SUPPORT MECHANISMS INFLUENCING THE INCLUSION OF DIFFERENTLY ENABLED LEARNERS IN REGULAR PUBLIC PRIMARY SCHOOLS IN NAKURU- NORTH SUB-COUNTY, KENYA.

BY

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DECLARATION

Declaration by Candidate.

This thesis is my original work and has not been previously submitted or produced for assessment or any other qualification in any University for any degree. No part of this thesis should be reproduced without prior written permission of the author and /or Moi University.

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DEDICATION

I dedicate this study to my parents Peter and Nancy Ranji, my wife Deborah Karanja and my lovely daughter Taureen Karanja. Thank you for your belief in me and for the prayers and support. You have effortlessly supported and motivated me making me the person I am today.

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ABSTRACT

Pursuant to Millennium Development Goals, Kenya put forward an agenda to achieve equitable Education for all by 2015 and later on by 2030 based on vision 2030.Based on this agenda, inclusive education was introduced to enhance participation of differently enabled children in educational activities alongside their peers without disabilities. However, despite these efforts, a large number of differently enabled children are still out of school while those already enlisted continue dropping out. This study hence sought to assess support mechanisms put in place for inclusion of differently enabled learners in regular public primary schools in Nakuru North Sub County. The objectives of the study were: to investigate the school-based policies put in place to support inclusion, to assess the existing infrastructure put in place to support inclusion, to determine the teacher competencies and practices in support of inclusion and to establish the level of parental support in the inclusion of differently enabled learners in regular public primary schools in Nakuru North Sub- County, Kenya. The guiding theory was social constructivist by Lev Vygotsky. The study was a mixed method anchored on the pragmatic paradigm. The concurrent triangulation design was adopted. All the 45 public primary schools in the SubCounty were targeted, with14 being selected using the simple random technique. The 14 headteachers from the selected schools were purposively selected. Further, 70 teachers were randomly sampled considering only those that handled learners with disabilities. Questionnaires and interview schedules were used to collect data. Quantitative data was analyzed using descriptive statistics such as means and percentages while the qualitative data was analyzed using thematic analysis. The findings of this study revealed that set guidelines did not clearly outline the process of enrollment and placement of differently enabled learners in regular schools leading to their exclusion from educational services as supported by 81% of the respondents who indicated that schools selectively enrolled these learners. Teaching-learning resources and assistive devices were found to be significantly lacking with items on this variable recording an overall low mean of 1.9097. The physical infrastructure and environment were also not adequately modified. Teachers were found to be inadequately equipped in handling differently enabled learners since 77.6 % of them did not use relevant teaching strategies neither did, they adapt the curriculum and examinations adequately to suit all learners. The other items measuring teacher competencies and practices also recorded low means with an average mean of 2.52785. Lastly, parental support among parents of differently enabled learners was very low with more than 66% of the respondents supporting this fact. This was reported to be attributed to poverty, ignorance and stigmatization. This study concluded that, the public primary schools were not adequately and appropriately supported in implementation of the inclusive education since most of the supports are inadequate or lacking. The study recommended that policy makers should disseminate information on implementation guidelines to headteachers and teachers to help in inclusion of differently enabled learners. Adequate infrastructural support should be provided to schools to enhance accommodation of learners with disabilities. Teachers, both preservice and in-service, should receive specialized training on effective handling of differently enabled learners. In addition, sensitization of parents of these learners on disability and the available opportunities for their children should be done so as to foster parental support for inclusive education.

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ABBREVIATIONS

DEL   –   Differently enabled Learners.

EARC -   Education Assessment Resource Centre

EFA   -   Education for All

FPE   -   Free Primary Education

G O K -   Government of Kenya.

I D E A-   Individuals with Disability Education Act.

KESSP -   Kenya Education Sector Support Programme

KISE   -   Kenya Institute of Special Education.

KNCHR -   Kenya National Commission of Human Rights.

MDG   -   Millennium Development Goals

MOEST-   Ministry of Education Science and Technology.

NACOSTI -   National Commission for Science, Technology and Innovation.

SEN   -   Special Educational Needs.

SNE   -   Special Needs Education

UDHR -   Universal Declaration of Human Rights

UNCRPD-   United Nation's Convention on the Rights of Persons with Disabilities

UNESCO -   United Nations Educational, Scientific and Cultural organizations

UNICEF -   United Nations Children's Fund

UPE -   Universal Primary Education

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Overview

This chapter focuses on the background, the statement of the problem, the purpose, objectives, the research questions, justification, significance, scope, limitations and the assumptions of the study. It further discusses the underpinning theoretical and conceptual frameworks of the study and the operational definition of terms.

1.1 Background of the Study

Around the globe, there are children and grown-ups who live with inabilities or conditions that confine their capacities and potential to perform every day exercises, partake in regular educational arrangements and in broad social life encounters common to individuals without disabilities. The World Health Organization (WHO, 2017) characterizes handicap as an umbrella term that covers a far-reaching combination of ideas, for example, impairments or conditions that restrict movement and participation. Whitehead (2004) sees handicap as the impediment or confinement of action brought about by a general public, which takes next to zero record of individuals who have weaknesses and, in this way, prevents them from standard movement. There is a worldwide estimation that 70 percent of children with disabilities, incorporating those with mild intellectual handicaps, can go to regular schools, on condition that setting is made accessible, and the institution is eager to take them in (UNICEF, 2003). As per a recent report released by the World Health Organization, 15 percent of the worldwide population (200 million) experience the ill effects of some type of disability, and 87 percent of such people in developing nations live in rural settings where they have limited access to mainstream education (Khan, 2011).

Recent decades have seen increasing emphasis put on rights and inclusion in reference to disability. The United Nations Convention on the Rights of the Child (UNCRC) for instance, expresses that each child has the right to education, regardless of disability and without segregation of any sort (Shamseldin, 2012).

In 1994, the United Nations Educational, Scientific and Cultural Organization (UNESCO) world meeting on special needs held in Salamanca, Spain, the concept of inclusive education was given further emphasis. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (2006) accentuates the privileges of people with disabilities to get to long lasting learning without isolation and on an equivalent premise with others, through sensible accommodations of their disabilities (Minou 2011), and not to be barred from the mainstream education because of their disability.

Each child has unique qualities, interests, capacities and learning needs and those with special needs should have access to regular school which ought to accommodate them with a child focused instructional method equipped for addressing those requirements (WHO, 2011). Presently, it is evaluated that 65 million primary and lower secondary school-aged kids in developing nations have disabilities, half of whom are out of school and are among the most discriminated (Ainscow & Booth, 2006; Liliane Foundation, 2017). The previously mentioned discriminated children are those with unique educational needs over the globe who are listed having mild, moderate or even profound learning impedance that intrigue for extra mediation procedures in teaching and learning circumstances. The National Council for Special Education in Ireland (2014) characterizes Special Educational Needs as limitations in the limit of the individual to take part in and benefit from education by virtue of a perpetual physical, sensory, mental health, emotional well-being or learning inability, or whatever other condition which

brings about an individual gaining uniquely in contrast to an individual without that condition. Learners around the globe, representing in excess of 185 nations, comprise a heterogeneous group of people who vary astoundingly regarding nationality, race, ethnicity, cultural beliefs and customs, physical appearance and language foundation (Hanassab, 2006).

Research discoveries from over the globe show that schools and instructors are attempting to react to the wide exhibit of learners, which brings about teacher education providers placing more exertion in their undertakings to guarantee that graduates have the important properties, certainty, and ability to plan and convey comprehensive educational programs for a diverse scope of learners (McLuskie & Aniftos, 2003). Inclusive education has overtime become a spotlight of exchange in discourses with respect to the advancement of academic arrangement and practice far and wide (Farrell & Ainscow, 2002). The education of children and adolescents with unique instructive needs and handicaps is at present a long-term key strategy objective in a number of nations (Lindsay, 2007). The legislative and policy patterns of the previous thirty years roughly have seen a straightforward move from the acknowledgment of the universality of un-integrated instruction for children with special educational needs.

In spite of the evident convergence of international policy and enactment around the inclusion plan, the definition and understanding of inclusive education keeps on being the point of rich talk and molding best practice is no straightforward errand (Slee, 2001). The essence of going for the advancement of a comprehensive education framework where tolerance, diversity, and equity are emphasized is uncontested; the methods by which this is to be accomplished is substantially more disputable. (NCSE, 2010). The key guideline of Inclusive Education is that all children ought to learn together, paying

little heed to any difficulties and differences they may possess, with the goal of giving them sufficient resources and support as per their needs (Materechera, 2014).

Inclusion could be a procedure of attending to and reacting to the variety of needs all children, youth and grown-ups through increasing participation in learning, cultures, and communities, and eliminating exclusion within and from education (UNESCO, 2009a). Inclusion is permitting children with and without disabilities to be put together in regular classes; to be instructed and taught by mainstream educators to create a setting that can give all children access to education (Akinsola and Chireshe, 2016; Khan, 2012). Inclusion includes developing an environment that enables all learners to feel upheld genuinely while being given the proper accommodations so as to learn and to be regarded and acknowledged for all their individual disparities (Blackie, 2010). Generally, inclusion implies the degree to which a school or community accepts children with special needs as full members from the gathering and values them for the input they offer (Chireshe, 2011).

Inclusive Education can improve the quality bar across education systems by utilizing methodologies that provide for naturally varied learning styles of all learners, while taking in the individual learning needs of certain learners (Walker, et al. 2013). The goal of inclusion is to cut down rejection and discriminatory frames of mind, incorporating those in connection to age, social class, ethnicity, religion, sexual orientation and achievement (Ainscow et al., 2006). Inclusive Education is presently an essential for effective instruction and learning straegies, combined with the need for quality instructors who are prepared to address the needs of all learners and to give equivalent chances to all as well as education for an inclusive society (Verity, 2010). Ainscow and Memmenasha, (1999) and Ballard, (1996) affirm that a few nations on the globe, for example, Canada, Spain, Italy and the United State of America have

demonstrated significant advancement in the implementation of Special needs instruction program. Special education programs within U.S.A were made mandatory in 1975 when U.S.A Congress passed the Education for All disabled children's Act (EHA) to address the prejudicial treatment by public educational organizations against children with special needs in education. The Education for All Handicapped Children Act was later altered to reinforce protections to individuals with disabilities and renamed the Individuals with Disabilities Education Act (IDEA). The government laws expect states to furnish specialized curriculum steady with deferral benchmarks as a way of getting government resources). The U.S. president's education plan intends to close the achievement gap in the U.S for minority groups and set up all learners for achievement in the worldwide economy of the 21st century (McFerran, 2005).

While nations among the developed economies have gone past classifications provisions to full inclusion, most nations in Africa are as yet thinking about the issue of making provisions for children with special needs even on mainstreaming premise. SNE in the African context keeps on being a new concept in an excessive number of its countries. Numerous African nations have demonstrated hypothetical enthusiasm for SNE by detailing strategies like mainstreaming, family, community or social rehabilitation and demonstrating the urge to give solid significance to the concept of equalizing education to open doors for all children paying little or no attention to their physical or mental states. Disgruntlement with the advancement towards SNE has caused requests for progressively extreme changes in numerous African nations (Ainscow 1991 and Ballard, 1996).

A portion of the African nations' contextual investigations are as per the following: The South African government makes provisions for special needs training in its instruction planning. As a matter of fact, in December 2008, Treasury reported that it would offer

9.5 billion South African Rand to the advancement and improvement of education for special needs children, throughout the following three years. The department says that there are around 88 000 students with special needs in roughly 400 special schools in South Africa. It is likewise approximated that a further 288 000 such children are not going to school (UNICEF, 2007).

In Uganda, the administration is reliably adjusting its education setup and content to push for quality learning for all students free of special learning needs. The general structure of education to take into account students with special wants in education presented in the mid-1990s keeps on being the spine within the education for all students. To guarantee that every last one of learners with special needs got pertinent and quality training in inclusive schools, all schools in Uganda were classified into groups of 15-20 schools and each bunch had a special needs education organizer (MOEST and S-Uganda 2003). The constitution of the Republic of South Africa (1996) sanctioned special needs instruction. Their education white paper 6 detailed policy on special needs education (SNE) expanding on inclusive education and training framework (July 2001) and by 2009 there were 392 special schools. As indicated by Eilor (2005) instruction of children with special needs has been given an upper hand in Uganda.

Numerous children of school-going age are still out of school. The 2003 United Nations Development Program (UNDP) Human Development Report as detailed by Ncube (2003) indicated that around 115 million of the 680 million children of school-going age in developing nations were not going to school. More than 80 million of those kids live in Africa. Only over half of the children who start grade school complete this level (Ncube, 2003). This is bolstered by the observations made by a G8 2005 journalist, McFerran, (2005) who detailed that one in each ten children in Kenya and in most

African nations, has in-capacities and 98 percent of those children were not in school (McFerran, 2005).

In Kenya, regardless of the government's directive on every single regular school not to dismiss any child, numerous children with disabilities are as yet sitting tight for position in learning institutions (MoEST, 2003). This means there could be a few impediments that impeded them from appropriate learning. The Ominde Commission (1964) expressed: "children with mild debilitation are equipped for receiving instruction and training in regular schools given that essential considerations are given to their needs by instructors". A large number of the education commissions that have been set up by the administration since independence have underscored the essence of the inclusion approach.

By 2007, the proportion of individuals with disabilities in Kenya was evaluated at 10 percent of the whole population of 38.6million. Roughly 25percent of these are children of school-going age (World Data on Education, 2007). This gives a general figure without indicating all classifications of children such as those with learning challenges or potentially emotional and social troubles. It isn't clear what number have been identified and/or assessed. The ramifications of this data will in general call attention to relatively low access and participation of children previously mentioned to have special educational needs, (Republic of Kenya, 2012, World Data on Education, 2007). There is urgency for the Kenyan government to set up projects and techniques to encourage the instruction of children said to have SEN, to eliminate the obstacles to instruction for these children and to create awareness to do away with negative convictions identified with disability. The Kochung Task Force (Kochung, 2003) suggested the improvement of the special needs framework to cater for the learning prerequisites of children said to have SEN (United Nations Children's Education Fund

(UNICEF, 2007). While the administration is giving Free Primary Education to every single Kenyan kid, absence of clear policy directives for the provision of Special Needs Education has brought about circumstances where special schools and training organizations are set up without right coordination. As per Smith (2004), poor coordination of exercises of SNE specialists has prompted duplication, unacceptable and unregulated provision of services to children with special needs. This limits the realization of the Ministry of Education's objective of giving out available quality services to children with special needs and handicaps. Significant difficulties are inside the areas of staffing, training, quality assurance, research, assessment, curriculum advancement, and teaching/learning resources. It is against this background that the government has propelled into the advancement of the Special needs Education Policy.

Although various recommendations have been made by different commissions and taskforces, people with disabilities continue experiencing numerous challenges. According to the national education sector plan 2013-2018, people have negative attitudes and beliefs on the causes and consequences of disability which leads into discrimination and stigma for children with disabilities. There is inadequate skilled and specialized staff for assessment, placement and management of children with disabilities and lack of enough in-service training institutions to capacity build personnel working with these children. Currently there is only one in the country based at the Kenya Institute of Special Education (Kiru, 2019). Thus, children with disabilities have remained marginalized for many years prompting the formation of various associations and organizations to create awareness on children with disabilities in Kenya with a view of advocating for quality service delivery (Kiarie, 2014). Forming the associations without support from government will however not adequately resolve challenges experienced by children with disabilities.

Data from educational Assessment and Resource Centers (2018) in Nakuru County show that the number of children with special needs in regular primary schools increased since the introduction of Free Primary Education (FPE). Additionally, it was discovered that schools face various difficulties like; administrative challenges, negative disposition, lack of teaching-learning materials and equipment, insufficient work force. There are also no clear data records on learners with disabilities hence poor planning for them. These difficulties have prompted various disabled children not completely getting educational services prompting low admission and dropout of children with disabilities in the mainstream public primary schools in the area. It is in line with this background that the study will assess the support mechanisms set up to improve inclusion of learners with disabilities in the area so as to get a clear report for improvement purposes.

1.2 Statement of the Problem

Education is a very significant venture for any nation and it is valued for its immediate benefits as stated in the Kenyan constitution (2010). Based on this, it is the right of each individual to accomplish and keep up acceptable levels of learning as it is pushed for in inclusive education which calls for educational frameworks to consider the unique characteristics, interests, abilities, disabilities and learning needs of every child so that no one is discriminated from educational services and opportunities.

In Kenya, policies like the SNE policy of 2009 and the Sector policy for learners and trainees with disabilities of 2018 have been put in place to enhance the implementation of inclusivity in education. However, not all differently enabled children have been fully integrated in the education system in Kenya, as numerous of them are still barred and denied or given less quality education in special schools instead of in inclusive settings (Republic of Kenya, 2014).

It is very encouraging that there are various schools in Kenya and the Nakuru North sub-county, specifically, practicing some type of inclusion (Nakuru county, 2017). Studies conducted in Nakuru county by various scholars like Opere (2015) and other literature reviewed on in different parts of the nation (Mutembei, 2014; Kosgei, 2013 and Manzi, 2011), focused mostly on inadequacy of resources and teacher preparation as supports that are extremely fundamental in implementation of inclusive education in primary schools yet in most of the schools they lack or are not well placed consequently prompting low enrollment and dropout of children with disabilities from the schools.

However, from the literature and the studies above it is vague on the sets of policy guidelines that are followed in inclusion of differently enabled learners, what kinds of disabilities are upheld in these inclusive settings and to what degree these learners are getting proper accommodations and changes to meet their educational needs. What's more, there is no clarity on what resources are available and what is lacking and in terms of teachers' preparation, what skills do teachers possess and what classroom practices do they engage in to support the learners in learning. Parental role as a major support in inclusive education is also not well highlighted in most of the studies above.

It is for this reasons that the present study was conducted to assess the support mechanisms influencing the inclusion of differently enabled learners in regular public primary schools in Nakuru North sub-county, Kenya having an in depth look at the school policies, infrastructure, teacher skills and practices and parental support, so as to bring out a clear picture of what the real situation is in terms of support offered in implementing inclusive education in the schools.

1.3 Purpose of the Study

The purpose of this study was to assess the support mechanisms influencing the inclusion of differently enabled learners in regular public primary schools in Nakuru-North sub-county, Kenya.

1.4 Objectives of the Study

i. To investigate the school-based policies put in place to support the inclusion of differently enabled learners in regular public primary schools.

ii. To assess the existing infrastructure put in place to support the inclusion of differently enabled learners in regular public primary schools.

iii. To determine the teacher competencies and practices in support of the inclusion of differently enabled learners in regular public primary schools.

iv. To establish the level of parental support in the inclusion of differently enabled learners in regular public primary schools.

1.5 Research Questions

i. What school-based policies have been put in place in support of the inclusion of differently enabled learners in regular public primary schools?

ii. Which existing infrastructure support has been put in place for the inclusion of differently enabled learners in regular public primary schools?

iii. What are the teacher competencies and practices in support of the inclusion of differently enabled learners in regular public primary schools?

iv. How do the parents support the inclusion of differently enabled learners in regular public primary schools?

1.6 Justification of the Study

Education is an important investment that any country must make. Enhancing accessibility to education services is significant in the development of any nation. Education is an inherent human right and a critical step towards eliminating any discrimination that threatens all other rights. Through inclusive education, all students are part of the school community regardless of their strengths, weaknesses, and disabilities. They deserve to have full access to all resources and social interactions that are present in the general education classroom.

Inclusive education in Kenya is a recent phenomenon that has been growing from the 2000s (Republic of Kenya, 2008). Several recommendations from the late 90s have led to the enactment of policies and legislation like the Kenya education sector support program (2005), special needs policy (2009) and Vision 2030(2008) which have been presently adopted in form of the inclusive education program in primary schools. This study will hence assess the current support mechanisms put in place to support the inclusive education in the public primary schools as part of systematic changes recommended in the policies cited and adopted.

This study is hence justified since its findings would aid MOE and all relevant stakeholders in the process of enhancing the implementation and success of inclusive education hence increased access, participation, retention, and achievement of learners with disabilities in mainstream schools. It provided information on education services and policy implementation; help understands services needed to provide the services and to what extent provision of these educational services would encourage differently enabled learners to attend school.

Further, inclusive practice is a relatively new concept in education and thus the need for more research at system levels such a school to increase knowledge and understanding of the strategies that schools, teachers and relevant stakeholders can use to fully implement it.

1.7 Significance of the Study

This study assessed the support mechanisms influencing the inclusion of learners with disabilities in regular public primary schools. The findings would provide both practical and theoretical significance. Thus, this study is significant in the following ways:

i. The findings would add to the existing knowledge on the area of inclusive education in Kenyan schools and beyond.

ii. The findings could also be instrumental in determining the direction of training and mentorship development in the teaching workforce by guide curriculum developers and planners towards comprehensively designing and structuring courses for teacher training programs so as to equip the teachers with practical knowledge and skills to handle learners with disabilities in inclusive setups.

iii. The findings would also provide an objective assessment of the adequacy of supporting inputs vital to the planners while setting realistic targets, making accurate estimates and allocations for the various requirements in the implementation of inclusive education.

iv. The study could also motivate the adaptation and modification of school structures and environments for the optimization of the learning experiences of students with different characteristics.

v.   The findings could provide insight to the new Competency Based Curriculum developers in Kenya concerning effective planning and implementation of programs for inclusion of learners with disabilities.

1.8 Scope of the Study

The study was conducted between January 2020-september 2020 where the data was collected then analyzed, interpreted and reported. It investigated the support mechanisms influencing inclusion of differently enabled learners in terms of four constructs, namely: school-based policies on inclusion, existing infrastructure, teacher training and practices, and the level of parental support in mainstream public primary schools. The study focused on public primary schools in Nakuru North sub-county having that there was a blend of urban and rural populations.

The study generated data using both qualitative and quantitative approaches where in qualitative, only one on one interviews with school heads were used supported by audio recordings of the interviews and for the quantitative, questionnaires were administered among teachers within the sample size.

1.9 Limitations of the Study

Kothari (2010) defines limitations as shortcomings, conditions or influences that cannot be controlled by the researcher and that they place restrictions on methodology and study conclusions.

The major limitation of the study was the fact that it was localized to public primary schools in Nakuru County, Nakuru North sub-county only, yet inclusion is a policy in all schools in Kenya hence this limits the generalizability of the study findings. For this reason, the findings were generalized to other areas with caution.

The study adopted a mixed-method approach specifically concurrent triangulation method which involves the use of two different methods in an attempt to confirm, cross-validate, or corroborate findings within a single study. The weakness of the design is it requires expertise in using both methods at the same time and calls for a research assistant. To deal with these limitations the researcher sought services of a research assistant to help in the distribution of the instruments.

The other limitations arouse from instrumentation where most of the respondents were uncooperative and the researcher took so much time to get thee questionnaires back. Also, the head teachers denied the researcher access to parents for interviews hence the researcher had to incorporate the questions on parental support in the teacher's questionnaire and head teacher's interviews so as to gather some information.

1.10 Assumptions of the Study

The study was conducted based on the assumptions that;

i.   Most of the public primary schools in the study area implemented inclusion of differently enabled learners.

ii. The schools had clear set of policies that supported the inclusion of learners with disabilities.

iii. There was existing infrastructural support for the inclusion of differently enabled learners in the schools.

iv. All teachers had been trained to support the inclusion of differently enabled learners in the schools.

v.   The parents are involved in the inclusion of differently enabled learners in public schools.

1.11 Theoretical Framework

This study was pegged on social constructionist theory and its view on disability which was brought forward by Lev Vygotsky (1896-1934). Vygotsky developed a methodological framework for special education and psychology with relevance for contemporary practical work in inclusive education.

Vygotsky`s social constructionist view on disability was opposed to quantitative diagnostics and he introduced a new understanding of handicaps as a dynamic developmental process, rather than a static condition (Bein, 1993). His focus on the dynamic nature of disability is very significant for certain special didactic aspects, taking into account the constant change in structure and content of a disability taking place in the developmental process influenced by education and remediation (Gindis, 2003).

Vygotsky presents a dynamic assessment of disability which needs to be clearly understood. The structure of disability involves Primary disorders which include visual and hearing, language and speech-related, motor and CNS-related impairment which lead to the child's "exclusion" from the socio-cultural and educational environment, in turn causing secondary (socio-cultural) disability. Due to primary disorders, the child displays a distorted connection to culture as a source for the development of higher mental functions (Vygotsky, 1993).

According to Vygotsky (1993), children with disabilities tend to have a special need for an adapted educational *environment* which provides necessary conditions for the *"cultural introduction"* of children with disabilities and realization of mankind's inherent socio-cultural experience. *Hence according to Vygotsky's Secondary* (socio-cultural) disability may be prevented and eliminated by educational means. Vygotsky,

therefore, stressed the importance of the dynamic, socio-cultural nature of disability for the methodology of inclusive education and the importance of social learning in the upbringing and education of differently enabled children. For these children to develop, the environment: social-cultural, emotional, physical should be adapted to fit their needs. They should be given a chance to acquaint themselves with their physical characteristics and acquire experience by manipulating objects and tools in their environment.

According to Vygotsky (1931-1993), the personality of children with disabilities is not determined by their disability, but rather by their social environment and its dialectical interaction with the child. Hence interaction with peers, collective upbringing, is one of the most important socio-cultural conditions for development and socialization among children with disabilities. Through interaction, children can extend their 'internal' limitations and thus exceed their zone of proximal development (ZPD) level which is the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978).

Vygotsky claims that the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skills and knowledge. This involves helping the learner to move into and through the next layer of knowledge or understanding thus, ZPD represents the level of development immediately above the learner's present level. The tasks within the ZPD are the ones that a learner cannot do independently, but that can be done with the assistance of adults or peers. The educator should act as a mediator of the learning process by means of scaffolding which is support given in terms of equipment, hands-on activities or direct instruction (Wertsch, 1985).

According to Vygotsky, a child with a disability must be educated with a special set of "psychological tools". The process of arming a child with a disability with these "tools" must take place within their "zone of proximal development" and in a mainstreamed social/cultural milieu where compensation for the "secondary defect" should take place through experiences and opportunities that are as close as possible to normality. In Vygotsky's view, the main objective in the field of special education was the creation of what he called a "positive differential approach". Inclusive education in his vision should be a system that employs its specific methods because students with special needs require modified and alternative educational methods, but remains within the mainstreamed social/cultural situation.

The main goal of inclusive education, therefore, is not only to compensate for primary defects through facilitation and strengthening of intact psychological functions but, mainly, to prevent, correct, and rehabilitate secondary defects by psychological and pedagogical means. The "mainstreamed" social/cultural environment is the only adequate context where it may occur with help of specially trained teachers, a differentiated curriculum, special technological auxiliary means, and simply more time to learn. Based on this major tenet of the theory, it is hence applicable in this study since inclusive education calls for giving differently enabled children equal opportunities to participate fully in school activities in a regular classroom with normal peers. This is done to ensure the children work towards achieving their zones of proximal development with the help of support mechanisms like trained teachers, favorable school policies, parental support, adapted curriculums and assistive devices and resources in a mainstreamed environment.

In the inclusive setting, the teachers and the parents should assess the children to clearly identify the primary disability affecting the child so as to provide the necessary devices

and modifications in the environment to deal with the secondary or social-cultural disability. The setting should also provide the collective upbringing through peers and adults who help the disabled children feel safe and loved and hence achieve the zone of proximal development with the assistance provided in the mainstreamed environment. The setting should also provide trained teachers who in turn use modified approaches and resources that fit the needs of every learner to implement adapted curriculums in a mainstreamed environment so as to cater to the needs of the disabled hence catering for the issue of positive differential approaches. Once the support mechanisms are in place, the disabled learners will be able to access the mainstreamed schools and be able to fully fit and achieve.

1.12 Conceptual Framework

IVs

School-based policies.
➢ Enrollment and placement.
➢ Type and extent of disability- mild,moderate,profound.

Infrastructural support.
➢ Physical infrastructure.
➢ Teaching-learning resources.
➢ Assistive devices.

Teacher competencies and practices.
➢ Training skills and knowledge.
➢ Classroom practices.

Parental support
➢ Collaboration with teachers.
➢ Follow-up from home.
➢ Provision of resources.

DV

Inclusion of differently enabled learners.
➢ Enrollment/access
➢ Participation
➢ Achievement
➢ Completion

Intervening variables

➢ Government policy.
➢ Administration support.
➢ Socio-cultural beliefs.

Source: Author 2020

Figure 1.1 Conceptual Framework
Source: Author 2020

According to Kombo & Tromp (2006) conceptual framework can be understood as a tool intended to assist the researcher to develop awareness and understanding of a situation under scrutiny and reforming as a result of investigation.

Figure 1.1 above shows the conceptual framework for this study which was developed from the literature review and theoretical framework. It shows the relationship between the independent and dependent variables. The relationship is based on the assumption

that support mechanisms (independent variable) in terms of policies, infrastructure, parental support, and teacher training play a very important role in the full inclusion (dependent variable) of differently enabled learners in the regular school environment.

1.13 Operational Definition of Terms

Differently enabled learners: Refers to children who lack or who are restricted/limited in terms of ability to perform activities in the manner within the range that is considered normal within the cultural/social context of human beings.

Disability: This is lack or restriction of ability to perform an activity in the manner within the range considered normal win the cultural context of the human being.

Educational Assessment and Resource Centres: centres set up for educational assessment of school going children and their placement to appropriate education services.

Inclusion: is a philosophy which focuses on adjusting the home, the school, and the society so that all the individuals, regardless of their differences, can have the opportunity to interact, play, learn, work and experience the feeling of belonging and experiment to develop in accordance with their potentials and difficulties.

Inclusive Education: This is an approach where differently enabled learners and trainees, regardless of age and disability, are provided with appropriate educational interventions within regular institutions of learning with reasonable accommodations and support.

Individualized education Program/plan: is a plan that defines individualized objectives of a differently enabled learner and describes how the learner learns, how best they demonstrate that learning and what teachers and services providers do to help them learn more effectively.

Infrastructure: infrastructure refers to the basic physical systems required in an educational system including the classrooms, playing space, toilets, playing equipment, teaching-learning resources, and assistive devices for special needs learners.

Public school: This is a school developed and maintained by the public funds obtained from the government, parent and the community and is managed by the government in terms of teacher employment and other management roles.

Regular schools-these are institutions of learning that has more learners without disabilities and admits learners and trainees who are differently enabled.

Specialized learning resources: educational materials and contents adapted to respond to specific needs of learners and trainees with disabilities.

Support mechanisms: Refers to any formal or informal method, item or system that ensures the smooth day to day running and implementation of policies in an educational system. In this context, they include the community/parent support, teachers, administrators, Infrastructure and policies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of the literature related to the study. Issues addressed in the literature include the concept of inclusion in general and its status in Kenya, the policies set up in support of inclusion, the infrastructure available in the schools that supports inclusion of the differently enabled, teacher training, skills and competencies in implementing inclusion and parental support in the inclusion of differently enabled children in the regular public schools.

2.1 The Concept of Inclusion in Education

Education is a significant venture for any nation and is esteemed for its numerous advantages. It helps in income generation by furnishing people with aptitudes and information that empower them to build their productive limits and along these lines get higher income (Forlin, 2012). Education also enables people to adapt mentally and socially with the fast-evolving society (UNICEF, 2007).

As indicated by UNESCO (1994), education is perceived as a crucial right for each child and a chance to accomplish and keep up a satisfactory level of learning hence it pushed that educational frameworks ought to be structured and programs executed to consider the unique attributes, interests, capacities and learning needs of each child. The Salamanca Statement and Framework for Action of Special Needs Education of 1994 reaffirmed the right to education of each person as revered in the 1948 Universal Declaration of Human Rights and restored promise by World Community at the 1990 World Conference on Education for All (EFA) to guarantee the right for all paying little heed to individual contrasts.

