emphasized the necessity for proper training for inclusive classroom teachers to ensure they feel equipped with the appropriate instructional techniques for severe and obvious disabilities. Additionally, it highlighted the need for ongoing support from special educators and other inclusive teachers to prevent feelings of ineffectiveness.

Teachers' attitudes are crucial to the success of inclusion programs, as they set the classroom tone and interact directly with students with disabilities. Full integration and acceptance of students with learning disabilities require a long-term shift in teachers' attitudes.

There is limited research on teachers' perceptions of inclusive education, which is significant as it influences the acceptance and accommodation of learners with barriers to learning in mainstream schools. Hutzler, Meier, Reuker, and Zitomer (2019) found that as teachers gain more experience with learners facing barriers, their perceptions and beliefs about inclusion become more positive. Teachers with the most training and experience in special needs hold the most favorable views on inclusive education.

According to Abiola Olaleye et al. (2016), approximately 650 million people live with disabilities, with a quarter under 18 years old (World Health Organization, 2011). Children and adolescents with disabilities face educational and employment inequalities, especially in developing countries, where they often suffer neglect and discrimination. Although inclusive education promotes integration, its implementation remains lacking in many African countries. Negative attitudes towards young people with disabilities pose a major barrier to inclusive education (Abiola Olaleye et al., 2016).

Learners with disabilities in regular schools have more opportunities for interaction and friendships with typically developing peers (Anku, Dogbe & Mensah, 2021). However, despite most students with disabilities functioning well socially in regular schools, some struggle with acceptance and friendship (Anku, Dogbe & Mensah, 2021). Negative attitudes can lead to low acceptance, few friendships, loneliness, and

even rejection and bullying, dramatically affecting young learners' lives and leading to academic decline, dropout, and behavioral problems. In severe cases, rejection and bullying can result in long-term mental health issues like depression (Orben, Tomova & Blakemore, 2020).

The shift towards inclusive education and the challenges faced by learners with special needs prompted a focus on the attitudes of learners without special needs. Research revealed that most "regular" learners held positive attitudes toward peers with special needs, though a small percentage reported negative attitudes.

Other studies have also reported positive findings. For instance, Arampatzi, Mouratidou, Evaggelidou, Koldul, and Barkouk (2011) found that learners had positive attitudes toward peers with physical disabilities. Nikolarazi and De Reybekiel (2011) examined attitudes towards peers with visual, auditory, or physical disabilities, revealing positive outcomes. However, mere physical inclusion in regular schools does not guarantee positive acceptance and friendship; typically developing learners' attitudes towards peers with special needs are crucial.

Attitudes are influenced by factors such as environment, education, and knowledge about disabilities. The study showed that increased knowledge and understanding about peers with disabilities lead to greater acceptance. However, learners with behavioral problems and intellectual disabilities are particularly vulnerable to negative peer attitudes.

Based on these findings, the research sought to answer the following questions: a. What are the attitudes of "regular" learners towards their peers with special needs? b. Are these attitudes influenced by various factors?

2.6.2 Teachers Perception towards Inclusion and Student Type of Disability

A few educators accept that students encountering obstructions to learning are problematic in the homeroom; thus, they will generally be bound to oppose the position of these students in their homerooms. In a concentrate by Elhoweris and Alsheikh (2006) most broad training educators are not exceptionally steady of consideration and had solid reservation towards incorporating students with boundaries to learning. Taylor et al.'s (1997) findings are consistent with these findings. The understudy's kinds of incapacity can likewise influence instructors' perspectives towards incorporation (Samir, 2013). While Algazo and Gaad (2004) concentrate in the UAE observed that educators were additional tolerant students with actual handicap for consideration than students with different inabilities like explicit learning troubles, visual impedance, hearing debilitation, conduct hardships and scholarly incapacity on diving request. In Qaraqish (2008) concentrate on the outcomes found that educators showed uplifting perspectives towards remembering students with learning issues for the customary homeroom while they showed negative mentalities towards in the consideration of students with physical and conduct issues in homeroom.

2.7 Teachers Perception towards Learning Resources for Learners in Inclusive Education for Conducive Learning

In addition to teachers' beliefs about their professional competency to practice inclusive education, resource issues are a major concern for both groups of teachers. These resource issues include physical aspects such as accessible classrooms for students in wheelchairs and ensuring classrooms are spacious and not overcrowded. Materials such as Braille, books with prints and hearing equipment. Teachers also need support from professionals with expertise as peripatetic teachers or those with

expertise in sign language and Braille as well as general special education experts. Teachers overwhelmingly believe that inclusive education is impossible without addressing their needs for specialist resources. Overall belief is that without sufficient resources and support inclusive education is not possible.

According to Okongo (2015), resources encompass not only teaching methods and materials but also the time allotted for instruction, and the knowledge and skills teachers gain through training and experience. Learners with special needs may require additional instruction time, different teaching methods, and specialized professional knowledge. To meet these needs, an increase in resources is necessary. Instead of requiring children with special needs to meet classroom standards, the classroom should be adapted to meet the individual needs of all children (Cooc, 2019).

Konga and Cheboi (2021) emphasize that teaching and learning resources include peripatetic services, support staff such as sign language interpreters and Braille transcribers, community involvement, and both regular and special education teachers. The shortage of trained special education teachers and professionals hinders the implementation of inclusive education. The adequacy of teaching and learning resources (TLR) refers to having sufficient and acceptable quality and quantity of material resources. Fakhruddin, Selle, and Nurchalis (2019) note that the availability of instructional materials, especially textbooks, is a cost-effective input that significantly impacts student performance.

For effective teaching and learning, adequate TLR, such as textbooks and resource materials, are essential. Their absence or inadequacy forces teachers to teach abstractly, making subjects seem dry and unengaging. Proper planning for adequate

instructional materials is crucial to support educational efforts (Okongo, 2015). Sandybayev (2020) adds that learning is a complex activity involving the interplay of learner motivation, teaching resources, teaching skills, and curriculum demands. Adequate TLR enhances school effectiveness and improves academic performance.

TLR improve access to education and educational outcomes, as learners are more likely to attend schools that provide interesting and relevant experiences. Studies have shown the impact of instructional materials on education. Momoh (2010) researched the effects of instructional resources on learner performance in West Africa School Certificate Examinations (WASCE) and concluded that material resources significantly affect learning. Inadequate TLR compromise education, resulting in low academic achievement, high dropout rates, problem behaviors, poor teacher motivation, and unmet educational goals. Material resources include textbooks, charts, maps, and audiovisual and electronic instructional materials such as radios, tape recorders, and televisions.

2.8 Physical Facilities Available for Conducive Learning in Inclusive Education

According to Ydo (2020) inappropriate infrastructure in schools has been impediments to implementation of inclusive education. Most schools do not have ramp access and wide doors in many school and bathrooms accessible for disabled persons. Do the schools with school buses have buses with low floor and ramps marked on the timetable? This study will consider physical facilities available in primary schools in Eldoret Municipality and their accessibility to children with special needs. Do the schools have enough classrooms or they are overcrowded? Do the toilets accommodate those with wheelchairs and other impairments? The researcher shall also look at the classrooms whether they have standard doors wide

enough for wheelchairs users, guide corridors or rails for visually impaired persons. Children in inclusive education need recreation facilities, do these schools have adequate school facilities for out-of-door and indoor games facilities.

2.9 Teachers Preparedness in Supporting Learning in Inclusive Education

The support staff in schools composes of cooks, education assistants, watchmen, cleaners, school librarians and matrons. For the support staff to work well they need training of some kind in handling learners with special needs. This training helps them with teachers in classrooms and in other areas of the school if need arises. Support staff depending on when originally trained and their previous experience may have huge variation in knowledge and skills related to inclusion of children with different requirements. Support staff refers to employees allocated to work to assist administrators, teachers and school counselors to address special educational needs within the school.

Support staff may be assigned to schools where students with special educational needs have individual education plans (IEPs) that require additional assistance beyond what teachers and other school personnel can provide. They operate under the supervision of the school head teacher and follow the direction of certified teachers. To effectively meet the demands of their roles, support staff must be versatile, well-trained, and multi-skilled, continually enhancing their knowledge and skills for current and future assignments.

According to Johnson, Carol (2002), support staff in inclusive educational settings must demonstrate the following abilities:

1. **Understanding the Role:** Recognize their role as inclusion facilitators, aiming to achieve optimal inclusion in regular instructional settings to maximize student independence.
2. **Building Student Confidence:** Help students build self-esteem and develop self-advocacy skills by appropriately reducing support, allowing them to learn and socialize independently.
3. **Legal and Human Rights Knowledge:** Possess a general understanding of the legal and human rights of children and youth with special education needs and their families.
4. **Cultural Sensitivity:** Be sensitive to the cultural heritage, lifestyles, and value systems of the students and their families.
5. **Physical Capability:** Have the physical capability, stamina, and coordination to meet the demands of a wide range of student needs.
6. **Role Clarity:** Understand that their role is directed by educators and accept that the classroom or subject teacher is responsible for the student in an educational setting.
7. **Academic Proficiency:** Be proficient in academic skills, including oral and written communication, to follow through on reinforcement techniques designed by teachers.
8. **Collaborative Skills:** Establish and maintain rapport with students, teachers, and other personnel by working collaboratively within a structured environment.
9. **Technical Proficiency:** Operate computers, assistive technology, and adaptive equipment that enable students with special educational needs to participate more fully in regular classes.

10. Compliance with Policies: Assist teachers in implementing recommendations from consultants such as psychologists or speech/language therapists, and comply with board/district and provincial policies related to student and staff rights and well-being, including:

- Appropriate lines of communication
- Child abuse protocols
- Annual abuse protocols
- Criminal record checks
- Certification in First Aid and CPR
- Crisis response and physical restraint procedures

11. Implementation of IEPs: Help implement individual education plans for students with special needs, ensuring they function as independently as possible within the regular lesson plan framework developed by the classroom or subject teacher.

Additionally, support staff may need to:

- Transport students to various destinations and supervise and assist them during outings.
- Supervise students who must be out of the classroom temporarily and remove angry or agitated students from the classroom when necessary.

Do support staff in the school practicing inclusive education wish to handle learners with disabilities? Are they sure on how to handle children? Do they have any training on inclusive education? And do they have knowledge on disabilities. The answers to the questions asked will tell whether the support staffs are ready and well prepared in handling inclusive education.

Training and involvement of support staff in handling pupils in inclusive education program has a positive effect on teacher work load, level of job justification and levels of stress. This is basically seen in classroom based support staff.

2.10 Related Studies

Dukmak (2013), in his research regular classroom teachers' attitudes towards including learners with disabilities in the regular classroom in the (UAE) United Arab Emirates. This research investigated the attitudes of the UAE regular classroom towards the inclusion of learners with disabilities in the regular school system. This research informs the current one because it touches on attitudes of teachers towards inclusive education. However, the research dwelled much on the relationship between teachers' attitudes towards inclusion and their views about educational placements for learners in schools but the current one sought to look at the primary school preparedness in handling inclusive education.

Sulasmi and Akrim (2019) studied challenges facing the implementation of inclusive education in Public Primary schools, she attributes that children with learning disabilities were enrolled in special schools and this led to their segregation from regular schools. They were basically looked down upon in the society. The current research borrows from this in that it looks at the availability of the teaching-learning resources in schools and also teacher's preparedness in terms of training to undertake the process of implementation. However, this study didn't look at support staff preparedness in handling learners with special needs and the physical facilities available for use by learners with special needs. Hence, this study.

Tebono (2013) on the study of the implementation of inclusive education in primary schools. A case of the Bejewel put Swa education. District in S.A, pin pointed out the

concept of inclusive education and moreover, shed light on policy developments regarding learner's diversity through the curriculum in from his research it is clear that inclusion is about including everyone, regardless of ability, gender, language or disability, so that all learners can belong in mainstream schools and have access to the educational outcome on offer.

Okongo et al. (2015) on effect of availability of teaching and learning resources on the implementation of inclusive education in pre-school center, discusses the availability of teaching and learning resources influencing the implementation of inclusive education in pre-school centers. This research is related to the current one although it was based on pre-school and not in primary schools. The later only looked at the availability of teaching and learning resources on the implementation of inclusive education, while the present went steps further to look at attitudes of both teachers and normal learners towards learners with special needs, physical facilities available for use in inclusive education and support staff preparedness in handling learners with special needs.

2.11 Knowledge Gaps in Literature

This chapter has given a review on the integration of inclusive education in primary school in, Uasin Gishu County which include; the attitude of teachers and learners, learning resources and physical facilities available for use and preparedness of the support staff in inclusive education. From the above related studies, it is clearly evident that factors mentioned have an effect in handling inclusive education.

Inclusive education is not being satisfactorily implemented in most developing countries. Fedulova, Ivanova, Atyukova and Nosov (2019) noted that success for a few was an option in the past but success for all is the challenge today. Literature has

indicated that limited research in Kenya have had an interest in the area of SNE in Kenyan Schools. Limited research has been done on primary school in handling inclusive education and thus the researcher relied mainly on research from other countries.

