

**ASSESSMENT OF TEACHERS' INVOLVEMENT IN THE IMPLEMENTATION OF
INCLUSIVE EDUCATION PRACTICES IN REGULAR PRIMARY SCHOOLS IN
SIAYA COUNTY, KENYA**

BY

ODENY MICHAEL OOKO LUMUMBA

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DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for a degree in any other University.

ODENY MICHAEL OOKO LUMUMBA
PG/PhD/018/2008

DATE

DECLARATION BY THE SUPERVISORS

This thesis has been developed under our supervision as supervisors:

PROF. PETER ORACHA ADOYO

DATE

Department of Special Needs Education
And Rehabilitation
Maseno University

PROF. ALOYS ODECK

DATE

Department of Special Needs Education
And Rehabilitation
Maseno University

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DEDICATION

This thesis is dedicated to my parents: Salmon Odeny, who did not see this work to the end and Margret Odeny, who both inculcated in me the virtue of hard work, patience and appreciations which I always hold on for success.

ABSTRACT

Inclusive education involves transformation of regular schools into barrier free environment to enable learners' access quality education. Teachers' involvement in the transformation is paramount because their knowledge and skills in inclusive education facilitate implementation of inclusive education practices in schools. Existing data indicate that the overall number of teachers with training in inclusive education was 376, which was seemingly higher than those of neighbouring counties (Table 2). Despite the higher numbers, sensitization of members of the community on inclusive education practices was low, inclusive education practices were not evident in many schools, physical integration was being practiced through special units oblivious of the current era of inclusive education and learners in the units hardly transited to mainstream classes, participation of members of the community in inclusive education activities in the schools was very low and that there is low enrolment rate of learners with special needs in regular school. Purpose of the study was to assess teachers' involvement in implementation of inclusive education practices in regular primary schools in Siaya County. Objectives of the study were to:- determine the level of teachers' involvement in awareness creation on inclusive education, determine the level of teachers' involvement in adaptation of the learning environment, establish the level of teachers' involvement in the development in schools' inclusive education policies and establish the level of teachers involvement in the promotion of inclusive values. Descriptive survey research design was used for the study. Target population comprised of 216 teachers and 72 head teachers. Saturated sampling technique was applied to select 194 teachers and 65 head teachers for the study. Instrument for data collection included Questionnaires, Interview Schedules, Observation Guide and Document Analysis Guide. Face and Content validity was determined through experts' guidance while reliability was established through test re-test method and a correlation coefficient of 0.76 and 0.78 were obtained for teachers and head teachers respectively. Quantitative data was analyzed using frequency counts, percentages, means and t- test while qualitative data was transcribed and categorized into emergent themes. Findings revealed that teachers created awareness on inclusive education to a very low level ($M=1.53$), adaptation of classroom physical environment was rarely done ($M=1.89$) and teachers very rarely used teaching strategies ($M=1.73$). Teachers' involvement in the development of inclusive school policies was to a very low level ($M=1.88$) and teachers were involved at a low level ($M=2.11$) in promoting inclusive values to a very low level. Findings also revealed that there was no significant difference in creation of awareness $t(257) = .766$; $p=.44$. There was no significant difference between teachers and head teachers in adaptation of classroom physical environment $t(257) = .252$; $p=.80$. There was no significant difference in teachers and head teachers responses in teachers use of teaching strategies $t(94.562) = .647$; $p=.52$. The study found no significant difference in teachers and head teachers responses in teachers' involvement in activities that promote inclusive values $t(257) = .252$; $p=.08$. . The result of this study provides teachers with additional activities that they may use to create awareness, develop schools inclusive policies and promote inclusive values. In addition, the findings suggested to teachers some teaching strategies that teachers may use during classroom instructions. Study recommended that teachers improve ways of creating awareness on inclusive education, explore more ways of adapting learning environment, and increase their effort in developing inclusive school policies and organizing in-service training for teachers with more years of teaching experience to enable them enhance their teaching strategies and also increase their morale towards inclusive education practices.

TABLE OF CONTENT

CONTENT	PAGE
TITLE PAGE	i
DECLARATION	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
ABSTRACT.....	v
TABLE OF CONTENT	vi
LIST OF TABLES	x
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATION AND ACRONYMS.....	xvi
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study.....	1
1.2. Statement of the Problem.....	15
1.3. Purpose of the Study	15
1.4 Objectives of the Study.....	15
1.5 Research Questions.....	16
1.6. Assumption for the Study	16
1.7. Scope and Limitation of the Study.....	16
1.7.1 Scope of the Study	16
1.7.2. Limitation of the Study	16
1.8. Significance of the Study	17
1.9. Conceptual Framework.....	18
1.10 Operation Definition of Terms.....	20
CHAPTER TWO: LITERATURE REVIEW.....	21

2.1. Introduction:.....	21
2.2. Creation of Awareness on inclusive education practices.....	21
2.3 Adaption of the Learning Environment.	26
2.3.1 Adaption of Classroom Physical Environment.....	26
2.3.2 Adaptation of Teaching	29
2.4 School Policies that guide implementation of inclusive education practices	36
2.5. Teachers involvement in promoting Inclusive Values to enhance inclusive education practices	45
CHAPTER THREE: RESEARCH METHODOLOGY	51
3.1 Research Design.....	51
3.2 Area of the Study	51
3.3 The Study Population.....	52
3.4 Sample Size and Sampling Techniques	52
3.5. Instruments for Data Collection.....	53
3.5.1. Questionnaires for Head teachers (HTQ)	53
3.5.2 Questionnaires for Teachers Trained in Inclusive Education. (TQ).....	53
3.5.3. Observation Checklist (OC)	54
3.5.4. Interview Guide for head teachers (IGHT).....	54
3.6 Validity and Reliability of the Research Instruments.	54
3.6.1 Validity of the Instruments	54
3.6.2 Reliability of the Instruments	55
3.7 Data Collection Procedures.....	55
3.8 Data Analysis	56
3.9 Ethical Considerations	56
CHAPTER FOUR: RESULTS AND DISCUSSION	58
4.1. Introduction.....	58
4.2. Methods Teachers use to Create Awareness on Inclusive Education.	58

4.3. Teachers Frequency of Awareness Creation on Inclusive Education to Members of School Communities.....	60
4.4 Teachers' level of involvement in Activities to Create Awareness on Inclusive Education	61
4.5. Teachers' Level of involvement in Activities to Adapt Learning Environment	74
4.5.1. Teachers level of involvement in Activities to Adapt Classroom Physical Environment	74
4.5.2. Teachers Adaptations of Teaching Strategies.....	81
4.6. Teachers' involvement in Activities to develop Schools' Inclusive Education related Policies.....	91
4.7. Teachers' Involvement in Activities to Promote Inclusive Values in Schools.....	104
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	121
5.1 Introduction.....	121
5.2. Summary of Findings.....	121
5.2.1 Teachers level of Involvement to Create Awareness on Inclusive Education.....	121
5.2.2 Teachers level of Involvement in Adaptation of Learning Environment	123
5.2.2.1 Teachers' level of Involvement in the Adaptation of Classroom Environment	123
5.2.2.2 Teachers' level of Involvement in Adaptation of Teaching Strategies.	123
5.2.3 Teachers' level of Involvement in Activities to develop Schools' Inclusive Education related Policies	124
5.2.4 Teachers' level of Involvement in Activities to promote Inclusive Values in Schools.	125
5.3. Conclusion	127
5.3.1. Teachers' level of Involvement in Activities to Create Awareness on Inclusive Education.	127
5.3.2. Teachers' level of involvement in Activities to Adapt Classroom Physical Environment	127
5.3.3 Teachers' Involvement in the Adaptations of Teaching Strategies	128

