

**IMPLEMENTATION OF INCLUSIVE EDUCATION PRACTICES IN REGULAR  
PRIMARY SCHOOLS IN KISUMU EAST SUB-COUNTY, KISUMU COUNTY,  
KENYA**

**BY**

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**ATHESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER IN SPECIAL NEEDS EDUCATION**

**SCHOOL OF EDUCATION**

**MASENO UNIVERSITY**

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## **DECLARATION**

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I hereby declare that this thesis is my own original work and not a duplication of similar published work of any scholar for academic purpose and has not been submitted to any other institution of higher learning for the award of certificate, diploma and degree in Education.

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## **DEDICATION**

I dedicate this work to my late parents Vitalis Paul Asugo and Rose Agnes Aluoch, my late brother Dr. Odek-Ogunde, my children- Mercy, Winnie, Pala, Asugo, Dawa and my grandchildren Silas Odek- Ogunde and Abigail Atieno Akach.

## ABSTRACT

Inclusive Education requires general education schools to restructure and reorganize their practices and routines to accommodate students with disabilities. Baseline survey conducted in 2017, indicated that between 2012- 2016, 10(20.81%) out of 49 regular primary schools in Kisumu East sub- County practice Inclusive Education while in the neighbouring sub- counties, Kisumu Central sub –County had 12 (40%) primary schools out of 30, Kisumu West sub- County 39 (43.82%) schools out of 89 schools, Nyando sub – County 41(41.14%) schools out of 99 schools practicing inclusive education. The ten regular primary schools that practice inclusive education by design in Kisumu East Sub County were not practicing inclusive education to the extent that was expected. The reason for this was not known. This was a clear indication that implementation of inclusive education practices in regular primary schools in Kisumu East sub – County was still an area of concern. Purpose of the study was to examine extent of implementation of Inclusive Education practices in Regular Primary Schools in Kisumu East sub County. Objectives of the study were to: establish the extent of implementation of environmental adaptations in Regular Primary Schools, establish the extent of implementation of curriculum differentiation in Regular Primary Schools, determine the participation of learners with special needs in Regular Primary Schools; and examine the extent of implementation of Individualized Education Plan in Regular Primary Schools. The Organizational Readiness Theory by Weiner (2009) guided this study. The study used descriptive survey research design. Target population was 200 teachers, 49 head teachers, 1 Curriculum Support Officer and 100 learners with special needs (class 4-8). Simple random sampling technique was used to select 60 teachers and 30 learners with special needs while purposive sampling technique was used to select 10 head teachers and saturated sampling technique was used to select 1 Curriculum Support Officer. Purposive sampling technique was used to select ten Regular Primary Schools out of the 49 Regular Primary schools in Kisumu East sub- County. Data was collected using questionnaires, interview schedule and observation checklist. Construct and content validity were ascertained by experts in the Department of special needs education, Maseno University. A pilot study was carried out in one school not part of the study. Reliability of the instruments was calculated by test-retest method using pearsons ‘r’ of 0.7 and above. Test-retest of the instrument for teacher questionnaire in the pilot study yielded a reliability coefficient of 0.82. Quantitative data was analyzed using frequency, percentages and means. Data collected through interview schedule was transcribed, organized into themes, categories and sub- categories and reported in an on-going process. Findings of the study revealed the extent of environmental adaptations to a small extent as it registered an overall mean rating of 1.70. The small extent implied inaccessibility and barrier to learners with special needs. Findings on curriculum differentiation had overall mean rating of 1.90. This implied that the curriculum was unresponsive to learner’s diversity. Participation of learners with special needs registered an overall mean of 1.89 implying unsuccessful and non-beneficial learning experiences and outcomes. Individualized Education Plan Usage had an overall mean of 1.74 implying non-existent usage of IEP. The results of the study may be used by Kenya Institute of Curriculum Development (KICD) and Ministry of Education, Science and Technology (MoEST) as a guide in restructuring education delivery programmes. The study recommends restructuring the regular school environment, rearranging the curriculum by KICD to be responsive to learner’s diversity, recognition of each learner’s potential and emphasis on collaboration in making IEP and its usage in regular primary schools.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

**ACARA** – Australian Curriculum Assessment and Reporting Authority

**CBC**- Competency Based Curriculum

**CSO**- Curriculum Support Officer

**EARC**- Educational Assessment and Resource Centre

**EBD** – Emotional and Behavioural Disorder

**EFA**- Education for All

**FTI**- Fast Track Initiative

**GPE**- Global Partnership for Education

**ICT**- information Communications Technology

**IDEA**- Individuals with Disabilities Education Act

**IE** -Inclusive Education

**IEP**- Individualized Education Plan

**KICD**- Kenya Institute of Curriculum Development

**KISE**- Kenya Institute of Special Education

**LC** - Leonard Cheshire

**LD**- Learning Disability

**MDG**- Millenium Development Goals

**MoE** - Ministry of Education

**MUERC**- Maseno University Scientific Ethics Review Committee

**NCLB** -No Child Left Behind

**NCSE**- National Council for Special Education

**OECD**-Organization for Economic Cooperation and Development

**PHE**- Physical Health Education

**PWDs**- Persons with Disabilities

**SEN**-Special Educational Needs

**SNE** – Special Needs Education

**SPSS**- Statistical Package for Social Scientists

**UN** - United Nations

**UNESCO** -United Nations Educational Scientific & Cultural Organization

**UNICEF** - United Nations Children's' Education Fund

**U.S.A** - United States of America

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Inclusive education in primary schools as the way of providing quality and accessible education to children with special needs has been emphasized worldwide. The international community unanimously stated that inclusive education is a key strategy for bringing education to everyone (UNESCO, 2009). In a global context, inclusion in education is seen as a process that looks at the different educational needs of children, young people and adults. Successful inclusive education ensures joint and participatory learning by all population groups within an inclusive educational system, and at the same time takes into account disadvantaged groups which are either still excluded from education or are not supported to the necessary extent in the existing system.

Seen from the perspective of inclusion, inclusive education means that it is not the child that poses the problem, but the educational system that must adapt to all individuals. The Education for All (EFA) – Fast Track Initiative (FTI) (now: Global Partnership for Education GPE) and the Millennium Development Goals (MDG) 2 and 3 call for free, compulsory, and quality elementary education for all children and young people. However, according to the last UNESCO World Education Report (2013), 57 million children and young people worldwide still do not go to school, and some 774 million adults cannot read or write.

The history of inclusive education dates back to The Universal Declaration of Human Rights (1948) which emphasizes that everyone has the right to education. Moreover, the Standard Rules

on the Equalization of Opportunities for Persons with Disabilities (20 December, 1993) emphasized rights of education for children with special needs. Another globally significant agreement supporting children with special needs is UN Convention on the Rights of Persons with Disabilities. Article 7 of the convention decisively declared that parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights (UN Convention, 2006). These three main declarations inspired special needs education which was the first step towards inclusive education.

The Salamanca Statement has provided the strongest impetus for drawing attention to the education of some of the most marginalised groups (Chalcraft&Cammack, 2019). Schools should accommodate all children regardless of the physical, intellectual, social, emotional, linguistic or other conditions. This should include the disabled, street and working children, the gifted, children from remote and nomadic populations, ethnic and cultural minorities and children from other disadvantaged and marginalized groups (UNESCO, 2009). Various national policies and programmes have been passed and how these have shaped provision of inclusive education at the classroom level.

Over the last two decades, there has been a significant increase in the numbers of children with disabilities being enrolled in schools, driven by factors including, positive legislation and the increased provision of aids and appliances (Singal, 2019). However, little attention has been paid to the quality of teaching and learning, experienced by children with disabilities. Instead, efforts remain focused on assimilation into a mainstream system burdened with different challenges.

Kenya has also taken strides in inclusive education where many documents and papers have been published that advocate for inclusive education, some of them include: the Constitution of Kenya

(2010), article 53(b) which guarantees the right to free and compulsory basic education for every child. The Basic Education Act (2013) recognizes the right of every child to access free and compulsory basic education and further outlines the need to increase access which ensures the ability to gain quality and relevant education for all learners during the educational process (Aseka&Kanter, 2014). Educational Commissions that advocated for inclusive education include: The Ominde report (1964), the Gachathi report (1976) and the Koech report (1999).

The SNE Policy (MoE 2018) also advocates for every learner with special needs to be enrolled in regular classrooms together with other peers; hence recognizing inclusive education as an overarching principle to be implemented in the country. The Sustainable and Development Goals of the UN Agenda 2030 adopted by Kenya stipulate its agenda four as ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. This coincides with the principle of educational for all, in order to realize this and the right to every child accessing better and quality basic education, inclusive education is the fundamental key which will help address all forms of exclusion and give opportunities for all learners.

The National Survey on Children with Disabilities and Special Needs in Education, conducted between 2016 and 2017, showed that 11 per cent of all learners in Kenya have one or another form of disability. The education system in Kenya is still ill-equipped to support learners with disabilities and special needs, a joint report by the Kenya Institute of Special Education (KISE) and the Ministry of Education has revealed. The report indicated that the country lacks a policy framework to guide the implementation of inclusive education, while capitation for children with disabilities is not disaggregated according to type and severity of disabilities, (Daily Nation, March 23, 2018).

In its endeavor to achieve EFA goals, Kenya passed Children's Act 2003 which emphasizes the rights to education. Kenya also passed Disability Act – 2003 which states that no person or learning institution shall deny a person with disability admission into their programme or course of study by reason of only such factors as disability. The Disability Act – 2003 further emphasizes the need for the provision of quality education to learners with disabilities in programmes where they may be receiving education. Session Paper No.10 of 2012 on Kenya Vision 2030 has also captured the area of inclusive education which 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.

The aforementioned declarations influenced Kenya in the direction of wanting to implement inclusive education. However, the government has not considerably focused on inclusive education practices in terms of infrastructure, curriculum, learner's participation and individual education programmes (Wanjohi, 2013).

The concept of inclusion implies that students with disabilities belong to the local school and under the responsibility of the general classroom teachers. The school provides for the needs of all students irrespective of their level of their ability or disability and promotes a sense of “belonging” for all students (Foreman, 2011). Inclusion requires general education schools to restructure and reorganize their practices and routines to accommodate students with disabilities. Such reorganization of regular education schools is founded on an organizational paradigm (Ainscow, 2009). This paradigm departs from the medical model that puts the blame on the student rather than the school. According to this paradigm, it is the organization of schools rather

than the deficits in students that is responsible for the failure of general education to meet the needs of students with disabilities.

Adaptation of the learning environment is an essential step for the effectiveness of learning. It has a great effect on student achievement and behavior especially in inclusive schools. The required adaptations in terms of the physical environment according to the SNE policy (2018) for learners with physical disabilities include: doors be wide enough to allow passage, toilets be adapted for their need, tables, chairs and desks be adjusted to cater for their need, ramps or rails be available instead of staircases and pot holes in the pathways and fields be eliminated. For learners with low vision, the lighting system be adjusted, floors be cleared of potholes and ramps instead of staircases be provided.

Şahin, Erden&Akar (2011) in their study in Turkey found that the physical facilities were accessible to the learners though not so spacious, they also found that the physical environment has an impact on the academic performance of learners since these gave them enough space to manipulate different resources in class.

A research by the Korean Association for Special Education indicated that schools were not well prepared since they lacked the required accommodation for students with disability and the necessary learning resources to suit all learners (Shin, Lee, & McKenna 2016). The study was a case study done in one kindergarten in Hong Kong and focused only on learners with intellectual disabilities while in the present study the researcher focused on learners with special needs in ten regular primary schools.

Souray, Johnson &Okechukwu (2012) established that in South Central Region of Botswana there was acute shortage of classrooms and necessary facilities to support inclusive education. In



some areas classes were conducted under a tree. The study further established that in most schools, there had been some structural modifications made such as ramps and assisted toilets. However, the gradients of the ramps were too steep for learners with physical impairments, who needed assistance from other students to enter the buildings. In schools where there were no ramps the learners with physical impairments depended on peers for accessing the toilets.

Ackah&Danso (2019) examined the physical environment of Ghanaian inclusive schools and found that the environment of most inclusive schools was of poor quality and it was less accessible to children with disabilities. The case study recommended modification of facilities and redesigning of the school landscape to enhance accessibility. Tungaraza, Mateusi&Naong (2014) explored the practice of inclusive education in Tanzanian primary schools. The study focused on inclusion of students with disabilities.

A study carried out by Najjindo (2009) in Uganda found that there were no special latrines for learners with special needs. Other facilities lacking were wide walkways, wide corridors and wide doors. In some primary schools there were absolutely no safety measures in place. Walkways were nonexistent, no specially designed corridors, and sharp logs and rocks were all over the school yard.

The study by Najjindo(2009) and Souray and Okechukwu(2012) were similar to the present study on existence of physical facilities supporting inclusive education. The difference existed where the study by Sourav, Johnson &Okechukwu (2012) focused on shortage of classroom while the present study focused on adaptations of the physical environment of the schools to suit all learners with special needs. The study by Najjindo (2009) focused on adaptations such as latrines, wide walkways and corridors and the researcher did not specify the learners.

The study by Sourav, Johnson & Okechukwu (2012) focused on environmental adaptations for learners with physical disabilities. Research by Ackah & Danso (2019) focused on the physical environment of Ghanaian inclusive school, however, this was a case study of one school while the present study involved a larger coverage of 10 regular primary schools which would make generalization of results more reliable compared to only one school. The study by Sahin, Erden & Akar, (2011) was a correlational study that aimed at getting the relationship between environment and performance; therefore, it used a correlation design while the present study used a descriptive design since the researcher seeks to only establish the state of a situation that is the extent of implementation rather than the relationship between variables. In the study by Tungaraza, Mteusi & Naong (2014) teachers were interviewed on the practice of inclusive education. In the present study, teachers were required to fill questionnaires and head teachers were interviewed.

The gaps identified from the studies of Tungaraza (2014), Najjindo (2009), Sourav, Johnson & Okechukwu (2012), Sahin, Erden & Akar (2011), Ackah & Danso (2019) in terms of population, research design, scope and research objective form the basis of focusing on the extent of environmental adaptations in regular primary schools as an objective in this research. This research used a larger population of 10 schools rather than one as in the study by Ackah & Danso (2019) which would give a generalization of results. It also used descriptive design since the researcher sought to only establish the extent of implementation rather than the relationship between variables.

The competency based curriculum (KICD, 2017) requires that environment be adapted in an inclusive school to cater for the needs of learners by ensuring quick access to all. According to the implementation guidelines of the Kenya Sector Policy for learners and trainees with

disabilities (MoE,2018), the environment should be safe, accessible and learner friendly to all learners, therefore all institutions ought to have barrier-free environments for ease of access by all learners particularly those with special needs (MoE, 2018).

A study in Hong Kong by Zhu, Li, & Hsieh (2019) established that the center demonstrated a variety of inclusive practices including peer support, nutrition and health, environment and curriculum accommodation, positive attitudes, use of varied teaching methods, team work and collaboration of professionals, teachers and parents. They observed the lack of professional training of teachers in the area of special needs. This was a case study done in one kindergarten in Hong Kong.

A study by Ghavifekr&Rosdy (2015) in Malaysia on effectiveness of technology as a teaching and learning strategy established that technology was a useful tool which especially offers various interesting ways like video watching, stimulation of many senses and brainstorming. They however recommended that it be incorporated with other strategies for maximum deliverance of information to learners. The research by Ghavifekr&Rosdy (2015) was carried out in both primary and secondary schools in Malaysia using quantitative methodology.