Most of the studies have focused on regular classroom teachers (Hadar, Ergas, Alpert & Ariav, 2020). This research investigated the attitudes of the UAE regular classroom towards the inclusion of learners with disabilities in the regular school system. This research informs the current one because it touches on attitudes of teachers towards inclusive education. However, the research dwelled much on the relationship between teachers' attitudes towards inclusion and their views about educational placements for learners in schools but the current one sought to look at teachers' perception on integration of inclusive education for conducive learning in primary schools.

Other studies had focused on challenges facing the implementation of inclusive education in Public Primary schools. The current research borrows from this in that it looks at the availability of the teaching-learning resources in schools and teachers' preparedness in terms of training to undertake the process of implementation.

The choice of the study area is because very little has been researched on inclusive education. Lelan researched on implementing inclusive practices in Kenya while, Oracha Adoyo and Odeny researched on analyzing the methodological changes and approaches that have been researched on Analyzing the methodological changes and approaches that have been done on primary school preparedness in handling inclusive education in Uasin Gishu County. Countries like Nigeria have researched much on preparedness in handling inclusive education.

2.12 Chapter Summary

This chapter provides a comprehensive review of the literature on inclusive education in the United States. It highlights the evolution of inclusive practices, tracing their origins to pivotal legislation such as the Individuals with Disabilities Education Act (IDEA) of 1990, which established the framework for integrating students with disabilities into general education settings. The chapter synthesizes research findings that underscore the benefits of inclusive education, including improved academic and social outcomes for both students with disabilities and their typically developing peers.

The review also addresses the challenges associated with implementing inclusive education, such as insufficient teacher training and resource limitations. It emphasizes the importance of professional development and adaptive classroom environments to support diverse learning needs effectively. Additionally, the chapter examines successful inclusive practices, such as co-teaching models and individualized supports, that enhance educational experiences. Overall, Chapter 2 underscores the commitment to equity and the need for ongoing efforts to address implementation challenges and optimize inclusive education practices.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter discusses the research design, location of the study, target-population, study sample and sampling techniques, research instruments, reliability and validity of the research instruments. Finally, it focuses on data collection procedures and analysis.

3.1 Research Design

The study employed survey research design (descriptive survey design). Survey research designs are used in preliminary and exploration studies to allow researcher to gather information, summarize and present and interest for the purpose of clarification (Bougie & Sekaran, 2019).

On the other hand, Bloomfield and Fisher (2019) give the purpose of descriptive survey research as determining and reporting the way things are. This design is suitable for this study for it enables the researcher to easily collect information about people's attitude, opinions, habits or any of the variety of education or social issues (Pandey & Pandey, 2021). For example, in the research case, the researcher can carry out a survey to find out primary schools' preparedness in handling inclusive education, by getting information on the perception of teachers towards inclusive education, support staff, other "regular" pupils and the physical and learning resources available. The research was able to collect data and give reports on the status of integration of inclusive education in schools. This design was important in analyzing the objectives such as the teachers' perception, nature of the teaching and learning resources and the facilities.

The study adopted admixed research approach that combines both qualitative and quantitative forms (Ayiro, 2012). Mixed methods research has been described as a "critical component in the advancement of social science, especially education research." (Timans, Wouters & Heilbron, 2019). The mixed methods approach is associated with strategies that include gathering information in a concurrent or consecutive way utilizing strategies that are drawn from both quantitative and qualitative manner that best addresses the research questions (Almeida, 2018). The use of this approach ensured that the research will be strengthened and will reduce the wastage of potentially useful information. The basic assumption is that the use of both qualitative and quantitative method, in combination, provides a clear understanding of the research problem than either method by itself.

3.2 Study Area

The study was carried out in public schools in the former Eldoret Municipality in Uasin Gishu County. The study area was chosen because majority of the schools had incorporated inclusive education right from classes one to-class, eight. Eldoret Municipality is estimated to be approximately 1000 km², most people are business people, others work within the Municipality offices and schools and others practice farming. Most roads are particularly tarmacked and all weather roads in some parts of the Eldoret municipality. It has urban, rural setting with cosmopolitan populace. It has 62 primary schools, both public and private.

Uasin Gishu County experiences a problem of low access of children with special needs in regular public primary schools. An unpublished report by Uasin Gishu Curriculum Support Officer in charge of Special Needs Education (CSO, SNE),

(2015) indicates that there are quite a number of challenged children who are out of school in Uasin Gishu County.

3.3 Target Population

Population according to Pandey and Pandey (2021) is a complete set of individual cases or objects with some common observable characteristics and a target population is that population which a researcher wants to generalize the results of the study. The target population for this study consisted of 250 Chief of Academics Officers and 250 Head teachers. Head of studies were selected to give responses on the perception while Head teachers were selected to give responses on the learning resources, availability of facilities and the preparedness of the support staff.

3.4 Study Sample Size and Sampling Procedures

Sampling means selecting a given number of subjects from a defined population as representatives of that population. Any statement made about the sample should be true to the population (Pandey & Pandey, 2021). Based on the Krejcie and Morgan formula (Appendix VI) a sample size of 152 was utilized. Individual schools and respondents were selected using simple random sampling. Table 3.1 shows the sample size selected.

Table 3.1 Showing Sample Size

No.	Zone	No. of Sch	Chief of Academics Officers		Head teachers	
			N	n	N	n
1	Kibulgeny	72	72	43	72	43
2	Kapyemit	55	55	33	55	33
3	Pioneer	43	43	26	43	26
4	Chepkolel	35	35	23	35	23
5	Kapsoya	45	45	27	45	27
Total			250	152	250	152

Source: Uasin Gishu County Education Office - 2017

Upon using the Krejcie and Morgan formula the researcher was able to obtain a sample size of 152 schools out of the 250 schools. Individual schools were then

stratified as per the educational zones. A total of 5 zones namely; Kibulgeny, Kapyemit, Pioneer, Chepkoilel and Kapsoya were stratified. Stratified, proportionate and simple random sampling was used to select schools. This led to a selection of 43 schools from Kibulgeny Zone, 33 schools from Kapyemit Zone, 26 schools from Pioneer Zone, 23 schools from Chepkoilel Zone and 27 schools from Kapsoya Zone. The names of all schools (public) in the municipality were then coded using serial numbers. The codes were written on a piece of paper, put in a container, well mixed and then picked. The folded papers then opened and the names of the schools picked were listed on a piece of paper and purposive sampling was used to select Chief of Academics Officers and Head teachers. Advantage of simple random sampling is that the information received can be generalized to a larger population in this case the schools under study

3.5 Data Collection Instruments

The study used two instruments which included; questionnaire and interview schedule. The data was collected by use of interviews conducted with the Head Teachers. This was deemed suitable to this group because the researcher was conscious on the literacy level of the HT profession and culture. The Head of Studies were issued with questionnaires which they filled.

3.5.1 Questionnaires

Harrison, Reilly and Creswell (2020) defines a questionnaire as a tool consisting of a number of questions printed or typed in a definite order on a form or sets of forms. The researcher construct closed ended and open ended questionnaire which were administered to Chief of Academics Officers. The questionnaires method was used because it assisted in collecting a lot of information over very short period time. They

are also appropriate as the target population is literate/and information would be easily obtained in writing. It is also economical to the researcher in terms of time and efforts and since they are presented in paper format, there is no opportunity for interviewer bias. The information that the researcher collected from the questionnaire enabled collection of data on teachers' perception towards integration of inclusive learning in primary school schools for conducive learning, establish teachers perception towards the use of learning instruction resources in inclusive education for conducive learning in primary schools in in Uasin Gishu County Kenya. In addition it was used to find out the types of physical facilities available for conducive learning in primary schools in Uasin Gishu.

3.5.2 Interview Schedules

Interview schedule is a method of collecting data that involves presentation of oral verbal stimuli and reply in terms of verbal response (Mazhar, Anjum, Anwar & Khan, 2021). These are questions asked orally. The interviews may be structured, unstructured or semi structure. In the researcher's case she used unstructured questions. This is so because the questions are flexible to the respondents' and it is a free response in a relaxed atmosphere situation.

The interview schedule designed was meant for the Head teachers. This enabled the researcher to collect information on the extent to which support staffs are prepared in handling learners in inclusive education for conducive learning at primary schools. The researcher assured them (respondents) of the confidentiality of the answers given. The instrument was instrumental in extracting data on physical facilities for conducive learning in primary schools in Uasin Gishu. This supplemented the questionnaire.

3.6 Pilot Study

The questionnaire to be used in this study was pre-tested before actual collection of data. This enabled the revision of the questionnaire before actual data collection. The piloting was done in Kakamega County. Kakamega was chosen because it has similar characteristics with Uasin Gishu such as following the inclusive policy.

3.6.1 Validity of the Research Instrument

According Sürücü and Maslakci (2020) validity of a research instrument refers to the degree to which it accurately measures what it is intended to measure. Ensuring the validity of a research instrument is crucial for the reliability and credibility of the study's findings. Before the actual data collection the researcher conducted a pilot study in three schools in Kakamega County. A total of 10 Head teachers and 10 Chief of Academics Officers from the 10 schools were selected. The purpose of the pilot study was to enable the researcher to ascertain the reliability and validity of the instruments and familiarize herself with the administration of the questionnaires. Thereafter improve the instruments and procedures. The respondents were also required to comment on the language and the length of the questionnaire. The content validity of the instrument was determined by consulting the supervisors, research experts and the university lecturer in the Department of Curriculum Instruction and Education Media, Moi University.

3.6.2 Reliability

Reliability is a measure of how consistent the results from a test are (Hajjar, 2018). Reliability is quantified if you administer test to a subject twice and get the same score on second administration as on the first. Reliability is a quality attribute of a research tool (for instance a questionnaire) meant to measure the degree to which they

produce consistent results. The reliability of an instrument is the measure of the degree to which the research instruments yields consistent results or data after repeated trails. Reliability is important because it is a pre-condition of the success the instrument in measuring what is supposed to measure. The researcher prepared a questionnaire with both structured and unstructured questions. The instruments were piloted and this was conducted in three secondary schools in Kakamega County. A pilot study is justified for its importance in shaping future research (Creswell, 2011). Kakamega County was chosen because just like Uasin Gishu it has similar characteristic of all-inclusive primary schools in Kenya. These includes; using similar teachers and learning resources. The aim of the pilot study was to determine how effective the data collection instruments will be during the actual field research, whether the items in the instruments would be clear and unambiguous to the respondents and the problems they are likely to encounter in response to the item.

The researcher then used the split- half technique to measure reliability of the questionnaires. The split- half technique of assessing reliability requires only one testing session. This technique is designed to correlate half of the items with the other half (Kumar, 2011). The questions or statements are divided in half in such way that any two questions and statements intended to measure the same aspect fall into different halves (Anjum & Rasheed, 2018). The scores obtained by administering the two halves are then correlated (Shrestha, 2021). Reliability was calculated by using the Cronbach alpha coefficient. A correlation coefficient of 0.85 was obtained. This was deemed reliable according to (Shrestha, 2021) who asserts that a correlation coefficient of > 0.8 is acceptable. The major advantage of this procedure is that it eliminates chance error due to differing test conditions as in test- retest.

3.7 Data Collection Procedure

The researcher requested a letter of introduction from the department of CIEM, to enable her to get a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The Uasin Gishu Director of Education was contacted before the commencement of the study. Questionnaires were issued personally and respondents allowed enough time to study and respond appropriately. The researcher personally visited the respondents on agreed dates to issue the questionnaires, and collect the instruments after they were duly filled.

The interviews were done as guided by the in-depth interviewing stages laid down by Creswell (2014). These are: deciding on the research questions which should be open-ended, and focused on understanding the central phenomenon of the study; identifying interviewees, designing and using an interview protocol, using adequate recording procedures, determining the place and time for conducting the interview, obtaining consent from the interviewee, and conducting the interview by using appropriate interview procedures.

During the interview, the interviewee would sign a consent form before the commencement of the interview. The researcher audio-recorded each interview session using mobile phone system, while observing professionalism recommended by (Juan & Ong'ondo, 2011, P. 70-74). These scholars posit that researchers should take into account, timing, interviewing skills, interviewer personality, and seeking for particular information (particularity). The recorded information was then transcribed, coded into themes, analysed thematically, interpreted and reported.

3.8 Data Analysis

Data collected using the questionnaire was sorted out to check completeness and clarity. Tallying foreclosed ended questions was done. The researcher embarked on analyzing data using descriptive statistics in particular frequencies and percentages. Data from open ended items from the interview schedule were analyzed using content analysis procedures. The data was organized and identification made on the different component, patterns and themes was sought to enable explanation. This involved the following: - the recorded data was sorted first for completeness. Editing was then done. The data was then coded as per the emerging themes. The researcher then transcribed the emerging themes. The researcher selected quotes that were most representative, descriptive and holistic of the research findings. The structure of the presentation was based around the categories or themes that have emerged. The themes or categories were presented as sections with relevant sub-sections. Quotes from the respondents were used to demonstrate and or inform or support findings. Interpretations were then given.