5.3.4 Teachers Involvement in Activities to develop Schools’ Inclusive Education related Policies.....	128
5.3.5 Teachers’ Involvements in Activities to Promotes Inclusive Values.	128
5.4. Recommendation	129
5.5. Suggestions for Further Research	131
REFERENCE.....	132

LIST OF TABLES

Table	Page
1: Distribution of Teachers with background training in inclusive education in five counties within the Lake Region (N=1648)	13
2: Baseline Survey on Inclusive Education Practices in Counties in the Lake Region (Busia, Kisumu, Homabay, Migori and Siaya)	14
3: Study Population and Sample Frame	53
4: Methods Teachers were using to Create Awareness to Members of School Communities on Inclusive Education (n=194)	59
5: Teachers frequency of Awareness Creation to Members of School Communities (n=194)	60
6: Teachers' Involvement in the following Activities to Create Awareness to Members of their School Communities (n=194)	62
7: Head Teachers responses on Teachers Involvement in the following Activities to Create Awareness to Members of their School Communities (n=65)	64
8: Teachers and Head teachers rating of Teachers' Involvement in Creating Awareness to Members of School Communities (n1=194) and (n2= 65)	68
9: Group Statistics: Mean differences of Teachers and Head teachers on Awareness Creation	69
10: The difference in the responses in the Teachers and Head teachers on Teachers' Involvement in Awareness Creation on Inclusive Education	69
11: Other Activities Teachers use to Create Awareness to Members of School Communities (n=194)	71
12: Summary of Indicators of Teachers' Involvement in Activities to Create Awareness in their respective Schools (n=65)	72
13: Teachers response to Adaptation of Classroom Environment (n=194).	75
14: Head teachers' responses on Teachers' Adaptation of Classroom Physical Environment (n=65)	76
15: Teachers and Head teachers rating of the level of Teachers' Involvement in Adapting Classroom Physical Environment	79
16: Group Statistics: Mean Differences of Teachers and Head teachers on Classroom Physical Adaptation.....	80

17: The Difference in the responses of Teachers and Head teachers on Teachers’ Involvement in Adaptation of Classroom Physical Environment	80
18: Teachers’ responses on Adaptation of Teaching Strategies (n=194)	81
19: Teachers’ responses on adaptation of Teaching Strategies (n=194)	85
20: Head Teachers’ responses on teachers’ adaptation of Teaching Strategies (n=65)	86
21: Group Statistics: Mean differences of Teachers and Head teachers	87
22: Mean difference between teachers and Head teachers on their responses on Adaptation of Teaching Strategies	87
23: Teaching Strategies in Classroom Instruction as Observed (n=21)	88
24: Forms of Adaptation used by the Teachers to address the needs of learners with Special Educational Needs (n=194)	90
25: Teacher’ involvement in the activities that enhance the development of schools’ Policies to promote inclusive education (n=194)	92
26: Head Teachers responses on schools’ development of inclusive education related policies (n=65).	94
27: Sample Form for Admission in the School.	101
28: Response of head teachers on availability of Policies and Legal documents related to promotion of inclusive education in their schools (n=65)	102
29: Document Analysis of indicators of Teachers’ Involvement in the development of policies related to implementation of inclusive education practices. (n=17 schools)	104
30: Responses of teachers’ involvement in activities to promote inclusive values (n=194)	105
31: Responses of Head teachers on teachers’ level of involvement in activities to promote inclusive values (n=65)	107
32: Mean differences of Teachers and Head teachers’ response on Promotion of Inclusive Value.	108
33: Mean difference between teachers and head teachers on their Responses on Promotion of Inclusive Values	109
34: Observation results showing indicators of inclusive value practices within the schools (n=21)	111
35: Attitude of Teachers with more teaching experience Involvement in Inclusive Education Practices (n=136)	115
36: Attitude of teachers with fewer teaching experience in the involvement in inclusive education practices (n=58)	117

37: Mean differences in the attitude of teachers with more and fewer teaching experience in an inclusive learning environment towards involvement in inclusive education practices 118

38: Mean difference in the attitude of teachers with more teaching experience and those with fewer teaching experience on involvement in activities to promote inclusive values. 119

LIST OF FIGURES

Figure	Page
1: A conceptual framework showing interaction of teachers' contribution and level of Inclusive Education	18
2: Teachers' teaching experience in inclusive learning environment	114

LIST OF APPENDICES

Appendix	Page
A: Teachers' Involvement in awareness creation on inclusive education	142
B: Teachers frequency of awareness creation to members of the school community	143
C: Questionnaire for Teachers of Regular Primary Schools with Inclusive Education Background	144
D: Questionnaire for Head teachers of Regular Primary Schools in Regular Primary Schools with Inclusive Education Trained Teachers.	146
E: Document Analysis Guide	147
F: Contribution of teachers in adapting learning environment to enhance participation of learners with diverse needs.	148
G: Head teachers Response on Teachers' Level of Adaptation of Classroom Physical Environment	149
H: Teachers Response on Teachers' Adaptation of Teaching Strategies	150
I: Head teachers Response on Teachers' Adaptation of Teaching Strategies	151
J: Observation Guide for Adaptation of Teaching Strategies	152
K: Forms of Adaptation used by the Teachers to address the needs of learners with Special Educational Needs	153
L: teacher' Involvement in the Activities that Enhance the Development of Schools' Policies to Promote Inclusive Education	154
M: Questionnaire on Head Teachers Response to Teachers' Involvement in the Development of Policies on Inclusive Education	155
N: Head Teachers on Availability of Inclusive Education Related Policy Documents in their Schools.	156
O: Document Analysis	157
P: Questionnaire for Teachers on Involvement in Promoting Inclusive Values	158
Q: Questionnaire for Headteachers on Involvement in Promoting Inclusive Values	159
R: Observation Guide for Inclusive Values Practices within the Schools	160
S: Questionnaire for Attitude of Teachers with wore Teaching Experience Involvement in Inclusive Education Practices	161
T: Interview Schedule for Teachers	162
U: Interview Schedule for Head Teachers	163

V: Invitation Letter for Teachers Workshop on Inclusive Education Practices	164
W: Invitation Letter For Parents Meeting on Inclusive Education Practices	165
X: Permission to Collect Data	166
Y: Map of Siaya County	167

LIST OF ABBREVIATION AND ACRONYMS

CWDs:	Children with Disabilities
EARC:	Education Assessment and Resource Centres
EFA:	Education for All
G.O.K:	Government of Kenya
I.E.P:	Individualized Education Programme
KI CD:	Kenya Institute of Curriculum Development
KISE:	Kenya Institute of Special Education
LCD:	Leonard Cheshire Disability
MOE:	Ministry of Education
MOEST:	Ministry of Education Science and Technology
NGO:	Non-Governmental Organization
SNE:	Special Needs Education
UNESCO:	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Inclusive education is a contentious term that requires a thorough conceptual focus to avoid any misconception and bad practice. It is conceptualized based either on its key features (Berlach & Chambers, 2011) or as the removal of barriers which exclude and marginalize (Slee, 2011). Key features which are emphasized in the definition of inclusive education are full membership of a learner in the age-appropriate class in the regular school in their local community and doing the same activities as other learners (Florian, 2008; United Nations Educational, Scientific and Cultural Organization (UNESCO), 2009). Other key features that characterized inclusive education include: schools having a ‘zero-rejection’ policy when it comes to admitting and instructing children; all children are welcomed and valued, all children follow substantively similar programs of study; curriculum that can be adapted and modified if needed, modes of instruction are varied and responsive to the needs of all learners; adequate resources and staff training are provided within the school to support inclusion; all children contribute to day to day school and classroom learning activities and events and in addition, all children are supported to be socially successful and acceptable with their peers (Loreman, 2013, Ainscow and Booth, 2011).