Research by Shin, Lee, & McKenna (2016) and Zhu, Li, & Hsieh (2019) focused on teaching and learning strategies in inclusive set ups but the present study filled the gap by focusing on curriculum differentiation to suit varied needs of all learners. Research by Zhu, Li, & Hsieh (2019) was a case study involving one center, the present study involved a larger population of 10 regular primary schools hence accurate generalization of the results. The study by Shin, Lee, & McKenna (2016) involved learners with intellectual disabilities only while the present study involved learners with different categories of special needs in an inclusive class. The study by

Ghavifekret *al.*, (2015) focused on effectiveness of technology and used quantitative methodology only while the present study focused on curriculum differentiation and used both qualitative and quantitative methodologies. This would help amend the integral biases that only one method would give hence enlarge and strengthen the study's conclusions.

The gaps identified in the researches by Ghavifekret *al.*, Shin, Lee, & McKenna (2016) and Zhu, Li, & Hsieh (2019) form the basis of the selection of curriculum differentiation as an objective under study in this research, so as to fill the gaps identified.

Both the Implementations guidelines for the SNE policy (2018) and the CBC (2017) also recommend adaptation of curriculum to cater for diversity in the classroom. Inclusive teaching strategies include: extra time be given for completion of tasks, repetition of concepts, embracing peer tutoring, adapted materials be provided for manipulation, adaptation of teaching and learning methods, language used should cater for individual needs, co-teaching, collaborative planning and teaching, Individualized education plan, universal design for learning, mediated learning and peer tutoring. For learners who are hard of hearing: repetition of concepts, voice projection, minimized auditory distractions, step-by-step directions. For learners with low vision: more of oral instructions be given (SNE policy-MoE, 2018, CBC, 2017).

Teaching and learning strategies in inclusive schools must be flexible and diverse. An inclusive school must offer possibilities and opportunities for a range of working methods and individual treatment to ensure that no child is excluded from companionship and participation in the learning process.

In Scotland, the so-called 'achievement gap' between those who achieve most and those who achieve least, is a major concern in many countries, including Scotland (OECD, 2007). In such

countries, the concern is not only about access to schooling, but it is also about ensuring meaningful participation in a system in which achievement and success is available to all, (Black-Hawkins, Florian & Rouse, 2010). The development of successful inclusive schools, 'schools for all' in which the learning and participation of all learners is valued, as an essential task for all regular primary schools.

A paper on Malaysian inclusive schooling (Adams *et al.*, 2017) used adults (teachers and parents) as the main data source to examine the social inclusion of SEN students. As emphasized in Article 12 of the UN Convention on the Rights of the Child (1989), children's perspectives provide vital information that can be used to improve the schooling system (Ainscow&Messiou, 2018). Additionally, researchers suggested that children's opinion should be central to any research related to inclusive education (Messiou, 2018). Children and young individuals have the right to be heard and to contribute to the shaping of their environment.

Tran (2014) examined the experiences of inclusive schooling through the participation of multiple participants from the Southeast Asia countries literature. The use of multiple informants is recommended to help understand the whole phenomenon of study, to increase triangulation and as a way of assuring research validity (Verhulst& der Ende, 2008). The study involved a qualitative exploration of students' views, but also included perspectives of typically developing peers, parents and school staff that contribute towards fuller understanding of adolescents' social participation and successful inclusion.

The research by Adams *et al.*,(2017)used both teachers and parents whereas the present study used teachers to examine participation of learners. Adams *et al.*,(2017) study was carried out to examine the social inclusion of learners with special needs as the present study. The studies by

Tran (2014) and Verhulst& der Ende (2008)involved the use of multiple informants for increase of triangulation. The studies were also carried out in secondary schools for learners with LD. The present study used observation schedule to observe participation of learners with special needs in regular primary schools. In each case, the study by Adams et al., (2017), Tran (2014), Verhulst& der Ende (2008)and the present study focused on qualitative exploration of learners in inclusive settings.

The studies by Adams *et al.*, (2017), Tran (2014), Verhulst& der Ende (2008) and the present study highlighted the importance of learners as active participants of the learning process. The limitations on the previous studies on participation of all learners with special needs led to the selection of participation of learners as an objective in this study.

In USA and Europe the interventions of Inclusive Education were started as a part of special Education for the students with disabilities in 1980s. Researchers and educationists made efforts in Europe and USA to include the students with disabilities in mainstream schools that have reflected better results. No Child Left Behind (NCLB) holds states accountable for the progress of all students, including those with special needs; identified students may be given “accommodations” mandated by their Individual Education Program (e.g. more time, larger print) to be successful on the test.

In Saudi Arabia, Al-Otaibi (2012)asserted that teachers of intellectually disabled students play a key role in the preparation and implementation of IEPs in mainstream schools. The failure to introduce an IEP team approach probably hindered the development of a more inclusive approach to education in Saudi Arabia, as is the case for other developed countries, since what is currently implemented in Saudi schools is only partial inclusion (mainstreaming programmes).

Coskunet *al.*, (2009) directed a study to investigate the material selected and developed to be used by classroom teachers who have pupils living with impairments in their class. The lack of classrooms to implement an individualized education program was one of the themes that came out clearly from the study. The research reported that teachers' lack of knowledge about instructional materials for inclusion affected their efficacy in reaching out to their special needs students. The research recommended that the government should make available the materials that teachers needed to successfully implement inclusive practices.

In another study Kanno&Onyeachu (2018) assessed the availability and utilization of instructional resources in teaching Special Needs Children in Abia State, Nigeria. Findings revealed that only 40% of the allocated resources were utilized implying that in the real sense, effective utilization cannot go beyond 40%. Their study noticed that there was no need to cluster all categories of pupils with various impairments in the same class under non-specialist teachers and thus advocated for use of more individualized teaching as per the nature of the needs of children in the classroom.

The study by Al-Otaibi (2012) was done in mainstream schools as the present study. The study by Al- Otaibi(2012) was mainly based on learners with intellectual disability while the present study covered IEP usage for all learners with special needs in regular primary school. The study by Coskunet *al.*,(2009) did not give a mention of inclusive education but gave a mention of making IEP for learners living with impairments as the present study. The present study focused on learners with special needs in inclusive classes. The studies by Kanno&Onyeachu(2018) advocated for individualized programme for learners with various impairments as the present study. The present study focused on inclusive education for learners with various special needs while the studies by Kanno and Onyeachu (2018) saw no need of clustering all categories of

pupils with various impairments in the same class. The objective on Individualized Education Plan (IEP) was selected as a result of the gaps identified in the researches discussed above. The present study sought to fill the gaps.

From the studies discussed above, many studies focused on different areas of study, used different methods of research different from this study, and had a smaller population while others did not focus on all learners with special needs. Therefore, as a result of these gaps, this research focused on the four practices of inclusive education: environmental adaptation, curriculum differentiation, participation of learners with special needs and Individualized Education Plan usage in regular primary schools. More so, no such research with inclusive education practices has been done in regular primary schools in Kisumu East Sub County,

Kisumu East Sub- County Baseline Survey (2017) indicated that between the years 2012-2016, only 10 out of 49 regular primary schools had inclusive education practices while in the neighbouring sub- counties, Kisumu Central sub –County had 12 (40%) primary schools out of 30, Kisumu West sub- County 39 (43.82%) schools out of 89 schools, Nyando sub – County 41(41.14%) schools out of 99 schools practicing inclusive education. Kisumu East Sub County had the lowest number of schools with inclusive practices, yet it had regular primary schools that practiced inclusive education by design. The inclusive education practices in the regular primary schools in the Sub County were not practiced as per the extent expected. The reason for the practices not reaching the extent expected was not known. This was a clear indication that implementation of inclusive education practices in regular primary schools was wanting. Table 1 shows the results of the Baseline survey conducted in 2017.



**Table 1: Results of the Baseline Survey, conducted in 2017 on the implementation of inclusive education practices in regular inclusive primary schools in Kisumu East Sub-County and the Neighbouring Sub- Counties**

<b>Schools in Kisumu East Sub-County &amp; Neighbouring Sub-Counties</b>			<b>Total Number of schools</b>	<b>Schools practicing Inclusive</b>	<b>Percentage %</b>
Kisumu East Sub-County			49	10	<b>(20.81%)</b>
Kisumu Central Sub-County			30	12	<b>(40%)</b>
Kisumu West Sub-County			89	37	<b>(43.82)</b>
Nyando Sub - County			99	41	<b>(41.14%)</b>

**Source: Kisumu County Education Office**

## **1.2 Statement of the Problem**

Inclusive education enables learners with special needs entitlement to full membership in regular classes together with children from the same neighbourhood in local schools. This includes a combination of issues such as: physical, meaning placement, social, that is participation, and psychological, involving students' personal experiences of being included in school. Considering the schools in the neighbouring sub counties, Kisumu East Sub County had 10 schools out 49 schools practicing inclusive education by design. However, the schools practicing Inclusive Education by design were not practicing inclusive education to the extent that was expected. The reason for not practicing Inclusive Education to the extent expected was not known. In view of the foregoing, this study was therefore set to examine the implementation of Inclusive Education practices in regular primary schools in Kisumu East sub County.

### **1.3 Purpose of the Study**

The purpose of the study was to examine the implementation of Inclusive Education practices in Regular Primary Schools in Kisumu East sub -County.

#### **1.3.1 Objectives of the Study**

The objectives of the study were to:

1. Establish the extent of environmental adaptations in Regular Primary Schools in Kisumu East Sub -County.
2. Establish the extent of curriculum differentiation in Regular Primary Schools in Kisumu East Sub-County.
3. Determine the participation of learners with special needs in Regular Primary Schools in Kisumu East Sub-County
4. Examine the extent of IEP usage in Regular Primary Schools Kisumu East Sub - County.

#### **1.3.2 Research questions.**

The study sought to answer the following research questions:

1. To what extent are the environmental adaptations in Regular Primary Schools in Kisumu East Sub-County?
2. To what extent is the curriculum differentiation in Regular Primary Schools in Kisumu East Sub-County?
3. What is the extent of participation of learners with special needs in Regular Primary Schools in Kisumu East Sub County?
4. To what extent is the IEP usage in Regular Primary Schools in Kisumu East Sub -County?

#### **1.4 Scope of the Study**

The study focused on regular primary schools which were implementing inclusive education by design in Kisumu East Sub County.

Not all schools were selected but only the regular primary schools in Kisumu East Sub County which had learners with special needs who had been assessed by Educational Assessment and Resource Centre (EARC) and were placed in the regular primary schools.

The study focused on implementation of environmental adaptations, curriculum differentiation, participation of learners with special needs and IEP usage in regular primary schools in Kisumu East Sub County.

#### **1.5 Limitations of the Study**

The use of questionnaire for data collection may have had floor and ceiling effect. The respondents may have formed a tendency of inflating and deflating their responses to the questions in a way that they felt desirable to them. To minimize this, data collected by questionnaire was validated with other data from interview schedule and observation.

#### **1.6 Assumptions of the Study**

According to the policy of education all regular primary schools in Kenya should practice inclusive education.

#### **1.7 Significance of the Study**

The findings of this study will be useful in the following ways: -

- (i) The ministry of education may use the study for proper planning in regard to inclusive education. Kenya Institute of Special Education may use the study to implement training programmes in inclusive education.

- (ii) Kenya Institute of Curriculum Development may use the findings of the study to design a responsive curriculum that corresponds to diverse needs of learners in Regular Primary Schools.
- (iii) Teachers may use the study findings to implement inclusive education through equity in learners' classroom participation.

### **1.8 Theoretical Framework**

The Organizational Readiness Theory for change created by Bryan J. Weiner in 2009 guided this study. "Specifically, organizational readiness refers to organizational member's change commitment and change efficacy to implement organizational change" (Weiner, 2009). Change commitment may be understood as the willingness to adapt, adopt and identify with the new ways of carrying out daily responsibilities. Since special education and integration system, educators were used to categorized schools that's schools for visually impaired, hearing impaired, physically challenged and those for intellectually challenged. As such, a move away from the category system to a single or inclusive system needs educators as change agents to change their old way of doing things. Two different systems under two different contexts and environments may not demand the same commitment. Now that the inclusive system has moved away from the old category schools and integration, educators need to adapt to the new system and offer new commitments which are relevant to the goals, aims and objectives of the new system. This suggests that there should be a change in behaviour, attitude and psychology. More importantly, they need to know how they should bring about this change.

The theory of organizational readiness for change speaks to educators in schools as the most important agents for change in the education system.

The above judgment criterion provides what the specific elements are that need to be taken into consideration when analysing school's readiness to implement inclusive education in schools. It is worth mentioning that implementation is arguably the most important stage of any policy. Hill (1998) points out that "Implementation is the crucial business of translating decisions into events: 'of getting things done'. Here is where the objectives and aims need to be constantly taken into consideration to obtain positive results. If schools are "really" familiar and identify with inclusive education frameworks they should always take into consideration all the routines of the school. Such an act should be evident in the process of teaching and learning, with the possible outcome of improving the implementation of the framework, and thereby leading to positive results. Hill (1998) argues that it is dangerous to assume either that what has been decided will be achieved, or what happens is what was intended. This suggests that school educators as the implementers of the inclusive education practices need to understand and to own the vision of the department. Moreover, they need to identify with the vision. Investigating their readiness to implement the practices is of paramount importance. Weiner (2009) in the same vein states that Organizational members can commit to implementing organizational change because they want to (*that is*, they value the change), because they have to (*that is*, they have little choice), or because they ought to (*meaning*, they feel obliged).

School educators as organizational members who are change agents or primary implementers of inclusive education in their classrooms are likely to be efficient if they value or see the need for inclusion in their schools. They are likely to be less efficient if they feel they have little choice or if they feel obliged to implement inclusive education at school. This is because their attitude is likely not to be positive towards inclusive education therefore leading to less efficiency. Getting

clarity on the above could help in measuring the educator's input, output and the outcomes with regards to implementing inclusive education.

Changing requires addressing the strategy (what you are trying to change), skills (what capabilities the recipients of the change need for success in the new state), and structures (the long-term and short-term organizational tools that support the new state). Moreover, if these areas are not aligned, then the desired outcome (e.g., a changed organization) may never come to fruition, (Cater, 2008).

The theory is relevant to the study in that, the policy makers together with other stakeholders should have a clear strategy to equip school educators to be able to implement inclusion in schools. Educators should be prepared and skilled to deliver the desired outcome. They should be clear about the inclusive education framework and more importantly its objectives and about the right way to effect positive change. These need to be relevant to the environment and context of all schools since Kisumu East sub-county area is largely rural. If the above conditions are not met there is a possibility of resistance from the implementers. Change itself should not actually affect the implementers negatively.

## **1.9 Operational Definitions of Terms**

**Accessibility**-making approximately available and enabling everyone to participate fully.

**Curriculum differentiation**- is the process of modifying or adapting curriculum, adjusting assessments, material or classroom environment to accommodate a student's needs so that he / she can participate in, and achieve the teaching-learning goals.

**Differentiation**- is the process of modifying or adapting the curriculum according to the different ability levels of the students in one class by changing the content, methods for teaching, and learning content (the process), and the methods of assessment.

**Disability:** A limitation to social functioning resulting from impairment plus social or environmental barriers.

**Environmental adaptations**-physical arrangement needed for safety, accessibility and easy movement.

**Implementation**-Is the realization of the practices, execution and its application in order

**Inclusion**- is a process of identifying and removing barriers to presence, participation and achievement for all students, across all levels of education. It builds on diversity of students and teachers, and involves changes in attitudes, curricula, pedagogy, and teacher education.

**Inclusive education by design**-the process which involves assessment of a learner with special needs by EARC and placement done in the neighbourhood school where the learner resides.

**Inclusive Education practices**– features that support learners' diversity (accessibility, communication, participation, Individualized Education Plan, curriculum differentiation).

**Individualized Education Plan**–a document designed for a learner with a disability that includes the learning goals and type of services each individual learner will receive.