Triangulation was used during analysis of qualitative and quantitative data. Qualitative data was used to validate and explain quantitative results.

3.9 Ethical Consideration

During the identification of a problem, the ethical concern at this point was to identify a problem that will benefit the individuals being studied, and that will be meaningful to others besides the researcher. The study ensured the safety of participants, by not putting them to harm such as physical, psychological, social, economic or legal harm. This was guaranteed through Informed consent, developed by the researcher for participants to sign before they engage in the research. Informed consent

acknowledges that participants' rights will be protected during the data collection process; Guarantees of confidentiality of the participants such as not mentioning their names; Assurance that they are free to withdraw from the study at any time; The study also respected research sites (sampled schools) by ensuring minimal disruptions of normal activities.

During data analysis, the anonymity of participants in the quantitative phase of the study was protected by disassociating names from responses during the coding and recording process, while those in the follow-up qualitative phase were assigned pseudonyms, both individuals and places to protect their identities. Analyzed data was discarded after some time to guard against falling into the hands of other researchers who might misappropriate it (DuBois et al., 2011).

Finally, in writing up the research report and sharing the research findings, the researcher ensured that she does not engage in unprofessional, fraudulent malpractices such as suppressing, falsifying or inventing findings to meet the audience's needs. In order to enable others, get the knowledge generated, the researcher will share the research findings with research participants and other relevant stakeholders such as MOEST, NACOSTI, and KICD.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussions of the study. The results are presented on the basis of the respondent's characteristics and the four research objectives of the study.

4.2 Study Respondents

A sample of 152 Head Teachers and 152 Chief of Academic Officers was used in the study. Out of these, 150 Head teachers and 150 Chief of Academics Officers were interviewed and filled the questionnaires respectively. This resulted into a return rate of 98%.

4.3 Demographic Characteristics of Respondents

Information in this section was based on selected demographic characteristics of public primary school CAO and Head teachers. It included age, gender and level of education and training.

4.3.1 Demographic Distribution of Head Teachers and Chief of Academic Officers Gender

The items in the first section of the respondents' questionnaires (Appendix I and II) were aimed at establishing the respondent's gender. The information obtained is contained in Table 4.1.

Table 4.1: Demographic Distribution of Respondent's Gender

Gender	Head teachers		Chief of Academic Officers	
	Frequency	Percent	Frequency	Percent
Male	60	40	81	54
Female	90	60	69	46
Total	150	100	150	100

The gender variable, as shown in Table 4.1, reveals an interesting distribution among the respondents. Specifically, 60 (40%) of Head Teachers and 81 (54%) of Chief Academic Officers were male, while 90 (60%) of Head Teachers and 69 (46%) of Chief Academic Officers were female. These findings highlight a notable trend: female respondents were more prevalent in school management roles but were less represented as Heads of Studies.

This gender distribution can be attributed to various initiatives and policies aimed at promoting gender equality, particularly by increasing women's representation in leadership positions. As a result, there has been a noticeable rise in the number of women occupying such roles. This shift aligns with broader efforts to address gender imbalances in leadership within the education sector.

The literature provides mixed evidence regarding gender differences in attitudes towards school management roles. For instance, studies by Ahmad (2012) and Sharma, Shaukat, and Furlonger (2015) suggest that males often exhibit more positive attitudes than females in certain contexts. Conversely, research by Saloviita and Schaffus (2016) indicates that female teachers tend to have more positive attitudes than their male counterparts. These contrasting findings underscore the complexity of

gender dynamics in educational leadership, suggesting that attitudes may vary depending on specific contexts, roles, and cultural factors.

4.3.2 Demographic Distribution of Respondent's by Age

The items in the first section of the respondents' questionnaires (Appendix I and II) also aimed at establishing the respondent's age. The information obtained is contained in Table 4.2.

Table 4.2: Demographic Distribution of Chief of Academics Officers Age

	Head Teachers		Chief of Academics Officers	
Age	Frequency	Percent	Frequency	Percent
25-30 years	0	0	10	6.7
31-36 years	3	2	43	28.7
37-42 years	84	56	59	39.3
Above 42 years	66	44	38	25.3
Total	150	100	150	100.0

The findings, as indicated in Table 4.2, show that the majority of head teachers were over 42 years old, with 66 (44%) falling within this age group. Only a few head teachers, 3 (2%), were aged between 31 and 36 years. This suggests that, in terms of age, the head teachers were mature enough to effectively handle management responsibilities, particularly regarding the integration of inclusive education in their respective schools.

On the other hand, the results indicated that the majority of Chief Academic Officers, 59 (39.3%), were aged between 37 and 42 years. This was followed closely by those aged 31 to 36 years, represented by 43 (28.7%), and 38 (25.3%) Chief Academic Officers who were over 42 years old. Lastly, 10 (6.7%) Chief Academic Officers fell

within the 25 to 30-year age bracket. This age distribution among Chief Academic Officers may be attributed to their roles in newer schools, where there might be a limited number of Teachers Service Commission (TSC) teachers.

This finding is significant because it suggests that a conducive learning environment for inclusive education can be more effectively created when personnel from diverse age groups are involved. The diversity in age among school leaders can contribute to meeting the varied needs and expectations of pupils. Ghosh (2022) supports this notion, emphasizing that diversity and differences among all individuals should be accepted, respected, and valued as integral parts of inclusion. Moreover, it underscores the importance of developing school systems that cater to every individual, regardless of their background or age.

4.3.3 Demographic Distribution of Chief of Academics Officers Education Level

The items in the first section of the respondents' questionnaires (Appendix I and II) further aimed at establishing the respondent's age. The information obtained is contained in Table 4.3.

Table 4.3: Demographic Distribution of Respondents Education Level

Level of education	Head teacher		Head of Department	
	Frequency	Percent	Frequency	Percent
Certificate- TTC, college	134	89.3	142	94.7
Undergraduate Degree	15	10.0	8	5.3
Master's Degree	1	0.7	0	0.0
Ph.D. Degree	0	0	0	0
Total	150	100.0	150	100.0

The findings as indicated in Table 4.3 shows that majority of the Head teacher 134 (89.3%) and Chief of Academics Officers 142 (94.7%) attained a certificate from college/ TTC while only 1 (0.7%) of the Head Teacher had a Master's Degree. It's important to mention that 15 (10%) Head teachers had a university degree while 8 (5.3%) Chief of Academics Officers had university degree. From the results it can be inferred that majority of the respondents had at least a teacher training certificate and that they had the competence to manage activities that enhances integration of inclusive education. Arcangeli, Bacherini, Gaggioli, Sannipoli and Balboni (2020) indicate that for both mainstream teachers and special-education teachers, teachers with a lower level of training in special education showed less pity, sadness, or compassion toward persons with special needs while teachers with higher levels of training in special education promoted positive attitudes toward special needs.

4.3.4 Presence of Special Needs Pupil in Schools

Information in this section was based on selected general information of pupils. Teachers were asked to indicate whether they had special needs pupils in their classroom. The responses are shown in Table 4.4

Table 4.4: Pupils with Special Needs

	Frequency	Percent
Yes	43	28.7
No	107	71.3
Total	150	100.0

Table 4.4 indicates that there was presence of pupils with special needs as represented by 43 (28.7%) Head teachers. While 107 (71.3%) Head teachers indicated that they did not have pupils with special needs. Two explanations can be given regarding this finding. One is that, schools may not have integrated special education policies in

their schools thus impacting on the enrollment of such pupils. Two, there may be poor implementation occasioned by negative attitude.

Head teachers were asked how they identified pupils who needed special attention.

One Head teacher who was female and 39 years had this to say;

Schools evaluate students with disabilities or suspected disabilities to determine their eligibility for inclusive education and the specific services they will receive. Disabilities with a clear medical basis are often identified by the child's physician or parents shortly after birth or during the preschool years. However, most students with disabilities are first referred for evaluation by their classroom teacher (or parents) due to persistent and significant achievement or behavioral issues.

Another Head teacher who was male and aged 44 years indicated the following in regard to identifying the learners with special needs.

We distinguish these learners in light of various signs and social attributes. For example a kid with a learning handicap might act without truly pondering potential results (lack of caution), they might experience issues remaining on track by being quickly flustered, there is additionally issue with school execution from multi week to another or everyday, talking like a more youthful kid; utilizing short, basic expressions; or leaving out words in sentences and in conclusion issues managing changes in timetable or circumstances. However, it is essential to point out that a person's observable characteristics alone are not sufficient to identify a learning disability. Just an expert can

The data indicates that pupils with special needs are present in primary schools.

Research shows a variety of behavioral issues, such as short attention spans, low self-confidence, poor social adjustment, and communication difficulties within social circles. Many of these behavioral problems arise from neglecting the critical period of childhood and a lack of proper guidance during developmental stages (Anuruddhika, 2018).

4.4 The Perception of Teacher's towards Integration of Inclusive Learning in Primary Schools for Conducive Learning

The attitude of teachers towards learners with special needs was based on objective one. The first objective of the study was to explore teachers' perception towards the integration of inclusive learning in primary schools.

4.4.1 Teachers Feelings towards Inclusive Education

The frequencies of teacher's feelings towards inclusive education as perceived by public primary school Chief of Academics Officers are presented in Table 4.5. A 5 point likert scale was used to collect data. The rating scale comprised of a Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly Agree 5.

Table 4.5: Frequencies of Teachers Feelings towards Inclusive Education

	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
There is need of including pupils with learning challenges into regular classroom	14	9.3	10	6.7	2	1.3	66	44.0	58	38.7
Aware of pupils with learning challenges in your class	12	8.0	16	10.7	6	4.0	65	43.3	51	34.0
Does the inclusion of pupils with learning challenges affect the Performance of regular pupils	13	8.7	17	11.3	9	6.0	69	46.0	42	28.0
According to the children act there are rights to education	15	10.0	30	20.0	11	7.3	52	34.7	42	28.0

Table 4.5 indicates that majority of the Chief of Academics Officers 66 (44%) agreed and 58 (38.7%) strongly agreed that there is need of including children with disability into regular classrooms. On the other hand, a few Chief of Academics Officers 14 (9.3%) strongly disagreed and 10 (6.8%) disagreed. These results show that inclusive education is important and there is need to have learners with special needs integrated in the main stream education. This result collaborates with the Head teacher's sentiments that indeed through inclusive education conducive learning can be attained. One of the Head teacher's excerpts indicated that;

I don't have issues with teachers having inclusive learning in there lessons or classes. Many of the teachers teach very huge classes and therefore they may not have challenges handling an inclusive class of a few students with learning difficulties.

The perspectives gathered from both the questionnaire and the interview align with findings by Al-khresheh et al. (2022), indicating that many teachers feel confident in their ability to teach students with mild behavioral disorders alongside a large group of typically developing students. The attitudes of educators toward students with special needs significantly influence the success and effectiveness of their teaching.

Further results showed that majority of the Chief of Academics Officers 51 (34%) strongly agreed that Chief of Academics Officers were aware of learners with special needs in their class while 65 (43.3%) agreed. On the other hand, 12 (8%) strongly disagreed and 16 (10.7%) disagreed to this. This shows that integration of inclusive education in primary schools was being done in Uasin Gishu. This has been made possible by the easy identification of the learners with special needs by the teachers thus making it easy to integrate inclusive education.

Table 4.5 further indicated that majority of the head of studies 42 (28%) strongly agreed and 69 (46%) agreed that Performance of normal learners was affected when special needs learners are included. On the other hand a few 13 (8.7%) strongly disagreed and 17 (11.3%) disagreed. This signals a negative development in the integration of inclusive education because the learners with special needs will not be accorded an equal competitive platform as their regular counterparts.

Lastly, results indicated that majority of the respondents 42 (28%) strongly agreed and 52 (34.7%) agreed that all children have a right to education. On the other hand 15 (10%) strongly disagreed and 30 (20%) disagreed. The findings indicate that all children should be offered education so as to add value to their lives. This is in line to the study objectives because when teachers perceive that education is a right to all school going children then they have the obligation to provide a conducive environment for teaching and learning to take place. This shows that inclusive education should be taken with the seriousness it deserves owing to the fact that learners with special needs have rights to an education that is equally offered to the other regular children.