Barriers that exist in the learning environment need to be removed so as to produce an inclusive learning environment. Some of the barriers perceived by teachers include lack of time, difficulty in individualizing within a group, inadequate training and resources and lack of school support (Slee, 2011; Graham and Slee, 2008). Forlin, Loreman, Sharma, & Earle, (2009) and Sharma, Forlin, & Loreman, (2011) also identified attitude of the society as a challenge that continues to create significant barrier to inclusion.

Villa and Thousand (2009) assert that inclusion is not just for learners with disabilities, but for all learners, educators, parents and community members. They stressed that as communities and schools embrace the true meaning of inclusion, they become better equipped to learn and acquire strategies to change a segregated special education system to an inclusive service delivery system, with meaningful, child-centered learning. Inclusion is therefore a way of living together, based on a belief that each individual is valued and does belong.

According to Shaddock et al. (2009), inclusion implies that if participation becomes an issue for any student for any reason, whether arising from disability, gender, behaviour, poverty, culture or refugee status, then the desirable approach is not to establish special programs for the newly identified individual or group need, but to expand mainstream thinking, structures and practices so that all students are accommodated. Inclusion, thus, requires a focus on all policies and processes within an education system, and indeed, all pupils who may experience exclusionary pressures. (Ainscow, Farrell, & Tweddle, 2009; Ainscow et al. 2011).

A definition of inclusive education that broadly seem to be acceptable to most authorities in the field is that from United Nations Educational Scientific and Cultural Organization [UNESCO,2012] because it is consistent with conceptualizations in the literature, and has broad international agreement. It defines inclusive education as a process of addressing and responding to the diversity of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age rang and a conviction that it is the responsibility of the state to educate all children.

Inclusive education was penned and affirmed as a plan of action in the World Conference of Special Needs Education held in Salamanca, Spain, (UNESCO, 2012). The Salamanca Statement rally the international community to endorse the approach of inclusive schools by implementing practical and strategic changes in regular schools. Many nations are now increasingly recognizing that the policy of inclusion, where learners with diverse needs are taught in regular schools with various forms of special support, is preferable to segregating them in special institutions (UNICEF, 2010). Inclusive education is therefore a policy that involves reforming and restructuring the whole school to ensure that all learners have access to a whole range of educational and social opportunities offered by school (Booth, 2008).

In many countries around the world, inclusive education has been acknowledged as an approach that discourages discrimination and segregation in education under the human rights law (Gallagher, 2003). In United States of America, 96 percent of children with disabilities are currently educated within the mainstream schools and almost half spend the majority of school days in regular inclusive classrooms as opposed to being withdrawn for segregated lessons (United States Department of Education, 2005).

According to Mitchel (2008), England has made a clear commitment to inclusive education by infusing the practice in all schools through enactment of Disability Act (2001) which signifies the right to deliver a stronger mainstream education to all learners.

In China, classes mainly for slow learners, attached to regular schools, were started alongside to provide support for children with mild learning difficulties (UNESCO, 2009).

In Philippines, the ultimate goal of inclusive education is the inclusion of learners with diverse needs into regular school system and eventually community. In India, according to UNICEF's report of the 2012 there are around 30 million children in India suffering some form of disability. Although the national average gross enrolment in school is over 90

percent, less than 5 percent with disabilities are in school. Therefore the India government is initiating measures to review and plan appropriate strategies for inclusive education (Sharma, Umesh, Jessie Ee and Ishwar Desai, 2003)

In South Africa, inclusive education embraces the democratic values of equality and human rights as well as recognition of diversity in White Paper 6 of 2007. However multifaceted societal changes, encompassing educational reforms and contextual changes, including the management of diversity in schools, have had a negative impact on implementation of inclusive education (Engelbrecht, 2006). The introduction of inclusive education in South Africa was a direct response to Act 108 of 1996 and a national commitment to the EFA as stated in the UNESCO Salamanca statement of 1994. The education white paper 6 of 2007 is the guiding document for the implementation of inclusive education. The values of inclusive education are embraced in the light of a progressive constitution of the republic of South Africa. However, support in inclusive education is a multi-layered phenomenon (UNICEF, 2012).

Zambia has had an articulated policy on inclusive education since 1998. In the current policy (Education our future, 2009) the Ministry of Education states that it will ensure equality of educational opportunities for children with physical challenges by providing them with the necessary facilities and materials in regular schools (Chilufya, 2005).

In Uganda, the government is constantly adopting its education structure and content to promote quality for all learners independent of special learning needs. The overall structure and content to promote quality learning for all learners with special needs in education in early 1990s is still a backbone in the education for all learners. To ensure that all learners with diverse needs were taken care of, inclusive schools were introduced by grouping schools in clusters of 15- 20 schools. Each cluster had a special needs coordinator. In 2003, Uganda

established a programme with two branches namely Education Assessment and Resource Services (EARS) and the Uganda Institute of Special Education (UNISE) to train teachers. In 2007 Uganda shifted fully to inclusive education (UNESCO, 2011).

The demand for inclusive education in Kenya increased with the government's commitment to Free Primary Education (FPE). Implementation of FPE enabled a large number of children to enroll in public primary schools including those with special needs (UNICEF, 2013). While lack of access to education for learners with special needs in regular schools may be attributed to inadequate educational infrastructure, significantly, few qualified teachers to manage the needs of these learners in regular schools forms the basis for inadequate implementation of inclusive education process in most regular schools (UNICEF, 2009).

Kenya has placed emphasis on the provision of inclusive education in regular schools in order to address exclusionary practices of special needs education system. Inclusive education is intended to increase access by restructuring the education system in terms of physical facilities, curriculum, and instruction and through training of teachers in inclusive education. In order to achieve an inclusive education system, the government has implemented measures to increase participation of learners with special educational needs through introduction of Free primary education programme. In addition, it has facilitated the provision of additional capitation grants to enhance implementation of inclusive education in regular schools. Implementation of Free Primary Education has created opportunity for a large number of children to enroll in already existing 23,900 public primary schools including those with special needs (UNICEF, 2013). While lack of access to education for children with special needs may be attributed to inadequate educational infrastructure, few qualified teachers to handle these children, social and cultural perceptions may widely influence decisions on enrolment of children in regular schools (UNICEF, 2009).

Berlach and Chambers (2011) argue that to be able to accurately understand and apply the tenets of inclusive education to create an inclusive learning environment, it is essential to measure inclusive education. Inclusive education aims at making the regular schools accept learners with diverse needs by eliminating barriers in order to enhance their full participation. Schools must therefore adopt the features of inclusion, while at the same time being prepared to dismantle mechanisms and practices leading to exclusion (Forlin, 2013). Measuring inclusive education, therefore, involves reviewing inclusion from the perspective of a whole school approach which emphasizes how well child-friendly schools are doing at making practical changes so that all children, regardless of their background or ability, can succeed.