**Learner with disability-** refers generally to any learner who experiences barriers to learning and participation due to impairments. For the purpose of this study the category includes learners with visual impairments, hearing impairments, learners with physical disabilities, learners with intellectual challenges, gifted and talented, learners with emotional and behavioural disorders and learning difficulty

**Learners with special needs -** Learners with visual impairments, hearing impairments, physical disabilities, learners with emotional and behavioural disorder, gifted and talented, learners with intellectual challenges and learners with learning difficulty,

**Mainstream education-** Refers to general education that is open and accessible for the majority of learners.

**Participation** –frequently and meaningfully involved and actively engaged in a series of common routines in an educational programme with other members of the school community



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter presented an overview of the published literature related to the objectives of the study. The literature was discussed in the sub-themes of the study objectives reflecting the major ideas raised to the problems.

#### **2.1 Implementation of Environmental Adaptations in Regular Primary Schools**

There are two types of environment adaptation for students with special needs and disabilities. The first of these versions allows the participation of the student's in the learning environment. These are adaptations of educational environment; the other is the adaptations of the physical environment (Wood, 2007). Physical environment adaptations of the classroom must be arranged in a secure way so that the student can move freely. Temperature, amount of light, cleanliness, and noise level, size of the class, seating arrangement and students must be considered (Rombo, 2007).

School Leadership Program Tool Kit (2010) stated that accessibility happens when we discover and break down the barriers and create opportunities for everyone to participate fully in their school and community. If everyone cannot use the available facilities, such as a door, staircase or hallway, it is considered inaccessible. Not only are accessibility standards designed to assist and benefit persons with a wide range of impairments, including hearing loss, cognition, and visual impairments, but accessible design benefits everyone. Signage requirements make it easier for everyone to see and understand, signs and directory give everyone full information where to go (Enabling Education Network Asia Newsletter, Issue 4, 2007). It is in an accessible and impartial

physical environment of a school that learning takes place among all learners including those with any kind of impairment. Hwang (2011) adds that the school that is implementing inclusive practices must be ready to change and customize the system, environment and activities that suit the needs of students. Schools also need to be more flexible, creative and sensitive to the provision of education services.

Guidelines established for the general environment and or features of the school and classrooms for children said to have Special Educational Needs (SEN) may pertain to different aspects such as physical layout, use of different aspects including: lighting, noise levels, stationery, equipment, tactile and audio features, Braille, working spaces, furniture adequate for the diverse needs of the individual children said to have SEN (Brown, Packer & Passmore, 2013). The allocation of time, support and resources depend on the needs of the individual child. Elements worth considering may also include the services of associated health professionals, teaching assistants and appropriate accommodation.

Learners with disabilities enrolled in primary schools also faced the problem of overcrowded classrooms, lack of seats, standing space and poor acoustics as revealed by Chataika (2010). In parallel to that, students with special needs do not have special trained staff to assist them. This is a difficult situation and it negatively impacts academic performance of students with disabilities.

As noted earlier in Education for All (EFA) Global Monitoring Report (2010), reaching the marginalized children with disabilities remains one of the main problems in many African countries leading to wide exclusion of the group from quality and inclusive primary education (Macleod, 2014). The major challenge among students with special needs to access inclusive

primary education in Tanzania is lack of accessible infrastructure which involves unsupportive classrooms, laboratories, libraries, washrooms and sports and games' space. Lack of physical and social access for young people with disabilities to primary education is a major barrier to creating a pool of appropriately qualified students to enter secondary and higher education on equal basis (Croft, 2010).

Tungaraza, Mateusi&Naong (2014) conducted a study in Tanzanian primary to explore the practice of inclusive education. The study addressed the inclusion of students with disabilities and teachers were interviewed. In the present study, teachers were required to fill questionnaires and head teachers were interviewed.

A study carried out by Najjindo (2009) in Uganda found that there were no special latrines for learners with special needs. Other facilities lacking were wide walkways, wide corridors and wide doors. In some primary schools there were absolutely no safety measures in place. Walkways were nonexistent, no specially designed corridors, and sharp logs and rocks were all over the school yard.

Sourav, Johnson &Okechukwu (2012) established that in South Central Region of Botswana there was acute shortage of classrooms and necessary facilities to support inclusive education. In some areas classes were conducted under a tree. The study further established that in most schools, there had been some structural modifications made such as ramps and assisted toilets. However, the gradients of the ramps were too steep for learners with physical impairments, who needed assistance from other students to enter the buildings. In schools where there were no ramps the learners with physical impairments depended on peers for accessing the toilets. The study by Najjindo(2009) and Souray and Okechukwu(2012) were similar to the present study on

existence of physical facilities supporting inclusive education. The difference existed where the present study focused on environmental adaptations to suit all learners with special needs.

Republic of Kenya (2010), the quality and adequacy of physical facilities, equipment, teaching and learning resources determine how effectively inclusive education is to be implemented. Physical facilities include adapted toilets, pavements, chairs and desks, ramps, spacious classrooms and level playgrounds. Kochung Report (MoE, 2009) noted that, learners with special needs require a learner free environment to maximize their functional potential.

In accordance with the Kenyan Disability Act of 2003 (section 21), persons with disabilities are entitled to a barrier-free and disability-friendly environment to enable them to have access to buildings. Gronlund, Lim & Larsson (2010) articulated that Inclusive Education requires support of both equipment and skills. They further acknowledged that these pieces of equipment were not used at all in mainstream schools because children with disabilities were contested and hence their effort was mainly identifying these children and making them go to special schools. Provision should be made for children with disabilities to have an open access to facilities and premises.

Ngugi (2007) asserted that environmental barriers need to be addressed in school to ensure accessibility for learners with physical disabilities include the following:- Modifying and adapting the school and classroom environment to facilitate free movement The study by Ngugi(2007)was similar to the present study as both studies discussed accessibility of the environment by learners with special needs. The difference occurred where the study by Ngugi(2007) focused on physical disabilities whereas the present study addressed all learners

with special needs in regular primary schools and how the learners accessed the environment without any barrier.

Inclusion of learners with special needs in regular primary schools should go beyond physical placement. Before implementing the inclusive education, the implementation of the environmental adaptations should be at the forefront to ensure that the school is barrier free to ease mobility of all learners with special needs. Without the considerations of environmental adaptations, decisions made on inclusive education are not authenticated.

## **2.2 Implementation of Curriculum Differentiation in Regular Primary Schools**

Curriculum differentiation is another element of Inclusive Education. UNESCO (2009) points out that, in any education system, the curriculum is one of the major obstacle or tool to facilitate the development of Inclusive Education. To implement inclusive education in schools, it is important that curriculum provides an effective and stimulating educational environment for all learners. In addition, teachers' experience and their training significantly influence their curriculum delivery (Meng, 2010). Despite the fact that it is essential to have inclusive schools with skilled and trained teachers, there is a shortage of inclusive programmes for curriculum differentiation. In many contexts the curriculum is quite demanding, rigid and inflexible for adaptations (Moodley, 2009).

The curriculum in inclusive schools should be undergoing the changes as per the needs of the students and especially those with special needs. Melak (2012) suggested that preparation of teacher's performance in communication and classroom management improve inclusive teaching skills to learners with disabilities. Teachers should be given special training on different types of disabilities such as physical disabilities, visual impairment, hearing impairment and learning

impairment in order for them to attain learners' needs. This would facilitate the teachers to interact with their learners and hence to have enjoyable teaching and learning activities.

The attainment of quality education for learners and trainees with disabilities is largely dependent on the provision of specialized human, institutional and community capacity development. The National Education Sector Plan (MoE, 2014) emphasizes the need for capacity building of teachers, trainers, caregivers, parents, educational managers, learning support assistants and technical disability-related personnel, such as sign language interpreters, sighted guides, refractionists, braille transcribers, readers, physiotherapists, occupational therapists, counsellors, orientation and mobility trainers and ICT experts at all levels of education for learners and trainees with disabilities.

The curriculum has to be structured in such a way that all learners can access it. Mittler (2012) argued that it must be sensitive and responsive to the diverse cultures, beliefs and values. One aspect of good practice is to use adapted curricula to support student diversity (Salend, 2011). Differentiating the curriculum to cater for the individual needs and differing behaviours of children has become a key aspect of Inclusive Education, yet this requires considerable teacher expertise, planning, and preparation (Shaddock, 2009).

The U.S. Department of Education also reported in fall 2007, some 95% of 6- to 21-year-old students with disabilities were served in typical general education settings, (Carter, 2009). With the rise in the inclusive classroom environment, the effectiveness of the inclusion model has been well researched with many studies consistently finding that Inclusive Education is beneficial for *all* students (Carter, 2009).

The Australian Curriculum Assessment and Reporting Authority, ACARA (2013) has recognized the need to use differentiated curriculum for some students with disability and has provided guidance to schools and teachers Australia-wide when using the Australian Curriculum. This direction includes advice on how to determine a starting point for students with disability and how to use the three dimensions of the Australian Curriculum (curriculum, general capabilities, and cross-curriculum priorities) to address the needs of all students in the classroom (ACARA, 2013).

The rapid increase in available technologies (both assistive and instructive) has provided teachers with an ever-increasing range of tools to support students with disability in the mainstream classroom (Bryant, Bryant, Shih & Seok, 2010; Dalton & Roush, 2010). Assistive technology allows students with disability to access physical environments, be mobile, communicate effectively, access computers, and enhance functional skills that may be difficult without the technology. Article 9 [Accessibility] of the Convention on the Rights of Persons with Disability

Wright-Gallo, Higbee, Reagon, & Davey (2010) studied classroom-based functional analysis as a behavior intervention for EBD students. Functional analysis provides educators with knowledge of specific behavior problems in students and when these behaviors may occur. The participants were two male children aged 12 and 14. The teachers in the back of their classrooms conducted the functional analysis sessions in the back of their classrooms. The study used two groups of participants and discipline referrals of EBD students. The study by Wright-Gallo, Higbee, Reagon, & Davey (2010) and present study addressed the methods catering for learners with special needs in an inclusive classroom. However, the study by Wright-Gallo, Higbee, Reagon, & Davey (2010) focused learners with EBD, two male children aged between 12 and 14. The present study filled the gap by addressing all learners with special needs and observed 30

learners with special needs. The larger group of 30 learners by the current study filled gap left by the previous study.

A study by Rello, Bayarri, Ota and Pielot (2014) used computer-based method to improve the spelling of children with dyslexia through playful and targeted exercises. They integrated the exercises in a game for iPad, DysEggxia, to test the effectiveness of this method in Spanish, and carried this out a within-subject experiment. During eight weeks, 48 children participated and used either DysEggxia or Word Search. Tests and questionnaire were conducted at the beginning of the study; after four weeks when the games were switched, and at the end of the study. The study by Rello *et al.*, (2014) focused on children with dyslexia while the current study encompassed all learners with special needs. Both studies focused on use of differentiation to teach learners with special needs. The present study filled the gap left by the previous study of including all learners with special needs.

Cambridge *et al.*, (2014) conducted a study on the implementation of inclusive education, the possible factors that influence teachers' attitudes, and made recommendations for promoting best practices in inclusive education. Data were collected using semi-structured interviews. The results revealed that a lack of funding was an obstacle for the effective implementation of inclusive education. In Tanzanian primary schools, teachers were more inclusive and used several strategies to help all children to learn. Lack of materials, however, limited the practice (Wesbrook & Croft, 2015). Cambridge *et al.*, (2014) study was based on teachers' attitudes while Wesbrook & Croft (2015) studied materials that support inclusive education while the present study focused on curriculum differentiation to support diverse learners in the regular classroom. However, similarity occurred where the previous studies and the present study were based on inclusive education.



Sawhney (2015) explored the practice of inclusive education in inclusive schools in India. An initial survey was used to identify the sample of inclusive schools, and further study showed that inclusive education was being adopted by many schools only on a superficial level. An in-depth exploration was undertaken into the inclusive practices followed in two case-study schools. Interviews were conducted with the school heads, class teachers, students and their parents. This was accompanied by observations of the practices followed by the so-called inclusive schools. Data, thus collected, were analysed using qualitative analysis. The results of the study also demonstrated a lack of infrastructure.

The study by Sawhney (2015) and the present study explored the practice of inclusive education. However, the study by Sawhney (2015) was a case study conducted in two schools; interviews were conducted with teachers, students and their parents followed by observation of the practices. The present study filled the gap left by the study by Sawhney (2015) by using empirical study, use of ten regular primary schools and observation of participation of learners with special needs.

A study in Hong Kong by Zhu, Li, & Hsieh (2019) established that the center demonstrated a variety of inclusive practices including peer support, nutrition and health, environment and curriculum accommodation, positive attitudes, use of varied teaching methods, team work and collaboration of professional, teachers and parents. They observed the lack of professional training of teachers in the area of special needs. This was a case study done in one kindergarten in Hong Kong, whereas the present study covered ten regular primary schools.

Bruhweiler & Blatchford (2011) investigated effects of class size and adaptive teaching competence on classroom processes and academic outcome. There were 49 teachers and 898

students. The study adopted a multi-method approach. The study by Bruhwiler & Blatchford (2011) investigated class size on adaptive teaching competence and used multi-method approach. Additionally, the learners for whom the approaches applied were not specified. The present study focused on curriculum differentiation for learners with special needs in regular classroom setting. Hence, the present study filled the gap left by the previous study by Bruhwiler & Blatchford (2011).

Shelvinet *al.*, (2012) investigated the teaching strategies employed by the teachers in accommodating diversity in their classrooms. The studies were conducted in different places and to address different learning barriers. All the studies focused on individualization in addressing learning barriers and the effectiveness of performance feedback (PF), which was given daily to teachers following their training in classroom management strategies, on the outcome of teacher-student diversity. The study by Shelvinet *al.*, (2012) and the present study focused on teaching strategies to accommodate diversity in the classroom. The previous study by Shelvinet *al.*, (2012) focused on performance feedback on teacher-student diversity while present study focused on varied teaching strategies to cater for learner diversity in inclusive classroom setting.

Considine, Mihalick, Mogi-Hein, Penick-Parks, & Van Auken (2014) explored the experiences of gateway course instructors during the implementation of pedagogical changes aimed at improving the success of diverse students. A detailed case study was built through analysis of peer observations, focus groups, oral and written reflections, student grades, in-depth interviews, and pre and post student surveys. Results showed that instructors faced three major challenges in implementing pedagogical changes: pragmatic challenges, student-centred challenges, and challenges to instructor self-concept. The studies by Considine *et al.*, & Van Auken (2014) were case studies where focus group discussions were used. The similarity with the present study was

the use of diverse learners, observations and interviews. The present study filled the gap left by using ten regular primary schools.

In Soparrat and Klaysorn (2015) study, Information Communication Technology (ICT) was used to develop learners' five key competencies based on the Thai Basic Education Curriculum 2008, which consists of communication capability, thinking capability, problem-solving capability, capability in applying life skills, and capability in technological application. Four schools were involved. Structured interviews and social networking were used as the data collecting tools. The researcher used the content analysis and triangulation methods to analyse the data. The results showed that 23 students were able to perform in five competencies. The research findings revealed that the use of ICT can help to develop students' abilities to communicate ideas, solve problems, improved life skills and the ability to use technology, as well as their learning in context of subject areas.

The study by Soparrat and Klaysorn (2015) used four schools in Thailand to develop learners' five key competencies in Information Communication Technology. The researcher used content analysis and triangulation method to analyse data. However the research by Soparrat&Klaysorn (2015) did not specify the learners who were used in the study and the type of classroom setting. Hence, this present study filled the gap by focusing on learners with special needs in inclusive classroom and differentiating curriculum to suit the diverse learning needs.

Buhere and Ochieng (2013) assessed the effectiveness of the use of selected teaching/learning resources in the implementation of inclusive education for special needs education in the mainstream primary schools of Bungoma Country, Kenya. A descriptive survey design was used. Data were collected using questionnaires for 30 head teachers, 120 regular teachers and 8 special

needs teachers. Data were analysed using descriptive statistics. The findings revealed that educators lacked the knowledge in handling the available resources. The study by Buhere and Ochieng (2013) and the present study focused on implementation of inclusive education. The study by Buhere and Ochieng (2013) used only questionnaires in data collection. The present study filled the gap left by the previous study in data collection by using questionnaires, interview guide and observation checklist.