The biggest challenge in guaranteeing education for all and leveling of chances for all has been the issue of taking care of disability in an ordinary school setting (Adoyo & Odeny, 2015). In excess of a billion people or 15 percent of the total world's population have some type of disability (Hayes & Bulat 2017). Of these, an expected 150million children have disability ,80% of whom dwell in developing nations where they encounter extreme rejection and discrimination, subsequently denied the essential services offered to their companions without inabilities (WHO, 2011). The United Nations Children's Fund (UNICEF) assesses that 90percent of children with disabilities in low-income nations have never gotten any type of education (UNICEF, 2014). The individuals enlisted are additionally prone to drop out and it is evaluated that only about 5 percent of children with disabilities complete primary school (Peters, 2013).

The United Nations Convention of Rights of Persons with Disabilities (CRPD) shows a change in perspective from considering disability to be a clinical and social welfare issue towards perceiving disability as a crucial human rights issue and that achieving the development objectives of people with disabilities is important to meeting the general worldwide development objectives (Hayes & Bulat, 2017). The CRPD gives a legal structure for all issues identified with the lives of people with disabilities and it incorporates explicit language expressing that children with disabilities reserve the privilege to get education in an inclusive setting and with support required. Presently, 173 nations have ratified the CRPD and are coming up with new frameworks and changing educational systems to adjust and conform to the bargain (UN Division for social approach and Development, 2016). This has prompted the adoption of inclusive education reform as one method of availing education to all involving the ones with disabilities in the same study hall as their non-disabled peers (Hayes & Bulat, 2017).

The approach of inclusion in education has historically alluded mostly to children with disabilities although its definition has developed to incorporate a wide range of special needs including gender, orphans and vulnerable children among others (GPE, 2018). Be that as it may, there is no internationally concurred definition of inclusive education, however numerous definitions are consistently guided by the presence of certain essential elements (GPE, 2018).

As indicated by UNESCO (2005), inclusion is a process of tending to and reacting to the variety of needs of all learners by means of increased engagement in learning, cultures, and communities and eliminating exclusion within and from education. It includes a variety of changes and adjustments in content, approaches, structures, and techniques with a common vision that covers all children of the appropriate age and conviction that is the responsibility of the regular framework to educate all children (UNESCO, 2005). A universal definition of inclusion gave by the Salamanca conference Resolution (2009) expressed that "We comprehend inclusive education to be a process where regular schools and early years settings are modified with the goal that all children are bolstered to meet their academic and social potential and which includes eradicating barriers in the surroundings, communication, educational plan instructing, socialization and evaluation at all levels." (Inclusion global, 2009).

As per Gargiulo and Metcalf (2010) 'full inclusion' is the where all children with disabilities ought to be instructed solely, with appropriate support, in general education classrooms at neighborhood schools, that is, in a similar school and age/grade appropriate classrooms they would attend in the event that they were not disabled.

Kenya Ministry of Education (2009) considers inclusive education as a methodology in which learners with disabilities and special needs, paying little or no attention to age and disability, are given fitting education in regular schools.

Despite the definition, the idea of inclusion in instruction is comprised of in a general sense similar principles and viewpoints. In light of the UNESCO (2005) synopsis of the principles that support inclusive education are: Inclusion is an endless process of looking to discover better methods for reacting to diversity by figuring out how to live with differences and how to gain from the distinction; it deals with the identification and eradication of obstacles by gathering, analyzing and assessing data from a wide assortment of sources so as to anticipate improvement in strategy and practice; it is about the presence, participation and accomplishment of all learners where all children are instructed dependably with quality experiences which consolidate their perspectives and learning results guaranteed over the educational curriculum not simply the test results; it includes a specific accentuation on those classifications of students who might be in danger of marginalization, exclusion or underachievement.

Generally, inclusive education improves access to education subsequently increasing the school participation of learners with special needs (Kenya Institute of Special Education, 2009). While most developed and developing nations have been attempting to actualize inclusive education dependent on its advantages, there is significant diversity on the support for completely inclusive education and different difficulties have been experienced while supporting educational services for people with disabilities and special needs (OECD, 2005).

In Kenya, special needs training has been offered in special schools and special units connected to regular schools (Ministry of Education, 2009). Section 171 of the Kenya

OHCHR State Party Report (2011) states that 39 percent of children with disabilities went to a mainstream preschool, with 37 percent of learners with handicaps have gotten primary education, and 9 percent of young adults with disabilities went to secondary schools. However, even if these numbers are difficult to prove, they add to the estimated140 million school-aged children who are out of school (UNESCO, 2010). Notwithstanding the accurate number of children receiving inclusive education, there still remains an overwhelmingly large number of children in Kenya who are not getting their constitutional right to a quality, inclusive education.

The statistical year booklet (MOE, 2016) indicated that the number of differently enabled learners enrolled in primary schools stood at 222,700 pupils with only 11,400 students enrolled in secondary schools. In primary level, 44% of the pupils who are differently enabled had intellectual disabilities while 34 % had hearing and visual impairements. An additional 14% had physical impairments while 8% had multiple disabilities.

In Section 175, OHCHR State Party Report talks about the "significance of special needs training in human capital advancement" and states, "if upheld would empower those most likely to be marginalized to take part in the mainstream education sector" (OHCHR, 2011). In the event that Kenya executed the inclusive education practices laid out in the CRPD, more children with disabilities would receive free and obligatory basic education. In the case that the Kenya Institute of Special Education (KISE) had more access to government subsidies for teacher preparation and learner appraisal, they could create and execute a progressively compelling and sustainable inclusive education framework (OHCHR, 2011). Incase Kenya apportioned more than KES 3,020 (; $35.39 USD) yearly per learner with disabilities, at that point more learners

with disabilities would be incorporated all through their educational journeys (OHCHR, 2011).

Indeed, even with these endeavors, gaps have been noted in the practice of inclusion in that those learners with extreme disabilities are being barred from state funded education frameworks (UNESCO, 2003). This is further upheld by UNESCO (2012) which brought up that children who have disabilities and explicit learning difficulties have been marginalized within or prohibited from schools. This exclusion has been accredited to certain difficulties all through the educational systems and establishments. The difficulties incorporate; improper infrastructure; lacking facilities; and inadequate capacity of instructors to oversee learners with special educational needs in regular schools. Different difficulties incorporate; deficient and cheap learning materials; societal negative frame of mind; and lacking supervision and monitoring of schools executing inclusive education (Ruteere, 2015; Republic of Kenya, 2009).

Effective special education service delivery is additionally hampered by the lack of solid information on children with special needs over all levels of education combined with insufficient financing (the Republic of Kenya, 2013). Absence of operational guidelines for implementation of the special needs instruction framework; unreliable and inaccurate information on SNE activities over all levels of training; negative dispositions and convictions as to causes and results of special needs and disabilities in numerous communities prompting stigma and discrimination. There is also lack of skilled and specialized staff for appraisal, placement, and management of children with disabilities; deficient funding of the sub-sector, capitation awards are inadequate to address the necessities of children with disabilities; constrained financing for environmental adaptation; and unseemly inappropriate modes of communication (Republic of Kenya, 2014 p.51).

Socio-cultural and economic biases, stigmatization and disregard have also been referred to as difficulties experienced by individuals with disabilities (Oriedo, 2003, Ngaruiya, 2002). High teacher-child proportion makes individualized guidance for children with disabilities difficult (Muchiri & Robertson, 2000, Kemble-Sure, 2003). School structures not being available to physically disabled children are other challenges that require thoughtfulness to improve the easy mobility of physically handicapped children (Kochung, 2003, Mukuria& Korir, 2006). This has led to the continued exclusion of children with disabilities in education owing to the low enrollment, participation, performance, and completion of these learners. Hence to change this situation, the teacher factor should be taken into consideration as part of teacher development to instill necessary competencies that will support the teaching-learning process and promote the development of all learners. There is also a need for policy guidelines on the curriculum and assessment of learners with special needs and disabilities. There is a need for updated and uniform data on the status of special needs education in Kenya. At the highest level, inclusive education should be seen as a systematic change at all levels; principals, teachers, learners, school communities, policymakers, decision-makers, families, and society at large (Mwoma, 2017).

2.2 Policies on inclusion in Kenya

Jayanthi et. al., (2006) notes, there is a paradigm shift from segregation to inclusive education in regular schools along with non-disabled children all over the world. However successful implementation of inclusive education requires consideration of policy and legislation reform.

Governments, advocacy groups, community and parent groups and in particular organizations of persons with disabilities have actively advocated for increasing access

to education for the majority of those with special needs. Laws that cushion persons with disabilities include:

Individuals with Disability Education Act of 2004 (IDEA) advocates for the principle of Zero Reject which entitles persons with disabilities even those in private schools to a free public education regardless of the nature or severity of their disabilities (Wright & Wright, 2004); Free Appropriate Public Education (FAPE) which states that all learners with disabilities are entitled to a free and appropriate public education. This means parents and family members cannot be asked to pay for special education services; Least Restrictive Environment (LRE) which states that learners must be educated in a setting most like that of typical peers in which they can succeed when provided with the needed support services.

Educational policy frameworks mandate schools to adopt, design and implement strategies that support inclusive education. Policy content is one of the important pillars on which school strategies on inclusive education policy are built on. The content of policy is seen as a crucial factor in formulating the framework and guidelines for implementation, although it does not determine the exact sequence of implementation (Fullan, 2015; Bell & Stevenson, 2015). The policy content includes: what it sets out to be done; how it communicates about the problem to be solved and how it aims to resolve the problem. Commitment of policy implementers is deemed as a very significant factor in achievement of policy objectives.

International and national legislation have focused on the philosophies of inclusion and inclusive education. The Salamanca Statement and Framework for Action on Special Needs Education of 1994 re-affirmed the right to education of every individual, as enshrined in the 1948 declaration of human rights. The United Nations Convention on

the Rights of the Child (1989), the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) and the Salamanca Statement and Framework for Action are all powerful documents which have called for the annihilation of segregated education that denies learners with disabilities the right to be part of mainstream schooling. The Salamanca statement specifically condemned the exclusion of children with special needs education from mainstream schools. The spirit of inclusion is further emphasized in the UN Standard Rule 6 that requires member states to provide education for people with disabilities in integrated settings These documents have made a strong case for inclusion, provided a unique opportunity that places inclusive education firmly on the agenda of the national governments.

The Dakar Framework for Action (2000) emphasized the need for action by national governments to rededicate themselves toward attaining Education for All goals. The parties in the Dakar Framework for Action (2000) shared a common vision which was to ensure that everyone, child and adult, would possess the basic literacy and numerical skills to function as a citizen and worker in the modern global society.

In Kenya, education for persons with disabilities has been guided by policy guidelines since independence. Policy documents have been in the form of commissions, presidential working parties, committees, development plans, and legal frameworks. In response to the rights of disabled, President Kenyatta established the Kenya Education Commission chaired by Ominde in 1964 to examine the situation of people with disabilities and it recommended that children with mild handicaps should be integrated to learn with their peers in regular schools. This was followed by many more commissions including the Committee on care and Rehabilitation of the disabled chaired by Ngala Mwendwa in 1964). Resulting in the formulation of sessional paper No. 5 of 1968. The Gachathi Report of 1976 came in later on with recommendations

that there should be coordination of early interventions and assessment of children with special needs, the public should be made aware of causes and prevention of disability, increased research to determine nature and extent of handicaps and policies to develop for integrating learners with special needs. This led to the Kamunge Report of 1988 that emphasized the deployment of SNE inspectors at the district level.

Totally Integrated Quality Education and Training (Koech Report-1999) followed and it emphasized the need for early intervention for children including those with disabilities and the disadvantaged. The Education for All (EFA) goals 2001, advocated for education to be free and available to all Kenyans by 2015.

The Task Force on special needs education, the Kochung Report of 2003 came up with comprehensive report recommending training and in-service programs for teachers of children with special needs, strengthening of Educational Assessment and Resource Centers (EARCS) via increased equipping and budgetary allocation, carrying out of a special needs survey to determine the population of learners with special needs in and out of school and having an inventory of assistive devices and equipment available in schools and that schools be made barriers-free to enhance access.

In its endeavor to achieve EFA goals, Kenya passed the Children's Act 2003 which emphasizes the rights to education. Kenya also passed the Disability Act – 2003 which states that no person or learning institution shall deny a person with disability admission into their program or course of study by reason of only such factors as a disability. The Disability Act – 2003 further emphasizes the need for the provision of quality education to learners with disabilities in programs where they may be receiving an education. Session paper No. 1 of 2005 recommended the relevant machinery or systems to be put in place for the implementation of inclusive education. This led to the development of

the Kenya Education Sector Support Programme (KESSP, 2005) document which aimed at providing quality lifelong education and training for all Kenyans.

Session Paper No.10 of 2012 on Kenya Vision 2030 has also captured the area of inclusive education. The Session Paper No. 10 of 2012 states that regular schools will be required to incorporate facilities for use by children with special needs. Schools should also pay special attention to the needs of children with special needs during learning and examination times. This is also emphasized in the Sessional Paper No. 14 of 2012 on Education, Training and Research which outlines that SNE requires appropriate adaptation of curricula, teaching methods, educational resources, medium of communication and the learning environment to cater for individual needs and differences in learning and adaptation of the evaluation processes and procedures. It also recognizes special needs education as crucial for human capital development as it equips those who would otherwise be dependents to be self-reliant.

The constitution of Kenya 2010 calls for the government to ensure that people with disabilities access relevant education and training and that all schools to include children with disabilities. Article 10 of the constitution prohibits discrimination of persons with regard to their disability. Article 56 requires the state to put affirmative action programs for minorities and marginalized groups to get special opportunities in education (the Republic of Kenya, 2010).The Kenya government's policy framework on inclusive education is contained in the Kenya Education Sector Support Programme (KESSP) document and the National Special Needs Education

Framework 2009. The Special needs education policy 2009 delves to create an accommodative learning environment that promotes equal access to quality and relevant education for children with disabilities (Republic of Kenya, 2009a). It is

supported by the Basic Education Act 2013 which seeks to increase access, enhance retention, and improve the quality and relevance of education for all children. The Act further seeks to strengthen early identification and assessment and ensure equal opportunities in providing education for children with disabilities (Republic of Kenya, 2013a). Article 46 (1) of the Basic Education Act requires that education assessment and resource centers (EARCs) be established in every county. Kenya Vision 2030 recognizes the importance of education and training for all Kenyans as fundamental to success (Republic of Kenya, 2013b, ILO, 2009).

The National Education Sector Plan (NESP, 2013-2018) (MoE, 2014) recommended the review of the SNE policy and the development of its implementation guidelines to give support to provision of SNE services. It stated that by 2018, Kenya should have an equitable, quality education system that is rights-based, gender-responsive, adequately resourced and encompass at all levels. The education system should ensure participation of the County governments, communities and learners including learners with special needs.

The National Education Sector Plan-NESP (2013-2018) also indicated the need for review of the Special Needs Education Policy (2009) so as to align the sector policy to the Kenya Vision 2030, the Sustainable Development Goals (Goal No.4) as well the National Curriculum Reform. These commissions guided the management of special needs education, training of teachers on special education, development of appropriate curricula, adapting examinations to suit learners and trainees with special needs, and the integration of emerging areas such as education of the gifted and talented, those with specific learning difficulties and those with communication difficulties. However, there was no specific policy on special education; the government was relying on circulars until the SNE Policy Framework was developed in 2009. The policy has been

providing a legal framework that is relevant and guided the provision of special needs education in Kenya. The implementation of the policy has seen Kenya achieve many milestones including increased enrolment, training for SNE teachers, increased capitation to primary and secondary education, and establishment of more special institutions among other achievements.

Important to note is that despite the existence of this policy and subsequent provision of essential services such as assessment and early intervention, awareness, advocacy, curriculum, specialized learning resources, assistive devices and technology, learners and trainees with disabilities have not benefited a lot from them. The SNE Policy Review Data Collection Report (2016) pointed out that the 2009 Special Needs Education policy framework was not effectively implemented. This was attributed to a number of factors which included lack of implementation guidelines, poor dissemination and lack of an implementation and coordination framework.

The backdrops and subsequent recommendations occasioned the review process of the policy, which commenced in the year 2016 and culminated into the development of the Education and Training Sector Policy for Learners and Trainees with Disabilities (2018). The policy has an implementation guideline to guide the implementers. Further, the policy has a theme on advocacy and awareness which envisages an effective communication strategy for purposes of dissemination. Also, a coordination framework, from the national, county up to institutional levels has been put in place to drive implementation of the policy. The policy also stresses the importance of early identification, assessment and placement as a crucial ingredient in the provision of quality and relevant education and training for learners and trainees with disabilities. To effectively take on this, the Ministry of Education will reinvigorate the Education

Assessment and Resource Centers (EARCs). (Kenya Sector Policy for Learners and Trainees with Disabilities, 2018)

From the above information it is evident that there are no clear laws to govern the implementation of inclusive education hence the reason for more and more reviews all over the world. This is in tandem with Cheshire (2018) who indicated that other barriers that hamper the implementation of inclusive education include inadequacies in policy and legal support.

In Kenya, Mukuria and Korir (2006) report that lack of policy guidelines on identification and placement of children who are disabled, gifted and talented is a challenge facing inclusive education. The Sector policy document (2018) further highlights that among the hindrances to inclusive education is significant challenges in its implementation which is attributed to absence of clear implementation guidelines. Enhancing inclusion means encouraging positive attitudes and improving educational and social frameworks to handle the new demands in educational structures and governance (UNESCO, 2007).

2.3 Infrastructure for Inclusive Education

Appropriate adaptation of physical infrastructure can create an inclusive environment that can provide every learner equal access and participation in education. There is hence a need to modify the physical resources and the environment to accommodate learner diversity (Agarwal & Chakravarti, 2014). Adapted physical resources are crucial for the success of students with disabilities in an inclusive learning environment (Florian & Linklater, 2010; Baldiris-Navarro, 2016). Learners with disabilities are unable to attend school if buildings are physically inaccessible. To ensure equity for learners with disabilities to an education, accessibility must be looked into widely, in

relation to entry and exit pathways to key resource rooms, appropriate seating arrangement, modified furniture and facilities, and transportation to the educational facility (Banham, 2018).

Additionally, UNICEF (2016) recommends that a learner-friendly school should be updating their learning environment time to time for all learners to be free from fear, nervousness, danger, disease, or injury. An inclusive school environment needs to be adapted in terms of wellconstructed and painted classrooms with wide doors, ramps, level play grounds, adapted toilets among other adaptations of the physical environment for easy movement and accommodation of learners with different types of disability.

According to a study by Margaritoiu (2010), the availability and utilization of resources in an inclusive school provides the standard for the improvement of practical conditions for inclusion. The resources also improve the learning and teaching experienced by all learners, regardless of their conditions. Smith and Sutherland (2006) outlined that availability of teaching and learning materials, resource centers attached to regular schools, teachers' attitudes towards inclusion of children with special needs are most crucial for the progress or setback of implementing inclusive education.

Furthermore, literature has highlighted that infrastructure in terms of equipment, teaching and learning resources, physical amenities have a direct effect on the quality of education as they dictate how effectively the curriculum is implemented hence play a critical role in accomplishing Education for all goals. (ROK, 2009).

For the buildings to be made accessible, accommodating, attractive and functional, attention should be given to the design and development of entrances and pathways of travel, furniture and fixtures, (Burgstahler, 2009). This is also supported by Mpya, (2007) who stated that organization of the school environment is significant to the

development of the inclusive settings. Therefore, accessibility of the school environment is a school resource that can enhance enrollment of the challenged learners.

According to Rombo (2007), legislations should be made for children with disabilities to have an open access to facilities and settings. This is in tandem with the Kenyan Disability Act of 2003 (section 21), where persons with disabilities are entitled to a barrier–free and disability–friendly environment to enable them to have access to buildings. Gronlund, Lim and Larsson (2010) also stated that Inclusive Education requires support of both equipment and skills, though resources required to cater for disabilities can be costly and scarce.

In an inclusive setting, learners would require other resources over and above what is provided by the school. These include resources to enhance mobility and communication such as wheelchairs, crutches, positioning devices, optical and non-optical devices and hearing devices (Randiki, 2002). This is echoed in the Kechang Report (2003, cited in M.O.E, 2009:24) which noted that learners with special needs and disabilities require a learner free environment to maximize their functional potentials. Children with special needs often need specialized aids to move about, to read, write, hear, and see which include wheelchairs, Braille machines, spectacles, and white canes and hearing aids (ROK, 2009).

According to the task force (2003) on implementation of Free Primary Education, it highlights on modification needed for SNE such as building adopted toilets, bathrooms and bars to assist the children to hold on while bathing, showering and toileting. The doorstep should have ramps with recommended gradient, dormitories and playgrounds. All schools should be spaciously well lit and well ventilated. These are aimed at

ensuring SNE learners are put in a conducive learning environment free from difficulties and complexities. More learners will be enlisted when these are provided (ROK, 2003).

According to UNESCO, (2004a) inclusive education requires the adoption, innovation, as well as the installation of special immovable and movable facilities in the school to cater to these specific needs of the learner. This move makes the school physical environment-friendly to the learners with special needs. Apart from the physical environment, the social environment which calls for sensitization and awareness of the school fraternity to shun from any form of discrimination or stigmatization due to ignorance is important.

UNESCO (2004b) points out that the learners must be provided with learning materials in formats that meet their individual needs. Once children with disabilities have arrived at school, there are physical access issues to consider with regard to entering the school, buildings, and ease of movement around the teaching and recreation areas. To remedy these issues, it includes improving the sanitation facilities and quality of light in classrooms and adaptations to accommodate wheelchair users such as the installation of ramps, widening the doors, lowering writing boards and improvements to flooring, paths and road surfaces. (Dutch Coalition on Disability and Development (DCCD), 2006, Mpya, 2007).

Pertaining to the facilities mentioned earlier, Oluremi (2015) recommended the availability of a resource room which is equipped with modern teachings aids for students with special needs. Sheffler (2009) additionally indicated that decorating classrooms with colors to create warm feelings helps create a sense of comfort and security. However, it is important to note that classroom facilities are not the only factor

to determine the success of inclusive education. Tanyi (2016) reported that teacher's attitude in inclusive classrooms have no significant relationship with the available infrastructure. Even so, he agreed that good quality and relevant infrastructure can enhance teachers' pedagogic skills.

From the above literature, it is clear that provision of resources is vital for the success of inclusive education and provision of special needs education services. Sadly, the limitation of resources is still a hindrance in many schools in developing countries, (Villac, 2016). Mitchell, (2015) also points out that building inclusive schools remains one of the biggest challenges facing education system worldwide.

The findings are also supported by Heward, (2003) who stated that the education system has failed learners with special needs by not equipping them with appropriate teaching and learning materials to exercise their rights and responsibilities as citizens, while the community and special education system have functioned to exclude them from both the education process and wider social life.

A study conducted by Kalabula and Mandyata (2003) on inclusive practices in schools in the Northern Province of Zambia, also showed that the required educational materials were not provided or were inadequate in regular schools where learners with special needs were being accommodated. This report conforms to Law (1993) and Hemmingsson and Borell (2000) who reported many of the same physical barriers such as steep ramps, heavy doors, and door thresholds in institutions in Botswana. This finding is also in tandem with an earlier national study by UNESCO (2005) and Orodho (2014) which established that most schools in Kenya did not have adequate classrooms to accommodate the large numbers of pupils enrolled in primary as a result of free primary education including those with disabilities.

This was also reported in Nigeria, where many schools were reported to have decrepit structures with no libraries, laboratories and other support facilities (Ibok, 2015; Igbokwe et al., 2014). Hanafi et al. (2010) found in his research that almost half of the respondents claimed the lack of basic facilities in the classroom. He recommended that there should be a standard for this. Eleweke and Rodda (2002) stated that facilities to accommodate learners with special needs are lacking or inadequate in many institutions. Few facilities may be found within the urban settings but none in rural areas.

The discoveries of Rousso (2007) built up that in Malawi, barriers to inclusive education included social cultural inclinations, limited access to special needs instruction services and support, the inaccessible physical setting and physical and verbal attack of children with special needs. This was also reported in Uganda where a study by Kristensen and Kristensen (2008) indicated that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate.Mmbanga (2003) found out that in Tanzania, schools were faced with a shortage of classrooms, textbooks and other reading materials adversely affecting inclusive education.

In Kenya, studies also agree with the findings where, according to East African Standard (31st July 2003, cited in Ogolloh,2008), the Taskforce set to examine the status of special education needs in Kenya established that regular public schools were never provided with materials or finances to enable them to meet the needs of children with special needs. Republic of Kenya (2009) indicates that the quality of the services for learners with special needs in Kenya is highly affected by shortage of specialized assistive aids and equipment and failure by the government to fund special education materials and construction of buildings depending highly on donor funding.

This agrees with the Republic of Kenya (2005) and Ministry of Education (2009) assertion that the implementation of inclusive education in Kenya was mpended by the lack of equipment, inadequate facilities, and inadequate teaching and learning resources. Kithuka (2008) also discovered that desks, toilets and classrooms ramps were not adopted for use by learners with disabilities. Otieno (2012) reported that accessibility of physical facilities was very wanting for the implementation on inclusive learning in Ugenya. Wangio (2014) also reported that most of classrooms in public primary schools in Kenya had not been modified to cater for the increased number of pupils.

From the above literature, it is evident that the school environment is not capable of handling learners with disabilities as required by the inclusive education policy statements since they lack necessary physical adaptations and modifications that enhance movement and learning of learners with disabilities. This hence means that most of the learners with disabilities will continue being excluded from education if the issue of resources and structures is not catered for.

This is echoed by UNICEF, (2012) which asserts that poorly designed physical environments exclude persons with disabilities from participating in mainstream society. Nasarwanji (2008) supports this notion by emphasizing that stairways into buildings have been reported amongst the most challenging environmental barriers for users of wheeled mobility devices. The effect of this is that learners with physical disabilities continue to face physical barriers to educational services, due to lack of ramps and elevators to access key resource rooms in schools, heavy doors, inaccessible washrooms, and inaccessible transportation to and from school. This is further supported by findings of Nyaigoti, (2013) in Rigoma division, Nyamira County, Kenya,

that material resources in classes and school structures were not adapted to accommodate learners with special needs or they were inadequate.

Consistent with this, Coleman & Heller, (2009), contend that when services and devices are not availed, learners are unable to efficiently or independently perform activities as it would be afforded by device use. To live independently and dignified within the society, learners with disabilities should have access to the specialized assistive devices that enhance their movement within the school environment.

Educational institutions that support diversity, utilize strategies which on-top of developing equal opportunities for learners to participate in the school curriculum, they also develop financial support systems that provide resources significant for learners with special education needs. The institutions hence need to develop systems related to inclusive strategies so as to respond effectively to learners' educational needs and to reduce hindrances to the implementation of inclusive education. Modifying the school environment refers to adjusting the general school environment to come up with a barrier-free learning environment (Fullan, 2015).

Inclusive education affects the nature of education provided for learners with disabilities, hence calls for cross-examining of the broader aims of education, the purpose of schools, the nature of the curriculum, methods of assessment, and schools" accommodation to diversity. The means by which regular schools accommodate learners with disability can be a measure of quality education for all students (UNESCO, 2015). Therefore, there is a need to modify school approaches and the environment to accommodate learners" diversity (Agarwal and Chakravarti, 2014).

Inclusive education policy guidelines on school strategies to eradicate physical barriers are crucial towards the successful implementation of inclusive education since they

address the needs of every learner. Policy guidelines on inclusion allow schools to reconstruct their strategies that enable every learner to access course content, fully participate in learning activities and show their strength in assessment (Republic of Kenya, 2019). Inclusive guidelines focus not only on education quality for all learners but also demands that the learning environment should be restructured to accommodate diversity. Placing learners with disabilities in regular schools without addressing issues of instructional, human and structural support towards diversity in education, condemns inclusion to failure (Hughes, 2015).It is hence fundamental that the governments work hand in hand with schools and communities to remedy the situation by ensuring the schools are well equipped and modifies to accommodate all learners including those with disabilities so as to make inclusive education successful.

According to Loreman, Deppeler, & Harvey (2005), aspects to consider in relation to facilities and infrastructures in inclusive school are: ramps where there are steps, width and positioning of door and doorways, arrangement of furniture, classroom clutter such as games, bags, rugs, toys, sporting equipment, table, bench and shelf heights, lighting, obscured lines of vision, distraction, access to sinks and other specialized classroom equipment and access to drinking fountains, access to other areas of the school such as other building, sporting fields, playground, the visibility of hazards.

Additionally, according to News Digest (2007), the significance of mobility services includes helping the students to restore the posture, walk and body alertness, monitor purposes and correct use of mobility devices. This implies that for the students to have sufficient school performance, a variety of mobility services should be provided to them. According to Hanson and Harris cited in Tassoni (2003), when developing such approaches for independent mobility, the aims should encompass: assisting the learner to begin interaction with and control various features of his environment.

Berhanu & Gebremedhin, (2016) stated that toilet access is one of the limitations encountered by learners with physical disabilities whether at home or in schools. They recommend that toilets should be designed and situated such that they are easily accessible and usable. According to UNICEF, (2008), the design for toilets in schools should be redesigned to enhance accessibility for children with disabilities.

Puri and Abraham (2004) affirm that classrooms should be colorful and interesting, for all learners to feel enthusiastic about coming to school. For easy access, ramps for children with physical disabilities, hand-rail for children with visual impairment, Braille for reading and writing and wheelchairs are required.

According to Atkinson, (2000) teaching and learning material resources including textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder and others like paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and others are very key in making the school environment conducive and accommodating for learners with disabilities.

2.4 Teachers Competencies and Practices

Teachers play a very key role in the implementation of inclusive education (Boyle & Topping, 2012). Therefore, to implement inclusive education in classrooms, it is important that teachers provide an effective and stimulating educational environment for all pupils and in addition, teachers' experiences and training significantly influence their attitudes (Mong, 2008). Teacher education is therefore seen as a core element for building the capacities of education systems to move toward a more inclusive system by equipping teachers with necessary skills and competencies.

According to Deakin Crick (2008), a competence is a "complex combination of different knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain". It is necessary to understand the pedagogical competencies of teachers as a continuing process which is permanently subjected to valuation through the interaction with coworkers, students, parents and others (Ljubetić & Kostović, 2008).

Since the worldwide paradigm shift from exclusive to inclusive education, the roles and responsibilities of regular education teachers have undergone a drastic change (Agbenyega & Deku, 2011). Teachers are required to simultaneously meet the needs of typically developing children and those of their peers with disabilities in regular classrooms (Allday, Neilsen-Gatti, & Hudson, 2013).

Consequently, inclusive education requires a unique set of competencies from teachers which was traditionally not in their repertoire (Chireshe, 2013). Several researchers (e.g., Agbenyega & Deku, 2011; Florian & Spratt, 2013; Vaughn & Bos, 2012;) and peak-bodies that are involved in the education of children with special needs expresses some key competencies that are needed for effective instruction of children with disabilities to benefit from education in regular classrooms. Such competencies include the knowledge and skills of teaching strategies and approaches that meet the needs of all children in regular classrooms (Ainscow & Goldrick, 2010). These skills enable teachers to plan flexible instruction and to recognize the reality of differences between and in children, while yet being able to adapt learning goals, content, and the environment to the needs of individuals and the whole class (Ainscow & Goldrick, 2010).

Other researchers reveal that important skills for teachers in inclusive classrooms include peer tutoring, cooperative learning, curricular modification and adaptation, mastery learning and applied behavior Analysis, the use of classroom aids, instructional technology, and support for children using other children (Mastropieri & Scruggs, 2010). Studies also show that regular teachers need to utilize instructional strategies, such as individualized and adaptive instruction and activity-based learning, to facilitate teaching and learning of children with special needs (Friend & Bursuck, 2012).