One of the Head teachers had this to say;

*Teachers in the school are conversant of the rights to education.
This implies that Children should be given access to education.
There is availability of the Kenyan constitution and the Basic
Education Act that outlines*

These findings are consistent with a study by Asamoah, Ofori-Dua, Cudjoe, Abdullah and Nyarko (2018) on Perception of visually impaired students, students without disability, and teachers in Ghana. The study findings uncovered that outwardly debilitated understudies and a few instructors upheld incorporation while various understudies without incapacities loathed the training. The concept of inclusive

education, according to some teachers, is a good way to guarantee equal educational opportunities. The study comes to the conclusion that inclusive school teachers in Ghana should be trained to teach students with disabilities. These sentiments are in line to the study finding in regard to integration. Despite the majority of the respondents agreeing to inclusion it is critical to mention that a few respondents disagreed to inclusion. This may be attributed to among other aspects insufficient level of knowledge and lack of knowledge about inclusion and the lack of adequate resources to achieve inclusive education. As a result, a significant amount of work must be done to develop infrastructure and prepare teachers for inclusion in order to make schools accessible to such students (Kazmi, Kamran & Siddiqui, 2023).

4.4.2 Teachers Attitude towards Inclusive Education

Teachers' attitude towards inclusive education was also investigated. The results are presented in Table 4.6

Table 4.6: Teachers Attitude towards Inclusive Education

	Item	SD	D	N	A	SA
1.	Pupils with special educational needs learn best in their own special education classes where they have specially trained teachers.	6 (4%)	15(10%)	4(2.7%)	65(43.3%)	60(40%)
2.	The pupils with emotional and behavioral problems should be educated in mainstream classrooms, with the provision of adequate support. (inclusion as a value)	16(10.7%)	8(5.3%)	8(5.3%)	55(36.7%)	63(42%)
3.	It is the right of a pupil with special educational needs to be placed in a special education classroom.	11(7.3%)	14(9.3%)	3(2%)	51(34%)	71(47.3%)
4.	Pupils with attention deficit/hyperactive disorder (ADHD) should be admitted in mainstream classrooms with adequate support. (inclusion as a value)	9(6%)	13(8.7%)	15(10%)	56(37.3%)	57(38%)
5.	Teachers' workload should not be increased by compelling them to accept pupils with special educational needs in their classrooms.	15(10%)	25(16.7%)	10(6.7%)	50(33.3%)	50(33.3%)
6.	The best result is achieved if each child with special educational needs is placed in a special education classroom that best suits him/her.	10(6.7%)	32(21.3%)	8(5.3%)	45(30%)	55(36.7%)
7.	The students with special educational needs should be educated in mainstream classrooms as much as possible. (inclusion as a value)	7(4.7%)	11(7.3%)	5(3.3%)	64(42.7%)	63(42%)
8.	Integrated pupils with special educational needs create extra work for teachers in mainstream classrooms. (workload of the teacher)	4(2.7%)	9(6%)	3(2%)	54(36%)	80(53.3%)
9.	A pupil with special educational needs should be transferred to a special education classroom in order not to violate his/her rights.	15(10%)	10(6.7%)	12(8%)	44(29.3%)	69(46%)
10.	The learning of pupils with special educational needs can be effectively supported in mainstream classrooms as well. (expected outcomes)	54(36%)	80(53.3%)	4(2.7%)	9(6%)	3(2%)

Finding indicates that teachers' attitude was negative in regard to setting up a regular classroom for both regular and special learners. Majority of the respondents 65 (43.3%) agreed to the fact that pupils with special educational needs learn best in their own special education classes where they have specially trained teachers while 60 (40%) strongly agreed. A few 6 (4%) strongly disagreed while 15 (10%) disagreed. This finding indicates that teachers were not comfortable having learners with special needs in their classrooms. This in the long run may impact on the integration of the inclusive education in the public primary schools.

Data from the Head Teachers collaborates with this with one of the Head Teachers indicating that indeed attitude towards inclusive education among some teachers was not positive this is indicated in the following excerpt;

Teachers displayed a negative attitude toward inclusive education, as they perceived that having a combination of students with behavioral challenges and learning disabilities made the class difficult to manage.

Further findings indicated that, majority of the teachers 63 (42%) strongly agreed that pupils with emotional and behavioral problems should be educated in mainstream classrooms, with the provision of adequate support. On the other hand a few 16 (10.7%) respondents strongly disagreed while 8 (5.3%) disagreed. This implies that, most of the teachers had a negative attitude towards integration of inclusive education in the mainstream curriculum unless particular resources are put in place.

Table 4.6 further indicated that, majority of the teachers 71 (47.3%) and 51 (34%) strongly agreed and agreed respectively that it is the right of a child with special educational needs to be placed in a special education classroom. On the other hand a few respondents 11 (7.3%) strongly disagreed and 14 (9.3%) disagreed respectively.

Again this shows that teachers had negative attitude thereby confounding integration of SNE.

Head teacher's findings collaborate with these findings as indicated by the following excerpt from one of the Head teacher who was male and 49 years. He had this to say;

Many policies and conferences have put emphasis on the rights to education by everyone. Based on this many teachers have no choice but to abide to the guidelines and regulations.

Table 4.6 further indicated that most of the teachers felt that Children with attention deficit/hyperactive disorder (ADHD) should be admitted in mainstream classrooms with adequate support. This is illustrated by a majority of the teachers 57 (38%) strongly agreed and 56 (37.3%) agreed while 9 (6%) strongly disagreed and 13 (8.7%) disagreed. This attitude towards such learners may impact on the integration of inclusive education in the public primary schools.

Item five in Table 4.6 further indicated that majority of the teachers 50 (33.3%) strongly agreed and 50 (33.3%) agreed that teachers' workload should not be increased by compelling them to accept children with special educational needs in their classrooms. On the other hand, a few 15 (10%) strongly disagreed and 25 (16.7%) disagreed. Findings show that teachers are wary of the extra workload that accompanies inclusive educations. This to some extent makes them to develop a negative attitude toward inclusive education.

Table 4.6 further indicated that most of the teachers 55 (36.7%) strongly agreed and 45 (30%) agreed that the best result is achieved if each child with special educational needs is placed in a special education classroom that best suits him/her. On the other hand 10 (6.7%) strongly disagreed and 32 (21.3%) disagreed. This result show cases that teachers will prefer students in special classes implying that they had a negative

feeling towards inclusive education. Teachers displayed a negative attitude toward inclusive education, as they perceived that having a combination of students with behavioral challenges and learning disabilities made the class difficult to manage.

Information provided in Table 4.6 also revealed that the majority of teachers, comprising 80 individuals (53.3%), strongly agreed that integrating children with special educational needs results in additional tasks for teachers in mainstream classrooms. By expressing agreement with this statement, teachers conveyed a negative perception that inclusive education leads to increased workload. Additionally, Table 4.6 indicated that 69 teachers (46%) strongly agreed that transferring a child with special educational needs to a special education classroom would prevent the violation of their rights, with an additional 44 (29.3%) in agreement. Conversely, 15 teachers (10%) strongly disagreed, and 10 (6.7%) disagreed. This suggests that attitudes toward inclusive education may be unfavorable.

Lastly, Table 4.6 indicated that most of the teachers 54 (36%) strongly disagreed, 80 (53.3%) disagreed, 9 (6%) agreed while 3 (2%) strongly agreed that the learning of pupils with special educational needs can be effectively supported in mainstream classrooms as well. These findings indicate that majority of the teachers felt that learning of pupils with special needs may be constrained in a mainstream classroom.

Data from the interview collaborated with this finding. A head teacher pointed that the inclusive education was very tenable in the mainstream classrooms.

Being capable of adequately assisting children with special educational needs (SEN) within the classroom is a crucial aspect of every teacher's role. In our school, it is typical to encounter an average of four children in each class who require support for special educational needs. This highlights the importance for teachers to recognize and acknowledge the presence of such students

The findings presented in Table 4.6, such as teachers expressing discomfort about having students with special needs in their classrooms, may negatively impact the integration of inclusive education in public primary schools. This sentiment aligns with Al Jaffal (2022), who observed that many regular education teachers, feeling unprepared and fearful to work with learners with disabilities in regular classes, display frustration, anger, and a negative attitude towards inclusive education due to concerns about potential lower academic standards. Table 4.6 further illustrates that a majority of teachers had a negative attitude toward the integration of inclusive education into the mainstream curriculum. This finding is consistent with Mutugi (2018), who suggested that teachers' beliefs about inclusion often indicate a preference for students with disabilities, particularly those with sensory impairments, to be educated in existing special schools rather than regular classes.

Additionally, Table 4.6 indicates that most teachers felt that children with attention deficit/hyperactivity disorder (ADHD) should be admitted to mainstream classrooms with adequate support. However, Malak (2013) found that many pre-service teachers described students with special needs using terms such as "dull," "unhappy," and "strange," reflecting a lack of knowledge and negative attitudes. Moreover, the majority of teachers believed that increasing the workload by including children with special educational needs in their classrooms was not appropriate. This perception is consistent with literature suggesting that inclusive education may result in additional workload for teachers.

Furthermore, Table 4.6 revealed that most teachers believed the best outcome was achieved when children with special educational needs were placed in special education classrooms tailored to their needs, indicating a preference for segregated

settings. Teachers also expressed concerns that including students with disabilities in regular classes could hinder academic performance and increase workload, consistent with findings by Heyder, Südkamp, and Steinmayr (2020), who highlighted the impact of teacher attitudes on the social-emotional school experiences of students.

Moreover, Table 4.6 indicated that teachers generally disagreed that pupils with special educational needs could be effectively supported in mainstream classrooms, suggesting concerns about the efficacy of inclusive education. These findings are corroborated by Mokaleng (2019), who identified various factors hindering the implementation of inclusive education, including teachers' negative attitudes and the need for supportive leadership and adequate resources.

Overall, Table 4.6 underscores the importance of trained teachers and support for emotional and behavioral problems among pupils with special needs in integrating them into regular classrooms. This aligns with Rathee (2017) and Kawi's (2021) studies, which emphasize the critical role of teachers' attitudes and experience in the success of inclusive education initiatives. On the other hand, the study findings showed that school level has a significant impact on teachers' attitudes toward students with disabilities.

4.4.3 Head Teachers Attitude towards Inclusive Education

Head teachers were asked to respond on their attitude towards inclusive education. Their responses are indicated in Table 4.7

Table 4.7: Head Teachers Attitude towards Inclusive Education

		SD	D	N	A	SA
1.	Pupils with SEN learn best in special-education classes	13(8.7%)	12(8%)	5(3.3%)	54(36%)	66(44%)
2.	Pupils with EBD should be in mainstream classrooms	16(10.7%)	34(22.7%)	6(4%)	34(22.7%)	60(40%)
3.	It is the right of a pupil child with SEN to get into an SE classroom	6(4%)	25(16.7%)	4(2.7%)	60(40%)	55(36.7%)
4.	Pupils with ADHD should be in mainstream classrooms	21(14%)	30(20%)	11(7.3%)	49(32.7%)	39(26%)
5.	Teachers' workload should not be augmented	15(10%)	30(20%)	7(4.7%)	53(35.3%)	45(30%)
6.	The best result is achieved if a child with SEN is placed in an SE class	5(3.3%)	11(7.3%)	5(3.3%)	53(35.3%)	76(50.7%)
7.	The education of students with SEN should be arranged in the mainstream	12(8%)	16(10.7%)	8(5.3%)	51(34%)	63(42%)
8.	Integrated pupils with SEN create extra work for teachers	13(8.7%)	15(10%)	10(6.7%)	59(39.3%)	53(35.3%)
9.	A pupil with SEN should be in an SE classroom so as not to violate his or her rights	13(8.7%)	14(9.3%)	10(6.7%)	55(36.7%)	58(38.7%)
10	Pupils with SEN can be effectively supported in mainstream classrooms	64(42.7%)	47(31.3%)	9(6%)	22(14.7%)	8(5.3%)

In regards to the Head teacher's attitude towards children with special educational needs learning best in their own special education classes where they have specially trained teachers, majority of the Head teachers 54 (36%) agreed while 66 (44%) strongly agreed. On the other hand 13 (8.7%) Head teachers strongly disagreed and 12 (8%) disagreed. It can be perceived that majority of the teachers had a negative perception towards pupils with SEN learning in special education classes. This implies that the Head teachers felt that it would have been prudent if they learned with pupils who did not have SEN.

Further findings indicated that, majority of the Head teachers 60 (40%) strongly agreed that pupils with emotional and behavioral problems (EBD) should be educated in mainstream classrooms, with the provision of adequate support. On the other hand a few 16 (10.7%) strongly disagreed while 34 (22.75) disagreed. This implies that, most of the teachers had a positive perception towards integration of inclusive education in the mainstream curriculum. Teachers may have perceived that their professional knowledge and skills were adequate to effectively teach students with disabilities in regular schools. This implies that Head teachers were well prepared to accommodate pupils with disabilities in their regular classes. This may eventually contribute to higher academic achievement.

Table 4.7 further indicated that, majority of the Head teachers 55 (36.7%) and 60 (40%) strongly agreed and agreed respectively that it is the right of a child with special educational needs to be placed in a special education classroom. On the other hand a few 6 (4%) strongly disagreed and 25 (16.7%) disagreed. Again this shows some Head teachers were having a negative perception towards inclusive education thereby confounding integration of SNE.