Owuor (2014) conducted a study which addressed determinants of curriculum in Kisumu Municipality. Owuor (2014) research covered Kisumu municipality and addressed curriculum content. The study by Owuor(2014) was carried out in Kisumu Municipality and focused on determinants of curriculum whereas the present study was carried out in Kisumu East Sub County which is larger than the municipality and focused on curriculum differentiation for learners with special needs in regular primary schools. This would help not only know the adaptations available but went further to indicate how learner's needs were met through the use of curriculum differentiation.

The objective on curriculum differentiation was selected as a result of the gaps identified in the researches discussed above. The present study sought to fill the gaps.

Education and training for learners and trainees with disabilities has been hindered by inaccessible curriculum, low capacities among teachers and instructors to implement differentiated and individualized curricula and rigid methods of evaluating the curriculum.

### **2.3 Participation of Learners with Special Needs in Regular Primary Schools**

Participation of students refers to 'being there', for example being admitted to a school or other educational programme, remaining in and completing an educational programme and leaving or terminating, with something to show for the time spent in the programme. Leaving an educational programme implies a transition either to the next level of education, to work and employment or other domains of adult life. Being physically present in a specific educational programme is a necessary but not a sufficient condition for full participation. In the context of Inclusive Education this has been acknowledged as a significant shortcoming (Black-Hawkins, Florian & Rouse, 2011). Therefore, in order to participate fully in education, an individual needs to be continually and meaningfully involved in an educational programme.

Simeonsson, Carlson, Huntington, McMillen and Brent (2011), asserted that learners participating in school activities leads to a greater likelihood of success experiences, which in turn lead to a greater sense of identification and belonging in school. Participation in school activities can be viewed as the essential condition for learning to occur. If learners are not actively involved in school activities, they are not in a position to take advantage of the educational and social benefits those activities have to offer. Developmental theories, such as those of Piaget and Vygotsky, give emphasis to active participation as a vital condition for learning and development. Learners who actively participate in educational environments are more likely to experience positive, successful social interactions with learners, teachers and others. These experiences serve as the basis for cognitive and social growth (Simeonsson *et al.*, 2011).

The level of a learner's participation in a given environment is likely to vary as a function of features of the environment and personal factors, including the nature and severity of the disability. Accessibility may be defined by physical, social and/or psychological elements of the environment (Simeonsson *et al.*, 2011).

Several studies have revealed that students with physical disabilities often have difficulties with participation in school activities (Eriksson *et al.*, 2007; Hemmingsson, & Borell, 2000). It is often difficult, however, to establish the extent to which the challenges that learners encounter are related to individual factors or the inability of the teacher to accommodate learners' needs. Participation in physical education for learners with physical disabilities calls for the teacher's and individual learner's attention because physical education entails body movements; yet, mobility of these learners is often affected by their conditions. The assistance can be in form of environmental adaptations, teaching strategies and provision of individual learner's attention by the teachers or more capable peers in helping them to achieve participation in the physical education activities. The previous studies were based on learners with physical disabilities whereas the present study viewed adaptations that enhance participation of all learners with special needs in regular primary schools.

Seeking the perspectives of students ensures they make a meaningful contribution to their schooling and educational experience (Grove, 2019). The ability to have a voice influences both student participation and agency. Student views and opinions should be listened and taken seriously so as to increase the trust to their teachers. When students are given a platform to share their voice, schools gain insider knowledge and better understand the student experience. This shows that student engagement is important especially in the inclusive schools.

In Bhutan, all children with disabilities and with special needs- including those with physical, mental and other types of impairments-have full access to the curriculum, participation in extra-curricula activities and access to cultural, artistic, recreational and leisure activities (Schuelka, 2013). Schuelka (2013) further argued that in Bhutan, there are still large gaps between the idealized Inclusive Education policies and material, curricular and personnel capacity to commit them to practice. Editorials in Bhutan call for the increased capacity of schools to properly educate youth with disabilities. The study by Schuelka (2013) focused on inclusive policies and personnel capacity whereas the present focused on participation of learners with special needs in regular primary schools.

The Sustainable Development Goals' target 4(a) underscores the need to build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all (UN, 2015). The UNICEF Child Friendly Schools Manual observes that child friendly school models are concerned with the health, safety, security, nutritional status and psychological well-being of every child as well as the appropriateness of the teaching methods and learning resources used for schooling. The Taskforce on Special Education (MoE, 2003) recommended that learners and trainees with disabilities be provided with a barrier-free physical and social learning environment to operate with minimal support and maximize their functional potentials. The needs of teachers and school should be addressed so that both sides would not become too stressed to participate in inclusive education (Mittler, 2010).

A paper on Malaysian inclusive schooling (Adams et al., 2017) used adults (teachers and parents) as the main data source to examine the social inclusion of SEN students. As emphasized in Article 12 of the UN Convention on the Rights of the Child (1989), children's perspectives

provide vital information that can be used to improve the schooling system (Ainscow&Messiou, 2018). Additionally, some researchers suggested that children's opinion should be central to any research related to inclusive education (Messiou, 2018). Children and young individuals have the right to be heard and to contribute to the shaping of their environment.

Tran (2014) examined the experiences of inclusive schooling through the participation of multiple participants from the Southeast Asia countries literature. The use of multiple informants is recommended to help understand the whole phenomenon of study, to increase triangulation and as a way of assuring research validity (Verhulst& der Ende, 2008). Therefore, the study involved a qualitative exploration of students' views, but also included perspectives of typically developing peers, parents and school staff that contribute towards fuller understanding of adolescents' social participation and successful inclusion.

The research by Adams (2017) used both teachers and parents whereas the present study used only teachers to examine participation of learners. The previous study was carried out to examine the social inclusion of learners with special needs as the present study. The studies by Tran, Verhulst& der Ende, (2008) involved the use of multiple informants for increase of triangulation. The studies were also carried out in secondary schools for learners with LD. The present study used observation schedule to observe successful inclusion of learners with special needs in regular primary schools. In each case, the previous studies and the present study focused on qualitative exploration of learners in inclusive settings.

The previous studies and the present study highlighted the importance of learners as active participants of the learning process. The limitations on the previous studies on participation of learners led to the selection of participation of learners as an objective in this study.



Learners who experience barriers to learning require support to facilitate their access and participation in the general classroom (Walton 2010). Ainscow (2008) stated that teachers have a primary responsibility of helping children to learn alongside their typically developing peers. An inclusive school enables education structures, systems and methodologies to meet the needs of all children experiencing barriers to learning in order to achieve their right to education.

#### **2. 4 Implementation of Individualized Education Plan in Regular Primary Schools**

An IEP is a written document that directs the provision of special education services in a wider variety of categories for Persons with Disabilities (PWDs) (Thurlow 2009, Gregory 2015). It is considered as a center piece of special education that is mandatory in obtaining any perspective on special education. The purpose of the IEP was and still is to ensure that learners with disabilities have equal opportunities to get the same education as other students. Garguilo (2009) reiterated that IEP is concerned with the narrow range of differences accounted for in classroom and the desire to improve the situation. He adds that IEP enables learners to proceed at their own rate and allow for major differences in what and how much is to be learned at a given time and in what standards used in judging quality of performance.

IEP is an effective educational tool to support Children with Special Needs (CSN) to learn to leave school with the skills necessary to participate to the level of their capacity in an inclusive way in the social and economic activities of society and to live independent and fulfilled lives (NCSE, 2006). No document is more significant for ensuring effective individualized educational pro-grams than the IEP (Rotter, 2014). The intention of IEPs is to facilitate effective instructional planning and to make sure that the special education services are delivered in a consistent and continuous manner.

UNESCO (2009) reported that an educational team is accountable for the education of students with special needs. Following this philosophy, a collaborative team, made up of classroom teachers, special support teachers, administrators, school psychologists, parents and students, must meet to outline the skill and ability levels of the students, the goals and objectives for their learning, the recommended support services and any required adaptations, strategies, specialized materials and assistive technology (American Foundation for the Blind, 2018).

Before the reauthorization of IDEA 1997, there were many pedagogical problems with IEPs. Among these problems was the minimal collaboration with general education teachers which was seen as evidence of the IEPs failure to produce intended goals (Dildine, 2010). General education teachers are becoming a more active part in the development and implementation of IEPs. “By placing children in inclusive settings, the traditional role of the Individualized Education Plan (IEP), which is viewed as an exclusive domain of special education, has been changed”.

The Rhode Island Association for Supervision and Curriculum Development conducted a longitudinal study of all schools in the state that compared the New Standards Reference Exam test scores in literacy and math of general and special education students (Hawkins, 2007). The findings indicated that 100 of the 320 schools included in the study made significant strides in closing the achievement gap between the Individualized Education Program (IEP) subgroup and all other students (Hawkins, 2011). Sixty of these 100 schools responded to a survey to identify successful practices from which Hawkins (2007) developed a basic list of strategies “that successful schools use to improve achievement for all students”. Hawkins’ findings indicated that inclusive educational settings are one of the effective approaches in achieving academic success with students with disabilities.

The study by Hawkins (2012) and the present study were conducted in inclusive settings. The difference existed where the study by Hawkins (2012) was a longitudinal study based on test scores. Furthermore, the study included 100 schools. The present study was a descriptive study which involved ten schools that promote inclusive education.

According to South Dakota Department of Education (2013), alignment is significant because if IEP goals are aligned with the general education curriculum, there is greater assurance that IEP: will reflect long- term planning; support learners access to the general education curriculum and learning environment; ease communication between teachers and learners when discussing learning outcomes; provide a more consistent curricular map for learners with cerebral palsy.

Shelvinet *al.*, (2012) asserted that across the Republic of Ireland, the Individual Education Plan (IEP) was developed and implemented in schools. Individual Education Plans cater for each and every child's individual needs because it is developed after identifying a child's problem in that particular area. The child's progress was being monitored. In order to gain data, interviews were conducted with teachers, parents, pupils and other professionals. The findings of the research suggested that schools were inconsistent in their use of the IEP, and in their perceptions of their usefulness (Shelvinet *al.*, 2012).

The study by Shelvin (2012) and the present study addressed developing and implementing IEP. The study by Shelvin (2012) involved interviews with parents, pupils and other professionals while in the present study the researcher conducted interviews with head teachers and Curriculum Support Officer. The present study filled the gap left by interviewing head teachers and Curriculum Support Officer.

In Saudi Arabia, Al-Otaibi (2012) asserted that teachers of intellectually disabled students play a key role in the preparation and implementation of IEPs in mainstream schools. From Al-Otaibi (2012) perspective, the failure to introduce an IEP team approach probably hindered the development of a more inclusive approach to education in Saudi Arabia, as is the case for other developed countries, since what is currently implemented in Saudi schools is only partial inclusion (mainstreaming programmes).

Coskunet *al.*, (2009) directed a study to investigate the material selected and developed to be used by classroom teachers who have pupils living with impairments in their class. The lack of classrooms to implement an individualized education program was one of the themes that came out clearly from the study. The research reported that teachers' lack of knowledge about instructional materials for inclusion affected their efficacy in reaching out to their special needs students. The research recommended that the government should make available the materials that teachers needed to successfully implement inclusive practices.

A study by Kanno and Onyeachu (2018) assessed the availability and utilization of instructional resources in teaching Special Needs Children in Abia State, Nigeria. Findings revealed that only 40% of the allocated resources were utilized implying that in the real sense, effective utilization cannot go beyond 40%. Their study noticed that there was no need to cluster all categories of pupils with various impairments in the same class under non-specialist teachers and thus advocated for use of more individualized teaching as per the nature of the needs of children in the classroom. Republic of Kenya (2008), an appropriate curriculum is broad based, it includes physical, social, emotional and intellectual goals. Learners progress at different rates, and thus individualized planning and instruction are important parts of a developmentally appropriate curriculum.

The study by Al-Otaibi(2012) was done in mainstream schools as the present study. The study by Al- Otaibi(2012) was mainly on learners with intellectual disability whereas the present study covered IEP usage for all learners with special needs in regular primary school. The study by Coskunet *al.*, (2009) did not give a mention of inclusive education but gave a mention of making IEP for learners living with impairments as the current study. The present study focused learners with special needs in inclusive classes. The studies by Kanno and Onyeachu (2018) advocated for individualized programme for learners with various impairments as the current study. The present study focused on inclusive education for learners with various special needs while the studies by Kanno and Onyeachu(2018) saw no need of clustering all categories of pupils with various impairments in the same class. The objective on Individualized Education Plan (IEP) was selected as a result of the gaps identified in the researches discussed above. The present study sought to fill the gaps.

Individualized learning objectives, methodology and teaching enhances teaching process making the teaching process become more accurate and accountable. Methods and techniques of prescriptive teaching are essential to a teacher as a basis for writing and implementing the individualized education programme.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The study used descriptive survey research design. Descriptive survey design was relevant for this study because it describes the state of affairs, as it exists and allows collection of sufficient information in a relatively short period from a large representation of the population (Mugenda&Mugenda, 2008). Descriptive survey research was appropriate because it enables information from members of the public with reference to the variables involved through administration of the questionnaire, interview and observation schedules to examine the implementation of the situation under study. This study focused on implementation of environmental adaptations, curriculum differentiation, and participation of learners with disabilities and IEP usage in regular primary schools.

#### **3.2 Area of Study**

The study was carried out in Kisumu East sub-County, Kenya. The research was carried in schools practicing Inclusive Education. There are 49 regular primary schools in Kisumu East Sub –County. Out of the 49 regular primary schools, 10 regular primary schools practice Inclusive Education by design.

The Sub- County lies within 115,502 households and it covers an area of 559.2km<sup>2</sup> with a population density of 847persons per square kilometer. According to the 2019 Kenya Population and Housing Census the population was a total of 473,649 and of this population 237,973 are female and 235,676 male. Kisumu East Sub-County was made up of 5 wards which include Manyatta B, Nyalenda A, Kolwa East,Kajulu and Kolwa central. The region has a poverty index

of 60% the highest in a Kenyan city. Farming and fishing are the main economic activities to the sub county.

The most outstanding feature is Lake Victoria, the second largest fresh water lake in the world. Baseline survey (2017) indicated that practical conditions supporting inclusive education for learners with special needs were not practiced to the extent expected. This indicated that Inclusive Education practices in regular primary schools had not addressed the learners' diversity.

### **3.3 Study population**

The study population comprised 200 teachers, 49 head teachers, 1 curriculum support officer and 100 learners with special needs (Class 4-8) in regular primary schools in Kisumu East Sub-County. The study was conducted in ten regular primary schools out of the 49 regular primary schools in Kisumu East Sub-County. Target population was 350 respondents in Kisumu East Sub-County.

### **3.4 Sample and Sampling Techniques**

Orodho (2009) refers a sample as a small representative portion of a target population. Mugenda and Mugenda (2009) recommend drawing a 10-30 percent sample from the population when the research uses a descriptive survey. Simple random sampling technique was used to select 30% of the target population of teachers and learners which translated to 60 teachers and 30 learners while purposive sampling technique was used to select 10 head teachers in regular primary schools where inclusive education was practised by design and saturated sampling technique was used to select 1 Curriculum Support Officer.

Purposive sampling technique was used to select 10 regular primary schools out of the 49 regular primary schools in Kisumu East Sub-County.

In this study purposive sampling was used to select only those regular primary schools which had learners with special needs who had been assessed and placed in the schools by EARC.

**Table 2: Sample Distribution**

Category	Population	Sample	%
Teachers	200	60	30
Head teachers	49	10	20.40
Curriculum Support Officer	1	1	100
Learners with special needs and disabilities	100	30	30
<b>Total</b>	<b>350</b>	<b>101</b>	

### 3.5 Research Instruments

The study used questionnaires, interview schedule and observation checklist. The questionnaire had two sections. Section one gathered demographic information of the respondents while section two gathered information on the set objectives. The questionnaires were for teachers. Interview schedule was used to get information from headteachers and Curriculum Support Officer. Observation checklist was used to collect information on participation of learners with special needs during school learning session. The questionnaire consisted of open ended questionnaire items with five point rating scale format type of questions. The questionnaires addressed the first, second, third and fourth objective and was attached (Appendix 2).