Other researchers indicate that teachers need competencies in professional knowledge, assessment, instructional techniques, and behavior management to include children with disabilities in regular classrooms (Majoko, 2016). Teachers furthermore need skills in instructional strategies, such as differentiated instruction, multilevel instruction, collaborative skills, coteaching, and activity-based learning, to include children with special needs in regular classrooms (Sledge & Pazey, 2013). Strategies such as cooperative learning and peer tutoring have been found to result in improved child outcomes. Cooperative learning strategies have been established to improve intergroup relations, enhance learning, develop problem-solving skills, and improve social and academic skills of children with special needs in regular classrooms (Jenkins, Antil, Wayne, & Vadasy, 2003). With respect to improvement of social skills because of cooperative learning interactions, research showed increased frequency, duration, and quality of social interactions among children with disabilities (Friend & Bursuck, 2012).

Collaboration is also a key competency for teachers in inclusive education (Forlin & Sin, 2010). Teachers require, among other aptitudes, competence in collaboration that can harness their own problem-solving and creative thinking as they share ideas with peers, because children with special learning needs require a diversity of teaching

approaches (Florian, 2012). Other researchers indicate that teaching and learning require effective teaching strategies that deviate from the individualized planning frame, which is associated with separate special education teaching, to an instruction that adapts learning goals and content, as well as learning environment, through an engagement with the entire class and by simultaneously recognizing differences of and in children (Ainscow & Goldrick, 2010; Pantic, 2015).

Another important aspect of the teachers' competencies is their attitudes and practices towards learners with disabilities. Results from some studies show that some countries achieved inclusive education as a result of teachers' positive attitudes towards inclusion (Todorovic, Stojiljkovic, Ristanic & Djigic, 2011), while other countries struggle to reach the peak of inclusive education when teachers are less supportive of inclusion with their negative attitudes and practices (Unianu, 2012).Therefore, through teacher training, their attitudes towards learners with disabilities and inclusive education as a whole would be fostered leading to better implementation of inclusive education. This is supported by studies by Woolfson, Grant & Campbell (2007), special education teachers typically have a more positive outlook and attitude towards inclusion than general education teachers. This is because they have had more training hence increased confidence and a more positive perspective about the abilities of children with special needs. (Woolfson et.al. 2007). Loreman, Sharma, Forlin, and Earle (2005) also reported positive trends in both Australian and Canadian pre-service teachers' attitudes towards inclusion which were linked to increase in the knowledge of disabilities as a result of their training.

Based on the literature cited above, it is clearly evident that for inclusive education to be successful teachers must have the necessary competencies which are gained through the teacher training programmes provided. However, research and reports from all over

the world indicate lack and or inadequacy in terms of teacher training, shortage of trained teachers and overburdening of the limited number of trained teachers in inclusive education or special needs education which has been a major barrier in the implementation of inclusive education. The challenges have been attributed to inadequate teacher training curriculum in most of the teacher training institutions.

A study conducted in Victoria; Australia indicated that teachers resist inclusive practice on account of inadequate training on special needs education (Mckenzie, 2010). Similarly, a study conducted in California, USA on implementing instructional adaptations for students with disabilities in inclusive classrooms, examined teachers and headteachers on use of instructional adaptations in general education classes and revealed that there was lack of teacher training and limited school support as barriers to teachers being able to accommodate the individual needs of students in inclusive settings.

This agrees with reports in the United States, which show there are shortages of special education teachers in almost every disability category (McCluskey, Tyler, & Flippin, 2004). Administrators mostly in rural districts (43% of the nation's school districts) have struggled with the supply of special education personnel (Johnson & and expertise Strange, 2007). A number of rural administrators (i.e., 27%) maintain they either have difficulty finding special educators to fill vacancies or are unable to fill positions at all (Provasnik et al, 2007).

Research done in countries including Cyprus (Angelides, Stylianou, & Gibbs, 2006), the USA (Harvey, Yessel, Bauserman, & Merbler, 2010), and Hong Kong (C. Forlin, 2010) show that the teacher educators involved in the training of pre-service teachers lack confidence and use curriculums and teaching approaches which do not prepare

competent pre-service teachers to handle inclusive classrooms. Furthermore, Angelides et al. (2006) and Harvey et al. (2010) report that practical experiences provided to pre-service teachers are also inadequate. Additionally, studies on pre-service teacher preparation in Australia (Premier & Miller, 2010) and in the Netherlands (Pijl, 2010) also discovered that the course content was not sufficient to address diversified classroom needs.

Musengi and Chireshe (2012) found that teachers in Zimbabwe lacked the skills and knowledge in adapting instruction and in sign language. These researchers hence came to the conclusion that the needs of children who are deaf are not met in regular classrooms. Mandina (2012) established that teachers used non-specific approaches to teach children with disabilities in regular classrooms. This agrees with a study on inclusive practices in Zambia which established that there were no specialist teachers in most schools to provide advisory services that would aid the ordinary teachers in managing the learners with special needs who were being included in regular schools (Kalabula Mandyata, 2003).

The findings above are in congruence with those of a comparison of three studies, done in Gauteng and the Western Cape provinces in South Africa to determine teacher attitudes towards inclusion, which established that there was Inadequate knowledge, skills and training of teachers to implement inclusive education effectively;(Swart, Pettipher, Engelbrecht, Eloff, Oswald, Ackerman & Prozesky, 2000). Training programmes that train teachers on how to accommodate and instruct learners with disabilities are a week or two long and hence teachers report that although these short training programmes are instrumental, they are insufficient (Stofile, 2008). The programmes also put emphasis on developing few skills, whereas teachers require far more extensive training programmes.

The findings of this study resonate well with the study carried out by Ocloo and Subbey (2008) in Ghana which established that Ghanaian teachers were fully aware of the concept of inclusive education, but lack of infrastructure and teachers' lack of training hampered the successful implementation of inclusive education. The teachers were reported to have relatively positive attitudes towards including learners with special needs in regular classrooms though they had limited knowledge of inclusive practices. In addition, head teachers' expectations of teachers to implement inclusion activities were low and the organizational approach adopted by schools did not promote inclusion (Spring, 2011). Additionally, in Ghana, inaccessible curriculum and limited pre-/post-training in special education courses for regular classroom teachers limit access to education for students with disabilities (GES, 2004).

The above is also seen in a study by Kuyini and Desai (2008) which revealed, in their investigation of 20 inclusive classrooms, that 46% of teachers had limited knowledge of inclusive education and up to 58% of the 220 teachers had not trained in special and inclusive education. In concurrence with the claim, Republic of Kenya (2005) and Ministry of Education (2009:26) pointed out inadequate capacity among teachers to handle learners with special needs and inappropriate placement of children with disabilities, inadequate supervision and monitoring of special education programmes which worsen the situation of implementing inclusive education for children with special needs in public primary schools. It is also in accordance with the situations reported where in the East African Standard(30th August 2003,cited in Ogolloh,2008) an Assistant Minister for Education Honorable Kirimi Mwiria called for training of many teachers to equip them with skills in handling special needs learners in both primary and secondary schools after it was discovered that not many teachers in public

primary schools have skills to handle learners with special needs because of having been trained in primary teacher colleges where pedagogy of inclusion is inadequate.

This also agrees with, Wanjohi (2013) who in his research noted that in Kenya, teachers do not have adequate training on handling both the disabled and normal learners in one class. This affects the understanding of some of the learner's educational needs as it is reflected in their performance in general. Thus, lack of adequate teacher training to handle both disabled and nondisabled learners in the same class negatively affects the success of inclusive education. Reports also support this finding since in the (KISE MODULE, 18) KISE trains all teachers in certificate and diploma but does not have the capacity to meet the demand for well-equipped teachers to handle learners with disabilities in regular school setting (MOE, 2015).

The most recent national survey (KISE, 2018) established that 13 percent of the head teachers of special primary schools and 77 percent of the head teachers of integrated primary schools did not have specialized training in special needs education or inclusive education. It established that only 47 percent of the teachers in special schools and 23 percent in integrated units felt very competent in implementing individualized education plans. From the evidence stated in the mentioned studies above, there is need for all governments to work towards equipping teachers with necessary competencies and training to ensure the implement inclusion of learners with disabilities in regular schools effectively.

This is because as mentioned, teachers are the key to success in inclusion thus they need to be sensitive to the needs of students and the environment. For a smooth transition from mainstream education to inclusive education, the role of the teacher in a changing environment has also required a change. A change will not yield the desired results if

those who implement it are resistant or are not committed. Teachers are required to reconsider their roles, construct new knowledge and learn new skills to equip themselves for the change. According to Mastropieri & Scruggs, (2010) teachers play a crucial part in implementing inclusive education.

Literature on inclusive education indicates that no matter how good the educational infrastructure might be, how well outlined educational policy might be, how well equipped a program might be, effective inclusion cannot be achieved unless regular classroom teachers deliver relevant and meaningful instruction to learners with disabilities. The teacher has to provide holistic support and focused involvement with the children with special needs based on a joint perspective, mutual understanding, and networking. Teachers in collaboration with the headteacher of the school, colleagues, special educators and parents should establish effective ways of removing barriers to learning. The inclusion disabled learners in regular education classrooms requires regular school teachers to improve their skills so as to respond to the new challenges provided by their changing roles and responsibilities.

These teachers are required to address problems and provide practical solutions to hindrances posed by special needs learners who vary in their skill levels. Inclusion requires a clear vision and specific competencies for teachers. The teachers need to understand that diversity is present in the classroom and that they should attend to diverse needs.

Vaughn & Bos (2012) recommended several strategies required by regular school teachers in order to accommodate students with disabilities in the classroom environment. They include peer tutoring, mastery learning, cooperative learning, and applied behavior analysis.

The Council for Exceptional Children (2010) developed an outline of significant knowledge and skills necessary for entry into professional practice in special education. It comprises: philosophical, historical and legal foundations of special education; characteristics of learners; assessment, diagnosis, and evaluation; instructional content and practice; planning and managing the learning environment; managing student behavior and social interaction skills; communication and collaborative partnerships and; professionalism and ethical practices. While all of these skills may not be essential for regular classroom teachers, they are certainly required for these teachers when they are expected to work with learners with diversified needs.

2.5 Parental Involvement

Parental involvement in education is a multifaceted topic that has provoked much discussion and debate among educators. Parental involvement is the wide-range of home, school, and community activities that parents and additional caregivers engage in to improve their child's development and educational outcomes (Young, Austin, & Growe, 2013). Researchers, policymakers, and educators acknowledge the critical role that parents play in supporting students' learning and development (Evans & Radina, 2014).

Internationally, parental involvement in schools has long been pointed out as a significant and positive factor on children's academic and socio=emotional development. Substantial research has shown that parental involvement is integral to students' academic, social-emotional, and behavior outcomes (Ross, 2016). Scientific findings have established a positive relationship between parental involvement in education and academic achievement (Tárraga, 2017), improving children's self-esteem and their academic performance (Garbacz, 2017) as well as school retention and attendance (Ross, 2016).

Family involvement has also been found to be associated with positive school attachment on the part of children (Alcalay, 2005) as well as positive school climates (Cowan, 2012). Research has also evidenced that programs focused on increasing parental involvement in education have positive impacts on children, families, and school communities (Catalano & Catalano, 2014). Parent-school partnership allows for the conceptualization of roles and relationships and the impact on the development of children in a broader way (Christenson & Reschly, 2010). Based o this approach, families and schools are the key parties in the construction of their roles and forms of involvement, generating new and varied actions to relate to each other according to the specific educational context. The main findings in the family-school field show a positive influence of this partnership, contributing to academic achievement and performance, among other positive consequences (Sebastian, 2017).

However, despite widespread recognition of the importance of these practices, several barriers including cultural, social, and economic factors restrict parents' ability to be fully involved (Reece, 2013). Likewise, not all parents are accorded equal opportunity to participate in the educational process of their children. In particular, minority parents with lower income levels and with children with disabilities are less likely than their high-income, with children without disabilities counterparts to be involved in their child's education (Park & Holloway, 2013). This is particularly important given the differences in academic performance between students from low- and high-income families and also between those parents with learners with disabilities and those without (Stull, 2013). However, in recent years, governments globally have launched initiatives, to address barriers to parental involvement in schools by calling upon the schools to assist in the mobilization of parental involvement in education of children with and without disabilities (Evans & Radina, 2014).

In Europe, the reviewed literature shows that most research studies corroborate the relationship between parent involvement and practicing of inclusive education. For instance, information from the European Commission indicate that the level of parents' involvement represents the degree of school excellence. To buttress this assumption research conducted by Levy, Kim & Olive, 2006, indicated family involvement as the main contributing factor that promotes positive learning outcomes in educating young children in respect of their unique characteristics or differences in an inclusive early education program. However, similar research on the education of children with disabilities (Pérez et al., 2005) established a highly significant positive correlation between the following factors: parents' involvement, school performance, higher test scores, constructive feelings about school, higher homework completion rates, less posting to exceptional school, academic determination, lesser withdrawal rates, and less suspensions.

However, Jeyne (2007), reported that participation of parents in school will positively affect school attendance, school behavior and student success at school. To support this assertion, evidence from the Department for Education and Skills, UK (DfEs, 2003) concluded that allowing parents to take part in educating their children will make significant positive differences to pupil engagement and achievement. Additionally, Desforges, (2003), and Department for Education (DfEs,2003) UK, show how early in life parental involvement significantly contributes to socio-cognitive growth, literacy and numeral dexterity. Moreover, the findings further highlight how engaging parents who have children within the age bracket (7 - 16 years) brings positive outcome more than the family setting, family size and parents' educational level, and concluded that, parental participation contributes immensely to pupil accomplishment throughout the school years.

The review of literature of the United States, established high success in the implementation and adopting successful educational programs for pupils having an array of special needs among school districts. However, most identified features that add immensely to this practice were the meaningful roles played by parents in the outcome (Duhaney & Spencer, 2000). The United State Government further acknowledged the effects of parent participation in inclusive education in the Individuals with Disabilities Education Act (PL 101476) of 1990, (IDEA) and its re-approval in 1997. Nevertheless, this Act confirmed and ascribed to parents, the role of a collaborator and recommends that professionals should always contact and include parents' knowledge of their child in planning and implementing educational policy, and at the same time they need to know what rights they have in educating their children (Kalyanpur et al., 2000).

The review of literature on parental involvement in Sub Sahara Africa documented similar experience with what is shared in the other part of the world. Research established that families are unused resources in education despite their roles in raising children, deciding whether and when they should attend school, deciding which school is best for them, and in many cases funding their child's education. The inclusion movements, although critical in their opinion, have received more encouragement from parents who see the separate school system as providing unequal and less quality education, considering the environment in which such learning is taking place, and this situation definitely influences the kind of learning given to a child (Winnick, 2000; UNESCO Salamanca Report, 1994).

In Zimbabwe, the Education Act of 1987, that was later revised in 2006, recognizes and acknowledges the significance of involving parents and families in the provision of necessary equipment, facilities and materials for proper implementation of quality

education in an inclusive environment. The 2006 Education Act empowered the families and support associations run by parents to manage schools (UNESCO, 2002). The School Development Committees ask parents of children to join hands and work together in collaboration with teachers towards their adaptation to Physical Education equipment like wheel chairs, brackets, balls, racquets, goal posts, basketball and tennis nets (Kanhukamwe & Madondo, 2003). Also, earlier research study on inclusive education corroborated the fact that involving parents in school activities would not only be beneficial to them but also their children. Hence, the study shows that through proper partnership and collaboration with teachers, there will be an increase in positive attitudes and orientation towards learners with SENs in school and society (Chakuchichi et al., 2003).

In South Africa, research recognized families as main promoters of inclusion as far back as 1990s, and they champion the process that cumulated to the establishment of mainstream school system. Evidence shows that the recognition that parents offered to children diagnosed with Down syndrome after placing them in the community, school and normal environment instead of a lonely setting like special schools, contributed to the high figure of pupils with learning needs in normal school in 1994 (Bellknap, Roberts, & Nyewe, 1999). According to the findings of the research conducted by Van der Westhuizen and Mosage, (2001), the least recognition and involvement opportunity given to parents of SEN children in South Africa really contributed to their active participation in learning. The above is in tandem with a study of parents of children with disabilities included in mainstream South African schools which found that extra dedication and commitment from some parents, support for homework, advocacy (particularly from mothers), and interactions with teachers characterized parent involvement (Swart, Engelbrecht, Eloff, Pettipher, & Oswald, 2004).

In Nigeria, evidence shows that full prospective of average Nigerian families as a means of educational development is not completely used. However, this is not to contradict the mounting consciousness amongst the Nigerian community about the positive prospects of encouraging parents to engage in learning growth of their kids (Oyetunde, 1999). Consequently, the main vocal point of agitation among Nigeria populace is that to reduce the general rate of prevalent academic let down in schools, families have to play active roles (see Lawal, 1999). However, despite the general consensus about the relevance of engaging parents in school activities in Nigeria, it was clear that less research work and knowledge of parents' involvement in inclusive settings is available.

The Kenya National Special Needs Education Policy Framework (Republic of Kenya, 2009) discovered several hindrances to the education of learners with disabilities. The limitations include: accessibility, equity, attitude, stigma, discrimination, cultural taboos and poverty. These limitations are major causes of low participation among parents in the education of their child with a disability.

As a result of lack of specific laws and guidelines detailing the role of guardians, they are overlooked by professionals. Inability to access the knowledge and skills that would facilitate their involvement in their child's education faces most parents (The National Education Sector Support Program, 2012).

A wide range of persons in our communities still hold the believe that disability is an outcome of a past evil committed (United Disabled Persons of Kenya, 2003). Therefore, beliefs and misconceptions make up limitations mostly when the school, family and the community underestimate the significance of educating children with disabilities and have low expectations of these children. The major challenges faced by parents in

educating their children with disabilities are stigmatization, negative attitudes from members of the society and parental ignorance (Mwangi & Orodho, 2014).

Cultural beliefs and influences from the society meddle with identification of children with disabilities (Bruce & Venkatesh, 2014). Numerous families are hesitant to seek identification since they view disability as a curse from the gods, resulting to shame and hence hiding of the child with a disability (Kiare, 2004). This is further supported by Bii and Taylor (2013) who state that the traditional beliefs that view disability as a curse or witchcraft are still with us and act as a significant barrier to parents' willingness to enroll their children with disabilities in school.

Lack of enlightenment on disabilities have caused negative impact on the parents' willingness to enlist their children with disabilities in the schools. The minimal motivation is due to the negative societal standpoint towards individuals with disabilities (Muchiri & Robertson, 2000). Discoveries by Mutua and Dimitrov (2012), unearthed that parents' expectations about acceptance by society and their views about the significance of educating a child with disabilities had a lot to do with their decisions about school enrollment and participation.

Additionally, another significant factor which greatly impacts on the capability of parents to send their children to school is poverty. As a result, from 2003 the Kenya government introduced free primary education (FPE). In spite of this, parents still have to cater for uniforms, books, specialized materials and other requirements (Bii & Taylor, 2013). These expenditures are most at times out of reach for families with low or no source of income. Studies about poverty and disability highlight that the additional costs of catering for the healthcare, rehabilitation and other needs of children with disabilities can outstretch family resources (Bii & Taylor, 2013).

As discovered by Global Campaign for Education (2015) one of the major hindrances to education for children with disabilities in Kenya is poverty, which is regarded both as a root and consequence of disability. This is because for the education of children with disabilities, additional costs are incurred due to the need for assessment and identification, support and care, assistive aids, mobility and medical costs.

According to Mwangi and Orodho (2014), most of the time disability affects households that are already poor, particularly those in remote rural locations. It is therefore very difficult to convince persuasion such parents to engage in the activities relating to the education of their child with a disability as they feel tangled up in the vicious cycle of poverty. In some cases, the geographical distance between schools and homes calls for the guardians of children with disabilities to move their children to school on daily basis and pick them up at the end of the school day. This has proved to be very hectic and has contributed to several of these parents opting to keep their children out of school.

Republic of Kenya (2008) cited the lack of access to valuable and usable data as a major hindrance to accessing services among individuals with disabilities. In most instances, the parents of children with disabilities are not aware of services available to their children or where to seek them (Kiarie, 2007). In fact, they are ignorant about their child's disability as they have not taken them for assessment and referral (Mwangi & Orodho, 2014). This is noted by Bii and Taylor (2013) who say that majority of parents of children with disabilities do not understand what to do or where to go after noticing their child has a condition. They gave an example of how knowledge of autism spectrum disorder is limited among many families. Most parents lack knowledge of autism or how it manifests itself hence this derails success of intervention services due to a lack of follow up by the parents.

In some cases, parents lack information on signs of disability to look out for during the developmental stages of their children leading to late identification and consequently too late for corrective measures to be effective (Bii & Taylor ,2013).It is hence clear based on findings of numerous studies in the literature above, that parental involvement in various school programs has significantly contributed to their children's educational progress, higher motivation and selfrespect, the alleviation of behavioral problems and reduction of expulsions from school, the progress in general care of the child, as well as to the improvement at many other levels within the family (Karić, 2008). It has also been noted that there is a correlation between increased parental involvement and positive achievement in literacy and numeracy domains, increased attendance and reduced absenteeism (Deslandes, 2009), as well as improvements in behavior management in school and classes (Smit & Dreisson, 2009).

The development of successful cooperation in inclusive education largely depends on the class teachers'/teachers' work in the team, together with parents, experts, and other professionals. It is hence important for the teacher to build the skills and abilities necessary for teamwork, such as communication skills, cooperative skills, responsibility, exchange of opinions, and appreciation among others (Lazarević, 2012).The parents and the society at large also need to be educated on issues to do with disability so as to forget about the negative societal beliefs hence work together to help children living with disabilities learn and achieve like their normal peers. Also, since parents are the first teachers of the children, who educate them by all means, it is paramount that parents of disabled children have an input in how education should be provided to children with disabilities. It is crucial to involve parents in the planning of the implementation of Inclusive Education Policy. Parents do not understand what is required of them; they feel inferior and do not understand their role in the

implementation of IEP. It cannot succeed without the participation of parents. It is very important to give them an ear and take them as a partner in developing the policies for Inclusive Education. Through collaboration, parents and teachers experience mutual support and satisfaction showing positive changes in children, helping not just achievement but self-esteem, attendance, and improved behavior. Therefore, the best outcomes in inclusive education settings occur when parents of children with disabilities, teachers, and professionals work together.

2.6 Summary of Literature

From the literature reviewed, it emerges that education of differently enabled learners in inclusive schools specifically developing countries like Kenya is yet to attain full realization despite being termed as the best practice for these learners (ROK,2013). The reasons behind the derail in its full realization rotate around exclusion factors from and within school and home (UNESCO, 2015). The major issues reported to be behind the exclusion within the inclusive schools have been found to revolve around unclear implementation guidelines, inadequate infrastructural support, inadequate teacher preparedness and parental support. This has led to the displacement of many learners into special units, dropping out and underachievement.

However, from the literature there is no clarity on disability figures, types and extent of disability enrolled and the guidelines followed by the schools in implementing full inclusion hence making it difficult to plan for them. There is also very little on the state of specific infrastructural support in terms of teaching learning materials, physical environment in terms of buildings and fields and assistive aids needed. Many researchers have concentrated on finding out the benefits and teachers' attitudes towards the inclusion of learners with special needs in regular classrooms with very few done on the skills they have and their classroom practices in relation to catering for the needs

of all learners. Lastly, literature is very silent on the role of parents specifically in the education of learners with disabilities and just addresses the general role of parents in the education of a typical learner.

A study by Opere (2015), on the influence of school-based factors on the participation of learners with special needs in primary education in Naivasha municipality, Nakuru County looked at factors including cost of inclusion, availability of resources, in-service training and administrative support and their influence on the participation of learners with special needs in primary education. The study findings indicated that there was a strong relationship between the factors and participation of learners with special needs in primary education. The study further recommended for in-depth studies to be done determining the inclusion rates in other parts of the County, the types of special needs accommodated in the schools, the number of trained teachers in SNE among other factors which are important in showing the true picture of inclusive education in the area. This study will hence attempt to fill this gap by conducting an in-depth assessment of support mechanisms in terms of policies, infrastructure, teacher competencies, and parental support and enrollment figures in public primary schools and how they influence the inclusion of differently enabled learners in Nakuru North Sub-county constituency.

Additionally, there seems to be a methodological gap from the literature in that almost all studies use either qualitative or quantitative approaches on there on hence using a mixed method approach incorporating both will give a more in-depth analysis of the situation. Lastly, In Kenya and specifically Nakuru County among other parts of the country, few studies have been done in regards to inclusive education. The works reviewed were also done in other contexts. This presented a contextual gap which the present study sought to fill as it was conducted in Kenya, specifically Nakuru County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the study design and the methodology that guided the study. In this context, the design includes the structure within which the study was be conducted showing all the major parts of the research that work together to address the research problem. On the other hand, the term methodology is used to mean a particular procedure or set of procedures or rules that systematically guide the study. It is a systematic way to resolve the research problem (Kumar, 2010). This chapter hence discussed the following: the research paradigm, research design, the study locale, the target population, the sample size and sampling procedures, data collection instruments, validity, reliability, data collection procedures, data analysis, and ethical considerations.

3.2 Research Paradigm

A research paradigm is a cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, how results should be interpreted and so on. It is a way of describing a world view that is informed by philosophical assumptions about the nature of social reality (ontology), ways of knowing (epistemology) and ethics and values (axiology) (Patton, 2002). A paradigm hence leads us to ask certain questions and use appropriate approaches to systematic inquiry (methodology).

In social science research, the pragmatic paradigm was proposed as a philosophical basis for mixed methods research (Creswell, 2014). Pragmatism is best known as an approach for mixed methods and it is molded towards solving practical problems in the real world rather than on the assumptions about the nature of knowledge. It considers

what works to answer research questions rather than making a choice between the positivist or constructivist paradigms (Johnson & Onwuegbuzi,2006). Pragmatists advocate that the role of science is not to find the truth or reality but to propel human problem solving (Pansiri,2005). However, there is a social context mediating the terms of the initial problem and its solution (Ormerod, 2006).

Based on this principle, the process of investigation under pragmatic orientation places the focus on the research problem as a determinant for the epistemology, ontology, and axiology of the research rather than the method (Parviaz, Mufti & Wahab, 2016). In terms of the methodology, pragmatism brings about the connection between epistemological concerns about the nature of knowledge we produce and technical concerns about the methods we use to generate that knowledge. This moves beyond technical questions about mixing or combining methods and puts us in a position to argue for a properly integrated methodology for the social sciences (Morgan, 2007). The pragmatism approach also asserts that there is a single reality and that individuals have their own separate interpretations of reality. This forms intersubjectivity as a key element of social life (Morgan, 2007).

A Pragmatic approach encourages researchers who use different methods in different paradigms to place an emphasis on shared meanings and pursuing joint action which is developing shared understandings to develop shared lines of behavior (Morgan, 2007). It offers an alternative that embraces both positivist/post-positivist and constructivist paradigms along with research questions that determine the extent to which quantitative and or qualitative methods are used (Teddlie & Tashakkori, 2009). Central to the application of pragmatism in mixed methods research is the development of research questions that can be answered by integrating the results of quantitative and qualitative research (Creswell & Plano Clark, 2011).

According to Shannon-baker (2016) pragmatic paradigm allows for transferability and generalizability of the results which will therefore enable the researcher to test for validity and reliability of data generated to enhance credibility. He argues that the research method used does not make the results either generalizable or context-specific but the key is the extent to which we can apply what we learn using one research in a specific setting and use that knowledge in other circumstances.

Based on the above assumptions, the approach was deemed best for this study as it guided the researcher in using both qualitative and quantitative approaches to fully understand the how school environments and educational systems are prepared to meet the diverse needs of all learners in the least restrictive environment irrespective of their disabilities and needs by providing the supports needed. (Mwaura, 2012).

3.3 Research Design

Research design is defined as plans and procedures for research that span the decision from broad assumptions to detailed methods of data collection and analysis (Creswell, 2013). This study adopted the concurrent triangulation mixed-method research design which involves gathering both quantitative and qualitative data at the same time, analyzing the databases separately, comparing the results from both datasets and then making interpretations and conclusions at interpretation phase. The direct comparison of the two databases provides a convergence of the data sources (Creswell, 2017).

The major strength of this design is that it combines the advantages of each form of data; quantitative data provides for generalizability whereas qualitative data offers information about the context or setting. However, the designs weakness is that a lot of expertise is required since data is collected at the same time using different tools and also combining of the two data sets. The design was suitable for this study since it

allowed the researcher to collect data on the independent variables using both qualitative and quantitative tools in form of interview schedules and questionnaires. This allowed for adequate data to be collected and ensured more accurate findings due to the triangulation of the different data sets.

3.4 The Study Locale

The study was conducted in Nakuru-North County, Nakuru County, Kenya. There are 1089 primary schools in the County consisting of 375 private primary schools and 714 public primary schools. As at 2018 the student enrolment stood at 465,729 consisting of 234,154 (boys) and 231,575(girls). Public primary schools' population accounts for 79 percent (367,926) while private schools 'population is 21 percent (97,803). (Nakuru county IP, 2018/2019). NakuruNorth sub-county which is the area under study has a total area of 551.4Km^2 with a total population of 162, 985 people distributed among its five wards namely Dundori, Kabatini, Kiamaina, Lanet Umoja and Bahati. It has approximately 45 public primary schools.

The setting was selected for this study because it exhibits characteristics of rural areas where most of the learners with disabilities have issues with access to education due to lack of the right support mechanisms (MOE, 2018). In most of the 45 primary schools in the area, we have learners who are differently enabled included in the mainstream settings (Nakuru county IP, 2018/2019), hence making the researcher interested in assessing how inclusive education is being implemented and the support systems that make it possible to implement it in the area.

3.5 Target Population

A target population refers to the aggregate or totality of all objects, subjects or members that conform to a set of specifications. It consists of all elements whose characteristics

are to be studied (Polit & Hungler, 2005). Oson and Onen (2005) defined it as the total number of subjects that are of interest to the researcher.

The target population for this study was all the 45 public primary schools in the study area, the 45 headteachers of all the schools, teachers from all the 45 public primary schools and parent representatives from the schools. The public primary schools were targeted since they are run and supported by the government which is the major implementer of inclusive education and hence it provides free educational services and ensures a suitable, barrier-free environment for all. The 45 headteachers were targeted as the main persons in charge of inclusive education policy implementation in selected schools hence provide information on school inclusive policies, enrollment, sustainability and successful completion of learners with disabilities and the general situation of inclusion in their schools. Approximately, 213 teachers from the 45 schools were targeted as the facilitators of inclusive education in the classroom, mostly those who handled differently enabled learners, hence provided information on their training, skills, and practices in action including the disabled in the classrooms.

Finally, 90 parents' representatives from selected classes were targeted so as to get their views on inclusion and how they support the school in smoothly implementing inclusive education being one of the most important supports in education of all children.

3.6 Sample Size and Sampling Procedures

A sample is a representative subset of the population from which generalizations are made about the population (Michael, 2004). It is a representation of the total population targeted which when studied, the information obtained can be generalized to the entire population. Sampling is the process of selecting a number of cases from a population

such that the selected group contains elements representative of the entire characteristic found in the group (Orodho, 2005).