According to Winter and O’Raw (2010), inclusive education can be measured by considering how well the school is doing in the following areas: providing information to the members on inclusive education, adapting the school’s physical environment to suit the needs of all learners, complying with inclusive policies, developing and implement Individual Education Plan, creating room for learners interaction, building capacity of staff on inclusive education, collaborating with related service providers, continuously assessing the learner’s achievements and adapt curriculum and teaching strategies.

Booth and Ainscow’s (2011) also develop an instrument called *Index for Inclusion* which can be used to measure inclusive education. It contains the following indicators for inclusive education: Building inclusive community, establishing inclusive values, developing a school for all, organizing support for diversity, orchestrating learning and mobilizing resources for inclusive education. The Index was modeled as a tool to prompt reflective discussion for teachers aiming to incorporate inclusive education values, indicators and questions into their action plans (Carrington & Duke, 2014; Duke, 2009).

In Kenya, measuring success in implementation of inclusive education practices is guided by Special Needs Education Policy framework of 2009 which summarized indicators of inclusive education to include:- Creation of awareness on inclusive education, adaptation of the learning environment to accommodate all the learners regardless of their diverse needs, developing inclusive school policies to guide in implementation of inclusive education practices and Promoting inclusive values among the stakeholders.

Awareness is the first step in promoting positive change towards inclusive education. It involves organizing activities for members to acquire knowledge, skills and appropriate values in inclusive education (Lindsay and McPherson, 2011; Lindsay and Edwards, 2013). Once people are aware and recognize the benefits of inclusive education, they can begin to seek competencies necessary to realize its goals (Inclusive School Network, 2015). Awareness programs promote acceptance, understanding and increase knowledge about inclusive education practices (Ison, McIntyre, Rotherry, Smither, Goldsmith and Personage, 2010) which as a result, leads to the increase in interest toward inclusive education in general. Awareness activities include seminars and workshops, school forums, provisions of literature on inclusive education practices, public forums, use of resource persons and schools inclusive education clubs. These activities enable participants to feel fully involved and thus own transformation their school (McGinnis, 2006).

Studies by Rachel (2015), Drame and Kamphoff (2014), Leigh *et al* (2013) and Gateru (2010) focused on creation of awareness on disabilities to students and staff. Inclusive education, however, is not about learners with disabilities only but includes all learners with and without special educational needs (Villa and Thousand, 2009). Awareness on inclusive education should therefore targets all stakeholders who participate in inclusive education practices in the schools and broadly consider various inclusive education activities that they

can be involved to create awareness. This study therefore went further to establish teachers' involvement in awareness creation and the activities they organized to create awareness in their respective schools.

Adaptation of the learning environment constitutes a significant indicator of an inclusive school. Adaptations are adjustments made in the learning environment to allow access to learners in physical learning environment and general education curriculum (Smith, & Thomas 2008). On the other hand, modifications are changes made to provide learners with meaningful and productive learning experiences based on individual needs and abilities (Arenda, 2009). Accommodation does not fundamentally alter expectations or standards in instructional level, content or performance criteria. Classroom environment significantly influences what learners learn, analyzing classroom requirements, allows teachers to anticipate or explain problems a learner may experience (Ryan, 2013). By adapting the environment, teachers can solve or lessen the impact of learning problems. Common classroom demands may relate to classroom organization, classroom grouping, instructional materials and instructional methods (Patton, Snell, Knight, Willis and Gerken, 2009).

Classroom organization includes physical classroom organization, such as use of wall and floor space and lighting, seating arrangements; classroom routine for academic and non-academic activities; classroom climate or attitudes towards individual differences (Patton, Snell, Knight, Willis and Gerken 2013).

Studies by Ryan (2013), Bucholz (2009), Kafia (2014) and Khaouli (2007) on physical classroom environment concentrated on organization of desks and creation of space in the classroom. These are not the only aspects of physical classroom environment, others include; atmosphere of mutual respect, decorations on the walls, ventilation, lighting, noise level, wide doors and windows and provision of ramps to the entrance to the classrooms and

demarcation of classroom into specific subject areas (Hathaway,2008). The current study went further to assess teachers' involvement in adaptation of the classroom physical environment beyond the organization of the furniture and considered how teachers provided preferential sitting position in the class to learners with disabilities and special needs, reduced excess materials in the classroom, organize classroom into specific learning areas, create adequate space in the classroom, provide adequate ventilation in the classroom and ensure classroom is well lit.

Another aspect of learning environment that was addressed is adaptation of teaching strategies to meet the need of learners with diversity. According to Glazzard (2007), teaching strategies mean ways in which teachers' present content or skills to learners and how they evaluate learning. Teaching strategies play a powerful role in determining how much is learnt in the classroom (Morrison, Bachman, & Connor, 2005). Consequently, the instructional methods adopted by teachers influence the eventual achievement of students (Guloba, Wokadala & Bategeka, 2010). Heacox, (2012) observed that with contemporary classroom becoming increasingly diverse, teachers are differentiating teaching to incorporate a variety of learning profiles.

Differentiation refers to instructive approach by which teachers modify the curriculum, their teaching methods, the educational resources used and learning activities and evaluation methods in correspondence with learners' diverse needs. Differentiation guides the planning and instruction in the classroom based on the learners needs; it also facilitates the construction of knowledge for each and every learner based on the prior knowledge and dexterities (Valiande, 2010).

Valiande, Kyriakides and Koutselin (2011) conducted a study on the impact of differentiated instruction in mixed ability classroom. The result showed that there was a significant

difference in the use of differentiated instruction between the control and experimental groups of learners.

Vorapanya (2008), conducted a study on development of Individualized Education Plan (IEP) as a modification strategy for adapting instructions of learners with disabilities in an inclusive school. The results indicated that all the principals responded that teachers developed IEPs. However they believed that the IEP was not used as it should be. The foregoing study's main focus was on IEP, while the current study considered broadly the involvement of teachers in adaptation of various teaching strategies including whether teachers were using IEP.

Nyokabi (2015) found that teaching strategies that teachers frequently use during reading comprehension include questioning, discussion, retelling and silent reading. The study though addressed teaching strategies; it was specific to reading for comprehension to learners with hearing impairments in special schools. The current study focused on strategies teachers used to address the challenges of learners with diverse needs during instruction in an inclusive set up.

Another aspect that defines the reality of inclusive education in a country is formulation of policies and legislations. Kenya government has domesticated international conventions to address inclusion; it has therefore shown a commitment to realize inclusive education through various related policies and legislations. Some to these include Children's Act (2001), Special Needs Education Taskforce report (2003), Persons with Disability Act (2003), The country education policy on Free Primary Education (2003), Special Needs Education policy (2009), Kenya Constitution (2010) and Basic Education Act(2015). These are meant to help in enforcing implementation of inclusive education in the absence of exclusive inclusive education policies. According to Mitchell (2009), inclusive education policies enable

everyone to be accorded equal status regardless of the level of functioning or other personal characteristics.

Studies have been conducted to establish how schools comply with the existing policies and legal framework to enforce implementation of inclusive education (Ndame, 2012, Najjino, 2004, Mutisya, 2004 and Wanjiku, 2004). The current study however examined whether schools have developed their own policies in line with the existing national policies and legislation to support implementation of inclusive education.

Inclusive education is equally measured by considering the values entrenched within the learning environment. According to Walkingstick (2013), inclusive values refer to commitments to particular acceptable behaviours by members of the school community and which account for overcoming exclusionary tendencies within the learning environment. Clutterbuck (2008) observed that values are fundamental guides which prompt individuals to action. They spur individuals forward, giving them a sense of direction and define their destination.