The interview schedule for head teachers, and Curriculum Support Officer (CSO) was used to collect data on the inclusive education practices in regular primary schools. The interview schedule consisted of section for background information and section for Inclusive Education



practices in Regular Primary Schools. The interview schedule addressed the first, second and fourth objectives and was attached as (Appendix 3 and 4).

Observation checklist used a Five – Point Likert scale to observe the frequency of participation of learners with special needs during school learning lessons. Checklist ranged from Every time (5); Often (O)=4; Sometimes (S)=3; Rarely=2; Never(N)=1. Each of the 30 learners with special needs was observed in eight different lessons. Observation checklist addressed objective three and was attached (Appendix 5).

### **3.5.1 Teachers` Questionnaire**

Questionnaires are items developed to address a specific objective and research questions of the study. In the present study structured questions which are accompanied by a list of possible alternatives from which respondents selected the answers that best described their situation was used, (Mugenda and Mugenda, 2009).

The information collected addressed the first, second, third and fourth objective of the study. The questionnaire for teachers was attached (Appendix 2).

### **3.5.2 Interview Schedule**

Interview Schedule is the tool or instrument used to collect data from the respondents while interview is conducted, (Kumar 2011). Interviews are the central elements of data collection process in phenomenological research, (Denzin& Lincoln, 2011).It is essentially the oral, in-person administration of questions to each member of the sample. In this process, the interviewer can observe certain aspects of a person's behavior, such as his manner of speaking, poise and tendency (Sahoo, 2021).

Structured interviews were held with head teachers and Curriculum Support Officer. Structured interviews have the strength of allowing the researcher to control the topic and format of the interview. It also makes it easier to analyze code and compare data. Sahoo (2021) observed that interviews offer sufficient flexibility to approach different respondents differently while still covering the same areas of data collection. Interview schedule for headteachers and Curriculum Support Officer are attached (Appendices 4 and 5).

One- to- one interview was adopted to gather feedback on individual experiences, options and feelings. The interview schedule with the Curriculum Support Officer(CSO) addressed objective i, ii iii and iv and was attached (Appendix 4). The CSO was coded (**CSO 001**).

Head teachers were 10 from the schools which were sampled who participated in one-to-one interview. The head teachers were given code numbers (**HT 001-HT010**) where ‘HT’ indicates Head teacher.

### **3.5.3 Observation Checklist**

Observation is a tool that provides information about the actual behaviour, condition or situation in a given scenario. Oso and Onen (2009), argued that observation checklist allows the researcher to see for himself/herself what people do, rather than what they say they do.

Using Non- participant observation, the researcher observed how lessons were delivered in classes, the participation of learners with special needs, accessibility of teaching and learning resources, the interaction of teachers and learners, lighting system, classroom arrangement regarding spacing, and how acoustic the classrooms were. A lesson was scheduled for 30 minutes hence the researcher observed eight lessons in two weeks. The researcher observed eight different lessons assessing participation of learners with special needs in English lessons,

Mathematics, Physical Health Education (PHE), Music, social studies science, Kiswahili and Art and Craft. Other activities such as raising the flag were also observed. Leadership roles were also observed in group activities. Adaptation of the school grounds was also observed as the researcher moved around the environment observing different facilities to determine the extent to which facilities and the field were adapted for ease of access by learners with different needs. Learners with hard of hearing, learning difficulty, intellectual challenges, low vision, physical disability and EBD were observed during different times in a class learning session.

Data was presented in verbatim as themes and sub themes emerged.

### **3.6 Validity of the Instruments**

For the purpose of this study to assess the accuracy, meaningfulness, appeal and arrangement of instruments earmarked for data collection, construct and content validity were employed. Construct validity is perceived as a measure of the degree to which data obtained from the research instruments meaningfully and accurately reflected the theoretical concept (Weiner, 2009). Kothari (2014) observes that content validity is present when a scale logically reflects the accuracy in what the research instrument intends to measure. Therefore, construct and content validity were used to ensure that the items in the instruments elicited the content and construct which it purported to measure. To ensure content and construct validity, the items in the instruments were developed based on the study objectives. The researcher's supervisors were critical in this research in that they gave support in ensuring that the instruments were in relation to the set objectives and content area being studied.

The supervisors' suggestions and comments guided in the modification of the research items in a way that they became adaptable to this study. Having listened to the experts there was a need to change the wordings on the research instruments. After the modifications, the supervisors viewed

the research instruments as valid to the extent that the measurements provided accurate and relevant data with negligible systematic error and bias.

### **3.7 Reliability of the Research Instruments**

Orodho (2012) defines reliability as the extent to which the instrument is stable and consistent across repeated measures. A reliability test is a method of making the test reliable by pre-testing the instrument. This identifies errors found in the study instrument which can later be corrected. Moreover pre-testing of instruments help to estimate time needed to administer the instrument. To ensure the reliability, a pilot study was conducted in one school which was not part of the sampled schools and established reliability of research instruments by pearsons 'r' of 0.70 and above. Reliability coefficient for the questionnaire for teachers yielded a reliability coefficient of 0.82 which was within the required range for an instrument. According to Orodho (2012), a minimum reliability coefficient of 0.70 indicates that an instrument is reliable.

### **3.8 Data Collection Procedures**

The researcher sought permission to collect data from Maseno University Scientific Ethics and Review Committee (MUERC). The researcher made a courtesy call to County Director of Education where the regular primary schools are located. The researcher made personal visit to the schools to brief the head teachers and participants about the research and for good public relation. A second visit was made for the purpose of data collection. The questionnaires were given to the respondents for filling. The interview schedule and observation checklist were completed by the researcher and the questionnaires collected after three days

### **3.9 Methods of Data Analysis**

Qualitative and quantitative techniques of data collection and analysis were applied during the study because of their ability to reinforce each other. Creswell & Clark (2011) argue that integrating methodological approaches strengthens the overall research design, as the strengths of one approach offset the weaknesses of the other, and can provide more comprehensive and convincing evidence. Quantitative data derived from questionnaires were analyzed through descriptive statistics such as frequency counts, percentages and means.

In coding and interpretation of the questionnaires from teachers, items from open-ended questionnaire were coded with each of the Five- points rating scale given: For objective one, two, three and four the ratings(scoring)were as follows: Extremely Large Extent( ELE)=5 ; Large Extent (LE) = 4; Moderate Extent (ME) = 3; Small Extent (SE)= 2; Never=1. The interpretation Never meant that –not implemented; Small – implemented in negligible extent; Moderate- occurred in one or two areas; Large – implemented but not in all environmental Structures; Extremely large- mostly implemented (highly prevalent implementation). A score of 5 indicated that the implementation was done and all the necessary adaptations existed, a score of 4 indicated that slight adaptations were still required. A score of 3 indicated that most of the adaptations were not implemented, a score of 2 indicated that nearly all the adaptations were not implemented and a score of 1 indicated that not even a single adaptation had been implemented.

Objective three had observation checklist to observe learners with special needs during learning session with ratings as follows: Everytime=5, often=4, Sometimes=3; Rarely=2; Never = 1.

The values which were obtained from quantitative data were entered into the computer and further analyzed by the Statistical Package for Social Sciences (SPSS) version 20.

The qualitative data of the study collected from interview and observation checklist were organized, put in various categories and reported in an ongoing process as themes and sub themes emerged.

### **3.10 Ethical Considerations**

Research ethics refers to the moral principles guiding research from its inception through to completion and publication of results (Creswell, 2011). In this regard, the researcher observed the following: Respect for the autonomy and dignity of persons, scientific value, social responsibility, and maximizing benefit while minimizing harm. Moral rights, rights to privacy, self-determination and personal liberty were observed to fulfill the autonomy and dignity of human rights. This study adopted all the stated research procedures. Approval to carry out this study was provided by the School of Graduate Studies (SGS) Maseno University Scientific Ethics Review Committee (MUERC). In addition, assent was sought from the minor's parents, guardian or other appropriate adults with duty of care. The parents' Consent Letter was attached as (Appendix 1).

The researcher conformed to the principle of voluntary consent whereby the researcher first disclosed the real purpose of the study and also gave the respondents a chance to willingly participate in the study,(Piper & Simons, 2015). Those who were involved in the study were protected in all aspects. Furthermore, to uphold confidentiality the participants did not indicate their names on the questionnaires rather the tools were serialized to enhance tracking, analysis and easy entry. Voluntary participation was emphasized and dissemination of information (findings) was done by respondent's consent. The raw data from the field were kept under key and lock where only the researcher could access. The processed data were stored in computer encrypted by a password accessible only by the principle investigator protected from unauthorized persons, kept and used for sole purpose of this study.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presented the analysis of findings from the data collected during field study as well as the interpretation and discussions of the results. The chapter was presented according to the objectives to enhance a systematic and objective analysis and discussion. The purpose of the study was to examine the implementation of Inclusive Education practices in Regular Primary Schools in Kisumu East Sub -County. It further examined frequency, percentages of demographic variables such as age bracket, gender, educational qualification and years of experience of the respondents.

#### 4.2 Questionnaire Return Rate

Questionnaires for collecting quantitative data were administered to teachers of the schools as respondents.

**Table 3: Questionnaire Return Rate**

<b>Respondent</b>	<b>Issued Questionnaire</b>	<b>Returned Questionnaire</b>	<b>Percent</b>
Teachers	60	58	<b>96.67</b>
<b>Total</b>	<b>60</b>	<b>58</b>	

From table 3, out of the 60 teachers who participated in the research, 58 (96.67%) of the teachers responded. A response, return rate of over 70 % offered the credibility, validity and reliability of the research instruments. This was a good response rate for Mugenda and Mugenda (2010) asserts that response rate of at least 70% is adequate. The high response rate was achieved by administering the questionnaires and collecting data the same day to avoid wastages and losses

### 4.3: Demographic Information of the Respondents

The demographic data provides information about the respondents' structure, and helps create a mental picture of the subgroups that exist in the overall population. Researchers obtain demographic information from the study subjects to understand sample characteristics and to determine if samples are representative of the populations of interest (Kirton, 2011). In this study, the researcher investigated the respondents' characteristics by establishing their gender, age, educational qualification and years of experience. in inclusive education corporate.

**Table 4: Demographic Information of the Respondents (n=58)**

<b>Variable</b>	<b>Range</b>	<b>N</b>	<b>Percentage</b>
<b>Gender</b>	Female	41	70.7
	Male	17	29.3
<b>Total</b>		<b>58</b>	<b>100</b>
<b>Age Bracket</b>	20-29	2	3.4
	30-35	7	12.1
	36-49	24	41.4
	50 & above	25	43.1
	<b>Total</b>		<b>58</b>
<b>Educational Qualification</b>	Certificate	4	6.9
	Diploma	32	55.2
	Degree	19	32.8
	Masters	3	5.2
	<b>Total</b>		<b>58</b>
<b>Years of Experience</b>	<2	1	1.7
	2-5 years	1	1.7
	6-9 years	19	32.8
	10 years & above	37	63.8
	<b>Total</b>		<b>58</b>

According to the data shown on table 4 about gender, 41 were female while 17 were male. The data also revealed that majority (70.7%) of the teachers were female as compared to (29.3%)



males. This information revealed that both genders had an adequate gender representation among the teachers. There was unequal gender representation among the teachers in regular primary schools in Kisumu East sub- County. This indicated gender inequity.

The table indicated that teachers aged between 50 and above years were the majority teaching in regular primary schools for learners with special needs with a frequency of 25 (43.1%). They were closely followed by those aged between 36-49 years at 24(41.4%). They were followed by the teachers aged between 30-35 years at 7 (12.1%). The teachers aged between 20-29 years were 2 (3.4%). The results on age bracket showed that the teachers were mature and competent to support learners with special needs.

The majority 32 (55.2%) of the teachers had a diploma qualification, 19(32.8%) had a bachelor's degree in education. 4(6.9%) of the teachers had a certificate in education, while another 3 (5.2%) had master in education. This information revealed that the teachers who took part in this study had professional training in education, and this was important in the implementation of inclusive education. Establishing teachers' level of education was important for this study as it helped to get in depth information on the issues concerning implementation of inclusive education practices. The findings were consistent with Akinsuli (2010) in a study in Nigeria where teachers' qualifications and experiences were significantly related to students' achievement. Gaad and Khan (2010) equally argued that teachers who do not have enough knowledge and training to address the needs of learners with special needs cannot be successful in the implementation of inclusive education practices. This study therefore concurred that implementation of inclusive education practices could become effective when teachers gain more knowledge and understanding.

Table 4 indicated that the highest number of respondents who had experience of 10 years and above were 37 (63.8 %) while those who had teaching experience of 6-9 years were 19 (32.8%). The teachers who had experience of 2- 5 years and <2 (1.7) were 1 (1.7%) and 1(1.7%) respectively. This implied that teachers who were sampled were equipped with skills in teaching learners with special needs in regular primary schools.

#### 4.4: Implementation of Environmental adaptations in Regular Primary Schools

The first research question sought to establish the extent of environmental adaptations in regular primary schools.

**Table 5: Teachers Response on Implementation of Environmental adaptations in regular primary schools (n=58)**

VARIABLE	ELE		LE		ME		SE		Never		Mean
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Availability of wide doors					8	(13.8)	25	(43.1)	25	(43.1)	<b>1.71</b>
Existence of spacious, acoustic and well lit rooms					3	(5.2)	28	(48.3)	27	(46.6)	<b>1.59</b>
Existence of ramps					9	(15.5)	21	(36.2)	28	(48.3)	<b>1.67</b>
Availability of well ventilated rooms					7	(12.1)	27	(46.6)	24	(41.4)	<b>1.71</b>
Availability of adapted washrooms					7	(12.1)	18	(37)	33	(56.9)	<b>1.55</b>
Availability of meaningful signage posts			3	(5.2)	17	(29.3)	27	(46.6)	11	(19)	<b>2.21</b>
Existence of adapted water fountains					7	(12.1)	24	(41.4)	27	(46.6)	<b>1.66</b>
Availability levelled school grounds					2	(3.4)	26	(44.5)	29	(50)	<b>1.55</b>
<b>Overall Mean</b>											<b>1.70</b>

**KEY: Extremely Large Extent (ELE)= 4.5-5.00; Large Extent (LE) =3.5-4.4 ; Moderate Extent (ME)= 2.5 -3.4; Small Extent= 1.5- 2.4; Never (N)=1.00-1.4**

**M=Mean**

The responses of the teachers were measured on a five point type rating scale where, Extremely large Extent- 5, Large-4, Moderate-3, Small-2 and Never-1. The study findings were presented in table 5 using frequencies, percentages and means as displayed.

The highest mean recorded was 2.21 which had most teachers whose ratings were to a small extent, the signage posts were available for learners with various categories of impairments except those with blindness, there were availability of well ventilated rooms with a mean of 1.71 and wide doors specifically adapted for learners with physical disabilities  $M=1.71$ . A mean of 1.71 indicated existence to a small extent, ramps were available to ease movement for all learners  $M= 1.67$ , existence of adapted water fountains for use by all learners  $M=1.66$ , there was existence of spacious, well lit and acoustic rooms for all categories of special needs which recorded  $M= 1.59$ . Existence of adapted water fountains and availability of leveled grounds  $M= 1.55$  respectively and an overall mean  $M=1.70$  indicated that the environmental adaptations were implemented to a small extent meaning that the learners with special needs still faced barriers in the school environment.