The sample was selected from the study area based on four main sampling units including the public primary schools in Nakuru North Sub County, teachers in each of the schools, the head- teachers and parent's representatives from each of the selected schools. Both probability and non-probability techniques were used in determining the sample sizes. From the 45 schools, 14 were selected using a simple random sampling technique. This number was determined to represent 30% of the public schools as suggested by Kothari (1999) who suggests that in social sciences, a sample of approximately 30% is representative. Teachers were purposively selected from each of the 14 selected schools hence making an approximate of 70 teachers mostly targeting those who directly handled the classes accommodating learners with disabilities. The headteachers from all the 14 sampled schools were purposively selected as key informants in the study having that they are the ones charged with overseeing the implementation of policies in the schools. However, the parent's representatives were not accessed due to logistical limitations hence the questions in their items incorporated into the teachers and headteachers tools to get their views on how the parents supported them in provision of necessary support in inclusive education.

Table 3.1: Summary of the sampling framework

Categories	Population	Sample size	Sampling technique
Headteachers	45	14	Purposively
Teachers	213	70	Purposively
Total	258	84	

3.7 Research Instruments

An instrument is the means through which the researcher collects data from the sample population (Kombo & Trump, 2006). The study used both quantitative and qualitative strategies and tools used consisted of a questionnaire and interview schedule.

3.7.1 Questionnaire

A questionnaire is a self-report instrument comprising of a set of items to which the respondents are expected to react in writing (Oso & Onen, 2011). According to Kombo and Tromp (2006), a questionnaire also presents an even stimulus, potentially to large numbers of people and provides an assessment with an easy accumulation of data.

Most questionnaires are designed to gather already structured data and hence include a set of answers which the respondents can choose from although some may include more open-ended questions that allow respondents to answer the questions in their own way. Questionnaires also are free from the interview bias as answers are in respondents' own words (Kothari, 2008).

The study adopted a structured questionnaire to collect information on the teachers' training, skills, practices, the level of parental support and the infrastructure support situation in the schools. Structured items were constructed based on the variables under investigation namely infrastructural support, teacher competencies and skills and the level of parental support and administered to the respondents for responses. The responses were scored based on a 5-point Likert scale where the means were interpreted as follows: strongly disagree in the point range11.80, disagree 1.81-2.60, Neutral 2.61-3.40, Agree 3.41-4.20, and Strongly agree 4.21-5.00 (Pimental, 2010).

3.7.2 Interview Guides

Interviews are person to person verbal communication in which a person or group of persons asks the other person or group of persons questions intended to elicit responses for the purposes of gathering information (Oso & Onen, 2011). They involve having an interview guide with open-ended questions and recording the answers after which they are transcribed and typed into computer files for analysis (Creswell, 2012). Mugenda and Mugenda (2003), note that face to face interviews yield high-quality data, reduces ambiguity and ensures high-quality responses. Orodho (2008) stipulates that people are willing to communicate orally than in writing and they would provide data more readily and fully than on a questionnaire.

The study employed key informants interview which involves collecting data from individuals that have the requisite information on a one-on-one basis (Amin, 2003), to collect qualitative data from headteachers of the selected schools on the overall state of inclusive education in their schools more specifically on issues to do with enrollment, participation, achievement and completion of disabled learners, school policies on inclusion of disabled learners, teacher preparedness and parental involvement. This method was used due to its ability to offer the possibility of modifying one's line of inquiry, allows in-depth analysis and can be adapted to the ability and educational level of the respondents thus avoiding misinterpretation.

Creswell (2012) states that interview schedules have the advantage of being a flexible measurement device and that the interview is able to pursue a response with the individual hence ask for more explanation or redefinition of the response if it appears ambiguous. Open-ended items were developed based on the constructs and used in the development of the interview guide to avoid limiting the respondents' responses and to

facilitate guidance and probing for further clarification. The respondents to the interview were the headteachers.

3.8 Validity and Reliability

In order to deal with the danger of obtaining inaccurate answers to research questions, the emphasis of checks and controls was made on validity and reliability (Slundersetal, 2007).

3.8.1 Validity

Validity is the degree to which an instrument measures what it is supposed to measure (Creswell, 2012). It refers to the accuracy and meaningfulness of inferences which are based on the research results.

In this study, the instrument was validated in terms of the content, construct and face validity. Content validity is the extent to which the instrument covers the complete content of the particular construct that it is set out to measure while face validity is the extent to which an instrument looks or appears to measure what it is supposed to measure (Cresswell, 2012). This was done through discussions of the items on the instruments with the supervisors, colleagues and other lectures to determine whether the items are adequate in content and logically arranged. This was also reinforced by the piloting of the instrument in neighboring schools not sampled for the actual study. According to Kerlinger (1970), for an instrument to be considered valid, the content selected and included in the questionnaire must also be relevant to the variable being investigated hence the instrument will also go through piloting where the responses of participants will be checked against the research objectives.

Construct validity handles the standardization on how well the construct covered by the instrument is measured by different groups of related items. This was evaluated by the

researcher together with the supervisors through comparing the content of both questionnaire and the interview guide questions with the objectives and the variables to be measured.

At the end, in-depth consultations with research experts, colleagues and supervisors were done and the instruments modified and redesigned accordingly so as to ensure they were well refined to achieve the intended task during the main study.

3.8.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2003). Creswell (2011) refers to reliability as the degree to which an instrument consistently measures whatever it is meant to measure and is expressed numerically usually as a coefficient.

The study adopted the test-retest technique to estimate the degree to which the same results could be obtained within a repeated measure of the same concept. The same instrument items were administered to the same group of respondents at two separate times within an interval of two weeks. This involved two schools from Mwariki sublocation where 5 teachers from each school were involved. Scores from the two administrations were then correlated to establish the relationship in the responses. Pearson correlation coefficient was used to compute reliability of the two scores. A correlation of 0.82 for teachers 'questionnaire was obtained. The instrument was therefore deemed reliable, as Mugenda and Mugenda (2003), states that a correlation coefficient of 0.8 or more is high enough to judge the reliability of the data of the instrument. This guided the researcher to adjust the language and reframe questions that seemed ambiguous in the questionnaires.

In terms of the qualitative part of the research, reliability was ensured through member checking where the researcher reviewed the responses with the participants for confirmation to ensure that accounts provided were accurate, trustworthy and credible. The researcher further documented the procedures for data generation and analysis to enable external audits.

3.9 Data Collection Procedures

The researcher started by obtaining a consent letter from the School of Education, Moi University which was used to seek for a research permit from the National Council for Science Technology and Innovation (NACOSTI). This further led to seeking permits from the Ministry of Education in Nakuru North sub-county, Nakuru County to allow the researcher to carry out research in the selected primary schools in the area. Once the permits were in place, the researcher communicated through writing to the headteachers of the selected schools seeking permission to conduct the study in the schools before commencing the actual data collection. This was followed by previsits to the respective schools for purposes of familiarity with respondents and the settings so as to eliminate any form of suspicion and uncertainty so that respondents feel free to express their opinions during the actual study. The researcher also clarified the purpose of the study during the previsits.

The data collection was done using both quantitative and qualitative approaches using a questionnaire and interview guide respectively. The researcher started by issuing questionnaires to the respondents who were teachers mainly those handling differently enabled learners, with the assistance of the research assistants in the sampled schools, since the face-to-face strategy is considered appropriate as it ensures there is a high return of the questionnaires and at the same time it assists the researcher to clarify any point or concept which will not be clear to the respondents.

The researcher then booked interviews with the headteachers in advance to avoid interfering with their tight schedules. The researcher then conducted the interviews based on the appointments where one on one conversations of maximum 30 minutes were done with recording and note taking done depending on the respondent's permission.

3.10 Data Analysis Procedures

Data analysis refers to categorizing, ordering, manipulating and summarizing data to obtain answers to research (Frankel & Wallen, 2013). The data was collected, sorted, edited, coded, classified and tabulated for analysis.

Quantitative data from the questionnaire was sorted and the complete questionnaires were organized, coded and analyzed using descriptive statistics such as mean, standard deviations, frequencies percentages and tables. Qualitative data from the responses from the interviews with headteachers was analyzed by first transcribing the recorded information, coding and categorizing them into themes and subthemes based on objectives. The findings from the two data sets were then triangulated and interpreted to bring out strong and reliable conclusions.

3.11 Ethical Consideration

According to Creswell (2014), a researcher has an obligation to respect the rights, needs, values and desires of participants. Ethical consideration allows the researcher to protect the participants, develop trust with them, ensure integrity of the study and guard against researcher misconduct. Creswell (2014) further outlined the issues to be observed during a study as: the research objectives are to be clearly articulated to the participants verbally or in writing; the researcher needs to obtain research permission from the academic institutions and research boards; verbatim transcriptions be availed

to participants as well as their rights, wishes and interest should be considered when choices are made regarding reporting of data.

The American Education Research Association (AERA) (2011) also outlines some ethical standards to be observed in the process of carrying out a study which include confidentiality of participants and data, protection of participants from harm and informed consent.

The study adhered to the same principles where the researcher started by getting a permit from the University which was followed by research permits from NACOSTI and Nakuru county education office. Permission was also sought from the headteachers of the selected schools for the smooth running of the study in the schools.

The researcher then sought consent from the individuals sampled including the headteachers and teachers, who signed a consent form after being well informed about the purpose of the study and what was required of them as participants in the study. They were also informed about voluntary participation and the freedom to withdraw anytime. This is as supported by McLeod (2011), that securing informed consent involves providing adequate information on the purpose of the research, the voluntariness of the client, and the nature of confidentiality. This also supported by Mugenda and Mugenda (2003) who state that respondents should be allowed to willingly participate in a research study and should be at liberty to withdraw anytime they wish to without any consequences.

Confidentiality and anonymity of the information gathered was assured by promising to treat the information with utmost anonymity and confidentiality through having no identifies on the instruments and storing the data safely for limited access by unauthorized individuals.

The researcher also ensured that no harm comes to the respondents either physically or emotionally by avoiding sensitive questions and providing privacy during the collection of data. The information gathered was properly and safely stored in safe cabinets for hard data and security codes and passwords for computerized records. The researcher also adhered to the Moi University rules and regulations governing the conduct of research and all sources of information used in the study will be properly cited and referenced as per the APA 6th manual.

3.12 Summary of Chapter
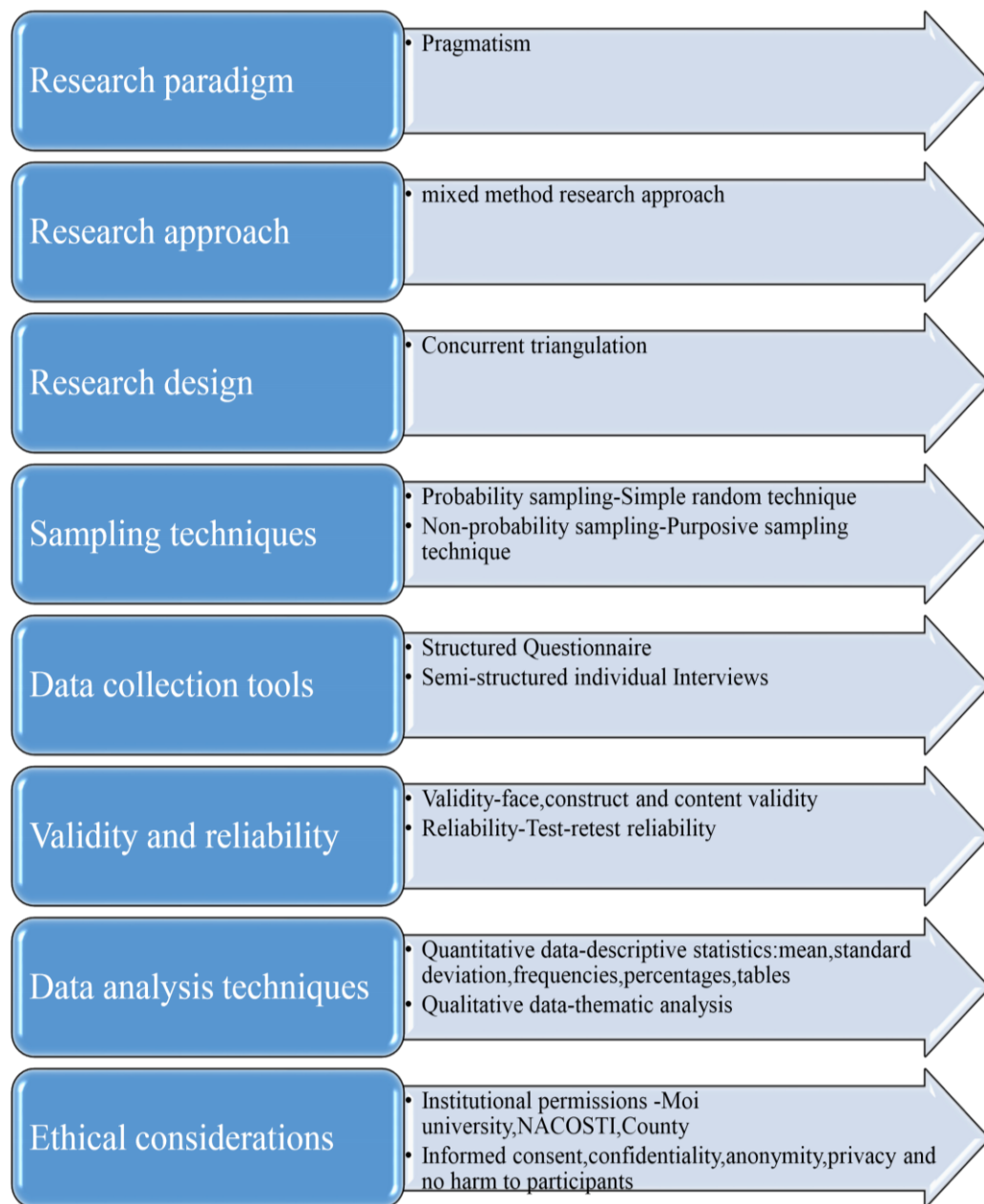
Figure 3.1: Summary of chapter

The figure 3.1 above shows a summary of this chapter which presented the research paradigm, research design and approach, geographic location of this study, the target population, sampling techniques and sample size, data generation methods, validity and reliability, data generation procedures, data analysis technique and the ethical considerations of this study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION

AND DISCUSSION

4.1 Introduction

The aim of the study was to investigate the support mechanisms put in place to support the inclusion of differently enabled learners in regular public primary schools in Nakuru-North Sub- County by focusing on school-based policies set up to support inclusion, existing infrastructural support, teacher competencies and practices and the level of parental support offered. This chapter presents, analysis of data, interpretation and discussion of the findings.

Since both quantitative and qualitative data was gathered, this chapter focuses on the presentation of descriptive statistics from questionnaire data filled by teachers and the themes that emerged from thematic analysis of the interview data gathered from headteachers. Data emerging from the questionnaires was complimented by qualitative data generated from interviews which were audio recorded and transcribed immediately thereafter. The transcriptions were then analyzed according to themes.

Quantitative data is presented separately then followed by qualitative data, the two data sets are then interpreted and discussed together for triangulation and complementarity purposes. Direct quotations from the transcripts are presented as evidence to support the major themes and issues as identified.

4.2 Quantitative Data Analysis

This section presents the analysis and presentation of quantitative data. The analysis was done using descriptive statistics in form of mean, standard deviations, standard errors, frequencies and percentages. This was done first by giving the background of

respondents, then data presentation and analysis. Presentation and analysis were done according to the objectives.

4.2.1 Demographic Information of Respondents

4.2.1.1 Response Rate

The study intended to collect data from approximately 70 respondents hence 70 questionnaires were administered. However, data was successfully collected from 58 respondents who returned the questionnaires. This represents a response rate of 82.86 % and falls within the confines of a large sample size (n ≥30). According to Kothari and Gang (2014), a response rate of 50% is adequate for analysis and reporting, a rate of 60% is good and a rate of 70% and above is excellent hence making this response rate adequate for analysis.

4.2.1.2 Profile data of Respondents

Table 4.1: Demographic Data of the Respondents

Variable	Category	Frequency	Percentage%
Gender	Male	13	22.4
	Female	45	77.6
Education	M.ED	5	8.6
	B. ED DIP	22	37.9
	P1	19	32.8
	OTHERS	9	15.5
		3	5.2
Experience	Below 5	7	12.1
(Years)	6-10	6	10.3
	11-15	19	32.8
	16-20	5	8.6
	Over 20	21	36.2

Source: Survey data (2020)

The demographic data of the surveyed respondents, which includes the gender, education level and years of working experience of the teachers in the selected schools, is presented in Table 4.1. The gender distribution of the survey respondents was 22.4% males and 77.6% females. These results indicated that there were much more female teachers in the schools as compared to male teachers. The reason for the number of female teachers being more than male teachers in the schools was reported to be because the early age education and primary education teaching profession is dominated by the female teachers. It was also reported that female teachers most of them being mothers naturally have tender feelings for children (Nakuru County Education Office,2020). According to the literature reviewed, female teachers were able to handle learners with special needs effectively as compared to male teachers (Mwaimba, 2014).

Similarly, a study that was carried out in Georgia America by Tamar (2008) reported that teachers‟ gender had an influence on inclusive education implementation. Female teachers were found to have positive attitudes towards learners with special needs in inclusive classes as opposed to male teachers given that learners with special needs happen to require tender handling, hence female teachers usually empathize with them. The interview the researcher held with the headteachers confirmed that female teachers handled learners with special needs the same way they could have handled their own children and thus they could accept being posted to teach in inclusive schools.

In terms of education levels, the distribution indicated that 8.6% of the respondents had attained a M. ED (masters), 37.9% a B. ED (bachelors), 32.8% a DIP (diploma), 15.5% a P1 and 5.2% had OTHER qualifications apart from the mentioned. This indicates that most teachers have furthered their education with time to enhance their professional skills and expertise since most had initially been trained on general education acquiring

P1 certificates but with time underwent further training in specific areas like SNE, management and inclusive education.

Finally, years of working experience results indicated that 12.1% of respondents had worked for below 5 years, 10.3% had worked for between 6-10 years, 32.8% had worked for between 1115years, 8.6% had worked for between 16-20 years and lastly 36.3% had worked for over 20years.This implies that most of the teachers in the selected schools have many years of experience in teaching hence able to share their wide range of experiences encountered over the years. These findings suggest that most of the inclusive classes were handled by teachers who had taught for between 6 years and 11 years and over. As seen in the table 4.1, teachers who were placed in inclusive schools had teaching experience of more than 6 years. It implies that these teachers had been in those schools for some time and had developed interest in learners with special need and or they had been sensitized by other teachers or had gone for training in special need education. This also implied that these teachers used the appropriate teaching methods and provided necessary support and services. These findings compare well with the studies that were conducted by Forlin (2009) which showed that the experience of teachers had significant towards teacher's attitudes towards inclusive education and their content delivery. (Carroll, 2003).

4.2.2 Data Presentation and Analysis

This section comprises the data analysis and presentation of quantitative data according to the responses given by respondents in the questionnaires. The section has been organized according to objectives. The name of the constructs measured are presented in short form as follows; inclusion of differently enabled learners (ILD), School-based policies (SBP), existing infrastructural support (EIS), teacher competencies and practices (TCP), and parental support (PS).

4.3 Descriptive Statistics of the Study's Variables

Descriptive statistics of means, standard errors, and standard deviation were obtained for the variables inclusion of differently enabled learners, school-based policies, existing infrastructure, teacher competencies and practices and parental support followed by the frequencies and percentages statistics for each item.

4.3.1 Inclusion of learners with disabilities.

The descriptive statistics for the items of the level of inclusion of learners with disabilities indicated that the means were in the range 1.2241 to 2.5690. This gave an average mean of 1.7833. On a 5-point Likert scale, the scores were slightly below average. The standard deviations were in the range 1.15418 to 0.42066. The overall standard deviation for level of inclusion of learners with disabilities was 0.7804. The relatively high standard deviation value indicates that the variability in the spread of the scores was high. The standard errors of the mean for the items measuring level of inclusion were low indicating that the mean values for the items were reliable. The respondents scored highest in the aspect of "Teaching -learning is planned considering needs of all learners'" (ILD3) which posted a mean value of 2.5690 with a standard deviation of 0.143685. Item "Kenya National Examination Council awards certificates to differently enabled learners based on their abilities and talents at the end of primary level to enable them transit to the next level." (ILD7) had the lowest mean of 1.2241 and a standard deviation of 0.05523. Table 4.2 below presents level of inclusion of differently enabled learners, descriptive statistics.

Table 4.2 Descriptive statistics for the level of inclusion of differently enabled learners.

Code	Item	Mean		SD
		Stat	S. E	Stat
ILD1	Schools are open to all learners without any discrimination.	2.0345	.15155	1.15418
ILD2	School buildings and other facilities are accessible to all learners.	1.5862	.08880	.67628
ILD3	Teaching -learning is planned considering needs of all learners.	2.5690	.14365	1.09404
ILD4	Learners are actively involved in developing their own IEP.	2.1207	.12560	.95656
ILD5	A flexible curriculum that caters for needs of all learners is offered.	1.6724	.09330	.71052
ILD6	Schools provide vocational training for differently enabled learners.	1.2759	.05920	.45085
ILD7	Kenya National Examination Council awards certificates to differently enabled learners based on their abilities and talents at the end of primary level to enable them transit to the next level.	1.2241	.05523	.42066

Source: Survey data (2020)

Further, descriptive statistics showing the frequencies and percentages for items on the

variable inclusion of differently enabled learners are represented below.

ITEM	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Schools are open to all learners without any discrimination.	22	37.9	25	43.1	0	0	9	15.5	2	3.4
School buildings and other facilities are accessible to all learners.	28	48.3	28	48.3	0	0	2	3.4	0	0
Teaching-learning is planned considering needs of all learners.	1	1.7	43	74.1	0	0	8	13.8	6	10.3
Learners are actively involved in developing their own IEP.	12	20.7	37	63.8	0	0	8	13.8	1	1.7
A flexible curriculum that caters for needs of all learners is offered.	25	43.1	29	50.0	2	3.4	2	3.4	0	0
Schools provide vocational training for differently enabled learners.	42	72.4	16	27.6	0	0	0	0	0	0
Kenya National Examination Council awards certificates to differently enabled learners based on their abilities and talents at the end of primary level to enable them transit to the next level.	45	77.6	13	22.4	0	0	0	0	0	0

Source: Survey data (2020); KEY: ***SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree***

Table 4.3 above indicates that an overwhelming number of respondents 81% (47) disagreed with the statement that schools are open to all learners without any discrimination where 37.9% (22) of them strongly disagreed and 43.1% (25) of them disagreed with it. On the other hand, only few of the respondents agreed with the statement where 15.5% (9) agreed and an additional 3.4% (2) strongly agreed with the statement. From the above statistics, it is evident that most of the schools are not open to differently enabled learners hence evident that in the public primary schools there is still some form of discrimination against these learners. These findings are similar to what was noted in a World Bank report (2012) that many children with disabilities do not access special education, do not appear in school registers and are not catered for in government plans. However, there are some few schools which include these learners mostly those with special units attached to them and also few in their normal classrooms.

From the table, an overwhelming number of the respondents 96.6% (56) disagreed with the statement that learners can access all parts of the school buildings and physical facilities regardless of their limitations where 48.3 % (28) of the respondents strongly disagreed while 48.3% (28) disagreed with the statement. On the contrary, only 3.4% (2) agreed with the statement. These findings clearly indicate that most of the schools' structures and physical facilities are inaccessible to differently enabled learners since they are not well modified to accommodate them. However, there are few which are slightly modified mostly those with special units attached to them hence few modifications made in the areas around the special units to allow easy movement for learners with disabilities. Also, some few schools with no special units have some few modifications to make them accessible to all learners including those who are differently enabled. This study finding agree with a study by Muchiri and Robertson

(2000) and Oriedo (2003) who observed that school buildings are not accessible, making it difficult for students with physical disabilities to attend.

The table statistics also indicated that a significant number of respondents, 74.1% (43) disagreed with the statement that the teaching and learning process was planned with the needs of all learners in mind with an additional 1.7% (1) strongly disagreeing with the statement. Only 13.8% (8) agreed and 10.3% (6) strongly agreed with the statement. This data clearly shows that the teaching and learning process in most of the schools is not inclusively and comprehensively planned to cater for the needs of all learners including those who are differently enabled hence some learners are left out and excluded from the full benefits of the process. This might be as a result of lack of a flexible curriculum and lack of training among teachers on how to handle inclusive classrooms. On the other hand, few schools and their teachers seem to put efforts to plan for each learner including those who are differently enabled and mostly those with special units where teachers are trained and have Individualized educational plans (IEPs) for each learner. The findings agree with those of a report by Kochung (2003), who found out that the Kenyan curriculum is highly centralized with structures specifying students desirable learning outcome, which are reinforced by examinations to measures them hence not considering needs of differently enabled learners.

The table statistics also pointed out that learners who are differently enabled are not actively involved in development of IEPSs since 63.8% (37) of the respondents disagreed with an additional 20.7% (12) strongly disagreeing with the statement. This indicates that most learners including those with disabilities are left out in making decisions about their IEPS and studies in general, maybe as a result of their age and disabilities hence their contribution overlooked and not seen as important. This makes them work as planned for by their teachers who mostly don't consider the needs and

abilities of the learners. Lalvani and Hale (2015) in their findings verified those in existing research wherein the IEP is viewed as a school procedure conducted primarily for purposes of compliance rather than as an opportunity in which to meaningfully engage parents and students. On the other hand, 13.8% (8) of the respondents agreed with 1.7% (1) strongly agreeing with the statement. This probably represents the few teachers who are trained on matters to do with disabilities and inclusive education who know the importance of actively involving the learners and their guardians in development of their IEPS and other decision making.

Further, a total of 93.1% (54) of the respondents; 43.1% (25) strongly disagreed and 50% (29) disagreed with the statement that a flexible curriculum that caters for the needs of all learners is offered. Only 3.4% (2) agreed with the statement. These statistics lead to the conclusion that in most of public primary schools, the curriculum is rigid and not modified to accommodate the needs of learners mostly those who are differently enabled hence excluding them by not meeting their needs. Most of the schools reported to use the normal syllabus offered for learners without disabilities to teach differently enabled learners included in the normal classrooms hence not effectively catering for them. Only few schools with special units reported to use a slightly modified curriculum to cater for learners with diverse needs. The findings agree with those of a report by Kochung (2003) who reported that the Kenyan curriculum is not designed on the basis of flexibility and tends to be content-heavy hence not catering effectively for the needs of all learners.

Further, the table results indicate that none of the schools provided vocational training for learners with disabilities since an overwhelming 100% (58) of the respondents, where 72.4% (42) strongly disagreed while 27.5% (16) disagreed with the statement that the schools provided vocational training developed to suit the needs of differently

enabled learners. These results lead to the conclusion that differently enabled learners who need vocational training to acquire necessary life skills are not able to access the services due to lack of training and the necessary resources hence end up gaining very little from the schools which can assist them in future with most of the m opting to drop out due to the monotonous boring routines carried out for most of their school years.

Lastly, from the table statistics, a significant number of the respondents, 77.6% (45) strongly disagreed with an additional 22.4% disagreeing with the statement that the differently enabled learners who do not have the ability to sit for national examinations at the primary level are awarded certificates of achievement based on other abilities and talents by the KNEC to enable them transit to the next level. The above statistics clearly bring out the exam-oriented approach of our education system where learners are promoted to the next level based on exam performance hence for those learners who are unable to sit for the exams due to their limitations, are left to continue staying in the primary schools for more years doing the normal routine of activities until most give up and drop out to go back home where they are frustrated. Their success in the activities they undertake based on their abilities and talents are not acknowledged by being awarded certificate like their peers who are awarded certificates after successfully sitting for the national exams after the 8years of primary education an enables them move to the secondary education level. This is a big discouragement for the differently enabled learners who feel they are not appreciated for their efforts and also their transition to the next level is compromised. These sentiments show the inadequacy in supports in terms of right policies to adequately accommodate these learners.

4.3.2 School-based policies on inclusion of differently enabled learners:

The descriptive statistics for the items of school-based policies on inclusion of differently enabled learners indicated that the means were in the range 1.5690 to 4.3621.

This gave an overall mean of 2.28163. On a 5-point Likert scale, the scores were slightly below average. The standard deviations were in the range 0.67829 to 1.16889. The overall standard deviation for level of preparedness was 0.93241. The relatively high standard deviation value indicates that the variability in the spread of the scores was high. The standard errors were low and hence it was concluded that the mean values obtained for all the items and the overall mean were reliable. Inspection of the scores of each item measuring school-based policies on inclusion of learners with disabilities indicated that the respondents scored highest in the item "Assessment reports (medical, EARC) for learners with disabilities are provided before enrollment "(SBP2) which posted a mean value of 4.3621with a standard deviation of 0.98583. On the other hand, the item "All learners with disabilities are enrolled regardless of the extent of their disabilities" (SBP4) had the lowest mean of 1.5690 with standard deviation of 0.67829. The school-based policies on inclusion of differently enabled learners' descriptive statistics are presented in Table 4.3 below.

Table 4.3: Descriptive Statistics for school-based policies on inclusion of differently enabled learner.

Code	Item	Mean		SD
		Stat	S. E	Stat
SBP1	Differently enabled learners are enrolled and appropriately placed.	1.8276	.13725	1.04526
SBP2	Assessment reports for differently enabled learners are provided before enrollment.	4.3621	.12945	.98583
SBP3	Differently enabled learners are enrolled regardless of the type of disabilities.	1.6724	.09648	.73480
SBP4	Differently enabled learners are enrolled regardless of the extent of their disabilities.	1.5690	.08906	.67829
SBP5	Schools creates awareness so as to reach out to differently enabled learners in the neighborhood.	1.8621	.12886	.98138
SBP6	School policies on inclusion are made in collaboration and consultation with all relevant stakeholders.	2.3966	.15348	1.16889

Table 4.4: Teachers' responses on school-based policies that support the inclusion of differently enabled learners.

ITEM	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Differently enabled learners are enrolled and appropriately placed.	27	46.6	23	39.7	0	0	7	12.1	1	1.7
Assessment reports for differently enabled learners are provided before enrollment.	2	3.4	3	5.2	0	0	20	34.5	33	56.9
Differently enabled learners are enrolled regardless of the type of disabilities.	24	41.4	32	55.2	0	0	1	1.7	1	1.7
Differently enabled learners are enrolled regardless of the extent of their disabilities.	29	50	27	46.6	0	0	2	3.4	0	0
Schools creates awareness so as to reach out to learners with disabilities in the neighborhood.	23	39.8	28	48.3	0	0	6	10.3	1	1.7
The school policies on inclusion are made in collaboration and consultation with all relevant stakeholders.	12	20.7	29	50.0	1	1.7	14	24.1	2	3.4

The table 4.4 above represents the responses on the school-based policies that support the inclusion of differently enabled learners in regular public primary schools. From the table, 46.6% (27) of the respondents strongly disagreed while an addition 39.7% (23) disagreed with the statement that differently enabled learners are enrolled and appropriately placed. On the contrary, only 12.1% (7) agreed while 1.7% (1) strongly disagreed with the statement. The statistics lead to the conclusion that there is still exclusion of differently enabled learners from educational services where most are not enrolled in the schools while those who are enrolled are not properly accommodated in the schools leading them to drop out. On the other hand, there are few schools which enroll and place these learners most of which are those with special units attached to them where they take care of the learners from. These findings agree with those by Mukuria and Korir (2006) who reported that lack of policy guidelines on identifying and placing children who are disabled, gifted and talented is a challenge facing inclusive education since most learners end up being misplaced, not well catered for or excluded from educational services.