Studies already done on inclusive values have considered those that are unfavourable such as bullying, use of derogatory references and discriminations (Mallan, 2012; Hawkers, 2007; Walkingstick, 2013). The current study nevertheless looked at activities that teachers were involved in to promote appropriate values within the school environment. The development and practice of values such as honesty, respect, trust, appreciation, equity and equality among others are vital in an inclusive environment.

The need to involve teachers in inclusive education practices is acknowledged in the national policies and legal documents which capture the spirit of inclusive education in the country. Due to their presumed vast knowledge and skills in inclusive education practices, teachers are considered better placed to manage learners diverse needs; collaborate with other

stakeholders to provide appropriate related services for learners with special educational needs and also to differentiate the curriculum to ensure full participation of all learners in school activities (Lindsay & McPherson, 2011).

In addition, they have responsibility to create schools in which all children learn and feel they belong (Florian & Rouse, 2009). Various governments have testified that success of inclusive education majorly is depended on the skills, knowledge and the positive attitude of teachers. United States regards teachers as the single most important factor in inclusive education (United States Department of Education, 2008), Britain recognizes the input of teachers who have made learners who previously were referred for enrollment to special schools to currently get access in the mainstream classroom due to inclusive education transformation (Ferguson, 2008). Through the help of skilled and knowledgeable teachers in inclusive education, Papua New has enrolled most children in inclusive learning environment (Davis, 2009).

Some African governments have taken the initiative to empower their teachers with inclusive education skills to enable them effectively implement the process in their regular schools. Teachers in public schools assist in identifying and supporting learners who experience barriers to learning (Prinslo, 2009). Tanzania prioritized training of teachers to enable them adapt the school environment to overcome barriers to learning in regular schools (GOURT, 2004). Uganda made education free for four children in each family and priority was given to children with disabilities and girl child in order to promote inclusive education agenda, teachers with the relevant skills became mandatory for the programme to succeed (UNESCO, 2008).

To ensure effective implementation of inclusive education, training of teachers in inclusive education is paramount. The number of teachers trained in inclusive education in Kenya

currently is approximately 12, 636 (MOE, 2016). The overall statistics of teachers trained in inclusive education in the Lake Region Counties is 1,648 as shown in Table 1.

Table 1: Distribution of Teachers with background training in inclusive education in five counties within the Lake Region (N=1648)

County	Teachers with training in Inclusive Education	Percentages
Siaya	376	22.8
Busia	370	22.5
Kisumu	333	20.2.
Migori	305	18.5
Homa Bay	264	16.0
	1,648	100.00

Source: EARCS from the five Counties

Table 1 show that Siaya County has slightly higher number (22.8%) of teachers trained in Inclusive education than the neighbouring counties. However, despite the higher number of teachers trained in inclusive education in Siaya County, baseline survey indicates that the county is lagging behind in implementation of inclusive education practices. Table 2 captures performance of counties within the Lake region with regard to activities that enhance implementation of inclusive education.

Table 2: Baseline Survey on Inclusive Education Practices in Counties in the Lake Region (Busia, Kisumu, Homabay, Migori and Siaya)

Activities that enhance inclusive education	BUSIA	KISUMU	HOMABAY	MIGORI	SIAYA
schools with inclusive education committees	10	16	15	18	10
Schools with open days for inclusive education	12	16	20	22	10
Schools with child to child clubs	17	24	27	28	10
Schools with community resource persons to link schools and the community	12	15	18	17	08
Number of parents sensitized in inclusive education	32	46	36	42	27
Number of Head teachers sensitized on inclusive education	18	28	34	46	08
Number of regular teachers sensitized on inclusive education	58	67	62	66	33
Number of Key informants sensitized on inclusive education	12	18	10	15	-
Enrolment of Learners with Special Needs	238	246	272	314	148
Number of units for learners with Special Needs	23	28	29	21	36

Source: EARCS in Busia, Kisumu, Homabay, Migori and Siaya, 2015

From Table 2, it is evident that many schools in Siaya County were not fairing on well with regard to activities that enhance effective implementation of inclusive education. The neighbouring counties apparently were doing better compared to Siaya despite the county boasting of high number of teachers' trained inclusive education. Studies done so far in Siaya County on inclusive education addressed factors influencing implementation of inclusive education in primary schools in Ugenya District (Otieno, 2014) and challenges facing implementation of inclusive education in Rarieda Sub-County (Onyango, 2014). It was imperative to conduct a study to assess the level of teachers' involvement in inclusive education practices trained in inclusive education in Siaya County.

1.2. Statement of the Problem

Baseline survey conducted in Siaya county indicated that sensitization of members of the community on inclusive education practices was still low, activities that enhance inclusive education such as adaptation of the learning environment were still minimal in many schools, integration was still being practiced through special units in this edge of inclusive education, participation of members of the community in inclusive education activities in the schools was very low and enrolment of learners with special needs was also low. This is despite Siaya having more teachers with background training in inclusive education. Studies (Otieno,2014 and Onyango,2014) done on inclusive education in the county concentrated on other themes hence inadequate information about teachers' involvement on implementation of inclusive education in regular primary schools in Siaya County.

1.3. Purpose of the Study

The purpose of this study was to assess teachers' level of involvement in activities that enhance implementation of inclusive education practices in regular primary schools in Siaya County, Kenya.

1.4 Objectives of the Study

The objectives of the Study were to:

- (i) Determine teachers' level of involvement in activities to create awareness on inclusive education practices.
- (ii) Determine teachers' level of involvement in adaptation of the learning environment
- (iii) Establish teachers' level of involvement in organizing activities to enhance development of schools' policies on inclusive education practices.
- (iv) Establish teachers' level of involvement in organizing activities to promote inclusive values.

1.5 Research Questions

The study was guided by the following research questions:

- (i) What is the teachers' level of involvement in activities to create awareness on inclusive education?
- (ii) What is the teachers' level of involvement in adaption of classroom environment and teaching strategies to enhance inclusive education practices?
- (iii) What is the teachers' level of involvement in organizing activities to enhance development of schools' policies on inclusive education?
- (iv) What is the teachers' level of involvement in organizing activities that promote inclusive values?

1.6. Assumption for the Study

This study was based on the assumption that teachers trained in inclusive education in Siaya County were involved in the implementation of inclusive education in regular primary schools.

1.7. Scope and Limitation of the Study

1.7.1 Scope of the Study

The study focused on the level of teachers' involvement in implementation of inclusive education practices in regular primary schools in Siaya County. The study was carried out in sixty five regular primary schools in the County.

1.7.2. Limitation of the Study

The limitations of the study were:

- i. The use of questionnaires might have generated information that was influenced by ceiling-floor effect. Respondents either exaggerate or deflate their responses to

impress the researcher. This was triangulated by the use of interviews and observations.

- ii. Head teachers without training in inclusive education had language barrier on certain terms used in inclusive education and these could have effect on the responses.

Explanation on such terms was done before responding to the instruments.

1.8. Significance of the Study

The outcome of the study would enable the schools administrations and Quality Assurance and Standards Officers monitor activities for creation of awareness in the schools to enforce implementation of inclusive education practices. It also provided teachers with the relevant teaching strategies required to effectively instruct learners with diverse needs. Furthermore the findings would enable schools to promote positive inclusive values and policies for effective inclusive education practices. It equally provided a basis for future research in related areas.