The study findings in table 5 revealed that 29(50%) of the teachers indicated that leveled grounds were never available and 26(44.5%) of the teachers rated the availability of leveled grounds to a small extent. However, there were 2(3.4%) teachers who rated the leveled grounds to a moderate extent that the grounds in their schools were leveled to suit the needs of the learners ( $M=1.55$ ) (to a small extent). Focusing on the facets of the environment, it was evident that in most regular primary schools in Kisumu East Sub County, ramps, washrooms, classrooms, and water fountains were not adapted for all learners with various categories of special needs.

Concerning the availability of wide doors; 25(43.1%) teachers said there were never available to accommodate all learners including those with wheel chairs, 6(17.6%) strongly agreed while

3(5.2%) rated it to a moderate extent that the doors were wide enough to cater for all learners with various special needs with M =1.71 showed that the state of doors was adapted to a small extent.

On existence of spacious, acoustic and well lit rooms 27(46.6%) teachers said that they never existed, 28 (48.3%) teachers rated it to a small extent while 3(5.2%) said they existed to a moderate extent. The rating was (M=1.59) which showed that the existence was negligible.

Interviews were also conducted and the outcome was as shown in the quotes below by four head teachers.

*“In my school I have learners with disabilities with varying needs and facilities are not available to address their needs. Assistive devices are not available and the environmental adaptations have not been done. This makes the environment to be inaccessible. Moreover, most of the teachers do not have the skills of handling such learners, (HT005).*

*“Classrooms are available with lighting and adequate washrooms but we do not have adapted washrooms,”(HT006),*

*“Some verandas are wide enough to ease their movement,”(HT003).*

*“We put them under one umbrella term special needs and vulnerable. Therefore, the record I have does not show specifications of categories. The categories of the learners are those who are physical challenged and for the physically challenged, the ramps ease their movement. There are others with autism, speech difficulties and others are hard of hearing,”(HT002).*

The interview schedule held with the head teachers showed that the environmental adaptations were not adequately implemented.

According to the results, the head teachers have enrolled learners with various categories of special needs as reported by head teacher 2. Limitation occurred due to inaccessible environment that made learners with special needs face barriers as reported by head teacher 5.

Head teachers 6 and 3 indicated in their information that classrooms were available with adequate lighting and wide verandas though washrooms were not adapted.

They tried working on the physical environment and the grounds were well leveled for ease of movement by learners with physical disabilities. Another head teacher stated that the physical environment was not well adapted because of lack of financial resources in the school. Most head teachers indicated that the installation of these facilities like toilets meant only for children with wheel chairs required a lot of finances yet their support was minimal. They indicated that it was expensive to cater for all learners and therefore required more support especially from the government and disability organizations.

These findings concurred with the quantitative findings that the environment was not well adapted to ease movement of learners with special needs.

These study findings concurred with those of Ackah&Danso (2019) who examined the physical environment of Ghanaian inclusive schools and found that the environment of most inclusive schools was of poor quality and it was less accessible to children with disabilities. For that reason, they therefore recommended modification of facilities and redesigning of the school landscape to enhance accessibility.

However, these findings disagreed with those of Şahin, Erden&Akar (2011) in their study in Turkey who found that the physical facilities were accessible to the learners though not so spacious. The researcher established that the environment of regular primary schools were not accessible, adapted only to a small extent hence learners struggle to move freely.

The findings of the study concurred with the study by Mary (2008) who said that the physical environment had an impact on the learners' access to learning and their academic achievements. A similar study was that of Chataika (2010) who asserted learners with disabilities enrolled in primary schools face the problem of overcrowded classrooms, lack of seats, standing space and poor acoustics.

Modifying and adapting the school and classroom environment facilitates accessibility by all learners with special needs and this promotes inclusive education in regular primary schools. A disability-friendly environment supports every individual learner's presence in the general education.

#### **4.5: Implementation of Curriculum differentiation in Regular Primary Schools**

The second objective sought to establish the extent of implementation of curriculum differentiation in regular primary schools. The teachers' responses were measured on a five-point rating scales where Extremely large- 5, Large-4, Moderate -3, small-2 and Never -1

**Table 6: Teachers' Response on Implementation of Curriculum Differentiation in Regular Primary Schools (n=58)**

Variable	ELE		LE		ME		SE		N		Mean
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Existence of responsive curriculum design					3	(5.2)	22	(37.9)	33	(56.9)	<b>1.48</b>
Use of peer tutoring			2	(3.4)	18	31%	30	(51.7)	8	(13.8)	<b>2.24</b>
Usage of multisensory approaches					14	(34.1)	22	(37.9)	22	(37.9)	<b>1.86</b>
Use of varied instructional methods			2	(3.4)	15	(25.9)	34	(58.6)	7	(12.1)	<b>2.21</b>
Use of varied teaching/learning resources			3	(5.2)	11	(19)	31	(53.4)	13	(22.4)	<b>2.07</b>
Existence of adapted assessment strategies					6	(10.35)	20	(34.5)	32	(55.2)	<b>1.56</b>
<b>Overall Mean</b>											<b>1.90</b>

**KEY: Extremely Large Extent (ELE)= 4.5-5.00; Large Extent (LE )=3.5-4.4; Moderate (ME)=2.5 -3.4; Small Extent (SE)=1.5 -2.4 ; Never =1.00-1.4**

**M=Mean**

Curriculum differentiation was the other theme which came out of the teachers' questionnaire.

The study findings for this objective were presented in table 6 using frequencies, percentages and means;

From table 6, the mean rating for responsive curriculum design was (M=1.48), 33(56.9%) teachers rated responsive curriculum as never existed. Therefore ,curriculum did not meet the

needs of learners with special needs. Another group of 22(37.9%) teachers also rated responsive curriculum to a small extent. Additionally, peer tutoring scored the highest mean rating ( $M=2.24$ ) as 2(3.4%) teachers said peer tutoring was used to a large and 18(31%) teachers rated the use of peer tutoring to a moderate extent. The teachers who said peer tutoring was used to a small extent were 30(51.9%) while 8(13.8%) said peer tutoring was never used.

Usage of multisensory approaches was rated at a mean of 1.86. Ratings showed that 14(34.1%) teachers used multisensory approaches to a moderate extent to cater for learners with variety of special needs. Other teachers 22(37.9%) used the approaches to a small extent. Teachers who never used the multisensory approaches were 22(37.9%) meaning failure to explore all senses. Yet, for learners with diverse needs, it was important to explore all senses for maximum learning outcomes.

Concerning use of varied instructional methods, mean rating was( $M=2.21$ ) indicating the use to a small extent. The teachers who used varied instructional methods to a large extent were 2(3.4%) and to a moderate extent were 15 (25.9%) teachers while those who used the method to a small extent were 34(56.6%) and 7(12.1%) teachers never used the method at all. The mean rating for varied teaching and learning resources was ( $M=2.07$ ) indicating the use to a small extent as 31 (53.4%) teachers used the resources to a small extent and another group of 13(22.4%) teachers never used the resources. Only 3 (5.2%) teachers used the resources to a large extent while another 11(19%) teachers used the resources to a moderate extent. Adapted assessment strategies were rated as ( $M=1.56$ ) as a large number of teachers 32(55.2%) never used the strategies and 20(34.5%) teachers used the strategies to a small extent. With a mean of 1.90, these findings indicated that curriculum differentiation was implemented to a small extent. Therefore, this means that the teaching and learning process were not beneficial to learners with special needs.



To add to these quantitative findings, findings from the interviews were also presented as shown by the verbatim below.

The interview schedule with the head teachers regarding curriculum differentiation had the following reports

*“Barriers occur especially when a learner with special needs does not have the equipment to aid their learning. In such cases I discuss with the teachers on how the learner may be assisted,”(HT004).*

*“We charge the panel heads with the responsibility of checking weak areas of learning and provide the needed intervention,”(HT009).*

*“I discuss with the class teacher to assist the learner and other teachers also get informed to assist the learner,”(HT001).*

*“First, schemes of work are made termly in each subject. Then when teaching/learning lessons are made, there are specific learners who need individual attention. Such learners are taught on one-on-one basis according to the need,” (HT008).*

*“We have a committee in our school that looks into the affairs of such learners to see to it that the learners’ problems are solved. This committee is called School Based Inclusive Team (SBIT) and as the head of the school, I belong to that team,” (HT001).*

*“The school addresses all parts of learning to support those with different challenges. We sit as a panel of teachers concerned with learning of learners with disabilities,”(HT006).*

According to the findings from the head teachers; most regular primary schools in Kisumu East Sub County were trying to include learners with special needs in the teaching /learning process

in order to cater for diversity in the classes. However, it was not satisfactory as the schools had limited assistive devices to cater for every learner's need. These findings agreed with those from the teachers that curriculum differentiation was done to a small extent.

From the qualitative findings, head teacher 1 indicated that being in an inclusive school, teachers tried to accommodate all learners by differentiating curriculum in order to ensure that all learners participated fully in the learning process. Head teacher 8 indicated that schemes of work were made which take into consideration every learner's need.

The results from the interview schedule with the regular primary school head teachers clearly showed that the school leadership was in support of all learners. However, due to lack of adequate assistive devices required by some learners with special needs, it challenging to the school. Hence implementation of curriculum differentiation still lagged behind in regular primary schools in Kisumu East Sub County.

The interview schedule held with Curriculum Support Officer (CSO001) presented the quotes as follow:

*“Learners should be taught according to level of functioning. This is where you find a learner in grade 5 but functioning at grade 2. The curriculum should be adapted to suit varying needs of the learner. Remediation is done in areas of academic weakness,”(CSO001).*

*“Curriculum implementation is challenging especially differentiating instruction for learners with disabilities in the general classroom due to the large number of learners in regular schools. My work as the one in charge of curriculum is to ensure the curriculum is followed and completed as the ministry requires. Learners are taught according to availed curriculum design and according to how the teachers have prepared their schemes of work and lesson plan in*

*various learning areas. In the new curriculum which is Competency Based Curriculum (CBC), it is the learner's potential that is considered.”(CSO001).*

*“The regular school curriculum is designed for the general school learners. Therefore, it is upon the individual teachers to adjust the objectives according to the academic challenge of the learner,”(CSO001).*

*“The available facilities are all the teaching learning resources which include the text books, teaching/ learning aids, realia, Tablets and learner's own collection of materials from the local environment. All the combination of the mentioned teaching /learning materials make learning real, even for the learner who may have a challenge in academics. The aim of this combination is to exhaust all the possible means of the use of all senses to make the child learn,”(CSO001).*

*“I do spot check where during the support visit where I require even the progress of the learners. I go further by looking at the learners' books to ensure that the work is checked and the date indicated. I support the teachers by encouraging them to do remediation where a learner is falling behind the rest of the class,” (CSO001).*

The findings from the interview schedule with the CSO revealed that learners should be taught according to the functioning level. Additionally remediation in teaching was highly recommended for any fall back in learning. The interview with the CSO cited the CBC as promoting every learner's potential. Teachers were advised to make adjustments in teaching to meet the varied needs of learners in the regular primary schools who are abled differently.

These findings concurred with a study in Hong Kong by Zhu, Li, & Hsieh (2019) which established that the center demonstrated a variety of inclusive practices including peer support, nutrition and health, environment and curriculum accommodation, positive attitudes, use of

varied teaching methods, team work and collaboration of professional, teachers and parents. The findings were confirmed by a study in Hyderabad, India, where a survey was conducted to identify to what extent inclusive education was being adopted in schools. The results were analyzed qualitatively after interviews were conducted with school heads, class teachers, parents and students. It was found out that the term “inclusive school” was more of an ornamental name used to create an impression of inclusion, (Sawhney, 2015).

Kisumu East Sub County’s situation was similar to the one in Ethiopian schools where Asrat (2013) disclosed that lack of adapted curriculum is one of the factors affecting the implementation of inclusive education. In relation to this, Smith, et al. (2008) argued that if the curriculum is designed without taking the learners’ needs and conditions into account; the learners will not succeed in their education. Mckenzie (2010) established in Victoria, Australia, that teachers may resist inclusive practices on account of inadequate training on special needs education. Likewise, Mpya (2010) argued that inflexible curriculum, that does not consider learners’ needs, will not produce the desired educational outcomes.

Curriculum plays a major role in the implementation of inclusive education and the inclusion of learners. To the reverse, curriculum could also be one of the barriers which could bar inclusion of learners. To sum up, the overall findings of this study disclosed that the extent of school inclusivity regarding learners with special needs in regular primary schools in Kisumu East Sub-County schools was to a small extent. As a result, the exclusive and discriminatory practices of the schools affected the implementation and actualization of inclusive education practices.

#### 4.6: Participation of Learners with Disabilities in Regular Primary Schools

The third research question sought to determine the participation of learners with disabilities in regular primary schools. The results are shown on table 7.

**Table 7: Teachers' Responses on Participation of learners in Regular Primary Schools**

(n= 58)

Variable	ELE		LE		ME		SE		N		Mean
	f	%	f	%	f	%	f	%	f	%	
School admission is open to all learners					3	(5.2)	26	(44.8)	29	(50)	<b>1.55</b>
Recognition of learner's potential			2	(3.4)	25	(43.1)	23	(39.7)	8	(13.8)	<b>2.36</b>
Learners participation in group activities			1	(1.7)	10	(17.2)	29	(50)	18	(31)	<b>1.90</b>
Free interaction among learners			4	(6.9)	12	(20.7)	34	(58.6)	8	(13.8)	<b>2.21</b>
Transition rates among learners with disabilities					4	(6.9)	19	(32.8)	35	(60.3)	<b>1.47</b>
<b>Overall Mean</b>											<b>1.89</b>

**KEY: Extremely Large Extent (ELE) = 4.5-5.00; Large Extent (LE)=3.5-4.4; Moderate**

**(ME)=2.5 -3.4; Small Extent (SE)=1.5 -2.4 ; Never =1.00-1.4**

**M=Mean**

Table 7 shows participation of learners with special needs in regular primary schools. The mean rating for open admission was (M=1.55) in which 29(50%) teachers reported that that open admission never existed. Moreover, 26(44.8%) teachers said open admission was done to a small extent. It was only 3(5.2%) teachers who rated it to a moderate extent. This meant that open admission was dependent on the degree or severity of the disability. Recognition of learner's potential was rated the highest with a mean (M=2.36),

2(3.4%) teachers rated learners' potential to a large extent and 25(43.1%) teachers rated potentiality of learners to a moderate extent. This indicated that in regular primary schools learner's potential was highly valued. Whereas, 23(39.7%) teachers said recognition was to a small extent only 8(13.8%) teachers said learner's potential was never recognized.

Concerning participation in group activities, the mean was 1.90 indicating participation to a small extent. It was evident that 29(50%) teachers said learners participated to a small extent and another group of 18(31%) teachers said learners with special needs never participated in group activities. This meant that the activities in the group did not address learner diversity as 1(1.7%) teacher said it was done to a large extent. Another group of 10 (17.2%) teachers rated learners' participation to a moderate extent.

Free interaction among learners was ( $M=2.21$ ) showing interaction to a small extent. A group of 34(58.6%) teachers said interaction occurred to a small extent and 8(13.8%) teachers said free interaction never existed meaning that learner acceptance never existed. However, 12(20.7%) teachers rated free interaction to a moderate extent while 4(6.9%) teachers said, free interaction occurred to a large extent.

Concerning transition rates among learners with special needs, the mean rating was ( $M=1.47$ ) representing small extent. Teachers who said transition rates among learners with special needs never occurred were 35(60.3%) and teachers whose ratings were to a small extent were 19(32.8%). This demonstrated that learners with special needs transiting to different educational pathways were unknown as 4 (6.9%) teachers rated transition rates to a moderate extent.