The table results also indicate that 56.9% (33) of the respondents strongly agreed with 34.5% (20) more agreeing with the statement that assessment reports from EARC and also medical reports for differently enabled learners are produced before enrollment and placement of the learners in the school. However, 3.4% (2) of the respondents strongly disagreed while 5.2% (3) disagreed with the statement. The findings show that in most of the schools, differently enabled learners are enrolled and placed based on their medical and EARC reports to ensure the right accommodations and modifications are provided even though the reports are said not to be very effective since the assessment centers lack the necessary equipment and personnel to sufficiently identify and appropriately refer the children. The findings agree with a report by KISE, (2018) which stated that around half of the learners in inclusive and integrated schools in the country were not assessed prior to admission.

There are also some schools where the procedures are not followed and the learners are enrolled and placed in the classrooms without any assessments hence their needs are not effectively met. The above findings agree with a report by Mukuria and Korir, (2006) who sates that even though the Kenyan Government has set up assessment centers in every district in the country, the centers lack the proper assessment tools and trained personnel to enhance early identification and placement of learners with disabilities. Consequently, many learners with disabilities are misidentified, mis-categorized, misplaced and miseducated (Obiakor & Mukuria,2006).

Further, the table results indicate that an overwhelming 55.2% (32) and 41.4% (24) of the respondents disagree and strongly disagree respectively with the statement that differently enabled learners are enrolled in the schools regardless of the type of disabilities they have with only 1.7% (1) agreeing and 1.7% (1) strongly agreeing with the statement. The findings point out that in most of the schools, there is selective

enrollment of differently enabled learners where the nature or type of their disability is considered before assessment, enrollment and placement into the schools hence some learners were turned away from some schools due to the nature of their disabilities. On the contrary, very few schools enrolled differently enabled learners without considering the nature of their disabilities mostly those with special units equipped to handle learners with diverse disabilities and needs and also some few inclusive schools without special units who did not mind enrolling learners with different types of disabilities into their classrooms.

The findings also indicate that the extent of disabilities among learners was a determining factor in the enrollment and placement of learners with disabilities. These findings are shown by the statistics from the table where 50% (29) of the respondents strongly disagreed and 46.6% (27) disagreed with the statement that differently enabled learners are enrolled regardless of the extent of their disabilities into the inclusive schools. On the other hand, only 3.4% (2) of the respondents agreed with the statement. The above statistics clearly point out that differently enabled learners are discriminated and excluded from educational services in public primary schools due to the magnitude of their disabilities where most schools with no special units only enroll learners with mild cases of disabilities and reject those with severe cases referring them to schools with special units or to special schools. However, there are those few schools who enroll them regardless of the extent of their disabilities mostly those with equipped special units or those who have teachers in regular classrooms that can effectively handle the learners with severe cases. The findings are similar to those by Korir and Mukuria (2006), who noted that in Kenya students with mild cases of disabilities are educated in regular schools while those with moderate and severe cases are placed in non-optimal institutions.

From the table, 39.8% (23) of the respondents strongly disagreed supported by an additional 48.3% (28) disagreeing with the statement that the schools create awareness campaigns so as to reach out to differently enabled learners in the neighborhood. These statistics lead to the conclusion that, most of the learners with disabilities are still left at home and are unable to access educational services due to ignorance on the services offered for them due to lack of awareness campaigns by the schools and government. These findings resonate with what was identified in a study by Kiarie (2007) who reported that in most situations, the services available for the differently enabled children and their location are not known to their parents. On the contrary, 10.3% (6) of the respondents agreed with 1.7% (1) strongly agreeing with the statement. This represents those schools who went beyond their means to reach out to parents of differently enabled children in the area and encouraged them to enroll their children in inclusive schools enlightening them on the services offered for the benefits of their children.

Finally, from the table, 50% (29) of the respondents disagreed while 20.7% (12) more strongly disagreed with the statement that the school policies on inclusion are made in collaboration and consultation with all relevant stakeholders. The above points out that guardians among other relevant stakeholders are left out in the formulation of important school policies hence some form of exclusion mostly for those guardians of learners with disabilities who are viewed as burdens or less important to the school as a result of the misconception on disability by the society. On the other hand, 24.1 % (14) of the respondents agreed while 3.4% (2) strongly disagreed with the statement. The findings are in tandem with those of Fish (2008) who reported that In the US and other nations there is a minimum amount of parental involvement by the school administration in decision making like in the IEP process that is legally required hence many parents feel

left out of the decision-making process .These respondents represent the schools where parental involvement and collaboration is very high and there are no negative misconceptions about differently enabled learners hence them and their parents are given equal opportunities as all the other learners in decision making and all school affairs.

4.3.3 Existing infrastructural support

The descriptive statistics for all the items measuring existing infrastructural support were analyzed. The means for the items were in the range 1.2931 to 3.0345 and the standard deviations in the range 0.45916 to 1.36325. The overall mean and standard deviation for the existing infrastructural support was 1.8621 and 0.92575 respectively. The low standard deviation value points at low variability in the responses for existing infrastructural support. The low standard errors meant the mean was reliable. The item "Spacious classrooms are available, adequate and in good condition" (EIS7) had the highest mean value of 3.0345 with a standard deviation of 1.36325 while the item "Visual aids: braille, braille papers and spectacles are available, adequate and in good condition "(EIS1) had the lowest score with a mean of 1.2931 and standard deviation of 0.45916. The results are presented in Table 4.5.

Table 4.5: Descriptive statistics of items measuring existing infrastructural support variable

Code	Item	Mean		SD
		Stat	S. E	Stat
EIS1	Visual aids: braille, braille papers.	1.2931	.06029	.45916
EIS2	Large print textbooks, maps.	1.5172	.09602	.73129
EIS3	Hearing aids.	1.3276	.07536	.57393
EIS4	Wheelchairs, clutches.	1.3793	.08809	.67089
EIS5	Spacious classrooms.	3.0345	.17900	1.36325
EIS6	Adapted furniture: desks, tables, and chairs.	2.1207	.14977	1.14060
EIS7	Adapted toilets.	1.7759	.14351	1.09293
EIS8	Ramps.	2.1034	.16625	1.26615
EIS9	Adapted doors and wide doorways, handles fixed at appropriate levels.	1.6724	.09000	.68538
EIS10	Adapted stairs; Gentle slopes.	2.2069	.16455	1.25319
EIS11	Adapted play areas.	1.8966	.11455	.87238
EIS12	Visibility of hazards in school environment.	2.0172	.13129	.99985

Source: Survey data (2020)

The above descriptive statistics were then further explained using the frequencies and

percentages statistics presented and explained in table 4.6 below

Table 4.6: Teacher's responses on the existing infrastructural support in the schools supporting the inclusion of learners with disabilities.

ITEM	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Visual aids: braille, braille papers.	41	70.7	17	29.3	0	0	0	0	0	0
Large print textbooks, maps.	34	58.6	20	34.5	2	3.4	2	3.4	0	0
Hearing aids.	41	70.7	16	27.6	0	0	1	1.7	0	0
Wheelchairs, clutches.	39	67.2	18	31.0	0	0	0	0	1	1.7
Spacious classrooms.	12	20.7	8	13.8	12	20.7	18	31.0	8	13.8
Adapted furniture: desks, tables, and chairs.	20	34.5	23	39.7	5	8.6	8	13.8	2	3.4
Adapted toilets.	32	55.2	16	27.6	2	3.4	7	12.1	1	1.7
Ramps.	25	43.1	18	31.0	1	1.7	12	20.7	2	3.4
Adapted doors with wide doorways, handles fixed at appropriate levels.	26	44.8	25	43.1	7	12.1	3	5.2	6	10.3
Adapted stairs; Gentle slopes.	19	32.8	23	39.7	7	12.1	3	5.2	6	10.3
Adapted play areas.	21	36.2	25	43.1	10	17.2	1	1.7	1	1.7
Visibility of hazards in school environment.	19	32.8	28	48.3	2	3.4	9	15.5	0	0

Source: Survey data (2020); KEY: ***SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree***

The table 4.6 above represents the responses on the existing infrastructural support put in public primary schools in support of differently enabled learners in the inclusive settings.

From the table, an overwhelming number of the respondents ranging from 70.7% (41),58.6% (34),70.7% (41), 67.2% (39) respectively disagreed with the statements that assistive devices in terms of visual aids e.g., braille, large print books and maps, hearing aids, wheelchairs and clutches respectively were available, adequate and in good condition in the schools. These findings bring to the conclusion that most of the public primary schools do not have the necessary assistive devices to support differently enabled learners hence leading to their exclusion from the educational services unless supported by guardians and well-wishers outside school. These findings are similar to those of studies by Kurumei (2012), Okuta (2011) and Ndonye (2011) which showed that most inclusive schools had not provided teaching, learning and assistive aids to enhance learning for those learners who are included. The findings however contradict with the KISE (2007) recommendations that an inclusive class has to be rich in teaching /learning resources that enhanced the learning environment which promoted the acquisition of cognitive abilities.

The table also showed statistics on available physical facilities and modifications made on the school buildings and environment so as to accommodate differently enabled learners. The results on the table indicated that 20.7% (12) of the respondents strongly disagreed with an addition 13.8% (8) disagreeing with the statement that there are adequate and spacious classrooms in the schools to support inclusion of differently enabled learners. Furthermore, 20.7% (12) of the respondents had neutral views on the statement showing they were not very sure on the ability of the classrooms in the schools being able to accommodate differently enabled. From the above statistics, it is

evident that a number of schools do not have adequate and spacious classrooms to cater for the huge number of learners enrolled so are unable to hold maximum number of learners especially those who are differently enabled since they need more space for easy movement. On the other hand, 31.0% (18) agreed with13.5% (8) more strongly agreeing with the statement that there were adequate and spacious classrooms in their schools to cater for inclusion of differently enabled learners. The above represents those schools where the government and well-wishers had built more classrooms including special unit blocks to cater for the large numbers of learners as a result of free education and inclusive education for all. The findings are in agreement with those of Republic of Kenya (2010) which asserted that the quality of the services for children with special needs in Kenya is adversely affected by acute shortage of specialized aids and space.

In terms of adapted furniture like desks, tables and chairs being available, adequate and in good condition to support inclusion of differently enabled learners in the schools, 34.5% (20) strongly disagreed while an addition 39.7% disagreed with the statement. The above shows that in most of the public primary schools the furniture is not adapted to cater for the needs of differently enabled learners and what is available is not even adequate to cater for the large numbers of learners including those without disabilities. This is in agreement with a study by Okuta (2011) also found that teachers in Rachuonyo District were using resources that had not been adapted to suit the needs of learners with special needs. However, some respondents indicated otherwise where 13.8% (8) agreed and 3.4% (2) strongly agreed with the statement that the adapted desks, tables and chairs are available, adequate and in good condition. This represents those schools where special units had been built and equipped with the adapted furniture to cater for differently enabled learners with the help of well-wishers, community and the government.

Further, the table results indicated that 55.2% (32) of the respondents strongly disagreed and an addition 27.6% (16) disagreed with the statement that adapted toilets are adequate, available and in good condition. On the contrary, a few of the respondents 12.1% (7) agreed while 1.7% (1) strongly agreed with the statement. Based on the results, it is clear that availability and adequacy of adapted toilets in the schools is a major challenge hence differently enabled learners are disadvantaged since the available toilets are inaccessible or them. Most of the toilets in regular schools are built with typical learners in mind since they are the majority hence unfit and unsafe for differently enabled learners. The findings are in tandem with those by, Kithuka (2008) who found out that desks, toilets and classrooms ramps were not adopted for use by differently enabled learners. However, there are few schools who have adapted toilets most of which are built inside the special unit classrooms so as to conveniently serve differently enabled learners.

From the table, an overwhelming sum of 74.1% (43) of the respondents disagreed with the statement that ramps are available and adequate in the schools where 43.1% (25) strongly disagreed and 31.0% (18) disagreed with it. On the other hand, 12 (20.7%) agreed while an addition 3.4% (2) strongly agreed with the statement. From the statistics, it is clearly evident that in most of the public primary schools there are no ramps set up around the classrooms for easy movement of learners with disabilities which excludes them from most of the activities out of the classrooms. Very few schools reported to have some ramps though they were inadequate. Most of these schools that have some ramps are those with special units and the ramps are strategically placed around the special unit areas hence around the normal classrooms there are few or no ramps at all. These findings are similar to those of a study by Ministry of Education (2009) established that effective implementation of inclusive education in

Kenya was hampered by inadequate facilities, teaching and learning materials, and lack of equipment.

In terms of adapted doors with wide doorways and handles fixed at appropriate levels, a huge number of the respondents accounting for 87.9% (51) did not agree with statement that the doors were available, adequate and in good conditions with 44.8% (26) strongly disagreeing and 43.1% (25) disagreeing with the statement. This leads to the conclusion that most of the public primary schools do have the adapted doors fixed in the normal classrooms so as to cater for differently enabled learners hence making it difficult for learners with wheelchairs to move easily in and out of the classrooms. These findings resonate well with those by Wangio (2014) also reported that majority of classrooms in public primary schools in Kenya had not been modified to cater for the needs of learners with disabilities. However, 5.2% (3) of the respondents agreed while 10.3% (6) strongly agreed with the statement. This represents the few schools which have adapted doors fixed mostly in the special units to meet the needs of differently enabled learners.

Further, from the table, 32.8% (19) of the respondents strongly disagreed while 39.7% (23) disagreed with the statement that the schools have adapted stairs in terms of gentle slopes to ease movement of all learners including the differently enabled learners and ensure their safety. On the contrary, 5.2% (3) of the respondents agreed and 10.3% (6) strongly agreed with the statement. The findings hence indicate that in most of schools there exists the step stair cases which are not adapted for movement of differently enabled learners hence may limit their movement and cause accidents. However, some schools have tried to develop gentle slopes in place of stairs mostly around areas accessed by learners with disabilities like the special unit areas and toilets hence making the movement of the learners easier and safer. The above findings are similar to what

was established by Nasarwanji (2008) who reinforced those stairways into school buildings have been reported amongst the most challenging environmental barriers for users of wheeled mobility devices among other differently enabled learners.

Further, the table statistics indicate that 43.1% (25) of the respondents disagree while 36.2% (21) more strongly disagree with the statement that play areas are adapted and modified to accommodate the needs of differently enabled learners. However, 1.7% (1) agreed while another 1.7% (1) strongly agreed with the statement. These results show that play areas in most of the schools are typical fields with no modifications to cater for diverse learners needs and with no play equipment's hence not fully catering for all round needs of the learners. These findings agree with Casey (2010), who reported that play is very beneficial to all children yet most of the children with disabilities often experience limited access due to inaccessible playgrounds and unsuitable play equipment. However, some schools mostly in the special unit have play corners in the classrooms with some toys and equipment to cater for playing needs of differently enabled learners.

Lastly, an overwhelming 81.1% (47) of the respondents disagreed with the statement that the school environment was barrier free with hazards well marked for the safety of differently enabled learners where 32.8% (19) strongly disagreed while 48.3% (28) disagreed with the statement. This clearly points out that the school environments are unsafe for learners mostly those who are differently enabled since there are no safety measures set up to protect them from accidents caused by hazards found within the schools. This is also in accordance with the Kenyan Disability Act of 2003 (section 21), where persons with disabilities are entitled to a barrier–free and disability–friendly environment to enable them to have access to buildings.

4.3.4 Teacher competencies and practices

The descriptive statistics for all items measuring teacher competencies and practices were obtained. The mean values and the accompanying standard deviations were in the range 2.2414 to 2.4483 and 1.17289 to 1.30010 respectively. The analysis further indicated that the overall mean for the items measuring teacher competencies and practices was 2.3128. Considering the 5point Likert scale used in the study, this meant teacher competencies and practices plays a role in the inclusion of differently enabled learners in the regular public primary schools. Standard deviation as a measure of the spread of the scores had an overall value of 1.25327 and this indicated a moderate spread of the values measuring teacher competencies and practices as a variable. The item "Teachers use varied teaching styles and practices: Collaborative teaching, Peer Tutoring, problem solving, teachers teach whole inclusive class" (TCP3) had the highest mean value of 2.4483 with a standard deviation of 1.30010. While the item "Teachers modify learning goals for each individual learner (IEP) and use diversified instructional methods. "(TCP 4) had the lowest score with a mean of 2.2414 and standard deviation of 1.28841.

Table 4.7: Descriptive statistics for all items measuring teacher competencies and practices

Code	Item	Mean		SD
		Stat	S. E	Stat
TCP1	Teachers are trained and well equipped in implementing inclusive education.	2.3103	.15401	1.17289
TCP2	Teachers undergo regular training on strategies of handling inclusive classes.	2.2586	.16419	1.25041
TCP3	Teachers use varied teaching styles and practices: Collaborative teaching, Peer Tutoring, problem solving, teachers teach whole inclusive class.	2.4483	.17071	1.30010
TCP4	Teachers modify learning goals for each individual learner (IEP) and use diversified instructional methods.	2.2414	.16918	1.28841
TCP5	Teachers give adequate time to all learners during activities according to the nature and severity of their needs.	2.3103	.15979	1.21694
TCP6	Teachers design Examinations according to individual learner's needs and the severity of their special needs.	2.2586	.16962	1.29181
TCP7	Teachers are aware of appropriate procedures to assess learners" behaviors including those with special needs and disabilities.	2.3621	.16444	1.25234

Source: Survey (2020)

Table 4.8 Teacher's responses on the teacher training, competencies and practices supporting inclusion of learners with disabilities.

ITEM	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers are trained and well equipped in implementing inclusive education.	11	19.0	34	58.6	3	5.2	4	6.9	6	10.3
Teachers undergo regular training on strategies of handling inclusive classes.	17	29.3	27	46.6	0	0	10	17.2	4	6.9
Teachers use varied teaching styles and practices: Collaborative teaching, Peer Tutoring, problem solving, teachers teach whole inclusive class.	11	19.0	32	55.2	1	1.7	6	10.3	8	13.8
Teachers modify learning goals for each individual learner and use diversified instructional methods.	20	34.5	22	37.9	2	3.4	10	17.2	4	6.9
Teachers give adequate time to all learners during activities according to the nature and severity of their needs.	15	25.9	25	43.1	9	15.5	3	5.2	6	10.3
Teachers design Examinations according to individual learner's needs and the severity of their special needs.	18	31.0	26	44.8	0	0	9	15.5	5	8.6
Teachers are aware of appropriate procedures of assessing learners' behaviors including those with disabilities.	15	25.9	26	44.8	2	3.4	11	19.0	4	6.9

Source: Survey (2020); KEY: **SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA:** Strongly Agree

Table 4.8 above presents responses on teachers training, competencies and practices that support the inclusion of differently enabled learners in regular public primary schools.

From the table a significant number of respondents representing 58.6% (34) of the respondents disagreed and 19% (11) more strongly disagreed with the statement that teachers are trained and well equipped to implement inclusion of differently enabled learners in the regular schools. From the data, it is clearly visible that most of the teachers in the public primary schools are illequipped in handling inclusive classrooms with most of them having general teacher training with no much training in handling differently enabled learners included in normal classrooms. Additionally, 19% (11) of the respondents indicated they held neutral views on the statement. These are probably teachers who had some training on how to handle inclusive classrooms but still felt not prepared enough to handle the differently enabled learners. This is supported by Mwangi and Orodho (2014) in a study done in Nyeri which established that teacher preparedness in terms of training and experience posed a great challenge to SNE implementation. On the other hand, 6.9% (4) of the respondents agreed with a further 10.3% (6) strongly agreeing with the statement. This represents those teachers mostly handling learners in the special units who had undergone training on special needs education and inclusive education hence able to cater for differently enabled learners. It also represents those who had attended some seminars and refresher courses on inclusive education.

The table also indicates that 46.6% (27) of the respondents disagreed with 29.3% (17) more strongly disagreeing with the statement that teachers in inclusive schools undergo regular training on strategies and approaches of handing inclusive classes. The findings suggest that most practicing teachers are not exposed to in-service training and seminars

on new trends like inclusive education even though they are tasked with implementing the same policies hence making them unable to effectively cater for these learners since they have no training or skills on the same .The findings are in agreement with those of Ogadho and Ajowi (2013), in their study in Kisumu East District found out that a high percentage of teachers that teach learners with learning disabilities had not undergone any in-service training on SNE. On the contrary, 17.2% (10) agreed while 6.9% (4) strongly agreed with the statement. These findings indicate that in some schools the teachers are exposed to seminars and training on issues like inclusive education and disability or the teachers themselves attend their private training to learn the same hence improve their professional skills. The findings are in tandem with those by Kenya Institute of Education (2012), which found that majority of teachers had no sufficient capacity to implement inclusive education in schools in spite of the fact that some of them had undergone training in special needs education.

Further, 55.2% (32) of the respondents disagreed and an additional 19.1% (11) strongly disagreed with the statement that teachers in inclusive schools use varied teaching styles and practices when handling differently enabled learners in inclusive classrooms. These findings suggest that teachers use approaches which are not all inclusive hence not meeting the needs of all learners in the classrooms maybe as a result of lack of training on how to handle differently enabled learners in inclusive classrooms. The findings are also similar to those by Ogadho and Ajowi (2013) in their study which revealed that teachers use inappropriate teaching methods like direct instruction. However, 10.3% (6) of the respondents agreed while 13.8% (8) strongly agreed with the statement. This suggests that some teachers use varied techniques to handle learners with different needs in inclusive classes as a result of getting some training on special needs education

and inclusive education practices hence are able to cater for the needs of learners including those with disabilities.

On the statement that teacher modify the learning goals for each individual learner and use diversified instructional methods, 34.5% (20) of the respondents strongly disagreed with an additional 37.9% (22) disagreeing with the statement. These findings imply that most teachers in inclusive schools use a common lesson goal and instruction approach for all learners regardless of their diverse needs hence some learner's needs are not catered for pupils. These findings concurred with Ramos (2009) which stated that, making of individual lesson plans is a challenge that the teachers face in an inclusive Setting. On the other hand, 17.2% (10) of the respondents agreed with 6.9% (4) strongly agreeing with the statement. These statistics imply that some teachers are able to come up with learning goals for different learners based on their abilities and use diverse teaching approaches to ensure each learner achieves during the lesson. This result agrees with the finding of Abercrombie (2009) who mentioned that the participants in his study reported using a variety of teaching strategies to teach students with learning disabilities in their class rooms.

The table also shows that 25.9% (15) of the respondents strongly disagreed while 43.1% (25) more disagreed with the statement that teachers usually give adequate time to all learners during activities according to the nature and severity of their disabilities and needs. Also 15.5% (9) indicated they held neutral views on the issue. On the contrary, 5.2% (3) of the respondents agreed while 10.3% (6) strongly agreed with the statement. These findings lead to the conclusion that most teachers treat all learners equally and give them same amount of time to perform activities not keeping in mind the different needs and challenges they each possess. This disadvantages differently enabled learners who need more time to perform the activities unlike their normal peers. However, there

are those teachers mostly in special unit classrooms who give adequate time to each learner based on their disabilities to perform different activities.

Approximately 75.8% (44) of the teachers disagreed with the statement that teachers design learning activities and examinations according to individual learner's needs and the severity of their disabilities where 31% (18) strongly disagreed while 44.8% (20) disagreed with the statement. On the other hand, approximately 24.1% (14) of the respondents agreed with the statement with 15.5% (9) agreeing while 8.6% (5) strongly ageing with it. The above findings suggest that most teachers in inclusive schools' design common activities and examinations for all learners not taking keen interest on their different abilities and disabilities hence differently enabled learners are left behind or are not able to perform the activities because of their inabilities.

However, there are teachers who design different activities and examinations for different learners based on their needs and disabilities mostly for those leaners working from the special unit where the syllabus is more individualized and more time available. The findings are in tandem with a report by UNESCO, (2014) which reported that while our national assessments focus only on the cognitive domain of learning ignoring psychomotor and affective domains, our examinations continue to pose substantial barriers to learners and trainees with disabilities due to administration and grading processes that do not account for disability (UNESCO, 2014).

Further, from the table, 44.8% (26) of the respondent disagreed with 25.9% (15) more strongly disagreeing with the statement that teachers are aware of appropriate procedures of assessing learners' behaviors including those with disabilities. On the other hand, 19% (11) of the teachers agreed while 6.9% (4) strongly agreed with the statement. From the data, it leads to the conclusion that teachers are inadequately

trained on the identification and assessment of behavior among learners including those with disabilities hence unable to appropriately assess and correct behavior. However, few teachers are well trained on how to assess and correct learner behaviors in inclusive settings mostly those who handle the special unit classes. The finding is in line that by Fatafi (2007) who reported that teachers in most cases don't have awareness of the signs and symptoms, cause and nature of disabilities among learners hence not able to identify, assess or handle them.

4.3.5 Parental support

The descriptive statistics for the items of the level of parental support received indicated that the means were in the range 1.9828 to 3.9483. This gave an overall mean of 2.67734. On a 5point Likert scale, the mean score was above average. The standard deviations were in the range 0.88954 to 1.33046. The overall standard deviation for parental support received was 1.12880. The relatively low standard deviation value indicates that the variability in the spread of the scores was high. The standard errors of the mean for the items measuring orientation program received were low indicating that the mean values for the items were reliable. The level of parental support scored highest in the aspect of "The school policy calls for parental involvement in their children's education" (PS1) with a mean of 3.9483 and a standard deviation of 1.26245, while "Parents take an active role in their child's individual education plan (IEP) "(PS6) item had the lowest mean of 1.9828 with a standard deviation of 1.11594. The level of parental support received descriptive statistics are presented in Table 4.9 below.

Table 4. 9 Descriptive statistics for the level of parental support.

CODE	ITEM	Mean		SD
		Stat	S.E	SD
PS1.	The school policy calls for parental involvement in their children's education.	3.9483	.16577	1.26245
PS2.	Parents understand the meaning of "Inclusion" and support their children learning in an inclusive environment.	2.1724	.13277	1.01113
PS3.	Parents share specific information such as medical reports, recent behavioral changes and observations noticed at home with teachers.	2.9310	.15914	1.21196
PS4.	Parents attend meetings, conferences, and training programmes when called upon.	2.8621	.17470	1.33046
PS5.	Parents discuss with the teacher what needs to be changed in order to improve their child's learning in problematic areas.	2.5000	.14183	1.08012
PS6.	Parents take an active role in their child's individual education plan (IEP)	1.9828	.14653	1.11594
PS7.	Parents provide financial, material, emotional support to support inclusive education.	2.3448	.11680	88954
PS8.	Parents engage in educational and vocational responsibility to support schooling, career selection and preparation for their children.	2.3793	.13206	1.00573

Source: Survey (2020)

After running the statistics above, the statistics showing the frequencies and percentages on various items were also presented to further emphasize and give more light on the above information. The statistics are presented in the table 4.10 below.

Table 4.10 Teacher's responses on the level of parental support in the inclusion of learners with disabilities

ITEM	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
The school policy calls for parental involvement in their children's education.	6	10.3	3	5.2	2	3.4	24	41.4	23	39.7
Parents understand the meaning of "Inclusion" and support their children learning in an inclusive environment.	16	27.6	25	43.1	8	13.8	9	15.5	0	0
Parents share information such as medical reports, recent behavioral changes and observations noticed at home with teachers	8	13.8	16	27.6	10	17.2	20	34.5	4	6.9
Parents attend meetings, conferences, and training programmes when called upon.	7	12.1	26	44.8	1	1.7	16	27.6	8	13.8
Parents discuss with the teacher what needs to be changed in order to improve children's learning in problematic areas and based on their needs.	6	10.3	34	58.6	4	6.9	11	19.0	3	5.2
Parents take an active role in development of their child's individual education plan (IEP)	25	43.1	19	32.8	5	8.6	8	13.8	1	1.7
Parents provide financial, material, emotional support to support inclusive education.	10	17.2	24	41.4	18	31.0	6	10.3	0	0
Parents take part in educational and vocational responsibility to assist and support schooling, career selection, and preparation for their children	9	15.5	31	53.4	5	8.6	13	22.4	0	0

Source: Survey (2020); KEY: **SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree**

The table 4.10 above shows the responses on the level of parental support offered by parents in inclusion of differently enabled learners in the schools.

From the table, an overwhelming majority of the respondents accounting for 81.1% (47) agreed with the statement that the school policy calls for parental involvement in their children's education where 41.4% (24) agreed while 39.7% (23) strongly agreed with the statement. However, 10.3% (6) of the respondents strongly disagreed while 5.2% (3) disagreed with the statement. The findings above suggest that, in most of the schools, all parents are given an equal chance to be active participants and contributors to the education of their children by being included in school boards, being called for

meetings among other ways. This is in line with sentiments by Leyser and Kirk (2011) who stated that parents play an important role in the development of successive inclusion programmes and hence many institutions provide guidelines for the active participation and involvement of parents in their children's education. However, there are few cases where the schools rarely engage the parents or selectively engage them due to administrative issues hence affecting the child's education.

In terms of the statement that parents understand the meaning of inclusion and support their children learning in an inclusive setting, 43.1% (25) of the respondents disagreed with an additional 27.6% (16) strongly disagreeing with the statement. Also 13.8% (8) of the respondents were not sure if the parents understood and supported inclusion. On the other hand, 15.5% (9) of the respondents agreed that some parents understood and supported the concept of inclusive education. The findings above hence lead to the conclusion that, most of the parents are ignorant and unaware of what inclusion is and how it works hence need for more awareness campaigns to be done to reach to all parents so that all children including those with disabilities can get a chance to study with their peers in inclusive settings. This is in tandem with Mwangi & Orodho, (2014) who report that majority of parents of learners with disabilities are not even aware of their child's condition due to lack of early assessment and referral.

Further, Kiarie (2007) noted that in most situations, the services available for children with disabilities and their location are not known to their parents. However, there are those parents who have an idea and understand how inclusion works mostly those who are educated and those who have tried to seek help for the children with disabilities hence getting awareness on the issue of inclusive education.

From the table, on statement that parents share specific information such as medical reports, recent behavior changes and other observation noted at home with the teachers, 41.4% (24) of the respondents disagreed where 13.8% (8) strongly disagreed while 27.6% (16) disagreed with the statement. Also 17.2% (10) had neutral views on the statement. On the contrary,41,4% (24) agreed with the statement. From the results, it is evident that, there are those parents who hide important information about their children's condition and behavior from the teachers hence making it difficult for the teachers to fully assist the learners. In addition, there are those parents who provide incomplete and untrue information about their children to the teachers leaving out essential information that might be used to help the leaner. This is similar to what was reported by Republic of Kenya (2008), that the lack of access to valuable and usable data is a major hindrance to accessing services among individuals with disabilities. Finally, there are those parents who give true and up to date information about their children to the teachers so that their children are assisted accordingly.

On the statement that parents attend meetings, conferences and other school events along with their children when called upon, the table results indicate that 44.8% (26) of the respondents disagreed while 12.1% (7) strongly disagreed with the statement. On the contrary, 27.6% (16) agreed while 13.8% (8) strongly agreed with the statement. The findings above prove that most of the parents are not cooperative with the school or committed to their children's education since they don't attend important school events to get information on what is going on with their children. The above findings are similar to those of a study by Walton (2006) who stated that parental involvement needs to be actively encouraged by schools, particularly those pursuing inclusivity, given that low levels of parent involvement in education are prevalent in most African

education systems. On the better side, there are those parents who show commitment to their children's welfare by attending all school events when called upon.

Further, the findings indicate that on the statement that parents discuss with the teachers what needs to be changed to improve their children's learning in problematic areas and based on their disabilities, 58.6% (34) of the respondents disagreed while 10.3% (6) strongly disagreed with the statement. However, 19% (11) of them agreed while 5.2%n (3) strongly agreed with the statement. The findings above suggest that most of the parents leave the academic development of their children to the teacher and hence all the decisions and changes are decided by the teacher hence showing negligence and lack of parental support in the academics of their children. On the other side, there are those parents who follow up and discuss with the teachers on how best to help their children based on their disabilities and also problematic areas in their studies hence having a positive impact on the child's performance.