1.9. Conceptual Framework

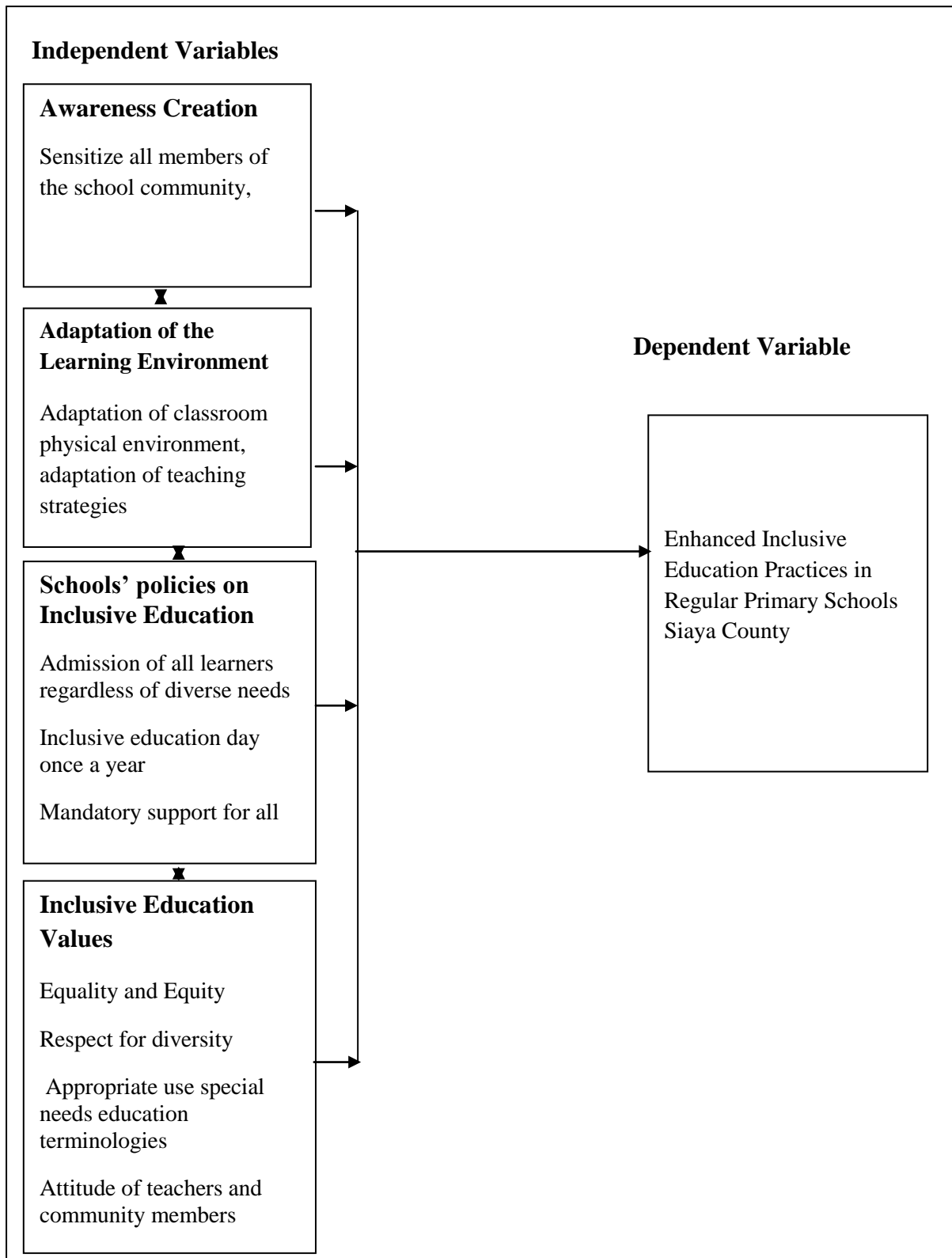


Figure 1: A conceptual framework showing interaction of teachers' contribution and level of Inclusive Education

Figure 1 illustrates a conceptual framework indicating the interaction of teachers' levels of involvement in inclusive education practices. High level of teachers' involvement in activities to creating awareness on inclusive education results in adequate information and skills to members which enhance their participation in implementation of inclusive education in their respective schools. The framework equally envisages that teachers adapt physical classroom environment and teaching strategies appropriately to enhance participation of learners with diverse needs in learning tasks during lesson presentation. Organization of the classroom and use of relevant teaching strategies create conducive learning environment for effective learning. Involvement in activities that develop schools inclusive education policies would make the school to have a blue print to guide implementation of inclusive education. All the members of the school community have a common aspirations and goals to fulfill to make the school inclusive. High levels of involvement in the activities to develop inclusive policies enable the school to implement inclusive education in line with their own policy framework. Inclusive values provide impetus to teachers and members of the school communities to take part in inclusive education practices with a lot of courage and enthusiasm. High level involvement in activities to promote trust, respect, co-operation, honesty, equity and equality among members would result in appropriate attitude for implementation of inclusive education. Low level involvement in the activities would not enhanced effective participation of teachers in implementation of inclusive education.

1.10 Operation Definition of Terms

Assessment: - Refers to gathering information on teachers level of involvement in activities to implement inclusive education in their respective schools..

Diverse Needs: - Refers to varied unique characteristics in learners that make them to be distinct from each other.

Inclusive Education: - Refers to a process of accommodating all learners into regular school set up regardless of their individual differences by identifying and removing barriers to learning and development.

Inclusive Education Practices: - Activities which teachers are involved in that enhance inclusive education.

Inclusive Values:- Refers to attributes that bind members of the school community together and direct their action toward a common goal.

Involvement: - Refers to levels of teachers' participation in practical activities to implement inclusive education in schools.

Learning Environment: - Refers to an environment that accommodates all learners regardless of their diverse needs and provides them with opportunity to maximize their potential through learning together.

Regular Primary School:- Public school that enrolls learners with diverse needs and has teachers trained in inclusive education

School community: - Refers to teachers, learners, parents and local community who are all participating in inclusive education.

Teacher: - Refers to those who are trained in inclusive education and teach in regular primary school.

Regular Teachers: Those who work in regular primary schools without training in special needs.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction:

This chapter presents a review of related literature in line with the study objectives. These include a review of literature on awareness creation on inclusive education, adaptation of the learning environment, development of schools inclusive related policies and promotion of inclusive values.

2.2. Creation of Awareness on inclusive education practices

Awareness is the first step in promoting positive change among the stakeholders towards inclusive education. Once people are able to recognize the benefits of inclusive education, they can begin to seek the knowledge and skills necessary to realize its goals (Inclusive School Network, 2015). Various studies on creation of awareness have focused mainly on awareness to students on disabilities and not so much on the broader concept of inclusive education to members of school communities. Disseminating information on activities that enhance implementation of inclusive education to members of the school community is paramount. It enables members of the school communities to be empowered to effectively participate in inclusive education practices in their schools and thus consider themselves as part of the success or the challenges thereof (Lo, 2007).

Awareness creation builds the capacities of members in various aspects of inclusive education practices thus providing them with the knowledge and skills required for involvement. Awareness programs are influential to the overall environment of a school. It is extremely important because it educates members thus making them better participants (Lindsay & McPherson, 2011). Awareness programs are ways of promoting acceptance,

understanding and increasing knowledge about different disabilities, (Ison, McIntyre, Rothery, Smithers-sheedy, Goldsmith and Parsonage, 2010) which as a result, leads to the decline of negative attitudes towards individuals with disabilities. The decline of negative attitudes is vital in the development of an acceptable school environment. Awareness training is beneficial when it incorporates hands-on activities and demonstrating what life with disabilities may be like (McGinnis, 2006).