Table 4.7 further indicated that most of the teachers felt that Children with attention deficit/hyperactive disorder (ADHD) should be admitted in mainstream classrooms with adequate support. This is illustrated by a majority of the Head teachers 39 (26%) who strongly agreed and 49 (32.7%) who agreed while 21 (14%) who strongly disagreed and 30 (20%) that disagreed. This implies that teachers' preparation programs are adequate in preparing teachers to work with special needs pupils.

Item five in Table 4.7 further indicated that majority of the Head teachers 45 (30%) and 53 (35.2%) strongly agreed and agreed respectively that teachers' workload should not be increased by compelling them to accept children with special educational needs in their classrooms. On the other hand a few 15 (10%) and 30 (20%) strongly disagreed and disagreed respectively. Augmenting teachers' workload implies that teachers attitude towards managing pupils with SEN will be negative. In essence they will be relating their extra work to the presence of the pupils with SEN.

Table 4.7 further indicated that most of the Head teachers 76 (50.7%) strongly agreed and 53 (35.3%) agreed that the best result is achieved if each child with special educational needs is placed in a special education classroom that best suits him/her. On the other hand, 5 (3.3%) strongly disagreed and 11 (7.3%) disagreed. This implies that academic achievement of pupils with SEN will perform better as compared to when they are in their own special education classes.

Table 4.7 illustrated that a significant proportion of Head teachers, comprising 58 (38.7%), strongly agreed that transferring a pupil with special educational needs to a special education classroom would be preferable to avoid violating their rights, with an additional 55 (36.7%) expressing agreement. Conversely, 13 (8.7%) strongly

disagreed, and 14 (9.3%) disagreed, suggesting a potential lack of support for inclusive education.

These findings align with prior research, which indicates that Head teachers often view the placement of pupils with SEN in special education classes negatively, preferring inclusive settings in mainstream classrooms to better address the needs of all pupils. Saloviita's (2022) study on Teachers' Changing Attitudes and Preferences around Inclusive Education corroborated this, highlighting a diverse range of attitudes among participants, with more shifts towards negative perspectives.

Moreover, Head teachers expressed a belief that pupils with emotional and behavioral problems (EBD) should be educated in mainstream classrooms with appropriate support, indicating a generally positive perception towards inclusive education in the mainstream curriculum. This suggests that Head teachers may feel adequately prepared to accommodate pupils with disabilities in regular classes, potentially contributing to improved academic outcomes.

Similarly, the notion that children with attention deficit/hyperactive disorder (ADHD) should be accommodated in mainstream classrooms with proper support reflects confidence in teachers' preparation to work with special needs pupils. Sutisnowati, Jamaris, and Abudurrahman's (2019) study on the Influence of Intervention Method and Intelligence to Ability Centralization of Children with ADHD in Inclusive Basic School supports this idea, emphasizing the role of inclusive education in addressing the needs of children with disabilities.

Furthermore, the reluctance to increase teachers' workload by mandating the acceptance of children with special educational needs into their classrooms

underscores concerns about the potential negative impact on teachers' attitudes and effectiveness. Ayal's (2022) research on inclusive education highlighted various challenges, including unbalanced teacher-student ratios, which could exacerbate workload issues and negatively influence attitudes towards inclusion.

Additionally, the preference for placing each child with special educational needs in a special education classroom best suited to them suggests a belief that academic achievement may be better supported in such settings. This perspective aligns with Florian's (2012) findings, which revealed that some teachers perceive inclusion as detrimental to the education of other students, potentially influencing their attitudes towards inclusive education.

Overall, Table 4.7 indicates a mixture of attitudes among Head teachers towards inclusive education, with some expressing support for inclusive practices in mainstream classrooms, while others favor specialized settings. This variability underscores the complex nature of attitudes towards inclusive education and the importance of considering individual perspectives and experiences.

In Qaraqish (2008) study the results found that teachers showed positive attitudes towards including learners with learning problems in the regular classroom while they showed negative attitudes towards in the inclusion of learners with physical and behavioral problems in classroom

4.5 Teaching and Learning Instruction Resources used in Inclusive Education for Conducive Learning

The learning resources used in teaching special needs education was based on objective two. This assisted in answering whether the content of learning resources used in teaching special needs education were present. Information in this section was

based on learning resources used in teaching special needs education indicators; teaching and learning resources, adequacy and appropriateness of resources and benefits of resources to learners with special needs measured on ordinal scale. Descriptive statistics was employed that included frequencies and percentages.

4.5.1 Funds and Material Support

Head teachers and Head of Studies were asked to respond to whether the schools had received any funds or materials support from the government or any institution. Their response are shown in Table 4.8

Table 4.8: Head teachers' responses on receiving funds or material support

	Yes	No
Whether the schools had received any funds or materials support from the government or any institution	140 (93.3%)	10 (6.7%)

The findings in Table 4.8 indicate that majority of head teachers 140 (93.3%) received funds or material supports either from the government or other non-governmental institutions meant for teaching and learning in the special needs education. This implies that the government has fulfilled its promise to provide for free primary education and the inclusive approach as stated in the government constitution of 2010 and reflected in EFA goals. Governments must commit resources if inclusive education is to succeed. Priority must be given to the most critical of elements, for example establishing adequate infrastructure, developing teacher competencies, and implementing suitable pedagogies.

4.5.2 Sufficiency of the Government Funding

Further, head teachers were asked to state whether the funds were sufficient for the needs of learners with special needs. Their response is presented in Table 4.9.

Table 4.9: Sufficiency of the government funding

	Frequency	Percentage
Sufficient funding	35	23.3
Not Sufficiently funded	115	76.7
Total	150	100

Table 4.9 illustrates that the majority of Head teachers, comprising 115 (76.7%), expressed dissatisfaction with the government's provision of resources, suggesting that it is insufficient to meet the needs of pupils with special needs. This indicates that the funds allocated by the government may not adequately address the requirements of these students. This finding contradicts the government's claim, as reported in the Republic of Kenya (2021) document, that it had increased grants to schools specifically for acquiring facilities to support the effective implementation of inclusive education.

Head teachers mentioned that the cost of acquiring and maintaining equipment for students with special needs is prohibitively high, making it challenging to procure instructional materials and physical facilities tailored to their requirements. This scarcity of resources significantly impacts the implementation of inclusive education, as the success of this approach is heavily reliant on having the necessary resources, which are dependent on the allocated funds earmarked for acquiring teaching and learning materials. Head teachers were also asked to state the instructional materials for learners with physical impairments in their school. The response was recorded in Table 4.10

4.5.3 Availability of Instructional Materials for Integration of Inclusive Education

Head of Studies were asked to rate the availability of instruction materials for integration of inclusive education. The responses are indicated

Table 4.10 Available Instructional Resources for Learners with Physical Impairments

Instructional materials	Available		Not Available	
	F	%	F	%
Abacus	10	6.7	140	93.3
Page turner	12	8	138	92
Pen holder	5	3.3	145	96.7
Word stamp	2	1.3	148	98.7
Head pointers	25	16.7	125	83.3
alternative formatted text books	20	13.3	130	86.7
Digital text	4	2.7	146	97.3

Table 4.10 indicate that majority of schools have no such instructional resources for learners with physical impairments. Data shows that majority of the schools lack abacus 140 (93.3%), page turner 138 (92%), pen holder 145 (96.7%), word stamp 148 (98.7%), head pointers 125 (83.3%), alternative formatted text books 130 (86.7%) and digital text 146 (97.3%). As indicated in Table 4.10 there was an array of instructional materials in schools though with varied availability. The least available materials included word stamps and digital texts. It's important to note that though inadequate head pointers and formatted texts were at least available in a number of schools.

An interview with the Head teachers revealed a description of the instructional resources in relation to inclusive education. They were asked to share their views on the availability of resources. The following are excerpts

A Head teacher who was female and aged 40 years gave the following description;

In this school there is scarcity of instructional resources. Many of the integrated students lack basic resources such as the abacus. This issue has been confounded by the lack of finances from the government. We as a school are also constrained. We are unable to buy equipment such as pen holders and page turners.

A Head teacher who was male and aged 49 years gave the following description;

In inclusive classrooms, teachers rely on the chalk-and-talk method to teach. There is a lack of instructional materials. Accordingly, students don't perform well because of inadequate assets.

A Head teacher who was male and aged 54 years gave the following description;

There are very few materials available and used during the actual teaching in the classroom and more so during the lesson development stage. Many a times teachers lack resource materials at the introductory and lesson development stages. Majority of the teachers use lecturing method.

The excerpts indicate that many of the schools lacked instructional resources for learners. Apparently most of the teachers were utilizing the lecture method in which the teacher is the primary source of information. It is important to mention that conducive environment cannot not be achieved when instructional resources are lacking in the class rooms.

Nordström, Nilsson, Gustafson, and Svensson (2019) define the abacus as a tool utilized for counting and calculations, employing the movement of small balls or beads along rods or grooves. Regarding Special Educational Needs (SEN), the authors highlight the abacus's potential to assist visually impaired children in learning mathematics. It offers them an accessible tool to swiftly tackle even complex Mathematics problems. Pen holders contribute to improved hand positioning and movement, leading to enhanced penmanship. Digital texts serve various purposes such as visual learning, reading, drawing, and viewing videos. They can aid students

with motor impairments in refining their coordination and assist those with reading difficulties in comprehending written information through text-to-speech applications. The head pointer serves as a crucial aid for individuals with limited hand mobility, facilitating activities like page-turning, drawing, or painting. Additionally, the adjustable head pointer aids those with limited verbal communication skills in using communication boards and pointing.

Given this, it can be argued that students with physical impairments in these educational settings may encounter functional challenges such as difficulty writing with a pen, reduced writing speed, involuntary head movements affecting their ability to read standard-sized print, and challenges in turning pages or manipulating resources in their learning environment without access to such assistive technology. This aligns with the findings of Agnes (2012), who observed that the challenges faced by students with physical impairments arise within the context of resource allocation and time distribution. Teachers also require support from professionals with expertise in areas such as peripatetic teaching, sign language, Braille, and general special education. Teachers overwhelmingly believe that achieving inclusive education is contingent upon addressing their need for specialized resources. Overall, there is a consensus that without adequate resources and support, inclusive education cannot be effectively implemented. The lack of adequately trained special education teachers and professionals serves as a barrier to the successful implementation of inclusive education (Kochung, 2011).

4.5.4 Ratio of Pupils to Instructional Material (Books)

Head teachers were also asked the ratio of pupils to instructional material (books) in their schools. Their responses are shown in table 4.11

Table 4.11 Ratio of Pupils to Instructional Material (Books)

Ratio of pupils to books	F	%
4:1	75	50.0
3:1	35	23.3
2:1	25	16.7
1:1	15	10.0
	150	100

Table 4.11 illustrates that the majority of schools, comprising 75 (50%), allocate books to their students at a ratio of 4:1, meaning that four pupils share a single copy of a textbook. This practice contradicts the guidelines outlined in the free primary policy. As noted by Tony (2015), textbook-to-pupil ratios are consistently stipulated as 1:1, although they are rarely achieved in practice. Consequently, students with physical impairments in such classrooms may encounter mobility challenges and may find it difficult to cope, potentially leading to poor academic performance or even dropout. This discrepancy significantly impacts the integration and adoption of inclusive education initiatives. Adequate supply is usually assumed to be a minimum of the textbook per three learners and at primary level reading enough reading books, so that every child has the opportunity to read at least one new book every week.

4.6 Physical Facilities and Implementation of Inclusive Education

The third objective of the study was to find out the types of physical facilities available for conducive learning in primary schools in Uasin Gishu, Kenya. Their responses are shown in the following sections.

4.6.1 Head Teachers Perception on the School facilities

In this section school facilities for the special needs are discussed. The researcher requested the respondents with the help of likert scale to indicate the level in which

they agreed or disagreed with statements on the availability of school facilities. Table 4.12 presents the results.