The table also indicates that, 43.1% (25) of the respondents strongly disagreed while 32.8% (19) disagreed with the statement that Parents take an active role in the development of their child's individual education plan (IEP). An additional 8.6% (5) had neutral views about the statement. However, 13.8% (8) of the respondents agreed while 1.7% (1) strongly agreed with the statement. Form the above findings, it leads to the conclusion that, most of the parents are ignorant about the IEP developed for their children hence not actively involved in it hence need for them to be educated on the importance of IEPs and their role in its development. These findings are in line with those by Bacon and Causton-Theoharis (2015), who reported that parents face barriers that hinder their voice in their children's education. Some school administrators fail to give parents opportunities to better understand IEPs which is a complex and hard for many parents to understand. This often leads to school administrators solely deciding

on accommodations for children with disabilities (Bacon & Causton-Theoharis, 2015). However, there are few parents mostly those who are educated and more concerned about their children's education hence takes an active part in the development of the IEPS. There are also those parents who even though they don't understand much about the IEPS, they work with the teacher to come up with it.

Further, the table indicates that 58.6% (34) of the respondents disagreed, 31% (18) had neutral views while only 10.3% (6) agreed with the statement that parents provide financial, material, emotional support to support inclusive education. This clearly indicates that, parents are not able to support the schools much in implementation and development of inclusive education maybe as a result of high rates of poverty, ignorance and overdependence on the government and teachers for the wellbeing and education of their children. This is similar to a report by UNSECO (2003) which reported that parents with low education levels and low income tend to have less interest in education and maybe reluctant to invest in the education of their children especially those with challenges. However, there are those few parents who are able and also fully aware of their responsibilities in supporting the schools in the wellbeing and education of their children hence offer whatever support they are able to.

Lastly, 68.9% (40) of the respondents disagreed with the statement that parents take part in educational and vocational responsibility to support schooling, career selection, and preparation for their children. Only 22.4% (13) of the respondents agreed with the statement while 8.6% (5) of them had neutral views. Based on the above statistics, it leads to the conclusion that most of the parents are ignorant of their responsibilities in their children's education and career life and hence only enroll their children into the schools and leave all the other major decisions to the teachers who take up the duties to guide the children in career selection among other decisions. It could also be that the

parents see their children as less able due to the disabilities hence don't see them achieving much or going far in terms of career hence neglect them. These findings agree with those by Newman (2009) who found that parents of children with intellectual disabilities had low expectations about their children's education and future hence less committed in the education and vocational training of their children. However, there are those who support fully and others partially in the education and vocational training of their children.

4.4 Qualitative Data Analysis

This section covers the analysis of qualitative data that was generated from nine (9) one on one interview. Thematic analysis was adopted where different themes were generated from the data according to the constructs being measured from the objectives. The findings from the quantitative analysis were used to support qualitative findings for triangulation purposes. After the analysis, both quantitative and qualitative findings were converged for discussion and interpretation.

4.4.1 Overview of the Participants

One on one interviews were to be conducted on 14 respondents, who were one (1) headteacher from each of the 14 selected schools in Nakuru North Subcounty. However, only 9 were interviewed due to the saturation of data encountered hence the data from the 9 interviews was used for analysis.

When referring to quotes by individual respondents, codes were used to identify them for the purposes of anonymity and confidentiality. Participants were identified by letter (P) and numbers (1-9) to represents the (9) participants. The findings were presented by referring to the respondents as per the designated letters and numbers for various participants. For example, P1: Participant one (1).

4.4.2 Themes and subthemes identified

Through data transcription, familiarization with the data, coding and categorizing of the data, the following themes were identified; school-based policies on inclusion, existing infrastructural support, teacher training and practices and parental support. Some of the sub-themes that developed under school-based policies on inclusion theme include, enrollment and placement of differently enabled children and type and extent of disability. On the theme of infrastructural support, subthemes identified include, inadequacy of teaching learning resources and assistive devices, school environment not adapted, lack of government support and facilitation and time. Moreover, inadequate/lack of training, overburdening of teachers and unfavorable teacher attitudes and practices were subthemes that formed teacher training and practice's theme. Theme of parental support was formed from three sub-themes encompassing, lack of parental support, lack of awareness and high level of poverty among parents.

Fig 4.1: below gives a diagrammatic representation of themes and sub-themes identified.
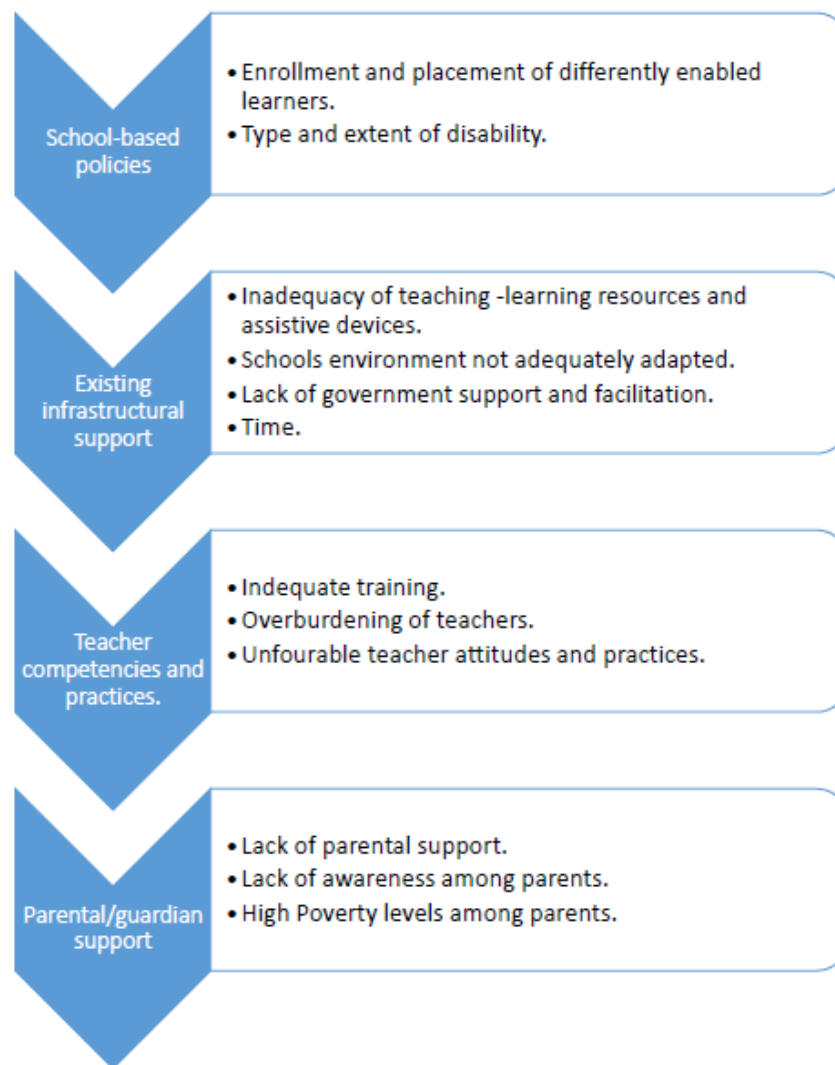
Figure 4.1 Diagrammatic representation of qualitative themes and subthemes.

4.5 School-Based Policies Set Up in Support of Inclusion of Learners with Disabilities in Regular Public Primary Schools.

Educational policy frameworks mandate schools to adopt, design and implement strategies that support inclusive education. Policy content is one of the crucial pillars on which school strategies on inclusive education policy are founded. The content of policy is generally viewed as a fundamental factor in creating the parameters and guidelines for implementation, although it does not determine the exact sequence of implementation (Fullan, 2015; Bell and Stevenson, 2015). The policy content includes: what it sets out to be done; how it communicates about the problem to be solved and

how it aims to resolve the problem. Commitment of policy implementers is usually assumed to be the most significant factor in policy objectives achievement process.

In line with the above, one on one interviews with the participants were used to generate the data for the first research question. The findings indicated two wide themes in response to what the schools had set up as policies to guide them in inclusion of differently enabled learners. The themes are: *enrollment and placement of differently enabled learners, type and extent of disability*. These themes are discussed as follows:

4.5.1 Enrollment and placement of differently enabled learners.

Inclusive education calls for all schools to provide easy access, enrollment and proper placement of differently enabled learners within the mainstream school settings for them to learn and achieve together with their peers who are not disabled.

Data from the participant responses in the questionnaires analyzed earlier indicated that there was some level of enrollment and placement of differently enabled learners in the regular public primary schools though it was coupled by a number of challenges hence not very effective as the items on this variable gave a low average mean of 1.8602. Further, the percentages statistics on the items showed that 86.3% of the respondents disagreed that the schools appropriately enrolled and placed learners with disabilities. This is also supported by responses given during the interview sessions where it was reported that there was some enrollment and placement of learners differently enabled learners. However, different schools had different ways of going about the enrollment and placement process based on the school's guidelines and also the governments guidelines though it was not effective hence some learners were excluded from the educational services.

From the participants' responses, majority of them agreed that they had some policies that guided enrollment of all learners regardless of their differences as a way of ensuring equal educational opportunities for all children of school-going age though noted that the guidelines were not clear from the government and inclusive education had not been well planned for. They also stated that for learners with some forms of disabilities, the schools' policies were clear that the learners have to first go through some forms of assessments at the EARC offices found in the educational offices in the sub county where they are first assessed and then directed accordingly in a comprehensive report provided. The information also brought out the aspects of some regular school having special units while others lacking. Those with special units tended to enroll learners in both the units and normal classrooms while those without only placed the learners in normal classes. This is shown in the examples of responses below:

> *Before we enroll any learner with disabilities, we refer them to the EARC where they are assessed and then sent back to us or other centers. For us, those with mental disabilities and other severe cases of physical disabilities, we enroll them in our special unit because we have a trained teacher. Our unit mostly specializes in mental disabilities. In our normal classrooms, we only enroll mild physical and learning disabilities since the learners can move, read and write and also communicate hence our teachers can cater to their needs. Also, some of the learners from the special unit that respond well and the teacher decides to integrate them in the normal classrooms are well placed. (P4(headteacher4), personal interview, (January, 15, 2020).*

Some respondents also brought up information that apart from the EARC assessments, some schools had policies where they did their own assessments on the learners brought to them first before either enrolling them directly or sending them for the EARC assessments. They complemented this assessment with medical and parent reports about the learners. It was however noted that these applied mostly for learners with minor physical disabilities. Further, some participants indicated that there was a policy which called for some cases where some learners enrolled first into the special units

were continuously assessed and those that showed positive change and rehabilitation were appropriately integrated into the normal classrooms. This is indicated in the responses below:

> *"We enroll them in the special unit and after further assessment by our teachers and the response rate of the learners, some are integrated into the normal classrooms as guided by the teacher in the special unit. Also, we have minor physical and learning disabilities cases directly enrolled at different levels of our regular classes after assessment by our teachers" (P1(headteacher1), personal interview, January,15,2020).*

> *"For us, those with mental disabilities and other severe cases of physical disabilities, we enroll them in our special unit because we have a trained teacher. In our normal classrooms, we only enroll mild physical and learning disabilities since the learners can move, read and write and also communicate hence our teachers can cater to their needs. Also, some of the learners from the special unit that respond well and the teacher decides to integrate them in the normal classrooms are well placed." (P4(headteacher4), personal interview, January,17,2020).*

Surprisingly, one of the participants indicated that as a school they don't encourage enrollment of learners with disabilities and that they refer them to centers with special units.

> *"We are not well equipped to say that we are inclusive. The learners with severe disabilities need a lot of special facilities and personnel which we don't have and therefore for us, we refer them to schools with special units. We only enroll in the cases that we can be able to handle" (P2, (headteacher 2), January, 15, 2020)*

The findings above are in line with Cheshire (2018) who reported that other barriers that hinder the implementation of inclusive education include inadequacies in policy and legal support that guide enrollment and placement of learners in schools. In Kenyan context, Mukuria and Korir (2006) report that lack of policy guidelines on identifying and placing children who are disabled, gifted and talented is a challenge facing inclusive education

The above quotations from the participants describe the school's policies in terms of enrollment of learners with disabilities. It is clear that there is a variation in the way the schools handle enrollment of the learners with disabilities showing need to have clear and harmonized set of policies to guide the enrollment of learners with disabilities to ensure all of them are well catered for.

4.5.2 Type and extent of disability.

For inclusion of learners with disabilities to be successful and well implemented, schools need to have a clear framework on the different types of disabilities among learners and their extents for proper planning to ensure each one is catered for.

Based on the data collected from the interviews, it was noted that there were no clear guidelines in most of the schools on the types of disabilities enrolled and the extents considered hence mostly relied on the EARC assessments to give a report and then act as directed. This is also seen from the quantitative data where an overwhelming 96.6% of the respondents disagreed with the items that the schools enrolled learners with different types and extents of disabilities. the items also posted very low means of 1.6724 and 1.5690 respectively. This has led to most of the schools' enrolling learners of different types of disabilities and of different magnitude hence making it difficult for them to appropriately plan for the learners. However, it was clearly noted that most of the schools in the study area enrolled learners with mental disabilities of all magnitudes and placed them in special units.

Most of the special units were said to be specifically built for learners with mental challenges. It was note that generally for schools with special units, they considered severe mental and physical cases who were enrolled into special units and the minor physical, visual, and hearing disabilities were placed into normal classrooms. It was

also noted that in all the school's learners with learning disabilities regardless of the extent were enrolled. Schools with no special units were observed to enroll learners with mild physical, visual, hearing and learning disabilities with some referring severe cases brought to them to schools with special units. However, there were cases reported where some schools enrolled learners of all kinds and extents of disabilities into the normal classrooms. Hence it was noted that the type and extent of disabilities was a major issue in determining enrollment and placement of learners with disabilities among schools though there were no clear and strictly followed guidelines governing the same. The above information is indicated in the following direct quotations by different respondents:

> *"For our case, we pick specific cases mainly the mental handicap. This is because our unit was majorly set up to cater to the learners with mental disabilities and our teacher is trained for that. However, it all starts by visiting the sub-county assessment centers and when sent back to us we enroll them not taking a keen interest in the extent of their condition. (P1(headteacher 1), personal interview, January, 15,2020).*

> *"We only take up those who can read, write and mobile in that they can move about without special assistance. This is because this is a regular school hence, we don't have the facilities to cater to severe/special needs cases. We consider and we only enroll those with very minor cases who are capable of reading and writing and can be able to move around the school without difficulties. For severe cases, we refer them to special schools or regular schools with special units like" (P2 (headteacher 2), personal interview January,15,2020)*

The above themes on school policies on inclusion in relation to enrollment and placement and also the type and extent of disability show that schools do not follow clear guidelines in inclusion of differently enabled learners in the schools.

This is in line with evidence in most of the developing countries which indicates that legislative guidelines covering special needs provision are non-existent or antiquated" (Eleweke & Rodda, 2002:119). Inaccessible environments, lack of reasonable accommodation, negative attitudes, discriminatory application and admission

procedures and lack of disability policies and choices disadvantage students with disabilities in Africa (Chataika et al., 2012).

This is further reported by the SNE Policy Review Data Collection Report (2016) in Kenya which pointed out that the 2009 Special Needs Education policy framework was not effectively implemented. This was attributed to a number of factors which included lack of implementation guidelines, poor dissemination and lack of an implementation and coordination framework. The backdrops and subsequent recommendations occasioned the review process of the policy, which commenced in the year 2016 and culminated into the development of the Education and Training Sector Policy for Learners and Trainees with Disabilities (2018).

Considering the importance of laws in the implementation of inclusive programmes in particular and the provision of appropriate services for individuals with disabilities in general, it comes as no surprise that Inclusive education and other services for these individuals in many developing countries remain at an embryonic stage due to the absence of mandatory laws and policies influencing the provision of these services. It is hence important that the government in collaboration with stakeholders like school heads, teacher, guardians, learners come up with clearly formulated and outlined policy guidelines to guide the proper implementation of inclusive education to ensure learners with disabilities are enrolled, properly placed and catered for as their fellow peers with no disabilities.

4.6 Existing Infrastructure Supporting the Inclusion of Learners with Disabilities in Regular Public Primary Schools.

Infrastructure refers to equipment, teaching and learning resources, physical amenities which have a direct bearing on the quality of education as they determine how

effectively the curriculum is implemented hence play a vital role in achieving Education for all goals (ROK, 2009). In an inclusive setting, learners would require other resources over and above what is provided by the school. These are the assistive devices which include resources to enhance mobility and communication such as wheelchairs, crutches, positioning devices, optical and nonoptical devices and hearing devices (Randiki, 2002).

They also require the adoption, innovation, as well as the installation of special immovable and movable facilities in the school to cater to these specific needs of the learner. This move makes the school physical environment-friendly to the learners with special needs. (UNESCO, 2004a). Apart from the physical environment, the social environment which calls for sensitization and awareness of the school fraternity to shun from any form of discrimination or stigmatization due to ignorance is important. UNESCO (2004b) points out that the learners must be provided with learning materials in formats that meet their individual needs. Once children with disabilities have arrived at school, there are physical access issues to consider with regard to entering the school, buildings, and ease of movement around the teaching and recreation areas.

The overall belief is therefore that without sufficient resources and support inclusive education was not possible and doomed (KENPRO, 2010). Creating a learning environment for inclusive classrooms that is well managed with clear structures, adequate teaching -learning resources, assistive devices and well-organized routine is hence of the utmost importance for success of any learner including those with disabilities (Wong & Wong, 2014)

Based on the above, one on one interviews with the participants were used to generate the data for the second research question on infrastructural support for inclusion of

learners with disabilities in the primary schools to get the clear picture of the situation in the schools. The findings brought out four major themes which are: *inadequacy of teaching-learning resources and assistive devices, no adapted physical infrastructure, Lack of government support and facilitation and time.* The themes are discussed below:

4.6.1 Inadequacy of teaching-learning resources and assistive devices.

In order for the learners to be active participants in the learning and teaching process, institutions must ensure that teaching and learning materials are used as well as made available to all the learners with special needs according to their needs (Moodley, 2012). Teaching and learning materials like books, charts, maps and assistive devices like wheel chairs, braille among others are very essential for the learners with disabilities so as to achieve as per their maximum potentials.

Children with special needs often need specialized aids to move about, to read and write or to hear. For example, children with severe hearing impairments require hearing aids where necessary. KISE (2007) gives a comprehensive summary of special equipment and devices that may assist learners with disabilities as audiological equipment such as individual hearing aids. Teachers should also ensure that material and equipment are in good working order.

The quantitative data collected indicate that the issue of resources was a major challenge in the schools with most of the items having relatively low means of between 1.2931 to 2.1207 and also high percentages of above 60% on items showing the inadequacy and lack of necessary resources to support inclusion of learners with disabilities in the schools. Data collected from the participants in the interviews also indicated that infrastructure and resources was the biggest challenge and barrier to inclusion in their schools. They reported lack and inadequacy of teaching learning

materials and assistive devices needed to cater for the needs of learners with disabilities.it was also indicated that schools with special units were better off in terms of resources for learners with disabilities compared to those without. This is depicted in the examples of responses below:

> *"That is a tough question for me to answer. I am new here but from the few days I have been here, I have observed our school as a typical rural government school that is built or any normal /typical child with just ordinary classrooms, books, tables, chairs, playing resources, toilets, etc. So, we don't have any resources that are specifically built for these learners with disabilities, neither do we have special teaching resources or any devices. We are however okay for now because we just have 2 mild cases who can use what we have and when any extra resource is needed, their parents are called upon to provide. The lack of specialized resources is one of the major reasons for us referring most learners with disabilities to other centers with special units.We sincerely can't help the severe cases "(P2 (headteacher 2), personal interview, January 15,2020).*

> *"We are not well equipped because all that we have is the normal classes, facilities, teachinglearning resources needed for a typical learner to achieve in all aspects of their lives. Being a rural school all we can do to assist them is improvise ad call on parents to provide when need be" (P5 (headteacher 5), personal interview, January,20,2020).*

The above findings have been corroborated by other studies in developing countries, including Alur (2002) and Singal (2005, 2006) in India, and Johnstone and Chapman (2009) in Lesotho. These researchers expressed concern about the dearth of resources as one of the challenges for the successful implementation of inclusive education.

This is also supported by studied in Kenya where according to East African Standard (31st July 2003, cited in Ogolloh,2008), the Taskforce set to determine the status of special education needs in Kenya established that public schools were never provided with materials or finances to enable them to meet the needs of children with special needs. Republic of Kenya (2009) asserts that the quality of the services for children with special needs in Kenya is adversely affected by an acute shortage of specialized

aids and equipment and laxity on the side of government to fund special education materials and construction of buildings depending highly on donor funding.

However, on the contrary, one of the participants indicated otherwise by pointing out that their school was well equipped and had the best facilities to cater for learners with disabilities mostly in their special unit. This is shown below:

> *"Our school is one of the most equipped in the area mostly in our special unit. As you have seen, it is a 3-classroom block with modern classrooms, well painted, with ramps, gentle slope as stairs, wide doors, book cabinets, good tables and chairs and an adapted toilet in each class. Our learners have enough adapted books, charts, enough pencils, markers, crayons and assistive devices like wheelchairs, spectacles among other" (P9 (headteacher 9), Personal interview, March,04,2020).*

This agrees with the objectives of inclusive Education in Kenya Assessments Report (2013) which indicated that in an ideal inclusive situation, boys and girls are equipped with assistive devices to enable them to go to school.

4.6.2 School environment not conducive/not adapted/no adapted physical infrastructure

Modified physical resources are needed for the success of students with disabilities in an inclusive learning environment (Smith and Tyler, 2010; Florian and Linklater, 2010; BaldirisNavarro et al., 2016). Students with disabilities cannot attend school if buildings are physically inaccessible. To ensure equity for learners with disabilities to an education, accessibility must be addressed broadly, in relation to entry and exit pathways to key resource rooms, appropriate seating arrangement, modified furniture and facilities, and transportation to the educational facility (Banham, 2018).

In addition, UNICEF (2016) recommends that a learner-friendly school should be frequently updating their learning environment so that all learners are free from fear, nervousness, danger, disease, or injury. An inclusive school set up needs to be adapted

in terms of well-built and painted classrooms with wide doors, ramps, level play grounds, adapted toilets among other adaptations of the physical environment for easy movement and accommodation of learners with different forms of disability.

From the quantitative information gathered from respondents, it was clear that the school environments were not conducive to cater for learner with special needs where the means representing the items were very low with the overall mean and standard deviation for the existing infrastructural support being 1.9097 and 0.99447 respectively and also the percentages of disagreement with the availability and adequacy of the infrastructural support and necessary modification like spacious classrooms, adapted toilets, hazard free environment, wide doorways among others ranging from over 70%.This was also evident from the responses given during the interview since most of the participants indicated that their schools were typical rural schools made for typical/normal learners hence normal infrastructure in terms of the physical facilities. The class structures in terms of size, painting of the walls, lighting, door sizes, heights of charts and writing boards, structure of staircases, marking of hazards, condition of play fields/areas among other issues were not modified in any way or adapted to fit the needs of learners with disabilities hence making the school environment not conducive for learners with disabilities. It was also noted that those schools with special units were they only with minimal adapted facilities but only around the special units but not the normal classroom areas. Schools with no special units were not adapted in any way for leaners with special needs. Finally, it was indicated that the schools feeding programmes were not well established and did very little to keep learners with disabilities in the school. The information above is clearly indicated in the examples of quotations by respondents given below:

"I can say we are not equipped at all. As you have seen our special unit is a very small disorganized room with worn-out chairs, tables and not nothing to attract learners. We just put learners there to avoid them staying at home and getting lost. We don't have even books, drawings, pencils, adapted items for vocational training among others hence making it very tough to help them. Our school is built just typically for normal students making it not adaptable or accommodating for learners who may have different challenges. The government used to provide some money to top up for helping these learners but for over 3-4 years they have not done so making it difficult to get relevant resources. So generally, we are nor equipped. You know since we don't have national exams that these learners sit for t the end of 8years like the others, we have a provision that calls for vocational training to equip these learners with skills in tailoring, cooking, construction, etc. but we don't have the resources needed hence you find them staying here for many years making no progress and later dropping out and going back home since they get bored and don't have anything to keep them motivated" (P7 (headteacher 7),personal interview, March,21,2020)

This finding is also in tandem with an earlier national study by UNESCO (2005) and Orodho (2014) which established that most schools in Kenya did not have adequate classrooms to accommodate the large numbers of pupils enrolled in primary as a result of free primary education including those with disabilities.

Other studies in Kenya also conquer with the findings where, Kithuka (2008) found out that desks, toilets and classrooms ramps were not adopted for use by sew learners. Otieno (2012) explored that accessibility of physical facilities was very much wanting for the implementation on inclusive learning in Ugenya. Wangio (2014) also reported that majority of classrooms in public primary schools in Kenya had not been modified to cater for the increased number of pupils.

One of the participants however provided contradicting information by indicating that their institutions environment was very well adapted for learners with disabilities as indicated below:

"Our school is one of the most equipped in the area mostly in our special unit. As you have seen it is a 3-classroom block with modern classrooms, well painted, with ramps, gentle slope as stairs, wide

doors, book cabinets, good tables and chairs and an adapted toilet in each class. We also recently built another gate for movement of learners with disabilities in and out of the school so that they are not disadvantaged when moving together with the others using the main school gate. Our learners have enough adapted books, charts, enough pencils, markers, crayons and assistive devices like wheelchairs, spectacles among others. We have a good team of SNE teachers who have always gone beyond their means by helping us write proposals that have made us get help from the county and Safaricom foundation. We even have our kitchen and caregiver who help us implement our well-developed feeding program. That's why we have a large enrollment of these learners as compared to other schools" (P9 *(headteacher 9), personal interview, March,04,2020.)*

This is in agreement with objectives of inclusive Education in Kenya Assessments Report (2013) which indicated that in ideal inclusive situations in Kenyan schools, boys and girls are equipped with assistive devices and resources to enable them to go to school.

From the above reports by participants, it is evident that the school environment is not capable of handling learners with disabilities as required by the inclusive education policy statements since they lack necessary physical adaptations and modifications that enhance movement and learning of learners with disabilities. Schools that nurture diversity, adopt strategies that not only develop equal opportunities for learners to participate in the school curriculum but also need the development of financial support systems that provide resources essential for learners with special education needs. Schools hence need to put in place systems related to inclusive strategies in order to respond effectively to learners" education needs and that to minimize barriers that hinder the implementation of inclusive education. Adjusting the school systems refers to altering the general school atmosphere to inspire barrier-free learning environment (Fullan, 2015).

Inclusive education affects not just in principle and the nature of education provided for students with disabilities, but it calls into cross-examining the broader aims of

education, the purpose of schools, the nature of the curriculum, methods of assessment, and schools" accommodation to diversity. The way in which regular schools respond to students with disability can be a measure of quality education for all students (UNESCO, 2015). Weber and Ruch (2012) maintain that a good school is good to all students and labors for the success of all learners. This calls for a need to modify school strategies and the environment to meet learners" diversity (Agarwal and Chakravarti, 2014).

Inclusive policy guidelines on school strategies to overcome physical barriers are critical towards the successful implementation of inclusive education as the approaches address the needs of every learner. Policy guidelines on inclusion enable schools to restructure their strategies that enable every learner to access course content, fully participate in learning activities and demonstrate their strength at assessment (Republic of Kenya, 2019). Inclusive guidelines focus not only on education quality for all learners but also demands that the learning environment should be restructured to accommodate diversity. Simply placing differently enabled learners in regular schools without addressing issues of instructional, human and structural support towards educational diversity, condemns inclusion to failure (Hughes, 2015).

4.6.3 Lack of government support and facilitation

Being government institutions, the schools depend on the government allocation to run and develop in terms of resources and infrastructure. However, most of the respondents indicated that the government had failed to support them with reports showing neglect and selective allocation. It was noted that the government mostly considered learners with disabilities place din special school or special units within normal schools and even so they were not consistent in providing. The schools with no special units were not given any support for learners with disabilities who were counted among the other

learners. This makes the schools not able to cater for the needs of learners with disabilities. It was also brought out that due to the lack of support from the government, the teachers, parents and well -wishers were left with the task of trying to see these learners survive and develop in the schools. Teachers had to be creative and innovative so as to improvise and come up with resources and ways of helping these learners with the support of parents and other well-wishers in the neighborhood. This is indicated in the quotations below;

> *"Being a govt school, most of the resources we have been provided by the ministry. So being the case, what is provided is what can help an ordinary/normal learner in terms of books, desks, tables, etc. therefore you find that nothing comes specifically designed for learners with disabilities unless they are in a special school or unit where the government sometimes allocates resources. Generally, in a regular school like ours, we sincerely don't get extra resources to cater to them" (P6 (headteacher 6), personal interview, January,21, 2020)*

> *"The government has not provided as with any... though we can say in the classrooms, things like chairs, tables are there and at least they can be able to use them. Our washrooms are just the normal ones hence making it difficult for them to use like one learner with a wheelchair who faces a lot of challenges getting in and out of the classrooms due to the size of the doors, the staircases and also using the washrooms like the other learners. So generally, we just have normal resources for typical learners hence those with disabilities lack specialized tools/facilities/resources for their survival in and out of the classroom "(P3 (headteacher 3), personal interview, January15,2020).*

This is in tandem with (Mukuria & Korir, 2006) who reported that, although a lot of efforts have been focused on supporting people with disabilities in Kenya, limited funding and support from the government prevents many children with disabilities to benefit from programs and services designed for them. This is also supported by reports from a study conducted in some schools in Ethiopia, a developing country, by Gezahegne and Yinebeb (2011), which revealed insufficient funding as the biggest drawback to the implementation of major programs, like inclusive education,

4.6.4 Time

Learners with disabilities need attention and more time to cater for their needs since they have some limiting conditions which prevent them from achieving and moving at the same pace as their peers without disabilities.

However, from the study findings, it was pointed out by participants in the interviews that time was a major factor that limited the inclusion of learners with disabilities because teachers had to work within the given time frameworks mostly allocated considering the learner without disabilities hence not considering those with disabilities. These sentiments are also supported by findings from the quantitative data where teachers indicated that they had a challenge in ensuring adequate time was given to learners with disabilities to complete activities and examinations with items measuring this showing a low mean of 2. 3103.Further a high percentage of 69% of the respondents disagreed that learners with disabilities were given adequate time to undertake activities. These leads to them being left behind unless the teachers are kind enough to cater for them during their free times. This is indicated below:

> *"Time as a resource is also a major challenge since we have a large enrollment and the teacher needs more time to handle these learners individually which is not possible. The timetable is made considering the majority learner who are those without disabilities hence leaving out those with disabilities. This makes it difficult for them to move with the others due to their limiting conditions and it is left to the teachers to at least find extra time for them which is difficult considering most of the teachers are already overwhelmed by classes and other duties. Hence time is another major challenge "(P6 (headteacher 6), personal interview, January21,2020).*

4.7 Teacher training, skills and practices in support of the inclusion of differently enabled learners in regular public primary schools.

It is important to provide teachers with the knowledge, skills and understanding of inclusive education so they can play an effective role in school as they are main in

translating education policies into practice through the teaching-learning process (Sharma, Simi & Forlin, 2015). The success of inclusive education hence depends on adequate knowledge and skills of teachers (Flecha & Soler, 2013; Florian, 2012). Whereas it is easier for policy makers to promote inclusive education, the mere passage and enforcement of policy is not a guarantee of success (Odom, Buysse, & Soukakou, 2011). This is because teachers need more than just positive attitudes in the translation of policy into practice (Blanton, Pugach, & Florian, 2011). Teachers also need the competencies to adapt teaching and learning to meet the needs of all children (Gichuru, & Singh, 2013).