The interview schedule held with Head teachers went as follows

*“When I realized that some of the learners seeking admission had disabilities and they are from the neighborhood I could refer them to the special schools especially the ones with visible disability (Physical and visual), (HT001).*

*“My fear came about because of the cost of assistive devices which they could need,”(HT006).*

*“I use first come, first served,” (HT002).*

*“I admit learners from our ECDE centre and those from the neighbouring ECDE centres who have submitted the files and assessment books of their children,”(HT008).*

*“I admit learners whose parents have shown interest in the school to have their children admitted,” (HT010).*

*“All teachers are made aware of learners with disabilities in the school, so that when teaching they put the learners’ needs into consideration. It is only in certain cases the needs of the learner may be beyond reach of the teacher especially those that require complex teaching/ learning resources. In some cases the resources required are not available in our school,”(HT010).*

*“Lesson objectives are made and specific areas are adjusted to address individual learners’ needs. This we do so that all learners can be involved in teaching /learning process,”(HT002).*

Interview schedule with the CSO went on as follows:

*“I advise the class teacher through the head teacher to call the parent to come and discuss the matter to design a plan to support the learner,”(CSO001).*

**Table 8: Observation Checklist on Participation of Learners with Disabilities in School****(n=30)**

<b>Extent of Participation</b>	<b>ET</b>	<b>O</b>	<b>S</b>	<b>R</b>	<b>N</b>	<b>Mean</b>
Learners with disabilities participate in turn-taking in group work	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1.63</b>
During Physical Health Education Lesson, learners with disabilities participate actively			<b>5</b>	<b>15</b>	<b>10</b>	<b>1.83</b>
Learners with disabilities safely access learning resources in the classroom			<b>3</b>	<b>18</b>	<b>9</b>	<b>1.8</b>
Learners with disabilities takes part in playing musical instruments during music activity			<b>3</b>	<b>12</b>	<b>15</b>	<b>1.6</b>
Learners with disabilities interact freely with other learners			<b>4</b>	<b>18</b>	<b>8</b>	<b>2.06</b>
Learners with disabilities communicate with confidence during class activities				<b>12</b>	<b>18</b>	<b>1.4</b>
Learners with disabilities take positions of leadership in the school				<b>5</b>	<b>25</b>	<b>1.16</b>
Learners with disabilities take part in raising the flag				<b>3</b>	<b>27</b>	<b>1.1</b>
<b>Overall Mean</b>						<b>1.57</b>

**KEY: Every time(ET) =5; Often(O)= 4; Sometimes= (S)=3; Rarely (R)=2 Never(N)=1**

Observation checklist was used to gather data from learners with special needs in regular primary schools. The observation focused on the following: participation of learners with special needs in different learning areas and the school/classroom environment and learners' relationships in the school, and the overall situation of the school for the inclusion of learners with special needs. The researcher made eight observations of each of the same learners on different learning areas during learning session.



According to the researcher's observation, there were few accessible and low-quality teaching and learning resources such as realia which were inaccessible. The inaccessibility and lack of safety meant that the learners with special needs did not participate fully in classroom.

Regarding the nature of staff and learners' relationship, it was observed as an encouraging relationship. Learners had respect in approaching their teachers. The learners were observed having fun and interacting freely without any discrimination. This implied acceptance among learners and teachers. The observation results concurred with the findings in the teachers' questionnaire where 4(6.9%) teachers rated free interaction to a large extent while 12 (20.7%) teachers rated free interaction to a moderate extent. However, learners with LD, speech and communication disorders and hard of hearing could not communicate confidently during class participation for the fear of ridicule by other learners. During Physical Health Education (PHE) time, the learners with physical impairment were observed standing outside the playground and only cheering but not involved in the activities. Other than them, learners with EBD took part and competed with other learners.

At the time of changing over to other class routines, the class leaders gave instructions on what was to be done next. From the researcher's observation in all the schools visited, none of the learners with special needs were given leadership roles. When leadership in the school among learners with special needs was observed, learners without special needs took the lead. In co-curricular activities such as scouting, learners with physical disabilities were not involved as they only stood and watched other learners take part in raising the flag. The overall mean for participation of learners with special needs from the observation checklist was 1.57.

During the teaching and learning process, the group discussions did not go well because of the seating arrangements of the learners and the large number of learners. There were more than 1 to

5 networking group members in a group and that made it difficult for the group discussions to function. Teachers and learners were not seen moving around the classrooms due to lack of space in the classrooms. Regarding the availability of assistive technologies, no assistive technology or material for the learners and teachers was observed in the classrooms.

The findings of the study concurred with the study by Simeonsson, Carlson, Huntington, McMillen and Brent (2011) who asserted that learners participating in school activities leads to a greater likelihood of success experiences, which in turn lead to a greater sense of identification and belonging in school. If learners are not actively involved in school activities, they are not in a position to take advantage of the educational and social benefits those activities have to offer. In a similar study, Eriksson (2007) revealed that students with physical disabilities often have difficulties with participation in school. It is often difficult, however, to establish the extent to which the challenges that learners encounter are related to individual factors or the inability of the teacher to accommodate learners' needs. In relation to this, Sophal and Fox (2011) stated that accessibility to facilities such as learning materials and blackboards supplies and blackboards should not be discriminatory.

This was confirmed by the study by Assefa (2008) which showed that teachers did not adapt their teaching methodologies to include all learners. The teaching methodology mostly used in the classrooms as observed was question and answer after notes were written on the chalkboards. Activities were not inclusive. However, during question and answer time which was part of the assessment used by teachers, learners with EBD were observed participating. One of the teachers observed spoke loudly when walking closer to the learners with hard of hearing but his class was already noisy. Other than the above-mentioned strategies, teachers were not seen adapting teaching strategies to fulfill the educational needs of learners with special needs.

The overall classroom atmosphere, therefore, was not inclusive. The classrooms lacked enough space for easy movement, assistive technologies and materials. Teachers did not adapt and modify instructions to suit the needs of all the learners. The observation checklist confirmed that learners with special needs rarely participated in activities of the school as was revealed in the observation checklist in eight different lessons with same group of learners with special needs in different areas of activities on different occasions. Hence, the participation of learners with special needs in regular primary schools was rated as rare implying that classroom and school activities in general were not inclusive.

#### 4.7 Implementation of Individualized Education Plan in Regular Primary Schools

The fourth research question sought to examine the extent of implementation of Individualized Education Plan. The results were shown on table 9.

**Table 9: Teachers’ Response on Implementation of Individualized Education Plan in Regular Primary Schools (n=58)**

Variable	ELE		LE		ME		SE		N		Mean
	f	%	f	%	f	%	f	%	f	%	
Extent of individualized teaching					5	(8.6)	25	(43.1)	28	(48.3)	<b>1.60</b>
Extent of IEP design for a learner facing difficulty					3	(5.2)	22	(37.9)	33	(56.9)	<b>1.48</b>
Extent of individualized assessment strategies					7	(12.1)	19	(32.8)	22	(37.9)	<b>1.57</b>
Extent of organization of IEP panel meeting	4	6.9%			11	(19)	36	(62.1)	7	(12.1)	<b>2.28</b>
Extent of collaboration in designing IEP					9	(15.5%)	29	(50%)	20	(34.5)	<b>1.81</b>
<b>Overall Mean</b>											<b>1.74</b>

**KEY: Extremely Large Extent (ELE) = 4.5-5.00; Large Extent (LE)=3.5-4.4; Moderate**

**(ME)=2.5 -3.4; Small Extent (SE)=1.5 -2.4 ; Never =1.00-1.4**

**M=mean**

From table 9, 28(48.3%) teachers pointed out that there was never individualized teaching with 25(43.1%) teachers showing the existence to a small extent and 5(8.6%) teachers rated individualized teaching to a moderate extent. The mean rating for existence of individualized teaching was (M=1.60) and IEP design for a learner facing difficulty was (M=1.48). In addition to that, 22(37.9%) teachers showed that individualized assessment strategies never existed, 19(32.8%) teachers rated it to a small extent and 7(12.1) teachers showed that individualized assessment strategies occurred to a moderate extent (M=1.57).

Concerning organization of IEP panel meetings, 4(6.9%) teachers indicated that it existed to an extremely large extent and 11(19%) teachers indicated that the meetings were organized to a moderate extent, another group of 36(62.1%) teachers showed that the organization was to a small extent while 7(12.1%) teachers indicated that the panel organization never existed. The organization of IEP panel meetings had the highest mean rating (M=2.28) indicating that schools where learners with special needs were present, teachers organized panel meetings to discuss on how to design IEP for the learners.

Furthermore, it was clear from the study findings that collaboration in designing IEP was embraced. In support of this, 9 (15.5%) teachers said the collaboration was to a moderate extent with 29 (56%) teachers indicating the extent as small (M= 1.81).

With an overall average M= 1.74, it was clear that the Individualized Education Plan in regular primary schools was implemented to a small extent. The IEP allowed the collaborative team to support a learner with special needs.

In addition to the quantitative findings, qualitative findings from the interviews were presented.

*“The learners are included and teachers with special needs education are the ones supporting them,” (HT003).*

*“The IEP committee is composed of one administrator, SNE teacher, subject teacher, parent and the learner,” (HT007).*

*“IEP offers intervention for learners with difficulty and since it is individualized, the learner gains from the teaching,”(HT003).*

*In classes where there are many learners with disabilities, the teacher’s termly performance is low and affects report of Teacher Professional Development (TPD) which is sent to the employer, (HT004).*

The interview schedule with the CSO regarding implementation of IEP had the following response:

*“An individual plan for teaching the learner is designed and followed beginning from the area of functioning,”(CSO001).*

*“The head teacher (overall in- charge), SNE teacher, the school counselor, the child’s parent and one Board member form the IEP committee,”(CSO001).*

*“I make efforts once in a while to attend the meeting to guide and encourage teachers to support learners in their area of weakness,” (CSO001).*

Based on the findings of the study, it was established from the interviews that head teachers were in agreement to have IEP designed for learners with special needs. Head teacher 7 affirmed the

existence of IEP since there was a committee in which one of the school administrators was a member. This concurred with the findings from the teachers concerning organization of IEP panel meetings, where 4 (6.9%) teachers indicated that it existed to an extremely large extent and 11(19%) respondents indicated that the meetings were organized to a moderate extent, another group of 36(62.1%) respondents showed that the organization was to a small extent. Similarly, the organization of IEP panel meetings had the highest mean rating ( $M=2.28$ ).

It was established from the interview with the CSO that the curriculum requires that in areas of weakness of learner, IEP acts an intervention to alleviate the area of weakness.

The study findings differed with a study of Coskuret *al.*, (2009) who asserted that lack of classrooms and teacher's lack of knowledge about instructional material for inclusion affected the implementation of an individualized education program.

The findings concurred with the study by Al-Otaibi (2012) who stated that teachers of intellectually disabled students play a key role in the preparation and implementation of IEPs in mainstream schools. From Al-Otaibi (2012) perspective, the failure to introduce an IEP team approach probably hindered the development of a more inclusive approach to education.

The findings of the study differed with the findings of the research by Shelvin (2012) who suggested that schools in Ireland were inconsistent in their use of the IEP, and in their perceptions of their usefulness.

The IEP is a key tool in assisting teachers monitor the student's development and provides a framework to deliver information about student's achievements to parents. IEP should be prepared through a collaboration of the school, parents, the student (where appropriate) and other relevant personnel or agencies. Only certain aspects of the curriculum which arises from

assessment need to be modified. The amount of modification and support depend on individual learning needs of learners with special needs.

The analyses are in line with Weiner's theory (2009) in which he said that organizational structures and resource endowments shape readiness perceptions.. The theory points out that "Implementation is the crucial business of translating decisions into events: 'of getting things done'. Here is where the objectives and aims need to be constantly taken into consideration to obtain positive results. The organizational members should take into consideration the organization's structural assets and deficits in formulating their change efficacy judgments" (Weiner, 2009). The educators as primary implementers of inclusive education are likely to apply their knowledge to look at the inclusive education framework, its objectives, the allocation of resources, availability of resources and the type of skills and support provided to them for them to be able to respond to diversity in the school. This helped in investigating if resources are sufficient for implementing inclusive education in schools and how the shortage or abundance of resources to understand or credit and even perceives change in the process of teaching and learning. In the end, this theory should help us understand the readiness of schools, both theoretically and practically, to adequately and successfully implement readiness theory in regular primary schools by taking into consideration all other internal and external factors that are mentioned in the theory.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The chapter focused on the summary of the findings, conclusions and recommendations based on the specific objectives of the study which were: implementation of environmental adaptations in regular primary schools, implementation of curriculum differentiation in regular primary schools, participation of learners with special needs in regular primary schools and implementation of individualized education plan usage.

#### 5.2 Summary of Study Findings

##### 5.2.1 Implementation of Environmental Adaptations in Regular Primary Schools

The first objective was to establish the extent of environmental adaptation in regular primary schools. The results had an average mean ( $M=1.70$ ) which revealed that in majority of the regular primary schools the environment was adapted to a small extent and therefore mobility of learners with special needs was not easy.

##### 5.2.2 Implementation of Curriculum Differentiation in Regular Primary Schools

Results from the second objective indicated that curriculum differentiation had average mean ( $M=1.90$ ) which revealed differentiation to a small extent as was indicated by most teachers' responses.

##### 5.2.3 Participation of Learners with Special Needs in Regular Primary Schools

The teachers' responses on participation of learners with special needs had Mean Average ( $M=1.89$ ) which indicated that participation of learners with special needs was to a small extent.



#### **5.2 .4 Implementation of Individualized Education Plan in Regular Primary Schools**

The study revealed that Individualized Education Plan usage in regular primary schools was to a small extent as indicated by teachers' responses with an average mean (M=1.74).

### **5.3 Conclusions**

The purpose of the study was to examine the implementation of inclusive education practices in regular primary schools in Kisumu East sub County To establish the implementation of environmental adaptations in regular primary schools in Kisumu East Sub- county; to establish the implementation curriculum differentiation in regular primary schools; to determine participation of learners with special needs in regular primary schools and to examine the individualized education plan usage in regular primary schools.

#### **5.3.1 Implementation of Environmental Adaptations in Regular Primary Schools**

The study revealed that the implementation of environmental adaptations in regular primary schools was to a small extent. This was illustrated by inaccessible unavailability of wide doors, existence of spacious and well lit room to a small extent, existence of ramps to a small extent, unavailability of well ventilated rooms, availability of adapted washrooms to a small extent, absence of adapted washrooms, meaningful signage posts to a small extent, negligible presence of water fountains and leveled grounds were found to be at a small extent. Therefore, it was concluded that the environmental adaptations were implemented to a small extent implying that the environment was inaccessible to accommodate learners with special needs.

#### **5.3.2 Implementation of Curriculum Differentiation in Regular Primary Schools**

The study revealed that curriculum differentiation was implemented to a small extent. From the results, there was no existence of differentiated teaching and peer tutoring was done to a

moderate which needed improvement. Multisensory approaches were used to a small extent implying failure to explore all possible means catering for learner's diversity. Varied instructional methods were used to a small extent meaning lack of exploration of all possible means of content delivery to support the diverse needs of learners in the class. Use of adapted assessment strategies to a negligible extent implied that learners were not assessed according to their functioning level and the assessment were for the general class and not individualized. Therefore, it was a clear indication that a significant number of regular primary school did not use differentiated learning to support the variety of learning for learners with special needs.

### **5.3.3 Participation of Learners with Disabilities in Regular Primary Schools**

The study revealed that learners with special needs did not get enrolled as those with visible disabilities were referred to special schools. This was confirmed through an interview held with the head teachers where one head teacher revealed that those with visible disabilities were referred to special schools. Recognition of learners' potential was done on a small extent implying lack of appreciation for any slight improvement put. Learners with special needs participation in group activities was to a negligible extent implying that the contribution to the group activities was not valued. Free interaction among the learners showed acceptance but still it was done to a small extent meaning in learning areas like group activities there was no free interaction. On transition rates, it was a clear indication that learner transition rates was low implying that learners with disabilities did not gain successful learning outcomes. The observation checklist confirmed that learners with special needs rarely participated in activities of the school as was revealed in the observation checklist in eight different lessons with same group of learners with special needs in different areas of activities on different occasions.