Table 4.12: Head Teachers Perception on the School facilities

Physical facilities	SD	D	N	A	SA
There are enough classrooms in the school which are of standard sizes and adapted to the needs of all learners especially of those with physical disabilities.	55 (36.7%)	60 (40%)	10 (6.7%)	20 (13.3%)	5 (3.3%)
Classrooms have enough adapted seats for those with physical disabilities making them comfortable hence promoting integration of inclusive education	63(42%)	55 (36.7%)	8(5.3%)	14(9.3%)	10(6.7%)
There are enough dormitories of standard sizes in the school with adequate space for mobility for learners with physical disabilities.	2(1.3%)	12(8%)	1(0.7%)	80(53.3%)	55(36.7%)
There are enough beds with adaptation for learners with physical disabilities in the dormitories enabling them to have enough rest thus promote their academic performance.	14(9.3%)	25(16.7%)	10(6.7%)	35(23.3%)	66(44%)
There are enough playgrounds in the school with adapted courts to learners with physical disabilities	60(40%)	54(36%)	10(6.7%)	15(10%)	11(7.3%)
There are enough support systems for learners with physical disabilities in the school.	50(33.3%)	70(46.7%)	5(3.3%)	5(3.3%)	20(13.3%)

From Table 4.12, 5 (3.3%) of the Head teachers who took part in this study strongly agreed and 20 (13.3%) agreed that ‘there are enough classrooms in the school which are of standard sizes and adapted to the needs of all learners especially of

those with physical disabilities'. Majority however, were of the opinion that available classrooms were not enough. Specifically, 55 (36.7%) and 60 (40%) disagreed and strongly disagreed respectively. It is important to note that classes are not only just important for inclusive education but they should be spacious enough to enable easy movement. With the results indicating otherwise it means that integration of inclusive education will be a challenge. According to Sandybayev (2020) Learning is a multifaceted process that entails the interaction of various factors, including the motivation of learners, the availability of teaching resources, the proficiency of educators, and the demands of the curriculum. Access to Teaching and Learning Resources (TLR) thus plays a crucial role in improving the efficiency of schools, as these resources serve as the foundation for fostering academic achievement in students. Essential resources required for effective teaching and learning encompass both material resources and human resources, such as teachers and support staff.

Responses from the open ended question from the head teachers interviewed also confirmed this:

The classrooms we have around are not enough and cannot comfortably accommodate all the learners enrolled in school. Moreover, they were built without having learners with physical disabilities in mind.
(Head Teacher 11).

The other response was

There is overcrowding in classrooms. Poor performance is therefore common phenomenon (Head Teacher 15).

It was evidently revealed that the available classrooms did not have enough adapted seats for learners with physical disabilities as was depicted by majority 63 (42%) and 55 (36.7%) of the Head teachers who strongly disagreed and disagreed respectively. Only 14 (9.3%) and 10 (6.7%) agreed and strongly agreed that the classroom seats

were adequate while 5.3 % remained neutral on this matter. Seats are important for they enable the learners with special needs to navigate through their work with ease. However, results indicated that they were not enough an indication that integration of inclusive education may be a challenge and thus pose unconducive environment for teaching and learning of SNE pupils. Kanno and Onyeachu (2018) in their study on instructional resources for teaching special needs children attests to the same finding indicating that a twenty-item check list was employed for data collection while percentage was used for analysis of data. Findings revealed that 40% of the approved resources were availed while 60% of same was not. This implies, inter alia, that effective utilization cannot go beyond 40%. It is, therefore, recommended that all relevant resources should be availed to teachers and pupils

This study further indicated that majority of the Head teachers 80 (53.3%) agreed and 55 (36.7%) of the respondents strongly agreed that ‘There are enough dormitories of standard sizes in the school with adequate space for mobility for learners with physical disabilities’. A few 2 (1.3%) strongly disagreed while 12 (8%) disagreed that there were enough dormitories while 0.7% remained neutral. As indicated earlier on availability of class and their importance in the integration of inclusive education, similarly availability of dormitory facility is critical. Availability of dormitory could be attributed to the fact that majority of the regular learners were day scholars thus affording the boarders with enough space to board.

A further 66 (44%) and 35 (23.3%) of the respondents strongly agreed and agreed respectively with the statement that: ‘There are enough beds with adaptation for learners with physical disabilities in the dormitories enabling them to have enough rest thus promote their academic performance’. A few 14 (9.3%) and 25 (16.7%)

strongly disagreed and disagreed respectively. This finding indicates that the schools may be in a better placed position to accommodate pupils with SEN.

Adequacy of the playgrounds with adapted courts to learners with physical disabilities was not very available as indicated by many respondents. Only 11 (7.3%) and 15 (10%) strongly agreed and agreed that the available playgrounds were enough and had adaptations for learners with physical disabilities. Most 60 (40%) and 54 (36%) strongly disagreed and disagreed that there was enough playgrounds. Inadequate space for playgrounds may be attributed to many schools being in urban areas that maybe having limited space. Besides with the 100% transition most schools are overenrolled making it a challenge as far as playgrounds are concerned.

Playgrounds, learners' support systems involving personnel, standard classrooms, seats and boarding facilities to support learners with disabilities are inadequate. This is made worse by meager development funds disbursed from the ministry. (Head teacher 23, Head teacher 20).

There was agreement that 50 (33.3%) and 70 (46.7%) strongly disagreed and disagreed that there was enough support systems for learners with physical disabilities in the school. Only 20 (13.3%) and 5 (3.3%) strongly agreed and agreed. These results indicate that integration of inclusive education will be a challenge owing to inadequate support that is being presented from the results. Learners with special needs require adequate support in all spheres of their operation to enable effective integration.

Open ended responses obtained from head teacher affirmed that inclusive primary schools in Uasin Gishu county did not have conducive environment for learners with physical disabilities. It was reported that:

The physical environment is not well adapted to suit the needs of the physically handicapped. This has negative impact on the learners' performance” (Head Teacher 8).

4.6.2 Teachers Perception on Specialized Classroom Resources

In this section specialized classroom resources are discussed. The respondents were asked to indicate the level of availability of the specialized classroom resources.

Table 4.13 Types of Specialized Classroom Resources that Teachers have access to

Physical facilities	Available	Not Available
	Frequency (%)	Frequency (%)
Ramps	2 (1.3%)	148 (98.7%)
Stair cases	10 (6.7%)	140 (93.3%)
Barrier free payments	21 (14%)	129 (86%)
Adopted toilets	22 (14.7%)	128 (85.3%)
Lit classrooms	32 (21.3%)	118 (78.7%)
Toilet seat	40 (26.7%)	110 (73.3%)
Wheelchairs	10 (6.7%)	140 (93.3%)
Cutout desks	15 (10%)	135 (90%)
Corner seats	20 (13.3%)	130 (86.7%)
Modified tables and chairs	35 (23.3%)	115 (76.7%)
Door knobs	22 (14.7%)	128 (85.3%)
Wide doors	40 (26.3%)	110 (73.3%)
Wide Corridors	14 (9.3%)	136 (90.7%)

Table 4.13 indicates that all the schools sampled had few installations as regards physical facilities. Of critical mention is that only 2 (1.3%) of the schools had ramps, 10 (6.7%) had stair cases, 21 (14%) had barrier free payments, 22 (14.7%) had adopted toilets, 32 (21.3%) lit classrooms, 40 (26.7%) had toilet seats, 10 (6.7%) had wheel chairs, 15 (10%) had cut out desks, 20 (13.3%) had corner seats, 325 (23.3%) had modified tables and chairs, 22 (14.7%) had door knobs, 40 (26.7%) had wide

doors, and lastly, 14 (9.3%) had wide corridors. This is in concurrence with the inquiry that could go either way from Head educators who said that: "Schools needed fundamental actual offices." This suggests that students with physical disabilities do not have access to any physical facilities in the majority of schools. These discoveries are in accordance with UNESCO (2008) who noticed that there is as yet unseemly infrastructure for making learning environments accessible to people with disabilities children. Further schools should be rebuilt to answer really to the requirements, all things considered. The integration of inclusive education into schools will benefit from this. It is useful to argue that majority of the schools as indicated by 40 (26.7%) had toilet seats. This is indicative of the developments that the schools have made to be conducive. These toilet increase safety for the SEN pupils by helping them to avoid slips and falls. As King, Boscart, Weiss, Dutta, Callaghan and Fernie (2019) points out the toilet seats for the SEN help the pupils to move around the bathroom with an added safety and less risk for the pupils with SEN.

Besides the toilet seat the findings indicated that the modified tables and chairs were in some of the schools 35 (23.3%). These are important in enabling independence of carrying out the classroom activities. Wide doors are also very important resources for the pupils with SEN. Some of these include the comfort, safety, and mobility of those who depend on wheelchairs or walkers. Love, Oyintonyo and Endurance (2018) indicate that removing physical barriers is not the only reason widening doors is an intelligent choice. In many circumstances, limited mobility can lead to emotional struggles, in addition to the physical limitations. The authors posit that widening a doorframe that leads to a stable pathway is essential for those who are dependent on wheelchairs and other ways to assist walking. Okongo, Ngao, Rop and Wesonga, (2015) agree noting that facilities to accommodate learners with special needs are

often nonexistent or inadequate in many institutions. Few facilities may be found within the urban centers but none in the rural areas. These study findings indicated that most regular primary schools in Dadaab sub-county did not have adequate learning materials and resources to accommodate learners with special needs.

Omuna, Onchera, and Kurgatt (2016) observed that the availability of essential instructional resources is crucial for effective teaching in inclusive classrooms. They argue that inadequate instructional resources can lead to significant challenges in these settings. Reflecting on their findings, I noted that Table 4.13 reveals a concerning statistic: only 2 schools (1.3%) had ramps. This lack of ramps likely stems from the absence of multi-story buildings in these schools, highlighting a gap in the infrastructure that is vital for creating an accessible learning environment. This situation underscores the need for schools to address physical accessibility as part of their commitment to inclusive education.

4.7 Teachers Preparedness in Supporting Learners in Inclusive Education for Conducive Learning

Objective four of the present study sought to determine the extent to which teachers were prepared in supporting learners with special needs. The responses are indicated in the following sections. The Chief of Academic Officers questionnaire was used to gather data.

4.7.1 Teachers' Trained to Handle Inclusive Education Classes in Uasin Gishu Primary Schools

Chief of Academic Officers were asked to indicate teachers who had been trained through workshops, short courses and seminars on how to assist the special needs pupils in the schools. The responses are presented in Table 4.14

Table 4.14: Teachers' Trained to Handle Inclusive Education Classes in Uasin Gishu Primary Schools

Area of Training	Yes		No	
	F	%	F	%
Training in Occupational therapy	22	14.7	128	85.3
Training in Vision and hearing	30	20.0	120	80.0
Training in Speech language	10	6.7	140	93.3
Training in Psychology	20	13.3	130	86.7
Orientation and mobility	14	9.3	136	90.7
Assistive Technology Evaluation	10	6.7	140	93.3

Table 4.14 indicates that majority of the teachers had not received any training in areas that could support staff personnel. For instance, only 22 (14.7%) schools out of 150 schools had teachers who had trained in occupational therapy, 30 (20%) of the schools had teachers who had trained in vision and hearing. In regards to training in speech language 10 (6.7%) of the schools had teachers who had trained in that area, 20 (13.3%) schools had teachers who had received some training in psychology, 14 (9.3%) had a training in orientation and mobility while 10 (6.7%) had trained in assistive technology evaluation. From the results it is clear that majority of the teachers did not have any training in areas that were critical in inclusive education. It is useful to argue that though the teachers were inadequate in matters related to inclusive education in most of the primary schools, none of the school recorded an absolute absence of teachers trained. This implies that many of the schools have strived to have their teachers prepared to assist the pupils with SEN. As a result integration of inclusive education is likely to be impacted. This is occasioned by the fact that teachers are important in offering support services to the learners with special needs.

4.7.2 Teachers Preparedness

Chief of Academic Studies were asked to respond on the extent to which teachers were prepared in handling learners in inclusive education for conducive learning at primary schools. Their responses are indicated in Table 4.15. The scale that was used had the following ratings 1 = very little, 2 = little, 3 = neutral, 4 = much, 5 = very much.

Table 4.15: Teachers Preparedness in Supporting Inclusive Education

	Very little	little	Neutral	Much	Very much
Preparing curricular/instructional adaptations or alternatives	42(28%)	58(38.7%)	11(7.3%)	14(9.3%)	25(16.7%)
Preparing students to behave in adaptive ways	14(9.3%)	11(7.3%)	3(2%)	65(43.3%)	57(38%)
Organizing assignments and schedules	19(12.7%)	19(12.7%)	8(5.3%)	59(39.3%)	45(30%)
Identifying follow-up activities and assign responsibility for each	12(8%)	17(11.3%)	3(2%)	52(34.7%)	66(44%)
Reviewing and prioritizing items at the beginning of the meeting if necessary	17(11.3%)	16(10.7%)	7(4.7%)	53(35.3%)	57(38%)
Designing and implementing individualized education programs (IEPs)	49(32.7%)	84(56%)	6(4%)	8(5.3%)	3(2%)
Scheduling time to Collaborate	14(9.3%)	13(8.7%)	5(3.3%)	67(44.7%)	51(34%)
Scheduling regular meeting times and classroom times	39(26%)	65(43.3%)	9(6%)	13(8.7%)	24(16%)

Table 4.15 indicates that majority of the teachers had very little preparedness as regards preparing curricular/instructional adaptations or alternatives. This was indicated by 42 (28%) respondents who indicated very little, 58 (38.7%) indicated little. From the results 14 (9.3%) indicated much while 25 (16.7%) indicated very much. This shows that majority of the learners with special needs may not be

involved in activities that may enhance their adaptation. In their research on teacher readiness for employing co-teaching in inclusive classrooms, Chitiyo and Brinda (2018) arrived at comparable conclusions, suggesting that co-teaching is a commonly employed instructional method to address the diverse needs of students in inclusive classrooms worldwide. Despite its widespread adoption, there is limited understanding of teachers' preparedness to implement it effectively. Their study investigated the level of readiness of 77 teachers to utilize co-teaching, revealing that a significant majority of them were inadequately prepared for its implementation.