Based on the above, one on one interviews were conducted on participants to generate data for the third research question which intended to bring an understanding as to whether the teachers were trained, skilled and their practices in relation to the inclusion of learners with disabilities in the public primary schools. From the responses, 3 themes were developed which are: inadequate/lack of training among school heads and teachers, overburdening of teachers and unfavorable teacher attitudes and practices. The themes are discussed below:

4.7.1 Inadequate training among school heads and teachers.

Quantitative data analyzed indicated that most of the teachers in the inclusive schools lacked training in handling learners with disabilities in inclusive classrooms and those that had training reported that it was inadequate hence were not confident enough to handle the inclusive classrooms effectively. This is depicted by the low means of 2.3103 and 2.2586 on the items. Further, the percentage of disagreement with the statements that teachers were adequately trained to handle learners with disabilities and that they received training time to time to enhance their skills were high representing 77.6% and 75.9% respectively.

The findings from qualitative data pointed out the same bringing out that there was inadequacy of trained teachers to handle learners with disabilities in inclusive settings where the responses from participants brought out that most of the teachers in the institutions had no training on how to handle learners with disabilities while others reported that the training received was inadequate and therefore most schools depended on 1 or 2 teachers who had training in special needs education who were helped by regular teachers with no training at all on issues to do with learners with disabilities and depended on their working experience as teachers in helping the learners. What is more surprising is that out of the 9 participants who are the school heads and tasked with spearheading the implementation of inclusion and its management, only 2 had some training on special needs education hence it was identified that most school heads depended on trained teachers in the school for advice and direction when it came to handling learners with disabilities which brought a lot of misunderstanding between them in planning and serving learners with disabilities in the school. This information is clearly indicated in the following direct quotations from participants:

> *"No am not trained on SNE, apart from just some topics I covered back when I was undergoing my training and doing my degree studies which were not very deep. As a leader, I have the skills and know-how to go about it since am the administrator of this institution. I just know how to go about it. I have done this work for some time now "(P2(headteacher2), personal interview, January,15,2020, pg.18)*

> *"Not even an idea. In my training, I remember very little being said about the topic are. So, for me it's just that am very sympathetic and I have a passion to see these children get help and education just like any other child so I try to assist them" (P4(headteacher 4), personal interview, January,17,2020)*

> *Yes, I have the KISE SNE diploma which I trained for. I also have many years' experience in dealing with these learners. (P9(headteacher 9), personal interview, March 04, 2020)*

The findings of this study resonate well with the study carried out by Ocloo and Subbey (2008) in Ghana. They found that Ghanaian teachers were well aware of the concept of inclusive education, but inadequate infrastructure and teachers' lack of training impeded the implementation of inclusive education.

The above is also seen in a study by Kuyini and Desai (2008) which revealed, in their investigation of 20 inclusive classrooms, that 46% of teachers had limited knowledge of inclusive education and up to 58% of the 220 teachers had not trained in special and inclusive education. In concurrence with the claim, Republic of Kenya (2005) and Ministry of Education (2009:26) pointed out inadequate capacity among teachers to handle learners with special needs and inappropriate placement of children with disabilities, inadequate supervision and monitoring of special education programmes which worsen the situation of implementing inclusive education for children with special needs in public primary schools.

Nthia (2012) found that majority of the head teachers had P1 certificate indicating their lack of enthusiasm to career improvement and that many primary schools had very few teachers with SNE training denoting a serious shortage of these teachers. His study indicated that of the head teachers had no training in SNE. This also agrees with, Wanjohi (2013) who in his research noted that in Kenya, teachers do not have adequate training on handling both the disabled and normal learners in one class. This affects the understanding of some of the learner's educational needs as it is reflected in their performance in general. Thus, lack of adequate teacher training to handle both disabled and non-disabled learners in the same class negatively affects the success of inclusive education.

From the participant responses, the lack/inadequacy of training on issues to do with learners with disabilities among teachers was attributed to the teacher training curriculum which was said to be inadequate and not designed to produce all rounded teachers who are able to handle the diversity among learners. Most participants noted that in their teacher training courses very little or nothing about learners with disabilities was covered hence making them incapable of handling learners with different disabilities as it is required due to lack of comprehensive knowledge and skill level.

This hence led to most of them relying on their general teacher training and working experience in handling different learners with different challenges which according to most of them was inadequate to properly handle the learners with severe disabilities. The findings are worrying as Ball and Green (2014) noted that school leaders act as the lead innovators for practices that address the learning needs of all students and align teachers' efforts to this goal hence need training on inclusive education.

Apart from the teacher training curriculum not being comprehensive and inclusive, it was also reported that the government and the schools were doing very little in providing seminars, conferences and in-service training for practicing teachers on disabilities and inclusive education as a way of preparing the teachers adequately in implementing the inclusion of learners with disabilities.

The above information is supported by direct quotations from the participants' responses as shown below:

> *"Our teacher training curriculum is not very keen on learners with challenges so I think the teachers should be trained on SNE to understand different challenges among children so that we can effectively include them in our schools. Also, more conferences from time to time should be considered. Create more awareness for teachers to have positive attitudes towards inclusion and not to see it as a burden" (P3 (headteacher 3), personal interview, January, 15,2020).*

> *"As I told you, in our training back then, mostly this area was covered as a by the way very narrowly hence not taken seriously. So, for inclusive education to be successful and for the children to get assistance in regular schools, all teachers should be given adequate training and knowledge in the area to enable them to effectively handle them. For us the already practicing teacher, we should get Inservice refresher courses and seminars to update us on this issue because in our community these learners are many an as teachers, we need to assist them"* *(P4(headteacher 4), personal interview, January,17,2020)*

This is in accordance with the Kenyan situations reported where in the East African Standard(30th August 2003,cited in Ogolloh,2008) an Assistant Minister for Education Honorable Kirimi Mwiria called for training of many teachers to equip them with skills in handling special needs learners in both primary and secondary schools after it was discovered that not many teachers in public primary schools have skills to handle learners with special needs because of having been trained in primary teacher colleges where pedagogy of inclusion is inadequate.

In Kenya, reports also support this finding since in the (KISE MODULE,18) KISE trains all teachers in certificate and diploma but does not have the capacity to meet the demand for wellequipped teachers to handle learners with disabilities in regular school setting (MOE, 2015).

Research has shown the view that teachers are the key to the success of inclusionary programs as they are viewed as linchpins in the process of including students with disabilities into regular classes (Unianu, 2011). Other studies acknowledge that inclusive education can only be successful if teachers are part of the team driving this process (Malone et al, 2001). Therefore, given that the ultimate goal of inclusion is to create schools with prepared teachers that recognize all students have a right to participate in all aspects of the school community environment, teacher training institutions must provide the education necessary for effective implementation of

inclusionary practices (Swain et al, 2012). The educators will also need guidance to explore their concepts and feelings, ambiguities, anxieties and confusions in an open and accepting climate. Educators will need safe, professional environments where their attitudes and beliefs can be explored, shared, challenged and restructured (Swart, Engelbrecht, Eloff & Pettipher, 2002).

4.7.2 Overburdening/shortage of teachers.

Research indicates that adequate and well-trained professionals are required for students with special needs and disability in inclusive settings. Agbenyega ,(2007) holds the view that qualified teachers know that classroom needs must be approached from a curricular standpoint in which difficulties are defined on each specific task, activity and classroom conditions. In addition, support personnel for training programs such as audiologists, psychologists, speech and language pathologists, communication support workers and interpreters are very scarce in many developing countries. (Eleweke & Rodda, 2002).

Boyle (2011) argues that it is important that teachers feel supported by the school management, parents, specialists and other school staff in order to implement inclusive practices. Peer support among teachers is seen to have a very important role both in teacher's positive attitudes towards inclusion and motivation to implement inclusive practices. (Boyle & Topping, 2012) Selfefficacy in collaborating with other teachers and professionals has been found to predict teachers' attitudes towards inclusion (Savolainen, 2012). Numerous teacher-related variables have been shown to influence the implementation of inclusion in the classroom. According to research, teachers generally hold favorable attitudes towards inclusion but are hesitant to include learners with severe disabilities, the defining factor being the manageability of the learners (Avramidis &Norwich, 2012).

Data from the participants reflects that the situation in terms of the adequacy of trained teachers is dire in that there are few or no trained teachers in the schools leading to overloading among few SNE trained teachers who are assisted by already overburdened regular teachers who are willing to assist handle the learners with disabilities even though they themselves don't have any training in SNE and inclusive education. This is shown below in the direct quotations by participants:

> *"Only one madam who is very committed to helping these children. She is trained in SNE and also the inclusive training. She has been here for one year and she's trying to go beyond her ways to help them even with the many challenges in facilities. However, being alone, she is very overburdened because of its too much work for her handling all the learners alone. Like regular teachers, we try to assist where we can though it is also hard for us with our workloads" (P4(headteacher4), personal interview, Januray,17,2020).*

> *"We have 2.the one in charge of the SNE unit and one regular. Both have KISE diplomas in special needs. They have been very helpful to us and the other regular teachers work with them to ensure all learners are well catered for. I hope that in future we get extra SNE teachers to help the ones we have or train some of our regular teachers so that it helps them cater to the needs of these learners effectively. The government should engage us in seminars, meetings to educate us more on handling inclusive education" (P7(headteacher 7) personal interview, January,17,2020.)*

This agrees with reports in the United States, which show there are shortages of special education teachers in almost every disability category (McCluskey, Tyler, & Flippin, 2004). Administrators mostly in rural districts (43% of the nation's school districts) have struggled with the supply of special education personnel (Johnson & and expertise Strange, 2007). Many rural administrators (i.e., 27%) maintain they either have difficulty finding special educators to fill vacancies or are unable to fill positions at all (Provasnik, 2007).

It is also resonating well with a report by the taskforce on Education for All (EFA), (2005) which reported that an estimated 113 million children with disabilities are

denied entry into regular education and are more among the dropout, because their learning needs are unmet due to few overburdened and untrained teachers.

Consequently, the above findings agree with reports in Kenya by ministry of education which stated shortage in the teaching force in public schools despite the fact that the Government commits over one third of the national cake to education to largely meet teachers' recruitment (Republic of Kenya, 2012; Sylvia & Orodho, 2014).

Peter and Nderitu (2014) in their study found out that there are inadequate SNE trained teachers as a challenge to inclusion.

However, in one circumstance, the participant indicated that as an institution they had enough and adequately trained teachers mostly placed in the special unit blocks but were called upon to assist in the normal classes when needed to. This is shown below:

> *"We have 5 trained teachers mostly with SNE diplomas who are placed in our special units and also help the regular teachers to handle the mild cases allocated in the regular classes. We also plan for seminars on inclusive education and SNE for our regular teachers to help them cope with the learners integrated into their classrooms. For us generally, we don't have a major challenge in manpower. We feel we have adequate human resources for the inclusion of these SNE learners in our school. All we can call for is refresher in-service courses for our regular long serving teachers and also regular seminars on SNE and inclusive education"* (P9(headteacher 9) personal interview, March, 04,2020).

4.7.3 Unfavorable teacher attitude and practices.

An attitude is a learned and stable predisposition to react to a given situation, person or other set of cues in a consistent way and guides and influences people's practices or behavior (Parasuram 2006). Several studies suggest that teacher attitude has a significant impact on the implementation of the inclusive program and such a program will be challenging if educators and schools are not supportive and committed to implementing the policy (Moran, 2007).

Therefore, there is a need to intervene to change the attitudes of teachers, so that they view inclusion positively (Campbell et al., 2003). Their attitudes as mentioned in numerous studies may be influenced by factors such as teacher training, teachers' experience, gender, type of disability, physical environment, materials and resources, and class size (Singal, 2011; Coşkun et al., 2009; Ernst & Rogers, 2006).

According to Suzanne (2009) teachers can foster independent learning through making education relevant to student needs and interests, using a variety of strategies to gain an understanding of students' abilities, needs and interests, providing students with choice in assignments and topics within a range of choice, using collaborative instructional techniques and teaching and modeling independent learning skills.

Corbett (2001) stressed that the lack of training and opportunities for professional development are disincentives to inclusion and if teachers do not have the necessary skills to teach children with SEN, they might feel frustrated and they cannot accommodate these children in their classes hence exhibit negative attitude and practices.

Results from some studies also show that some countries achieved inclusive education as a result of teachers' positive attitudes towards inclusion (Todorovic, Stojiljkovic, Ristanic & Djigic, 2011), while other countries struggle to reach the peak of inclusive education when teachers are less supportive of inclusion with their negative attitudes and practices (Unianu, 2012).

From the quantitative data statistics, it was clearly shown that most of the teachers practices like teaching styles, assessment, time allocation in activities, placement of learners and modification of goals and curriculum in inclusive classrooms were unfavorable mostly for learners with disabilities since means on the items recorded

fairly low means of between 2.1897 -2.4483.Tthe statistics of disagreement with the adequacy and effectiveness of their practices were also high ranging from 60% and above. This is further supported by responses gathered from the interviews , where it was reported that most of the teachers in the selected institutions had issues with their attitudes and practices on how they handled learners with disabilities stemming from huge workloads and inadequate training hence most of them had negative attitudes towards learners with disabilities mostly those included in normal classes viewing them us burdens hence treating them as the other normal peers subsequently leading to the needs of these learners not well catered for. This is depicted in the examples of direct responses given below:

> *"Unfortunately, we don't have any. I am just the only person with vast knowledge and skills in the area. So mostly our regular teachers handle these learners based on just experience and the calling of teachers which calls for them to ensure all learners presented to them get help. This however is not easy since most teachers handle them the same as their normal peers and assume their needs. This is because some of the teachers as other members of the society, have a negative attitude towards disability and see these learners as burden and failures. I, however, try to call them, guide them and motivate them since mostly they are demotivated as no extra pay is given and these learners need extra time and work. So, staff/trained staff is a major challenge here in terms of helping these learners" (P6 (headteacher 6), personal interview, January,21,2020).*

The above findings are in tandem with Cassady (2011) findings that general education teachers held negative attitudes toward students with emotional and behavioral disabilities but also toward students with autism since they provided a new challenge and extra work for them hence neglected them.

Hodge et al, (2004) argue that teachers' negative attitudes could undermine the development of inclusion. Without teachers" readiness to accept children with SEN in their classrooms, inclusion will not be successful. In addition, these studies found that

teachers" attitudes were least favorable towards serving children with significant disabilities. Some of the studies concluded that teacher's beliefs about inclusion were linked to children's individual characteristics and the special needs they exhibited rather than educational placement philosophy.

Fakolade (2009) and Ngwa (2012) both agree that; negative attitudes and practices by the population towards minorities especially persons with disabilities, negative traditional believes and cultural practices are increasing hindrances to the implementation of inclusive education practices in the two countries. Training and building capacity of educators and other community leaders will therefore help in the sensitization of the ignorant population.

4.8 Parental Support in the Inclusion of Learners with Disabilities

Active family involvement has long been considered to be an important factor related to better outcomes in the education of young children with and without disabilities in inclusive early childhood programs (Berger, 1995; Levy, Kim, & Olive, 2006; Pérez Carreón, Drake, & Barton, 2005). Research has shown that high levels of parental involvement correlate with improved academic performance, higher test scores, more positive attitudes toward school, higher homework completion rates, fewer placements in special education, academic perseverance, lower dropout rates, and fewer suspensions. Parental involvement is important for the education of children of all ages, but it is critical for the success of young children in inclusive settings (Filler & Xu, 2006).

Research findings on inclusion (Duhaney & Spenser, 2000) confirmed that the main reason that contributed positively to inclusive education worldwide is the advocacy role played by families of exceptional needs learners, particularly, their efforts in

establishing general education. Reports from Ofsted (Desforges & Abouchaar,2003) highlighted that, in the Department for Education (DfEs), United Kingdom, only schools that have a close relationship with parents have managed to promote achievement of ethnic minority group students.

One on one interviews were conducted on participants to generate data for the fourth research question which intended to establish if parents supported the schools in the inclusion of learners with disabilities in the public primary schools and if yes how. From the responses, 3 major themes were developed which are: inadequate support from parents, lack of awareness among parents and poverty. The themes are discussed below:

4.8.1 Inadequate support from parents of differently enabled learners

Parental support is very essential in helping learners with disabilities learn and grow in an inclusive school setup. However, findings from the quantitative data indicate that the level of parental support was very low mostly among parents of learners with disabilities with most of the items showing low means. For example, on the item that "parents are actively involved in academic development of their children" a mean of 2.2241 was reported while on the item "Parents take an active role in their child's individual education plan (IEP), a mean of 1.9828 was reported. Further, on the item" Parents provide financial, material, emotional support to support inclusive education."

A mean of 2.3448 was reported. The above means are also supported by high percentage of disagreement with the statements posting high percentages of 72.4%, 75.9% and 58.6% respectively. These is similar to the interview data collected which indicated that most of the parents offered very little or no support to the schools in helping their children leaving all the work to the teachers as quoted below:

> *"For us, I can say they are not. Most times they don't even inform us about the conditions of their children unless the severe and visible*

ones. They just bring them and from our assessments, we can identify and place them accordingly. The parents leave them here and don't even follow up saying that being a government school we can provide for their children and as long as their children are in school, they don't care much about the performance and wellbeing. Just very few cases of parents are committed. We try to call them for meetings and follow up to home but very few are cooperative. So, in terms of parental support, I can say we don't get any. Our parents are very poor at that. We just do our part as teachers because we care about all our learners" (P3 (headteacher 3), personal interview, January, 15, 2020).

Not really. Most of the parents are not cooperative and seem to be ashamed of their children. They leave all the work to us. We have tried to involve them by calling them for meetings, sending their representatives for disability awareness meetings, involving them in school boards for decision making and also trying to do follow-ups with the help of class teachers but they have been uncooperative we have to push them up and down. However, some are helpful and eager to see their children achieve even with their challenges. (P7 (headteacher 7), personal interview, January, 21, 2020).

The above sentiments are supported by studies from (Lemmer & van Wyk, 2004; Singh, Mbokodi, & Msila, 2004; Walton, 2006) who stated that parental involvement needs to be actively encouraged by schools, particularly those pursuing inclusivity, given that low levels of parent involvement in education are prevalent in the South African education system.

Even though most of the participants reported lack of parental support, few reported otherwise indicating that the parents were cooperative and worked beyond their means to see their children get assistance.it was reported some parents even act as resource persons and help in teaching some skills to the learners.

"Yes. Our parents are the best. Very cooperative. Most of them understand the conditions of their children and they are very committed to helping us as teachers in helping their children get assistance and to learn as the other normal peers. They take part in major decision making for their children, take part in the board meetings by selecting a representative in the schoolboard, avail themselves when needed, do a lot of follow up on their children and provide all resources they are required. Our parents are very cooperative" (P9(headteacher 9), personal interview, March,15,2020).

The above is in tandem with a study of parents of children with disabilities included in mainstream South African schools which found that extra dedication and commitment from some parents, support for homework, advocacy (particularly from mothers), and interactions with teachers characterized parent involvement (Swart, Engelbrecht, Eloff, Pettipher, & Oswald, 2004).

4.8.2: Lack of awareness/ignorance among parents of LWD.

Awareness on disability and how to handle persons with disability is very key in implementing inclusiveness in and out of school. Findings from quantitative data collected and analyzed indicate that most of the parents and guardians were still ignorant and unaware on the services available for their children with disabilities like the inclusive education hence kept their children at home or took them to special schools. The above is indicated by the statistics on the item "Parents understand the meaning of "Inclusion" and support their children learning in an inclusive environment" which posted a low mean of 2.1724 and 70.7% of the respondents disagreed with the statement. Additionally, from the interview responses, it was clearly stated that most of the parents of learners with disabilities lacked knowledge on disabilities, inclusive education and how to handle their children leading to most of them relying on the negative beliefs and attitudes of the society on disability hence hiding their children and not taking them to school, seeing their children as curses, burdens and being ashamed of them. This led to their poor participation in supporting their children once they enrolled them in the inclusive schools leaving them at the mercy of the teachers and peers. The quotations below reflect the above:

> *"Most of the parents are not cooperative and seem to be ashamed of their children. They leave all the work to us. We have tried to involve them by calling them for meetings, sending their representatives for disability awareness meetings, involving them in school boards for decision making and also trying to do follow-ups with the help of class*

teachers but they have been uncooperative we have to push them up and down" (P7 (headteacher 7), personal interview, January,21,2020).

The above agrees with findings of African Union of the Blind (2007) that early detection of disability efforts is still a challenge as most parents seek help as the last resort due to lack of awareness.

In Kenyan context, many reports show lack of parental support as result of lack of awareness and the negative social beliefs associated with disability in our society. This is as reported Mwangi and Orodho, (2014) that in educating children with disabilities the major challenges are negative attitudes coupled up with stigmatization from the community members and the lack of knowledge and information among the parents.

This also resonates well with evidence that access to knowledge and skills that would promote parents' involvement in their child's education is highly limited (Republic of Kenya, 2012). In their investigations Bruce and Venkatesh (2014) further identified that, in spite of heightened disability awareness campaigns by the government of Kenya in collaboration with NGOs, the community's' doctrines and attitudes about disability still remained molded by their traditional and cultural sets of beliefs.

This is further supported by Bii and Taylor (2013) who state that the traditional doctrines that see disability as a curse or witchcraft are still with us and act as a significant barrier to parents' willingness to enroll their children with disabilities in school. The negative notions of the society with respect to individuals with disabilities is mostly propelled by lack of knowledge/fear of the unkown (Bii & Taylor,2013). In fact, they are ignorant about their child's disability as they have not taken them for assessment and referral (Mwangi & Orodho, 2014). This is noted by Bii and Taylor (2013) who say that majority of parents of children with disabilities do not understand what to do or where to go after noticing their child has a condition. They gave an

example of how knowledge of autism spectrum disorder is limited among many families. Most parents lack knowledge of autism or how it manifests itself hence this derails success of intervention services due to a lack of follow up by the parents.

In most circumstances, guardians are not aware of the signs of disability to look out for during the developmental stages of their children leading to late identification and consequently too late for corrective measures to be effective (Bii & Taylor, 2013). It is hence imperative that the government comes up with awareness campaigns for parents of children with disabilities and their surrounding communities to empower them and change how they handle disability and also open up their minds on the opportunities available for these children in schools.

4.8.3 High poverty levels among parents of LWD

Additionally, another significant factor which greatly impacts on the capability of parents to send their children to school is poverty. As a result, from 2003 the Kenya government introduced free primary education (FPE). In spite of this, parents still have to cater for uniforms, books, specialized materials and other requirements (Bii & Taylor, 2013). These expenditures are most at times out of reach for families with low or no source of income. Studies about poverty and disability highlight that the additional costs of catering for the healthcare, rehabilitation and other needs of children with disabilities can outstretch family resources (Bii & Taylor, 2013).

From the participants' responses during the interviews, it was noted that poverty among the parents of learners with disabilities was a major factor and it limited their involvement and support to the inclusion of their children in the schools. This is also supported by findings from the quantitative data which indicated that most of the parents of learners with disabilities were unable to ofer any support to the school and

their children with disabilities due to lack of finances since most of the families were faced by high levels of poverty with the item posting a low mean of 2.3448 and a percentage of 58.6% of the respondents reporting that the parents were unable to provide due to poverty. This is shown in the quotations below:

> *"Just few cases of parents are committed. However, we try to understand them since most of the people around are very poor hence unable to support their children. The parents are also unaware of what their children are facing since they also don't have education"* (P5(headteacher,5) personal interview, January, 20,2020)

This agrees with what was discovered by Global Campaign for Education (2015) that one of the major hindrances to education for children with disabilities in Kenya is poverty, which is regarded both as a root and consequence of disability. This is because for the education of children with disabilities, additional costs are incurred due to the need for assessment and identification, support and care, assistive aids, mobility and medical costs. There are huge effects of poverty on people with disabilities as it limits them from acquiring the basic needs of life as evidence indicates that majority of them and their families are unable to access water, food, clothing, education and health care (Mukobe, 2013). As a result, for them enrolling their children to school is impossible as it may call for payment of l fees and additional costs such as buying books, assistive devices, uniform, transportation and food (Mutua & Dimitrov, 2012).

According to Mwangi and Orodho (2014), most of the time disability affects households that are already poor, particularly those in remote rural locations. It is therefore very difficult to convince persuasion such parents to engage in the activities relating to the education of their child with a disability as they feel tangled up in the vicious cycle of poverty. This has proved to be very hectic and has contributed to several of these parents opting to keep their children out of school.

4.9 Discussion of Key Findings

Findings emergent from the study indicate that even though the four supports mechanisms influencing the inclusion of differently enabled learners in the regular public primary schools were being provided, there were still loop holes in their provision and a lot needed to be done. It was established that the issues of policies guiding inclusion, availability and adequacy of resources and adapted physical facilities, teacher competencies and practices and level of parental support in implementation of inclusion are not yet well handled and hence leading to a high level of exclusion and drop out of from educational services. There are no clear plans on implementing inclusive education hence a big gap in practice in the schools. The issue of infrastructural support is the biggest limitation to successful implementation of inclusion of differently enabled learners in the schools.

On the aspect of inclusion, the findings from the study indicated that there was some level of inclusion in the public primary schools although in most cases it was selective and involved placement of learners in both special units and inclusive classrooms with most headteachers and teachers not fully aware of what inclusion is and how it should be effectively implemented. Most of the aspects that act as indicators of full inclusion of differently enabled learners in the schools like the school buildings accessibility, curriculum and examination modification, proper planning of individual goals for each learner, assistance in areas of difficulty among others were found out to be ineffective hence leading to improper accommodation and even exclusion. Some institutions were found to even turn away differently enabled learners with most blaming it on the inadequacy of support required to accommodate these learners.

The policies set up by both the government and schools in ensuring effective implementation of inclusive education policy were found to be new or unclear to

headteachers and teachers as main implementers with the findings indicating there were not fully aware of the guidelines documented to guide the process of inclusion in terms of early identification, assessment, enrollment, placement and providing the proper accommodation for differently enabled leaners in inclusive schools. It was reported that some schools enrolled learners with certain disabilities and with certain extents of the disabilities hence excluding some. It was also noted that the process of assessment, enrollment and placement of differently enabled learners was different in every school since there was no clearly documented procedure to be followed. Some schools did their own assessments in the schools before enrollment, others did not assess but just enrolled and placed while others sent the learners for EARC assessment before enrollment and placement. This clearly pointed out that information on implementation of inclusive education was not well disseminated to the schools meaning that most of the learners were not properly placed and their needs were not well catered for. The school heads further expressed the need for the government to sit down with all stakeholders when coming up with the guidelines on how to implement the inclusive education policy and clearly outline procedures to be followed all through the process for it to become effective.

The analysis of the data clearly showed that the issue of infrastructure in terms of teaching and learning resources, assistive devices and the adapted physical facilities and school environments was one of the biggest limitations to the full implementation of inclusive education. Most of the school heads and teachers reported that they really lacked in terms of needed infrastructure and most of them even turned away differently enabled learners to schools with special units or special schools since they felt they were incapable of providing the right accommodations for them.

Further, those differently enabled learners that were enrolled in the schools were really disadvantaged since most of the resources available only catered for the needs of their peers without disabilities hence frustrating them and most of them underachieved or even dropped out. Most of the special units were found to be in very poor conditions with so many learners congested on the little available space and resources. The normal classrooms and the school environments did not have any adaptations or modifications in terms of ramps, hazard free environment, adapted toilets among others and those that hard were inadequate hence differently enabled learners integrated in the classrooms had very difficult time adapting and learning. The respondents indicated the dire need for the issue of resources to be quickly looked into if inclusive education is to be fully implemented.

From the study findings, most of the teachers reported that they had inadequate or no training on how to handle differently enabled learners and above all integrated in the regular school environment. They indicated to have only general teacher education and did not receive regular in-service training or conferences to enlighten them hence only used experience of handling diversified learners gained overtime and sympathy to handle the learners placed in their classrooms. Those that were trained were few and mostly depended on regular teachers most of whom were not trained to handle inclusive classrooms to assist them. They reported that their classroom practices were inadequate in assisting differently enabled leaners since they did not use individualized goals and different instructional styles for the learners with different needs, did not use modified curriculums or examinations to accommodate the learners neither did they have the knowledge and skills to correctly identify, assess, enroll and place differently enabled leaners.

They hence had little confidence in their ability to handle the learners in inclusive classrooms and blamed it on the teacher training they received which they termed as inadequate and needed to adapt a flexible curriculum that modelled teachers who were all rounded and able to handle learners with diversity of needs and abilities. Already practicing teachers also reported that they needed to be given in-service training courses and seminars to update them on the new trends in education like inclusivity hence be able to handle inclusive classrooms more effectively.

Finally, the study findings brought out the need for the government and schools in specific to create awareness among parents of differently enabled leaners within the society on issues to do with disability like early identification, assessment, enrollment and placement in educational facilities and their responsibilities in providing support to their children in terms of their general welfare and education. This need was clearly seen in the findings where most of the parents were reported to be in the dark on issues to do with disabilities and the opportunities available for children in inclusive schools. Those parents who enrolled their children in the inclusive schools, were reported to be uncooperative with the teachers and school and left all the responsibilities to the teachers and the government. They did not attend meetings when called upon, did not offer any support and did not follow up on their children's where abouts while they were in school. This was attributed to high poverty levels among the parents of children with disabilities since most of them used their limited resources to cater for their children's needs and also faced stigmatization and discrimination in opportunities hence not able to earn much.

4.10 Connecting Data Findings to Theory

The study was guided by Lev Vygotsky's social constructionist theory (1896-1934) and its view on disability which advocated for inclusive schooling as inclusion of all

learners regardless of ability into the same schools and classrooms with peers who are not considered to have special needs. The reason for this type of schooling according to Vygotsky (1931/1993), is that the personality of differently enabled children is not determined by their disability, but rather by their social environment and its dialectical interaction with the child. Hence interaction with peers (collective upbringing) is one of the most important socio-cultural conditions for development and socialization among differently enabled leaners. In line with this, the study findings established that there was some level of inclusion of these learners in inclusive school settings so as to assist them learn together with their peers who do not have disabilities. This was done by either having a special unit within the school for severe cases while mild cases were enrolled into the normal classrooms.

Further, according to Vygotsky, the main goal of inclusive education, is not only to compensate for primary defects through facilitation and strengthening of intact psychological functions but, mainly, to prevent, correct, and rehabilitate secondary defects by psychological and pedagogical means. The mainstreamed school environment is the only adequate context where it may occur with help of specially trained teachers, a differentiated curriculum, special technological auxiliary means, and simply more time to learn. He hence emphasized that approaches to disability should be changed as well as schools setting and that the learner must always be maintained as much as possible within the mainstream social and cultural environment. The study findings found out that the school settings have not been adequately modified and adapted to fit the needs of all learners including the differently enabled in terms of teaching-learning resources, physical infrastructure and provision of assistive devices hence the differently enabled leaners were not properly accommodated. It was also noted that in terms of teacher training, a differentiated curriculum and more time to

learn, a lot still needed to be done since only few teachers had been trained and those trained claimed the training was inadequate while the curriculum was not well modified to fit the needs of differently enabled leaners. It hence shows that most of the school environments need a lot to be done in terms of infrastructure and teacher preparation to fit the recommendations of Lev Vygotsky and hence fully accommodate the differently enabled leaners failure to which full inclusive education will remain a dream to be achieved.