Rachel (2015) studied acceptance of persons with disabilities among students at St. Cloud State University in St. Cloud, Minnesota, USA. The study hypothesized that participation in the disability awareness event would increase awareness and decrease negative stigma among participants toward persons with disabilities. Quasi-experimental research project measured the perceptions that graduate students held toward persons with disabilities. A group of approximately 100 students participated in the disability awareness event. A pretest and posttest design was administered to a non-control group before and after their participation in the disability awareness event. The results revealed a significant increase in disability acceptance among students. The study, however, restricted creation of awareness to disability and targeted only students at the university, the aim being to reduce stigma among the students towards persons with disabilities. The current study however looked at awareness creation more broadly thus targeted all members of the school community which included staff, learners, parents, board of managements and local communities, whose lack of information and skills on inclusive education would limit their participation to transform the learning environment to an inclusive setting. Furthermore the study area in the foregoing study covered University, where as the current study, addressed itself to regular primary schools which form the foundation of everlasting inclusive practices including sound human values where diversity among all people is welcomed, valued and respected.

It is also a reality that not only learners with disabilities are targeted for discrimination, also affected are learners with other forms of special educational needs. Awareness creation should therefore address issues that are beneficial to all learners in the school environment. Awareness creation goes beyond the aspect of disability and focus on the broad perspectives which encompass all the practices that make a school inclusive (Thomsoms and Villa, 2010)

Quasi Experimental design which was chosen for the study could work well with one category of the respondents like students, however where there are more than one respondent like in the current research, other designs were preferred. The current study therefore adapted descriptive survey design which enabled the researcher to manage the variables related to the study problem within their natural setting; larger amount of data from a fairly representative population was collected within reasonable time. The result of the study was from a fairly large population making its generalization to the wider universe appropriate (Mugenda and Mugenda, 2003).

Another study on awareness creation was by Leigh et al (2013). They explored integration of disability awareness into tertiary teaching; the study was intended to enhance disability awareness within University of Otago Dunedin New Zealand. The result showed that little was being done to create awareness for disability among the staff. This study propagates awareness on disabilities and not inclusive education practices; this in itself reduced the process of inclusive education to a disability affair instead of broadening it to the level of inclusive education which embraces the need of all learners. Inclusive education is not about disability but for all individuals to be brought on board to create a leveled ground for everybody to participate and feel accepted and have a sense of belonging (Thousand and Villa, 2011). The current study was therefore went further to consider awareness creation to all the members of the school community not only on disabilities but on the entire inclusive

education concept, the set up of the study was carried in regular primary schools which is the foundation of early intervention on learning and development.

Drame and Kamphoff (2014) in their study on perception of disability and access to inclusiveness in Senegal, believed that to increase inclusive education for all there, they ought to create community awareness campaign that increase knowledge of disabilities. Like other studies, this study concentrated on disability awareness and not the broad concept of inclusive education, the current study therefore went beyond awareness of disability to inclusive education.

In another study, Williamson (2014) conducted a Disability Awareness Program in a fourth grade classroom and through action research design in northwest Ohio. The study determined whether the program was influential in shaping positive behaviors towards students with disabilities. The students were exposed to five disability lessons on autism, physical disabilities, dyslexia, blindness/ vision impairments and accessibility. Three lessons, beginning, middle and end, began with questionnaires on disability knowledge and moral thinking. Each lesson was supplemented with open discussion. In response to the positive attitudes, the result showed that the classroom environment had become more inclusive of students with disabilities. By educating students on different disabilities, the finding indicated that they became more accepting and understood individual differences. The results further revealed that, individual lessons, activities and discussions allowed students to critically think about fair treatment of people with disabilities and the importance of inclusion to benefit their development and happiness.

The focus of the study, like other forgoing studies, was on disability awareness and how to influence the overall environment of schools. The current study, however, looked at awareness extensively on inclusive education practices to members of the school community.

Multiple data collection instruments including questionnaire, interview, and observation guide as well as document analysis were used to corroborate the findings of the study to ensure objectivity.

Gateru (2010) assessed teachers' awareness and intervention for primary school pupils with learning disabilities in inclusive education in Makadara Division, She used descriptive survey design with 28 teachers as the respondents and employed structured questionnaire, interview and observation scheduled, as data collection instruments. The results indicated that 37% of the respondents were aware of learning disability, while 63% were not aware. The study was on awareness and intervention on pupils with learning disabilities. However the current study focused on awareness creation to all members of the school community not only on learners with disabilities but including even those with other special needs.

The forgoing studies were related to the current study because they all addressed creation of awareness as an indicator of inclusive education. Rachel (2015), Drame and Kamphoff (2014) and Leigh et al (2013) studies were all focused on creation of awareness on disabilities to students, Gateru (2010), addressed awareness of teachers on a category of learners with disabilities. It is significantly prudent that all members of the school community be sensitized on disability matters to enable them acquire skills to manage diverse needs of learners and also to build a school community that is inclusive in nature. The current study established various aspects that make a school inclusive and whether such awareness resulted in building an inclusive school community. Inclusive schools change members' attitudes towards diversity and form the basis for a just, non-discriminatory society. According to Lee (2015), Inclusive education should be interpreted based on situational contexts and should be broad enough to encompass a continuum of needs. Awareness programs can be organized in many forms including simulations, discussions, literature exposure, real life contact and collaboration and role playing. Awareness may not always be

for the students only, it is also an important professional development strategy for teachers, administrators and other school community members. (Lindsay & Edwards (2013)

2.3 Adaption of the Learning Environment.

Adaptations are accommodations and/or modifications that allow access to the general education curriculum for all students (Smith, & Thomas 2008). Accommodation does not fundamentally alter expectations or standards in instructional level, content or performance criteria. Changes are made in order to provide equal access to learning and equal opportunity to demonstrate what is known (Fisher, & Frey, 2010). As for modification, changes are made to provide student with meaningful and productive learning experiences based on individual needs and abilities (Arenda, 2009). Adaptation of the curriculum requires differentiation of instruction. Rather than developing lessons aimed at the average learners, teachers using differentiated instruction develop a lesson that incorporate a variety of learning needs. It is important to note that differentiated instructions do not mean that separate lesson plans are developed for every single student. Instead, learners are presented with several learning options or different paths to learning in order to help them take in and make sense of the information received (Lawrence-2008).

2.3.1 Adaption of Classroom Physical Environment

The physical aspect of a classroom is worth consideration. This may always include room arrangement, seating, bulletin boards and black/white board displays. Each of these should be carefully considered with both individual learner's needs and instructional goals in mind (Ryan, 2013). When considering how to arrange classroom, focus should be on several things. The seating arrangement should be designed in a systematic way to help learners feel more comfortable to access information. Semi-circle or cluster arrangement of the desks in the classrooms offer several benefits including encouraging cooperative learning, building a

sense of class community, and making the best use of the space. Ideal desk arrangements create opportunity for learners to be actively engaged in learning and have the opportunity to work cooperatively, when appropriate, with their peers, while still allowing learners to navigate the environment safely (Patton, et al, 2009).