Additional findings revealed that 14 (9.3%) of the respondents stated that the majority of teachers were training students to exhibit adaptive behaviors. This was indicated by 65 (43.3%) and 57 (38%) respondents who reported being adequately and very well prepared, respectively. Aldabas (2020) conducted a study on special education teachers' perceptions of their readiness to instruct students with severe disabilities (SD) in inclusive classrooms, highlighting the importance of teacher preparedness for successful inclusive education of students with SD. This descriptive study surveyed 382 teachers of such students, revealing that participants generally felt confident in their preparedness to teach students with SD in inclusive settings. However, participants with less teaching experience, those teaching students with moderate and severe intellectual disabilities or multiple disabilities, teachers in lower grade levels, and those with prior experience in general classrooms reported lower levels of confidence.

Similar responses in regards to preparing students to behave in adaptive ways was observed in the third item in which majority of the respondents 59 (39.3%) and 45 (30%) responded saying that they are well prepared in organizing assignments and

schedules. A few support staff as indicated by 19 (12.7%) and 19 (12.7%) were not well prepared. This implies that learners with special needs may be assisted thus an effective integration of the special needs education in the public primary schools in Uasin Gishu. Chu, Craig, Yeworiew and Xu (2020) in the study on teachers' unpreparedness to accommodate student needs found that, most teachers relied on teacher-based local instructional assessments and some teachers did not have access to external resources.

Results in Table 4.15 further indicated that majority of the respondents felt that they were prepared to identifying follow-up activities and assign responsibility for each learners with special needs. This is indicated by 66 (44%) of the respondents who said very much while 52 (34.7%) who said much. On the other hand a few respondents indicated that the teachers were prepared very little as indicated by 12 (8%) and 17 (11.3%). This implies that integration of the inclusive curriculum may not have been effective. Armstrong, Johansson-Fua and Armstrong (2021) argue in their study on reconceptualising inclusive education that, the most significant barriers identified by the members included: inadequate teacher preparation, stigma and negative attitudes towards people with disabilities

The teachers were also capable of reviewing and prioritizing items at the beginning of the meeting if necessary. This is shown by a majority who indicated 57 (38%) and 53 (35.3%). A few teachers were not prepared as indicated by 17 (11.3%) who said they were prepared very little.

Results in Table 4.15 further indicated that majority of the teachers were not well prepared in designing and implementing individualized education programs (IEPs). This is indicated by 49 (32.7%) who said very little while 84 (56%) said little. On the

other hand a few 8 (5.3%) and 3 (2 %) were prepared much and very much respectively. This implies that teachers may not be in a position to fully integrate the inclusive education within the primary schools in Uasin Gishu. It is critical to note that designing individual educational programmes is an important educational element in the inclusive curriculum.

Table 4.15 further indicated that majority of the teachers were prepared in scheduling time and collaborating. This is shown by 51 (34%) and 67 (44.7%) respondents who stated very much and much respectively. On the other hand a few teachers 14 (9.3%) and 13 (8.7%) indicated very little and little respectively. This implies that the teachers were capable of handling various activities associated with inclusive education such as alternative exercises, alternative teaching and learning and other related activities.

Lastly, the teachers were not able to schedule regular meeting times and classroom times as shown by 65 (43.3%) respondents who rated their ability as very little. On the other hand a few teachers were able to schedule regular meeting as indicated by 24 (16%).

Based on the aforementioned findings, several conclusions were drawn: The successful implementation of inclusive education hinges on the availability of instructional materials. However, such materials, particularly those tailored for learners with physical impairments, are insufficient or unavailable in the majority of schools, despite government funding allocated for their procurement. The inadequacy of funds is attributed to the high cost of instructional materials designed for learners with physical impairments. The presence of physical facilities significantly impacts the implementation of inclusive education for learners with physical impairments, yet

many schools lack some of these necessary facilities. Availability of physical facilities makes it effective for learners with physical impairments to learn like regular pupils.

4.8 Chapter Summary

This chapter presents the findings from the study on inclusive education in primary schools in Uasin Gishu County, Kenya, focusing on teachers' perceptions, the use of instructional resources, the availability of physical facilities, and the preparation of teachers for supporting learners in inclusive settings.

Teachers' Perception Towards Inclusive Learning: The study revealed that teachers generally have a positive perception of integrating inclusive learning in primary schools. They recognize the benefits of inclusivity, such as fostering a supportive and collaborative classroom environment. However, there are concerns about the challenges associated with meeting diverse student needs and the adequacy of training and resources to implement inclusive practices effectively.

Use of Instructional Resources: Teachers reported that instructional resources play a crucial role in facilitating inclusive education. The study found that while there is an appreciation for the value of these resources, their availability and utilization are inconsistent. Teachers emphasized the need for more diverse and adaptable instructional materials to better support inclusive learning and address the varying needs of students.

Physical Facilities for Conducive Learning: The findings indicated that the types of physical facilities available in primary schools vary significantly. While some schools are equipped with accessible infrastructure, such as ramps and adapted classrooms,

others lack essential facilities that support students with disabilities. The presence and quality of these facilities directly impact the effectiveness of inclusive education.

Teacher Preparation for Inclusive Education: The assessment of teachers' preparedness revealed a disparity in training and support for inclusive education. While some teachers feel adequately prepared and confident in their ability to support diverse learners, others express a need for more comprehensive professional development. The study highlights the importance of ongoing training and resources to equip teachers with the skills necessary for effective inclusive education.

In summary, the study underscores the need for continued efforts to enhance teachers' perceptions and preparation for inclusive education, improve the availability and use of instructional resources, and upgrade physical facilities to ensure a conducive learning environment for all students in Uasin Gishu County.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This Chapter is divided into three major sections, namely the Summary, conclusion and recommendation. These divisions are informed by the purpose of the study and the results. This section presents the summary of the research process “starting with purpose, problem statement, objectives, literature review, methodology, data analysis and interpretation. The chapter also contains conclusion and recommendations. The purpose of this study was to look into integration of inclusive education in primary schools. The following objectives were used to address the intention of the purpose.

- i) To explore teachers’ perception towards integration of inclusive learning in primary schools for conducive learning.
- ii) To establish teachers’ perception towards the use of learning instruction resources in inclusive education for conducive learning in primary schools in Uasin Gishu County Kenya.
- iii) To find out the types of physical facilities available for conducive learning in primary schools in Uasin Gishu, Kenya
- iv) To assess the extent that teachers are prepared in supporting learners in inclusive education for conducive learning at primary schools

The study reviewed literature on educational issues in teaching and learning of exceptional children in normal schools. The research adopted descriptive research design which describes and interprets the existing phenomena. Data was collected using questionnaires and a writing task. The analysis involved descriptive statistics involving the use of frequencies and percentages. Data was presented using frequency tables and narratives. Summary of the analysis of data is presented in the next section.

5.2 Summary of the Findings

A sample of 152 Head Teachers and 152 Chief of Academic Officers was used in the study. Out of these, 150 Head teachers and 150 Chief of Academics Officers were interviewed and filled the questionnaires respectively. This resulted into a return rate of 98%. The finding indicated that, female respondents were the majority 60% in relation to gender and management of schools but few in regard to Chief academics officers (46%). From the results it can be inferred that majority of the respondents had at least a degree certificate and that they had the competence to manage activities that enhances integration of inclusive education. Two explanations were given in regards to special education. One is that, schools may not have integrated special education policies in their schools thus impacting on the enrollment of such pupils. Two they may be poor implementation occasioned by negative attitude that has led to probable drop out. Results showed that inclusive education is important and there is need to have learners with special needs enjoined in the main stream education. Results showed that inclusive education should be taken with the seriousness it deserves owing to the fact that learners with special needs have rights to an education that is equally given to the other regular children.

5.2.1 Teachers' Perception towards Integration of Inclusive Education

In regards to objective one of the study, the findings indicated that teachers' attitude was negative in regard to setting up a regular classroom for both regular and special learners. Majority of the teachers 66 (44%) were of the perception that children with special educational needs learn best in their own special education classes where they have specially trained teachers. Findings showed that teachers were not comfortable having learners with special needs in their classrooms. They had a feeling that this

may have a long term impact on the integration of the inclusive education in the public primary schools.

Further findings indicated that, majority of the teachers 63 (42%) strongly agreed that children with emotional and behavioral problems should be educated in mainstream classrooms, with the provision of adequate support. On the other hand a few 16 (10.7%) and 8 (5.3%) strongly disagreed and disagreed respectively. This implies that, most of the teachers had a negative attitude towards integration of inclusive education in the mainstream curriculum.

Teachers had negative attitude thereby confounding integration of SNE. Teachers were not ready for the extra work load. This was interpreted to mean that they may not be willing to integrate inclusive education as it is associated with a heavy workload and preparation. This result show cased that teachers will prefer students in special classes implying that they had a negative feeling towards inclusive education.

5.2.2 Teaching and Learning Instruction Resources used in Inclusive Education for Conducive Learning

Results indicated that the government had fulfilled its promise to provide for free primary education and the inclusive approach as stated in the government constitution of 2010 and reflected in EFA goals. The findings indicated that majority of head teachers 140 (93.3%) received funds or material supports either from the government or other non-governmental institutions meant for teaching and learning in the special needs education Governments must commit resources if inclusive education is to succeed. It is critical to mention that though funds were send to school they were not sufficient. Most of the Head teachers 115 (76.7%) indicated that government capitation was insufficient. With the rising costs of equipment for learners with

special needs the schools were in situation in which they cannot procure these resources. Majority of the schools lack abacus 140 (93.3%), page turner 138 (92%), pen holder 145 (96.7%), word stamp 148 (98.7%), 125 (83.3%), head pointers 125 (83.3%), alternative formatted text books 130 (86.7%) and digital text 146 (97.3%). These resources are essential in creating a conducive environment for learning in inclusive education. Head teachers excerpts indicated that many of the schools lacked instructional resources for learners. Owing to this teachers constrained themselves to the lecturing method of teaching. Majority of schools 75 (50%) had an allocation of books at a ratio of 4:1. This means that 4 pupils share a copy of a text book. This was not consistent with the 1:1 ratio. Having learners with physical impairments makes them experience immobility from one location to another to cope up with the situation.

5.2.3 Types of Physical Facilities Available for use in Inclusive Education at Primary Schools in Uasin Gishu

Majority were of the opinion that available classrooms were not enough. Specifically, 55 (36.7%) and 60 (40%) disagreed and strongly disagreed respectively. It is important to note that classes are not only just important for inclusive education but they should be spacious enough to enable easy movement. With the results indicating otherwise it means that integration of inclusive education will be a challenge.

It was evidently revealed that the available classrooms did not have enough adapted seats for learners with physical disabilities as was depicted by majority 63 (42%) and 55 (36.7%) of the Head teachers who strongly disagreed and disagreed respectively. Only 14 (9.3%) and 10 (6.7%) agreed and strongly agreed that the classroom seats were adequate while 5.3 % remained neutral on this matter. Seats are important for

they enable the learners with special needs to navigate through their work with ease. However, results indicated that they were not enough an indication that integration of inclusive education may be a challenge.

This study further indicated that majority of the Head teachers 80 (53.3%) and 55 (36.7%) of the respondents agreed and strongly agreed respectively that ‘There are enough dormitories of standard sizes in the school with adequate space for mobility for learners with physical disabilities’. A few 2 (1.3%) strongly disagreed while 12 (8%) disagreed. With the statement while 4.9% remained neutral. This result is positive in the integration of inclusive education. As indicated earlier on availability of class and their importance in the integration of inclusive education, similarly availability of dormitory facility is critical. Availability of dormitory could be attributed to the fact that majority of the regular learners were day scholars thus affording the boarders with enough space to board.

Adequacy of the playgrounds with adapted courts to learners with physical disabilities was not very available as indicated by many respondents.

5.2.4 Extent to which Teachers are Prepared in Supporting Learners in Inclusive Education at Primary School in Uasin Gishu

There was agreement that 50 (33.3%) and 70 (46.7%) strongly disagreed and disagreed respectively that there was enough support systems for learners with physical disabilities in the school. Only 20 (13.3%) and 5 (3.3%) strongly agreed and agreed. These result indicates that integration of inclusive education will be a challenge owing to inadequate teacher preparation as presented from the results. Learners with special needs require adequate support in all spheres of their operation to enable effective integration.