4.11 Chapter Summary

This chapter presented the data collected using the two research instruments: the questionnaire and the interview guide. First the quantitative data collected using the questionnaires was presented where the descriptive statistics in terms of means, standard deviations, frequencies and percentages were presented in tables and their meanings interpreted and discussed. The qualitative data collected using the interview guides was them presented in terms of themes and subthemes developed from the interview data with direct quotations from the participants presented to support the themes and subthemes. The information from the two data sets was then integrated and discussed in the discussion of findings section presenting the major findings in terms of the support mechanisms put in place to support the inclusion of learners with disabilities in the schools in terms of the four variables investigated: school-based policies, infrastructural support, teacher competencies and practices and parental support. It concludes by looking at how the data findings connect with the theory underpinning the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of this study was to assess the support mechanisms that influence the inclusion of differently enabled learners in regular public primary schools in Nakuru North subcounty, Kenya so as to get the clear picture of what accommodations are existing and what needs to be done to ensure full inclusion of all children in education regardless of their diversities. This chapter concludes the whole study and indicates the extent to which the research objectives have been met and identifies areas for future research.

First, a summary of the findings in response to the research questions are presented followed by a discussion of the conclusions made. At the end, recommendations based on the implications of this study are presented with also recommendations for further studies given.

5.2 Summary of Research Findings

The summary of the research findings is based on the four objectives of the study and the corresponding research questions.

5.2.1 School-based policies put in place to support the inclusion of differently enabled learners in regular public primary schools.

From the study findings, it was found that most of the school heads and teachers did not have access to the set guidelines guiding the inclusion of differently enabled learners hence there were different approaches used in almost each school which led to selective inclusion and confusion.

It was noted that even though the government through the ministry of education calls for the inclusion of all learners including those who are differently enabled in all public

primary school without discrimination, schools had developed their own policies which were selective in terms of the types and extents of disabilities they enrolled. This was supported by a high percentage of respondents who reported that the schools enrolled differently enabled leaners with a lot of discrimination. These findings are also supported by responses from the interviews which showed that most of the schools did not have clear policies on how to include differently enabled leaners hence most of them were left excluded from the educational services using policies that fit their environment as a school.

The findings also brought out that even though the policies on inclusion in the schools were not clearly outlined, in most of the schools, for a learner with any disability to be enrolled in the schools, first they had to undergo assessments at the EARC and then report to the schools with the referral reports. The interview reports also showed this with most of the teachers reporting that they used the EARC reports to enroll and appropriately place and provide for the differently enabled learners. However, it also came out that there were those schools who did their own assessment using the teachers who mostly did not know the right procedures of assessment hence inappropriate diagnosis and placement.

It was also reported by many of the respondents that most of the school policies on inclusion that were being used in the schools, had been developed without due consideration of all stakeholders' opinions mostly leaving out the input of parents and learners. Further, from the interviews, it was noted that the reasons for not actively involving the parents mostly of learners with disabilities in coming up with the policies was that most of these parents had negative beliefs and attitudes in terms of disabilities and saw their children as curses or burdens mostly due to societal influence and

stigmatization and lack of awareness hence most of them were unwilling and unable to be involved in decision making about the education of their children.

From the summary of the findings on this objective above, the study concludes that in most of the schools, there are no clearly set guidelines for the assessment, enrollment and proper placement of learners with disabilities as required by the inclusive education policy hence most of the learners with disabilities are still excluded from essential educational service and those enrolled in the schools are inappropriately placed hence there needs not well attended to. This leads to most of them dropping out from the schools. It is therefore evident that the school heads and teachers need to be sensitized on the set guidelines for inclusion by the government disseminating the policy documents to each school and holding sensitization seminars as the lack of awareness hinders successful implementation of inclusive education.

5.2.2 The existing infrastructure put in place to support the inclusion of differently enabled leaners in regular public primary schools.

The study findings clearly brought out that the public primary schools were very lacking in terms of the necessary infrastructural support needed to include learners with diversified characteristics including the differently enabled. In terms of the adapted and modified teaching- learning resources like books, maps, charts and assistive devices like wheel chairs, braille, visual and hearing aids among others were found to be lacking with the items measuring their availability and adequacy posting very low means. Further the percentage frequencies of teachers reporting the lack of resources were very high for all items. The interview data further emphasized on this lack with most of the school heads reporting that their schools were not well facilitated in terms of adapted resources needed to adequately accommodate learners with disabilities since all they had were what is used by a normal learner and also was inadequate.

In terms of the physical infrastructure like the school buildings, adapted toilets, spacious classrooms, adapted play areas among others being modified to cater for all learners including those with disabilities, the situation was reported to be dire since most of the institutions had no special modifications rather were just typical school environments mostly favorable only for the learners without disabilities. The percentages of disagreement with the facilities being adapted also were very high for all the items. This situation was also reported during the interviews with most school heads indicating that most of their facilities were not accommodative to learners with disabilities and highly contributed to the exclusion or disadvantaging of these learners in receiving quality educational services.

It was further noted that only those schools with special units attached to them had some adaptations in terms of infrastructure mostly around the special unit area and classrooms which in most cases were inadequate but for the normal classroom settings no modifications and adaptations had been made. The lack of resources and adapted physical infrastructure was reported to be the major reason why most of the public primary schools either excluded or inadequately accommodated differently enabled leaners and the school heads and teachers called for infrastructural support to be adequately provided if inclusive education dream is to be achieved.

From the summary, the study hence concludes that, the infrastructural support in most of the inclusive public primary schools is in most cases lacking or inadequate. There are limited specialized assistive devices and teaching-learning resources to assist the differently enabled leaners since what is mostly provided is meant for use by their peers without disabilities. In addition, the school buildings and physical environment is not well adapted or modified to cater for the needs of these learners hence making it

difficult to accommodate them. This hence affects the implementation of inclusive education in the schools.

5.2.3 Teacher competencies and practices in support of the inclusion of differently enabled learners in regular public primary schools.

This objective aimed at determining whether all the teachers in the regular public primary schools had the necessary knowledge and skills that enabled them to provide for the needs of all learners including the differently enabled and also establish whether their classroom practices were favorable for learners of diversified characteristics.

The study findings revealed that very few teachers including the school heads had been trained on handling inclusive classrooms and those that had some training said it was inadequate to make them confident enough to handle differently enabled leaners. Majority of the teachers reported that they were not well equipped to handle these learners in inclusive classrooms. The items measuring the preparedness of the teachers also posted a low mean. The interview data showed the same indicating that the teachers had little or no skills and knowledge on how to handle differently enabled leaners in inclusive classrooms. From the nine school heads interviewed, only two had some little training on inclusive education and how to handle these learners. They reported that the training received in teacher training colleges was general and did not look at specific aspects like disability and inclusive education in depth hence inadequately preparing them on how to handle these classrooms. They also reported that there was no regular training or refresher courses offered for already practicing teachers to assist them keep up to date with inclusive education.

The findings further indicated that teacher's classroom practices were not favorable for all learners mostly those with disabilities. They did not use varied methods of

instruction, they did not develop individual goals for differently enabled leaners, they did not modify content or examinations to suit needs of all learners neither did they assign enough time for each learner to complete activities. Furthermore, the teachers had limited skills to effectively assess, place and cater for differently enabled leaners. The findings of the interviews further indicate that the teachers had negative attitude towards differently enabled leaners included in their classrooms since they required more time to perform activities, close attention and individualized instructional plans which made it difficult for the teachers given their classrooms had a large number of learners hence a huge workload.

It was also established that apart from the inadequacy and lack of training, there was a shortage in teachers where most of the schools had one or two trained teachers in inclusive education or special needs education most of whom operated from the special units. This meant that the regular teachers with no training on how to handle differently enabled leaners handled the inclusive classrooms and depended on their experience handling diversified learners and also assistance from the already strained teachers operating the special units.

From the above summary of findings on this objective, the study concludes that, majority of teachers in the public primary schools do not possess adequate training needed to handle inclusive classrooms. There are also few teachers to handle these learners hence overburdening them. This lack of adequate preparation and shortage of teachers in turn led to most of the teachers not exhibiting the appropriate classroom practices to accommodate differently enabled leaners as they acquired negative attitudes towards these learners viewing them as a burden and challenge to them. It is hence difficult to effectively implement inclusive education in these schools if the teachers as main facilitators are not adequately equipped.

5.2.4 The level of parental support in the inclusion of differently enabled learners in regular public primary schools.

This objective aimed at establishing how the parents as vital stakeholders in inclusive education were working in collaboration with the school administration and teachers in ensuring children with diversified characteristics including those enabled differently were well accommodated in normal school settings so as to learn with their peers without disabilities.

The findings clearly indicated that the school administration and teachers were very welcoming of the idea of cooperating with the parents to help all children achieve based on their abilities and deficiencies. The school heads reported to reach out to the parents of all learners so us to assist the children cope and achieve in the inclusive setting. This was done by calling them for meetings, career workshops, awareness seminars and involving them in the school boards to assist in making crucial decisions about their children's education.

The findings further pointed out that most of the parents mostly of differently enabled leaners did not show commitment and collaboration with the school administration and the teachers and most of them neglected their children leaving all the responsibilities to the school and teachers.

These was depicted by low means among others on items measuring parental support. A large number of the teachers reported that the parents neglected their children mostly those with disabilities since they were ashamed of them and did not believe they would achieve a lot academically hence just brought them to school to grow and interact with other. It was also reported from the interview data that the parents did not attend school meetings and other gatherings with parents of those children without disabilities due to

the societal stigmatization that comes with having a child who is differently enabled. Lack of awareness of the services available for the differently enabled children coupled up with high level of poverty were mentioned as other factors that caused the low support and commitment among parents of these learners.

From the above summary, the study concludes that, in most schools' parental support for the inclusion of differently enabled learners in most of the public primary schools was very poor since most of the parents showed little or no support to the school administration and teachers in supporting the education and well-being of their children. Most of the responsibilities were left to the administration and the teachers. Most of the parents exhibited lack of awareness on the opportunities available for their children in inclusive education settings. High levels of poverty among these parents together with stigmatization in the society contributed more to the inability to support the successful implementation of inclusive education.

5.3 Study Conclusions

This study sought to assess the support mechanisms put in place in the regular public primary schools to enhance the inclusion of differently enabled learners in the inclusive school set up. The review of the level of inclusion of differently enabled learners in the regular schools indicated that there was still a high level of exclusion of these learners from the educational services as a result of the support mechanisms in terms of the policies, infrastructure, teacher competencies and practices and parental support not being adequately provided.

In terms of the policies set by the schools to guide the assessment, enrollment, placement and accommodation of the learners with disabilities within the regular school settings, it was identified that the school heads and teachers were not aware of the

appropriate guidelines set up by the government to enhance inclusive education in the schools. This led to ineffective inclusion practices since most of the schools enrolled and placed learners without no clear procedures. They enrolled and placed differently enabled leaners without assessment reports from the EARC hence not adequately providing for their needs. Most of the decisions on inclusion in specific schools were also made with little involvement or consultation of all the stakeholders mostly parents hence beating the logic for an all-inclusive educational setting. The study hence concluded that the lack of dissemination of information on guidelines to proper implementation of inclusive education in the schools was hindered full inclusivity.

From the study, it was reported that infrastructure in terms of teaching and learning resources, assistive devices and adapted physical structures and environment are inadequate hence most of the differently enabled leaners that are enrolled in the schools are disadvantaged and most of them frustrated hence not maximally achieving and even dropping out since they feel inadequately accommodated in the inclusive schools. The study hence concluded that for learners with different characteristics to be effectively accommodated into the inclusive schools, infrastructural support in terms of teaching-learning resources, specialized assistive devices, modified and adapted physical structures and school environment are very essential and need to be well provided.

In terms of teacher preparedness in terms of equipping them with the necessary knowledge, competencies and skills required to handle inclusive classrooms, it was reported that most of the teachers in the inclusive public schools have just general teacher education and those that have some training in special needs and inclusive education claim it is inadequate. This leads to most of them having negative attitude towards differently enabled leaners as they need specialized attention and more time to learn which the teachers are unable to provide. This is aggravated by the lack of the

resources needed to cater for these children. These hence leads to the conclusion that; teachers are willing to accommodate learners of diversified characteristics and needs in their classrooms but the lack of knowledge and skills hinder the effective implementation of inclusivity in education.

Majority of the parents mostly those of differently enabled leaners seem not be aware of their responsibilities in the education and welfare of their children since the teachers and school heads reported lack of cooperation and support from the parents. Most of the parents of these learners are reported to be in the dark on the disabilities their children face, the available educational services that are there for their children and the importance of parental involvement in the academic development of their children. Their lack of support to the school is also reported to be as a result of high poverty levels facing them and also stigmatization around the community. The study hence concluded that community sensitization on disability, inclusivity of all and community economic empowerment are very essential elements for effective implementation of inclusive education in the schools.

5.4 Recommendations

On the basis of the summary and conclusion made above, this study proposes the following recommendations:

1. The study found out that the school heads and teachers were not up to date with guidelines guiding the inclusion of differently enabled learners in majority of the schools. The study hence recommends that policy makers in collaboration with all the relevant stakeholders should develop clearly stated and harmonized policy guidelines to govern inclusive education and ensure the information is well disseminated to all implementers to ensure that all learners are able to

freely and appropriately access educational services in any public school without any form of discrimination.

2. The study found that teaching learning resources and assistive devices needed to effectively accommodate differently enabled learners are inadequate and, in most cases, not available. Furthermore, the physical facilities and the school environment was found not modified or adapted to cater for the needs of differently enabled learners. The study hence recommends that the Ministry of Education together with other relevant stakeholders should provide the necessary teaching -learning resources and assistive devices together with ensuring that the physical structures and environments are well adapted to accommodate every learner and cater for their diverse needs in the public schools.

3. The study also found out that most of the teachers had little or no training in handling differently enabled learners in inclusive classrooms hence lacked necessary competencies and skills to effectively cater for these learners. The study hence recommends that in terms of teacher professional development, the ministry of education should modify the teacher training curriculum so as to introduce more comprehensive courses on inclusive education and handling learners with diverse needs including those who are differently enabled so that teacher trainees are able to acquire the necessary skills and knowledge to handle all inclusive classrooms. Further, for the already practicing teachers, in-service training and seminars should be organized to equip them with the adequate skills to implement inclusiveness in their classrooms.

4. The study found out that parental involvement and support in inclusive education implementation was very poor majorly attributed to lack of

awareness on available services for differently enabled learners, poverty and stigmatization from the society due to disability. The study therefore recommends that the school administration and teachers together with other agencies should organize for seminars to sensitize parents on the issues of disability, inclusive education and parental involvement in the welfare and academic development of their children.

5. Finally, as the country moves towards the competency-based curriculum (CBC), the study recommends that curriculum developers at the KICD and other stakeholders should put into consideration the needs of differently enabled learners hence develop a curriculum that will help them learn together with their peers and be able to achieve as per their abilities and unique talents.

5.5 Recommendations for further research

From this study, I recommend the following areas for further research:

1. The study was done in only Nakuru North Sub-County which is a small area of Nakuru County. There is need for studies to be conducted in other areas of the county mostly urban areas since the area studied in this study is more of a rural setting.

2. The studies looked at only four support mechanisms that influence the inclusion of differently enabled learners. More studies should be done to assess the other supports like the government, community among others to see how they impact the implementation of inclusive education.

3. The study considered only the public primary schools; a further study should be done to assess the support systems for inclusive education in private primary schools.

4.   A study should be carried out to give a clear picture of the specific types of disabilities enrolled in the public primary school's country wide and record the figures of these learners or proper planning and provision by the government since from literature there are no clear records about learners with disabilities enrolled in the schools.

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APPENDICES

Appendix A: Introductory Letter

John Ranji,
Moi University,
P.O.BOX 3900-30100,
ELDORET.

Dear ……………………:

RE: REQUEST FOR PARTICIPATION IN A RESEARCH STUDY:

You are invited to participate in a research study titled "**Assessment of support mechanisms influencing the inclusion of differently enabled leaners in regular public primary schools in Nakuru North, Nakuru County, Kenya.**". This study is being conducted by John Ranji from the Department of Educational Management and Policy Studies at Moi University. The purpose of this study is to look at the available resources, policies, government and community support in schools and their influence on inclusion of differently enabled leaners in the school with an aim of giving practical solutions inform of recommendations to the government so as to improve life of the differently enabled child in the normal class environment.

In this study, you will be asked to complete a written questionnaire or engage in oral interviews. Your participation in this study is voluntary and you are free to withdraw your participation from this study at any time. The survey and interviews should take only 30-60 minutes to complete. This study has been approved by the Institutional Review Board of Moi University. There are no risks associated with participating in this study. The survey collects no identifying information of any respondent. All of the responses in the questionnaire will be recorded anonymously. While you will not experience any direct benefits from participation, information collected in this study may benefit the education sector in the future by better understanding the policy of inclusive education and making its implementation more viable.

If you have any questions regarding this research project in general, please contact John Ranji (0719171568/0735568262) his/her advisor Prof. Catherine Kiprop)

(cathykiRprop101@gmail.com 0727580448). If you have any questions concerning your rights as a research participant, please contact the IRB of Moi University at (+254790940508)

Once you accept to engage in the study, a consent form will be provided for you to confirm that you will participate in the study with full information on the study. Your participation is appreciated.

John Ranji Karanja, Masters Student,

Moi University.

Appendix B: University Introductory Letter
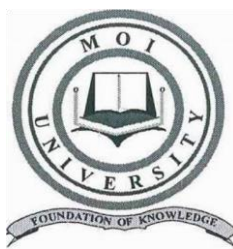
MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8	P.O. Box 3900
(053) 43555	Eldoret, Kenya
Fax: (053) 43555	

REF: EDU/PGR/ 1002/ 18   DATE: 21 st November, 2019

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100 <u>NAIROBI</u>
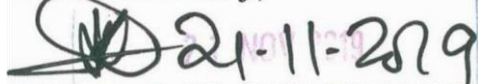
Dear Sir/Madam,

RE: <u>RESEARCH PERMIT IN RESPECT OF RANJI JOHN KARANJA-.EDU/PGR/1002/18)</u>

The above named is a 2 nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media, School of Education.

It is a requirement of his M.Ed Studies that he conducts research and produces a thesis. His research is entitled: "Support Mechanisms Influencing the Inclusion of Learners with Disabilities in Regular Public Primary Schools in Nakuru-North Sub-county, Kenya." Any assistance given to enable him conduct research successfully will be highly appreciated.

Yours faithfully,

PROF. J. K. CHANG'ACH   PROF. J. K. CHANG'AC
<u>DEAN, SCHOOL OF EDUCATION</u>

Appendix C: NACOSTI Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR
SCIENCE TECHNOLOGY & INNOVATION

Ref No 92061

Date of   1 /DecemBA1

RESEARCH LICENSE

This is to Certify that Mr.. john ranji of Moi University. has been licensed to conduct research in Nak
mechanisms influencing the inclusion of learners with disabilities in regular public primary schools in
Kenya for the period ending :

License NoACOSTI/P/19/302

92061

Applicant Identification

Director
NATIONAL COMMISSION FOR
SCIENCE TECHNOLOGY &
INNOVATION

Verification OR

NOTE: This is a computer generated License. To verify the authentici
Scan the OR Code using OR scanner

Appendix D: Informed Consent

Investigator:

"My name is Ranji John Karanja, and I am a postgraduate student at MOI UNIVERSITY MAIN CAMPUS. I am inviting you to participate in a research study. Involvement in the study is voluntary, so you may choose to participate or not. I am going to explain the study to you details about the study to help you in the decision making. Please feel free to ask any questions that you may have about the research; I will be happy to explain anything in greater detail.

The study's interest is in learning more about the support mechanisms in place to support the inclusion of learners with disabilities in regular primary schools. You will be asked to give your opinions and contributions in a one-on-one interview or through filling a written questionnaire.

<u>Participant</u> –

"All of my questions and concerns about this study have been addressed. I choose, voluntarily, to participate in this research project."

_____

Name of participant

_____   _____

Signature of participant   Date

_____

Name of investigator

_____   _____

Signature of investigator   Date

Appendix E: Questionnaires for Teachers

Inclusive education is the education system in which learners learn together in a regular setting regardless of any difficulties and differences they may have. It recognizes that every individual has unique characteristics, interests, abilities and learning needs and takes into account the diversity of these needs. This questionnaire is to help the researcher to gather information on the support mechanisms influencing the inclusion of differently enabled leaners in regular primary schools. I kindly request you to fill in this questionnaire as truthfully as possible. Information given will be treated with confidentiality and for the purpose of research.

SECTION A: Demographic information

1.   What is your gender?

        Male ( )   Female ( )

2.   What is your highest professional qualification?

        MED ( )   BED ( )   Dip ( )   P1 ( )   Others (specify)…………

3.   What is your teaching experience?

        Below 5 years ( ) 6-10 ( )   11-15 years ( )   16-20 years ( ) Over 20 years ( )

4.   a.) How many learners with disabilities are there in your class?

        How many are they? Boys _____ Girls _____

        b.) Briefly state the nature /type of their disabilities.

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SECTION B: Inclusion of learners with disabilities.

5.   Read the statements carefully and indicate using a tick, the extent to which you agree or disagree with the statement on inclusion of differently enabled learners in regular primary schools. 5= **SA-Strongly Agree,** 4= **A-Agree,** 3= **N-Neutral,** 2= **D-Disagree,** 1= **SD-Strongly Disagree**

CODE	ITEM	SA 5	A 4	N 3	D 2	SD 1
ILD1.	Schools are open to all learners without any discrimination.					
ILD2.	School buildings and physical facilities are accessible to all learners.					
ILD3.	Teaching and learning process is planned considering needs of all learners.					
ILD4.	Learners are actively involved in developing their own (IEP)					
ILD5.	A flexible curriculum that caters for needs of all learners is offered.					
ILD6.	Schools provide vocational training for differently enabled learners.					
ILD7.	Kenya National Examination Council awards certificates to differently enabled learners based on their abilities and talents at the end of primary level to enable them transit to the next level.					

SECTION C: School-based policies on inclusion of differently enabled learners in regular schools.

6.   Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement on the school-based policies that support the inclusion of differently enabled learners in regular primary schools.

Use 5= SA-Strongly Agree, 4= A-Agree, 3= N-Neutral, 2= D-Disagree, 1= SD-Strongly Disagree

CODE	ITEMS	SA 5	A 4	N 3	D 2	SD 1
SBP1.	Differently enabled learners are enrolled and appropriately placed.					
SBP2.	Assessment reports for differently enabled learners are provided before enrollment.					
SBP3.	Differently enabled learners are enrolled regardless of the type of disabilities.					

SBP4.	Differently enabled learners are enrolled regardless of the extent of their disabilities.					
SBP5.	Schools creates awareness so as to reach out to differently enabled learners in the neighborhood.					
SBP6.	School policies on inclusion are made in collaboration and consultation with all relevant stakeholders.					

SECTION D: Existing Infrastructural support:

7. Read each statement carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement on infrastructural support in terms of availability, adequacy and condition of the mentioned infrastructural facilities.

5= SA-Strongly Agree, 4= A-Agree, 3= N-Neutral, 2= D-Disagree, 1= SD-Strongly Disagree

The following assistive devices, teaching- learning resources and adapted physical facilities are available, adequate and in good condition.						
CODE	**ITEM**	**SA** **5**	**A** **4**	**N** **3**	**D** **2**	**SD** **1**
EIS1.	Visual aids: braille, braille papers					
EIS2.	Large print textbooks, maps					
EIS3.	Hearing aids					
EIS4.	Wheelchairs, clutches					
EIS5.	Spacious classrooms					
EIS6.	Adapted furniture: desks, tables, and chairs					
ESI7.	Adapted toilets					
EIS8.	Ramps					
EIS9.	Adapted doors and wide doorways, handles fixed at appropriate levels.					
EIS10.	Adapted stairs; Gentle slopes					
EIS11.	Adapted play areas					
EIS12.	Visibility of hazards in school environment					

SECTION E: Teacher competencies and practices.

8. Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement on **teachers' professional training, skills, and practices that support the inclusive education.**

5= SA-Strongly Agree, 4= A-Agree, 3= N-Neutral, 2= D-Disagree, 1= SD-Strongly Disagree

CODE	ITEMS	SA 5	A 4	N 3	D 2	SD 1
TCP1.	Teachers are trained and well equipped in implementing inclusive education.					
TCP2.	Teachers undergo regular training on strategies of handling inclusive classes.					
TCP3.	Teachers use varied teaching styles and practices: Collaborative teaching, Peer Tutoring, problem solving, teachers teach whole inclusive class.					
TCP4.	Teachers modify learning goals for each individual learner (IEP) and use diversified instructional methods.					
TCP5.	Teachers give adequate time to all learners during activities according to the nature and severity of their needs.					
TCP6.	Teachers design Examinations according to individual learner's needs and the severity of their special needs.					
TCP7.	Teachers are aware of appropriate procedures to assess learners" behaviors including those with special needs and disabilities.					

SECTION F: Parental support.

9. Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement on **Parental support in the inclusion of learners with disabilities in regular schools.**

5= SA-Strongly Agree, 4= A-Agree, 3= N-Neutral, 2= D-Disagree, 1= SD-Strongly Disagree

CODE	ITEM	SA 5	A 4	N 3	D 2	SD 1
PS1.	The school policy calls for parental involvement in their children's education.					

PS2.	Parents understand the meaning of "Inclusion" and support their children learning in an inclusive environment.					
PS3.	Parents share specific information such as medical reports, recent behavioral changes and observations noticed at home with teachers.					
PS4.	Parents attend meetings, conferences, and training programmes when called upon.					
PS5.	Parents discuss with the teacher what needs to be changed in order to improve their child's learning in problematic areas.					
PS6.	Parents take an active role in their child's individual education plan (IEP)					
PS7.	Parents provide financial, material, emotional support to support inclusive education.					
PS8.	Parents engage in educational and vocational responsibility to support schooling, career selection and preparation for their children.					

10. What challenges do you experience while teaching differently enabled pupils?

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11. In your opinion, what should be done on teachers' professional training to improve the implementation of inclusive education in public primary schools?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

12. Give a brief comment on what the government should do to ensure inclusive education is successful.

…………………………………………………………………………………………

…………………………………………………………………………………………

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…………………………………………………………………………………………

…………………………………………………………………………………………

Thank you for your immense contribution

Appendix F: Interview Guide for Headteachers

This questionnaire aims at collecting information on support mechanisms influencing the inclusion of differently enabled leaners in regular public primary schools in Nakuru North subcounty. Please be open to respond to all issues as accurately and honestly as possible. The contents of this questionnaire will be treated with the utmost confidentiality.

1. Name of the school_____

2. Do you understand the concept of inclusion? Is inclusive education practiced at your school?

3. What is your opinion on the government's policy of differently enabled leaners in a regular school?

4. Have you been trained to teach learners with special needs, specifically those with disabilities?

5. If yes, specify /if no, how you lead your teachers in handling differently enabled leaners?

6. Does your school have teaching/ learning material resources and assistive devices to be used by differently enabled leaners? List those available in your school; are they enough to cater for learners with special education needs?
   If your school does not have these resources or if they are limited, what measures do you suggest to be put in place to cater for these learners?

7. Are the teachers in your school trained to handle differently enabled leaners in an inclusive classroom? If yes what type of training do, they have? If no, how do they handle these learners?
   In your opinion, what should be done about teachers' professional training to improve the implementation of inclusive education in public primary schools?

8. What is the schools' policy of inclusion of differently enabled leaners in terms of enrollment, type of disability, extent (moderate, severe, mild), special unit/regular classroom placement, parental involvement?
   a. Do you handle them from regular inclusive classes or special units inside the school? Why?
   b. Do you have parental involvement as a policy for all parents including those with differently enabled leaners? If yes, specify, if no why?

   c. Do the parents and the neighboring community offer support to the school in the inclusion of the differently enabled leaners? If yes, how do they offer their support?

9. Does the government support the school in implementing inclusive education in your school? If yes how?

10. What challenges does inclusive education policy implementation face as per your context and experience?

11. What measures are you taking to ensure that inclusive education is implemented effectively in your school?

12. What do you think should be done to make inclusive education policy a reality and effective?

Thank you for your participation

Appendix G: A Map Showing the 47 Counties in Kenya
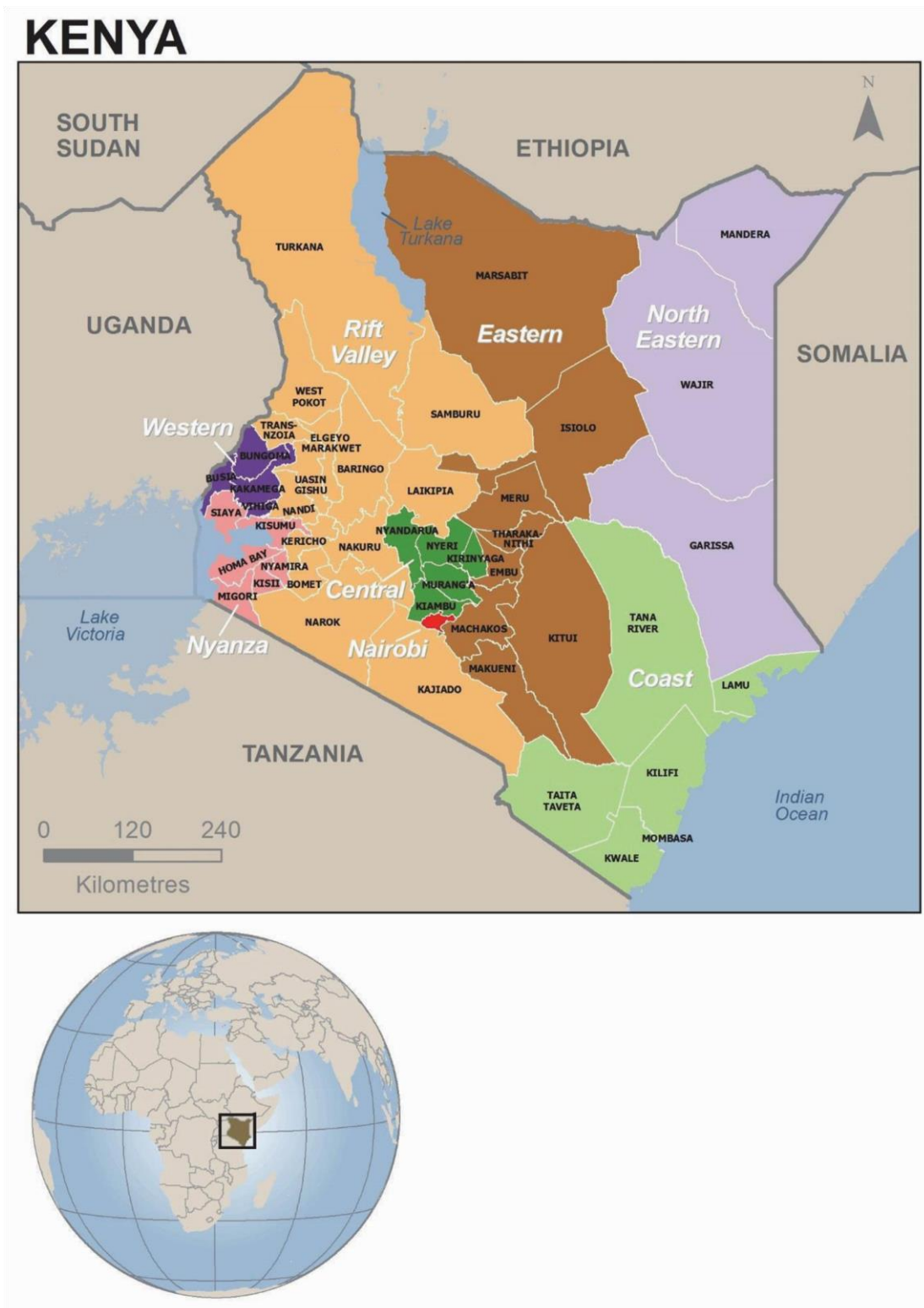
Source: Kenya Demographic and Health Survey [KDHS], (2014)

Appendix H: Map of Bahati/Nakuru -North Sub-County

Map of the Study Area