### **5.3.4 Implementation of Individualized Education Plan**

The study revealed that individualized teaching was done to a small extent. Designing IEP for a learner facing difficulty was rarely done. The study revealed that assessment strategies did not address diverse needs of learners. Panel meetings were held to a moderate extent to plan for inclusive strategies. The responses from the interview schedule with the head teachers implied that they still believe in old general methods of a one-fits- class. However, head teachers did not themselves specifically say their experiences with the learners with special needs who were enrolled in school was challenging to them. On collaboration in designing IEP, the response indicated a minimal collaboration implying that not all the required personnel take part. The implementation of Individualized Education Plan was confirmed by the interview held with Curriculum Support Officer when he reported that designing IEP is part of the teaching and learning process but because of the nature of work load it was rare for the required personnel to come together to design IEP. Therefore, implementation of IEP was a rare occurrence in regular primary schools.

### **5.4 Recommendations**

Based on the summary of findings of the study, the following recommendations were made as per the study objectives.

1. Based on the findings that environmental adaptations were inaccessible and do not ease mobility of learners with special needs, the researcher recommended restructuring of the school environment to ensure the accessibility by all learners.
2. From the second objective of the study that curriculum was not differentiated in regular primary schools, the researcher recommends designing of a responsive curriculum that caters for diverse learner needs in all institutions of learning

3. Based on the findings that learners with special needs were not gaining successful and beneficial learning outcomes, the current Competency Based Curriculum (CBC), should adventure on every learner's potential for meaningful transition to the intended educational pathway. .
4. Based on the findings that Individualized Education Programme was non- existent in regular primary schools, the study recommends forming School Based Inclusive team (SBIT) and collaborating with other professionals in preparing IEP.

### **5.5 Suggestions for Further Research**

1. The study established that the environment of regular primary schools was inaccessibility. This calls for a research to investigate the architectural designing of all learning institutions in line with the Disability Act.
2. The findings of the study indicated that curriculum differentiation was inadequate in regular primary schools. This calls for a research on preparation of teachers in all –inclusive teaching.
3. There was evidence from the study that learners with special needs received non- beneficial learning outcomes. There is need for further research how to make learners with special needs be involved in all school activities and make the voices of the learners to be heard.
3. The present study examined the extent of IEP usage in regular primary schools and the results showed that IEP was non- existent. There is an urgent need future research on School Based Inclusive Team (SBIT) in designing IEP in regular schools.

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## APPENDICES

### APPENDIX 1: CONSENT FORM FOR PARENTS

Dear parent/ guardian,

Your child ..... has been identified to participate in the research investigation entitled “Implementation of Inclusive Education Practices in Regular Primary Schools in Kisumu East Sub - County”.

I am asking you to permit your child to take part in the research process. Any information from this study will be treated with confidentiality.

Yours sincerely,

Asugo Otieno Juliana

RESEARCHER

## APPENDIX 2: TEACHERS' QUESTIONNAIRE

### PART 1: Demographic information

The purpose of this questionnaire is to gather information on the implementation of Inclusive Education practices in Regular Primary Schools in Kisumu East Sub-County. Responses and information will be treated with utmost confidentiality.

**Gender :** Male  Female

#### Age Bracket of the respondents

20-25  26-35  36-49  50 & above

#### Professional qualification on special needs and disabilities

Certificate  Diploma  Degree  Master

**Years of experience in inclusive school** > 25 ye

10 years & above

### PART 2: Implementation of environmental adaptation

**Directions:** Carefully examine the Likert scale below before rating your school on the implementation of inclusive education practices. Please tick the response that comes closest to describing your school. A score of 5 indicates that the implementation is done and all the necessary adaptations exist. A score of 4 shows implementation exists but not in all areas. A score of 3 indicates that occurs in one or two classes; A score of 2 indicates that it is implemented in negligible extent the implementation needs improvement. A score of 1 indicates that it is not implemented

**Scoring**

**Never-** is not implemented; **Small** – implemented in negligible extent; **Moderate-** occurs in one or two classes; **Large** – implemented but not in all areas

**Extremely Large-** implemented in most or all classes. A highly prevalent implementation

5	4	3	2	1
Extremely Large	Large	Moderate	Small	Never

**To what extent are the environmental adaptations implemented?**

	Environmental Adaptations	Rating				
		Extremely Large	Large	Moderate	Small	Never
		5	4	3	2	1
1	To what extent are the doors wide?					
2	To what extent are the spacious, acoustic and well lit?					
3	To what extent are ramps available?					
4	To what extent is the availability of well ventilated rooms?					
5	To what extent is the availability of adapted washrooms?					
6	To what extent is existence of meaningful signage posts?					
7	To what extent are water fountains adapted?					
8	To what extent are the grounds leveled?					

**KEY= Extremely Large Extent(ELE) =5; Large Extent(LE) = 4; Moderate (ME)Extent=3; Small Extent (SE)= 2 ; Never (N)= 1**

### Implementation of Curriculum differentiation

Curriculum differentiation		Rating				
		Extremely Large	Large	Moderate	Small	Never
		5	4	3	2	1
1	To what extent is curriculum design responsive to learner's diversity?					
2	To what extent is the existence of peer tutoring to support learner's needs?					
3	To what extent is the usage of multisensory approaches ?					
4	To what extent is the usage of varied instructional methods?					
5	To what extent are varied resources available?					
6	To what extent are assessment strategies adapted?					

### PARTICIPATION OF LEARNERS IN REGULAR PRIMARY SCHOOLS

Participation		Rating			
		5 1 Extremely Large Never	4 Large	3 moderate	2 Small
1	To what extent is the school admission is open to all learners from the neighborhood?				
2	To what extent is recognition of each learner's potential?				
3	To what extent do all learners participate in school routines?				
4	To what extent do learners participate freely?				
5	To what extent does participation lead to equal transition rates?				



**IMPLEMENTATION OF IEP**

<b>Individualized Education Plan</b>		<b>Rating</b>				
		<b>5 Extensive</b>	<b>4 Large</b>	<b>3 Moderate</b>	<b>2 Small</b>	<b>1 Never</b>
1	To what extent is teaching 'learning individualized?					
2	To what extent is IEP designed for each learner facing difficulty in learning?					
3	To what extent is assessment individualized?					
4	To what extent are panel meetings organized to design IEP?					
5	To what extent is collaboration in designing IEP?					

**KEY: Extremely large = 5 ; Large = 4; Moderate = 3 ; Small= 2 ; Never = 1**

**APPENDIX 3: INTERVIEW SCHEDULE FOR HEAD TEACHERS**

**IMPLEMENTATION OF INCLUSIVE EDUCATION PRACTICES IN REGULAR PRIMARY SCHOOLS**

**Name of school..... Sub County..... No of teachers trained on SNE**  
.....

**Number of learners with disabilities.....**

Hallo ...I am a researcher going to interview you on implementation of Inclusive Education practices in Regular Primary Schools

1. What criteria do use to admit learners in the school?
2. What facilities are available in our school to make the environment suitable for learners with special needs?
3. What measures do you take in cases where a learner with special needs is facing barriers in school?
4. How do you make the curriculum suitable for learners with special needs?
5. What measures are put in place to promote participation of all learners?
6. How do you make the learning environment meaningful for learners with special needs?
7. How does the usage of IEP assist learners with special needs?
8. Who are the team members in designing IEP?
9. How is inclusion of learners with special needs detrimental to the education of other learners?

**APPENDIX 4: INTERVIEW SCHEDULE FOR CURRICULUM SUPPORT OFFICER**

**IMPLEMENTATION OF INCLUSIVE EDUCATION PRACTICES IN REGULAR PRIMARY SCHOOLS**

**Name of Sub County..... Number of Regular Primary Schools .....**  
**Number of teachers trained on special needs education .....**

1. What practices in regular primary to promote inclusive education?
2. How do you ensure all the practices are enhancing inclusive education are practiced?
3. Who are the team players in inclusive education?
4. How does the regular primary school curriculum designed to suit diversity of learners?
- 5 .What facilities are available in the schools to enhance participation of learners with special needs in regular primary schools?
6. How do you as the curriculum support officer confirm that the learners with special needs are benefiting in learning in regular primary schools?
7. What strategies can improve implementation of Inclusive Education practices for learners with special needs in regular schools?
8. What does your office do in cases where learners with special needs are not receiving successful learning outcomes?
9. What learning programs are used to cater for learners with special needs according to their functioning level?
10. What is the composition of the team involved in designing programs for learners facing difficulty?
11. How do you support the schools to ensure that the collaborative team designing work plan for learners with special needs is strengthened

## APPENDIX 5: OBSERVATION CHECKLIST

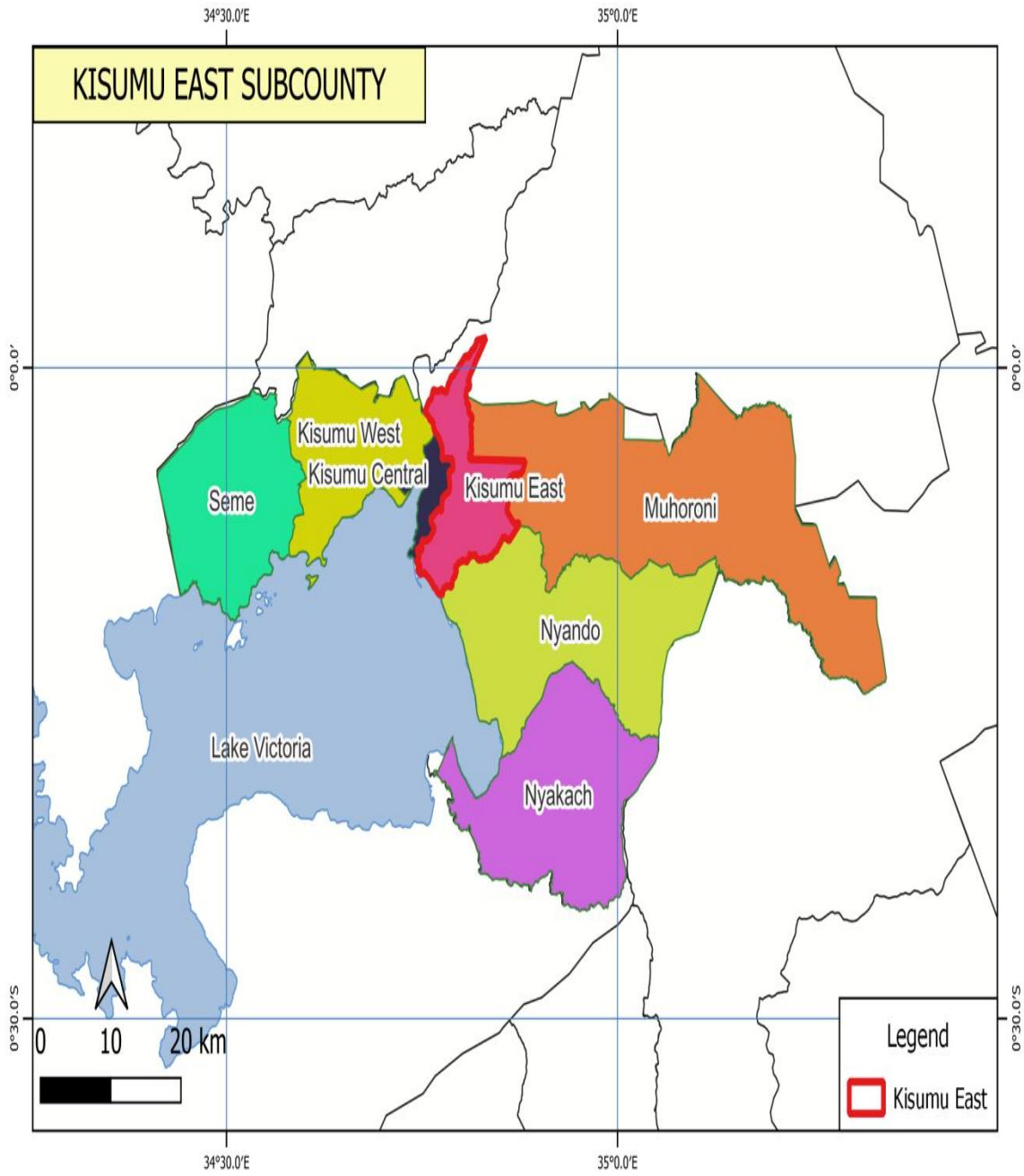
The purpose of this observation schedule is to assess the participation of learners with special needs (Class 4-8) in Regular Primary Schools in Kisumu East sub-County, Kisumu County, Kenya

Every time (E)	Often (O)	Sometimes (S)	Rarely	Never (N)
5	4	3	2	1

### Participation of learners with disabilities in regular primary schools?

	Participation	E	O	S	R	N
		5	4	3	2	1
1	Learners with special needs takes part in turn taking during group work activity					
2	During Physical Health Education Lesson, learners with special needs participates actively					
3	Learners with special needs safely access learning resources in the classroom					
4	Learners with special needs take part in playing musical instruments during music activities					
5	Learners with special needs interact freely with other learners					
6	Learners with special needs communicate with confidence during class activities					
7	Learners with special needs take positions of leadership in the school					
8	Learners with special needs take part in raising the flag					

**APPENDIX 6: MAP OF KISUMU EAST SUB COUNTY**



**APPENDIX 7: LETTER OF APPROVAL**



**MASENO UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

*Office of the Dean*

**Our Ref:** PG/MED/00112/2011

Private Bag, MASENO, KENYA  
Tel:(057)351 22/351008/351011  
FAX: 254-057-351153/351221  
Email: [sgs@maseno.ac.ke](mailto:sgs@maseno.ac.ke)

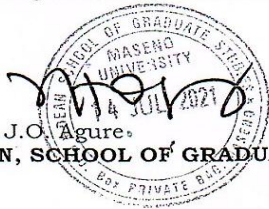
Date: 13<sup>th</sup> July, 2021

**TO WHOM IT MAY CONCERN**

**RE: PROPOSAL APPROVAL FOR ASUGO OTIENO JULIANA —  
PG/MED/00112/2011**

The above named is registered in the Master of Education in Inclusive Education Programme in the School of Education, Maseno University. This is to confirm that her research proposal titled “Implementation of Inclusive Education Practices in Regular Primary Schools in Kisumu East Sub-County, Kisumu County, Kenya.” has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.

Prof. J.O. Agure,  
**DEAN, SCHOOL OF GRADUATE STUDIES**



*Maseno University*

*ISO 9001:2008 Certified*



## APPENDIX 8: RESEARCH PERMIT



### MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050  
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya  
Email: [muerc-secretariate@maseno.ac.ke](mailto:muerc-secretariate@maseno.ac.ke)

REF: MSU/DRPI/MUERC/00995/21

Date: 15<sup>th</sup> November, 2021

TO: Asugo Otieno Juliana  
PG/MED/00112/2011  
Department of Special Needs Education  
School of Education  
Maseno University  
P.O. Box, Private Bag, Maseno, Kenya

Dear Madam,

**RE: Implementation of Inclusive Education Practices in Regular Primary Schools in Kisumu East Sub-County, Kisumu County, Kenya**


This is to inform you that Maseno University Ethics Review Committee (MUERC) has reviewed and approved your above research proposal. Your application approval number is MUERC/00995/21. The approval period is 15<sup>th</sup> November, 2021 – 14<sup>th</sup> November, 2022.

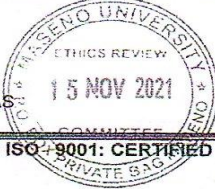
This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by Maseno University Ethics Review Committee (MUERC).
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to Maseno University Ethics Review Committee (MUERC) within 24 hours of notification.
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to Maseno University Ethics Review Committee (MUERC) within 24 hours.
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to Maseno University Ethics Review Committee (MUERC).

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely

  
Prof. Philip O. Owuor, PhD, FAAS, FKNAS  
Chairman, MUERC



MASENO UNIVERSITY IS ISO 9001: CERTIFIED