Schools sampled had few installations as regards physical facilities. Of critical mention is that only 2 (1.3%) of the schools had ramps, 10 (6.7%) had stair cases, 21 (14%) had barrier free payments, 22 (14.7%) had adopted toilets, 32 (21.3%) lit classrooms, 40 (26.7%) had toilet seats, 10 (6.7%) had wheel chairs, 15 (10%) had cut out desks, 20 (13.3%) had corner seats, 325 (23.3%) had modified tables and chairs, 22 (14.7%) had door knobs, 40 (26.7%) had wide doors, and lastly, 14 (9.3%) had wide corridors.

Results indicated that majority of the schools did not have teachers who had been trained to support inclusive education. For instance only 22 (14.7%) schools out of 150 schools had teachers who had trained in occupational therapy, 30 (20%) of the schools had teachers trained in vision and hearing. In regards to speech language therapists 10 (6.7%) of the schools had this personnel, 20 (13.3%) had psychologists, 14 (9.3%) had teachers who had trained in orientation and mobility while 10 (6.7%) had teachers trained in assistive technology evaluation. From the results it is clear that there were inadequate teachers trained to handle inclusive education.

Results indicated that majority of the learners with special needs may not be involved in activities that may enhance their adaptation. Similar responses in regards to preparing students to behave in adaptive ways was observed in the third item in which majority of the respondents 59 (39.3%) and 45 (30%) responded saying that they are well prepared in organizing assignments and schedules. A few support staff as indicated by 19 (12.7%) and 19 (12.7%) were not well prepared. Majority of the respondents felt that they were prepared to identifying follow-up activities and assign responsibility for each learner with special needs. The teachers were also capable of reviewing and prioritizing items at the beginning of the meeting if necessary. This is

shown by a majority who indicated 57 (38%) and 53 (35.3%). A few teachers were not prepared as indicated by 17 (11.3%) who said they were prepared very little.

Results further indicated that majority of the teachers were not well prepared in designing and implementing individualized education programs (IEPs). Further results indicated that majority of the teachers were prepared in scheduling time and collaborating. Lastly, the teachers were not able to schedule regular meeting times and classroom times as shown by 65 (43.3%) respondents who rated their ability as very little. On the other hand a few teachers were able to schedule regular meeting as indicated by 24 (16%).

5.3 Conclusion

The following conclusions were made based on the study findings;

In regard to objective one the study makes a conclusion that teachers in Eldoret Municipality were trained to handle “regular” learners but had inadequate experience and confidence to handle the pupils with special needs effectively. This has created an extra work load for teachers who ultimately will need training to teach learners with special needs. It is imperative that inclusive education requires an extensive retraining of regular teachers, as this will provide enough information in handling inclusive education.

The second objective established the learning resources used in teaching special needs education. The study concludes that, inadequate teaching and learning resources in the schools posed a major challenge in the implementation of inclusive education in Eldoret municipality. Inadequacy of assistive devices, space play facilities and instruments, space and up to date curriculum to guide the teachers makes it almost impossible to create a conducive environment.

The third objective found the types of physical facilities available for use by learners with special needs. Most of the physical facilities in the sampled schools were highly unsuitable for inclusive education. Toilets, playground play materials, classrooms and building designs were not adapted to suit SNE pupils. The play fields were littered

The fourth objective found that learners required adequate support in all spheres of inclusive education so as to have a conducive learning environment. Teachers who had been trained to support inclusive education were few implying that learners with special needs may not be involved in activities that may enhance their adaptation. A number of activities such as follow-up activities, scheduling, assigning responsibility and reviewing and prioritizing items were effectively supported.

5.4 Recommendation of the Study

The following recommendations were made based on the study findings.

There is need to review curriculum to cater for the needs of all learners in inclusive set up.

- i. Teacher in service training and pre - training should be enhanced to equip teachers with skills required to handle inclusive classrooms. In-service training ought to be done for teachers who are currently in schools but are ill equipped to handle pupils with special needs. Meanwhile teacher training should incorporate inclusive education to enable new recruits to manage pupils with special needs. Teachers should be sensitized to take on professional development programme with an emphasis on inclusive education.
- ii. The government should make all efforts to improve on the already existing physical facilities to make sure they are barrier-free and are accessible to all learners especially those with special needs. The Ministry of Education should

partner with the private entities to establish infrastructural facilities aimed at improving inclusive education. Preexisting and new school facilities ought to be inspected regularly by the Uasin Gishu county engineers to ensure that they adhere and conform to inclusive education specifications such as wide doors and ramps.

- iii. The Ministry of Education ought to support schools through marshaling of funds to assist in the payment of emoluments of the special needs support staff. This will make teachers work a little easier when handling inclusive classrooms.
- iv. Teachers need to be supported for them to be centrally placed to assist the learners. To this end Teachers Service Commission working with the regional offices in the county need to organize for capacity building that will equip teachers on skills for supporting inclusive education.

5.5 Suggestions for Further Studies

- i) The influence of culture of attitudes among regular classroom teachers in inclusive, education.
- ii) There is need to carry out similar research in secondary schools in the same location as well as other areas within Kenya.

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APPENDICES

Appendix I: Questionnaire

Section A: Demographic Characteristics of Respondents

1. Indicate your Gender\

Male []

Female []

2. Indicate your age

25-30 years []

31-36 years []

37-42 years []

Above 42 years []

3. Indicate your Education Level

College []

University []

Masters []

Section B: Presence of Special Needs Pupil in Schools

4. Are there Pupils with Special Needs

Yes []

No []

Section C: The Perception of Teacher's towards Integration of Inclusive Learning

5. Rate the level of your feeling towards inclusive education in the public primary schools

	SD	D	UD	A	SA
Including children with disability into regular classroom					
Aware of learners with special needs in my class					
Performance of normal learners affected when special needs learners are included					
That all children are worth education					

6. What is the teachers Perception towards Inclusive Education

Item	SD	D	N	A	SA
Children with special educational needs learn best in their own special education classes where they have specially trained teachers.					
The children with emotional and behavioral problems should be educated in mainstream classrooms, with the provision of adequate support. (inclusion as a value)					
It is the right of a child with special educational needs to be placed in a special education classroom.					
Children with attention deficit/hyperactive disorder (ADHD) should be admitted in mainstream classrooms with adequate support. (inclusion as a value)					
Teachers' workload should not be increased by compelling them to accept children with special educational needs in their classrooms.					
The best result is achieved if each child with special educational needs is placed in a special education classroom that best suits him/her.					
The students with special educational needs should be educated in mainstream classrooms as much as possible. (inclusion as a value)					
Integrated children with special educational needs create extra work for teachers in mainstream classrooms. (workload of the teacher)					
A child with special educational needs should be transferred to a special education classroom in order not to violate his/her rights.					
The learning of children with special educational needs can be effectively supported in mainstream classrooms as well. (expected outcomes)					

Section D: Teaching and Learning Resources used in Teaching Special Needs Education

7. Do you receive funds or material support yes no

Yes []

No []

8. What is the sufficiency of the Government Funding

Sufficient funding []

Not sufficiently funded []

9. Chief of Academics Officers were asked to rate the availability of instruction materials for integration of inclusive education.

	Available	Not available
Abacus		
Page turner		
Pen holder		
Word stamp		
Head pointers		
alternative formatted text books		
Digital text		

10. What is the ratio of Pupils to Instructional Material (Books)

Ratio of pupils to books	
4:1	
3:1	
2:1	
1:1	

Section D: Physical facilities and implementation of inclusive education

11. Respond to the item given on physical facilities

Physical facilities	SD	D	N	A	SA
There are enough classrooms in the school which are of standard sizes and adapted to the needs of all learners especially of those with physical disabilities.					
Classrooms have enough adapted seats for those with physical disabilities making them comfortable hence promoting integration of inclusive education					
There are enough dormitories of standard sizes in the school with adequate space for mobility for learners with physical disabilities.					
There are enough beds with adaptation for learners with physical disabilities in the dormitories enabling them to have enough rest thus promote their academic performance.					
There are enough playgrounds in the school with adapted courts to learners with physical disabilities					
There are enough support systems for learners with physical disabilities in the school.					

12. Teachers Responses on Specialized Classroom Resources

Physical facilities	Yes	No
Ramps		
Stair cases		
Barrier free payments		

Adopted toilets		
Lit classrooms		
Toilet seat		
Wheelchairs		
Cutout desks		
Corner seats		
Modified tables and chairs		
Door knobs		
Wide doors		
Wide Corridors		

Section E: Teachers Preparedness and implementation of inclusive education

Respond on the preparedness of the support staff in handling the special needs learners. Use the following scale 1 = very little, 2 = little, 3 = neutral, 4 = much, 5 = very much.

	Very little	little	Neutral	Much	Very much
Preparing curricular/instructional adaptations or alternatives					
Preparing students to behave in adaptive ways					
Organizing assignments and schedules					
Identifying follow-up activities and assign responsibility for each					
Reviewing and prioritizing items at the beginning of the meeting if necessary					
Designing and implementing individualized education programs (IEPs)					
Scheduling time to Collaborate					
Scheduling regular meeting times and classroom times					

Appendix II: Head Teacher Interview Schedule

The study will investigate the integration of inclusive education in primary schools in Uasin Gishu County, Kenya.

Section A: Demographic Characteristics of Respondents

1. Indicate your Gender\

Male	[]
Female	[]

2. Indicate your age

25-30 years	[]
31-36 years	[]
37-42 years	[]
Above 42 years	[]

3. Indicate your Education Level

College	[]
University	[]
Masters	[]

Section B: Presence of Special Needs Pupil in Schools

4. Are there Pupils with Special Needs

Yes	[]
No	[]

Section C: The Perception of Teacher's towards Integration of Inclusive Learning

5. Head teachers were asked to respond on the teachers' attitude.

		SD	D	N	A	SA
1.	Children with SEN learn best in special-education classes					
2.	Children with EBD should be in mainstream classrooms					
3.	It is the right of a child with SEN to get into an SE classroom					
4.	Children with ADHD should be in mainstream classrooms					
5.	Teachers' workload should not be augmented					
6.	The best result is achieved if a child with SEN is placed in an SE class					
7.	The education of students with SEN should be arranged in the mainstream					
8.	Integrated children with SEN create extra work for teachers					
9.	A child with SEN should be in an SE classroom so as not to violate his or her rights					
10	Children with SEN can be effectively supported in mainstream classrooms					

Section C: Instructional Resources for Learners and implementation of inclusive education

Give a description of the physical facilities and implementation of the inclusive education

Section D: Teachers Preparedness and implementation of inclusive education

How do you support and train the support Staff

Thank you

Appendix III: Observation Schedule

Instructional materials

Instructional materials	Available		Not Available	
Abacus				
Page turner				
Pen holder				
Word stamp				
Head pointers				
alternative formatted text books				
Digital text				

Types of Specialized Classroom Resources that Teachers have access to

Physical facilities	Available	Not Available
Ramps		
Stair cases		
Barrier free payments		
Adopted toilets		
Lit classrooms		
Toilet seat		
Wheelchairs		
Cutout desks		
Corner seats		
Modified tables and chairs		
Door knobs		
Wide doors		
Wide Corridors		

Appendix IV: Research Authorization

To Whom It May Concern:

RE: CONFIRMATION OF GRANT OF RESEARCH LICENSE - Susy N. Kunani

Dear Sir/Madam:

This is to confirm that **Susy N. Kunani** of ID Number **10705455** was granted a research license by NACOSTI in November 2015.

Details are as follows:

Name: Susy N. Kunani

Institution: Moi University

Category: Masters

Email address: kunani.susy@yahoo.com

Project Title: A STUDY OF PRIMARY SCHOOL PREPAREDNESS IN HANDLING INCLUSIVE EDUCATION IN EL DOROT MUNICIPALITY, UASIN GISHU COUNTY

Research License Ref. No.: NACOSTI/P/15/8687/8045

Date issued: 1st November, 2015.

G.P. Kalerwa

For: Director General

National Commission for Science, Technology and Innovation

off Waiyaki Way, Upper Kabete

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Appendix VI: Krejcie and Morgan Formula

Table 1. Determining Sample Size for a Given Population

N	S	N	S	N	S	N
100	80	280	162	800	260	2
110	86	290	165	850	265	3
120	92	300	169	900	269	3
130	97	320	175	950	274	4
140	103	340	181	1000	278	4
150	108	360	186	1100	285	5
160	113	380	181	1200	291	6
180	118	400	196	1300	297	7
190	123	420	201	1400	302	8
200	127	440	205	1500	306	9
210	132	460	210	1600	310	10
220	136	480	214	1700	313	11
230	140	500	217	1800	317	12
240	144	550	225	1900	320	13
250	148	600	234	2000	322	14
260	152	650	242	2200	327	15
270	155	700	248	2400	331	16
270	159	750	256	2600	335	17

N is population size
S is sample size

Krejcie & Morgan, 1970

Appendix VII: Map of Study Area

Appendix VIII: Plagiarism Awareness Certificate



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PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

KUNANI SUSY

EDU/PG.EDH/1006/11

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Word count: 26968

Awarded by

Prof. Anne Syomwene Kisilu

CERM-ESA Project Leader Date: 23/05/2024