The entrance to the classroom and the pathways should not become barriers to learners' access to the learning environment. Paths should be wide enough to accommodate assistive devices such as wheelchairs, walkers and crutches. Loft areas, for example, may be difficult for children with physical impairments to gain access to classrooms. A ramp should be provided for such cases. Additionally, seats should be arranged in such a way as to reduce mobility distractions (Patton, et al, 2009). The classroom should be well lit, preferably with good natural lighting. Lighting conditions are particularly important for learners with low vision and those with hearing impairments, who rely on visual communication systems, such as sign language or speech reading (Hathaway, 2008).

Ryan (2013) conducted a study in Michigan, on the effects of classroom environment on student learning and found that many schools had desks aligned in rows within the classroom which did not only make students lose focus, but created a higher number of disruptions in the classroom. Such did not equally encourage interactions between students as it focused more on the students as individuals completing their own work. Ryan indicated that teachers could organize their classrooms where students could interact with others and stay focused on the content at the same time. If the students could meet their individual desires while staying engaged in the curriculum then there would less likely be disruptive behavior.

One way to do this was to organize desks into groups. This allowed for students to do individual work if they are required, or they could work with partners on specific assignments. If they were creating larger projects they can work as a whole table group to

complete it, each with their own specific tasks. She further emphasized that another way to modify the seating arrangement is to organize the desks in a circle around the classroom, which according to her, promoted public speaking and classroom debate. She adds that this arrangement, also engaged students because they all became one member of the same group. She further claims that, students listened more actively and made more eye contact with the persons who were speaking to them.

Although Ryan's study concentrated on the organization of desks in the classroom, it should be noted that arrangements of seats is not the only aspect of classroom organization which may affect or enhance learning. As for this study, it was crucial to look at the entire classroom organization and specifically how the physical classrooms were adapted in regular schools to promote learning for all categories of learners.

Bucholz (2009) concurred with Ryan on the type of classroom environment that if teacher created could either increase, or decrease a students' ability to learn and feel comfortable in a member of the class. Classroom environment should foster cooperation and acceptance as much as possible. A teacher should strive to create an atmosphere of mutual respect, where learners feel relaxed in asking questions and expressing their thoughts and feelings (Bacholz, 2009). In creating a warm and decorated classroom, a teacher should ensure that all areas of the classroom are accessible to all learners and that decoration on the wall should help to make learners comfortable and secure. Teachers should use blue and green colours which bring calm. Furthermore he maintained that there should be enough space for all students to easily move throughout the classroom. He concurred with Kafia, (2014) about the use of universal design that the environment is usable by all people to the greatest extent possible without the need for modification or specialized design. This design ensures that activities, materials and equipment are physically accessible and usable by all learners. Bacholz advised that, teachers should expand safety procedures to all learners, including those that were

identified with a disability. He observed that grouping desks offered several benefits including encouraging cooperative learning, building a sense of class community and making the best use of the space.

Khaouli, (2007), in a study on how elementary school teachers adapt their classroom environment and instructional strategies in general classroom settings for students with visual impairment, argues that it is important for all students to move around during the school period and that it is as important for students with visual impairment to do so as well. Accommodation of physical environment can be done by ensuring that furniture in the classroom remains in a permanent position in order for students with visual impairment to create a mental image of the classroom so it would be easier to move around. Bacholz emphasizes how important it is for students with visual impairment to move around throughout the school community and to have support from a mobility specialist to become more familiar with the layout of their schools, including the layout of classrooms, exit doors, library, the cafeteria, and restrooms.

Khaouli focused much on the classroom adaptation for learners with visually impairment. The current study, however, took cognizance of the fact that proper classroom adaptation is not only beneficial to learners with visual impairment, but to all other categories of learners in the classroom. The current study therefore was concerned with how adaptation of classroom physical environment creates an impact on all learners and not only on those with impairments.

2.3.2 Adaptation of Teaching

Glazzard, (2007), interpret teaching strategies to mean ways by which teachers present content or skills to learners and how they evaluate learning effectiveness. Heacox, (2012)

observed that with contemporary classroom becoming increasingly diverse, teachers were differentiating teaching and learning strategies to incorporate a variety of learning profiles.

Differentiation refers to instructive approach by which teachers modify the curriculum, their teaching methods, the educational resources used and learning activities and evaluation methods in correspondence with learners, diverse needs, so as to maximize their learning opportunities for every student. Differentiation guides the planning of instruction in the classroom based on the learners needs. it also facilitates the construction of knowledge for each and every learner based on the prior knowledge and dexterities (Valiande, 2010).

Differentiated teaching is the learning process in which learners are facilitated to construct their knowledge by maximizing motivation for cognitive and met cognitive growth that subsequently improve academic outcomes for all students and strengthen their various abilities (Koutselin, 2011).

Valiande, Kyriakides and Koutselin (2011) conducted a study on the impact of differentiated instruction in mixed ability classrooms in Nicosia, Cyprus. The authors employed experimental design for the study. A sample of 490 pupils and 14 volunteer teachers who use differentiated instruction was selected for the study through convenience sampling technique. Data was collected using pre and post written and literacy tests. The result of multiple regression analysis for both tests showed that there was a significant difference in the use of differentiated instruction between the control and experimental groups of learners. The performance of the experimental group was high.

The forgoing study applied differentiated instruction in a mixed ability class and did not specify the nature of learning needs of the learners. The collection of data was based on administration of tests alone, which was limiting. Convenience sampling technique for selecting the sample size did not provide a well defined characteristic of the sample size

because teachers had no control of who to include in the study thus compromising selection of universe. The current study identified instructional techniques that teachers differentiated to determine those that were predominantly used to address the needs of learners with diverse needs.

Vorapanya (2008), conducted a study on a model for inclusive schools in Thailand, the emphasis was on development of Individualized Education Plan (IEP) as a modification strategy for adapting instructions of learners with disabilities. He used focused group discussion to collect data from the principals of schools. The results indicated that all the principals said that the teachers developed IEPs, particularly for their certificated special needs children. In practice, however, Vorapanya add that the principals of the "best practice" schools in the study consistently reported that they believed IEP was not used as required. Vorapanya further reports that the principals had admitted that in practice, more of a paper work process had been done because it was needed to document eligibility for the subsidy, and not as a useful tool to increase awareness for parents and teachers about the child's needs and achievements. The principals reported that it was difficult and time-consuming to get everyone to work on the initial IEP, and that when the IEP was completed, it was unusual for anyone to consult it to guide daily teaching and assessment, and that it was almost unheard of for the original IEP team to reconvene to review child progress on the IEP. Principals reported that most parents did not understand what an IEP was or what its potential was for guiding their child's education, and that parents typically did not participate in IEP meetings. The forgoing study concentrated on the views of the principals on IEP and depended on focus group as the only method of data collection.

The disadvantages of focus group interviews, according to Gay, Mills and Airasian (2011) are that the researcher has less control over proceedings and data may be difficult to analyse

if the moderator is not skilled. This study went further to establish if teachers developed and implemented IEP. Various instruments such as questionnaire, interview guide, and observation schedule and document analysis were used. This provides the opportunity to ascertain information from other instruments.

Various studies (Oslon 2011; Chidindi, 2008 and Kuyini, 2011) have been carried on done on adaptation of curriculum, however they do not focus much on how teachers differentiate curriculum. A Phenomenological study was conducted by Oslon (2011) on the general educators' corresponding adaptation to curriculum at University of Minnesota Duluth, USA. A survey was administered to 9 female teachers who taught in one of the three grade levels, kindergarten, first grade or second grade levels to identify the strategies they use to support students with disabilities in the general education classroom. The results indicated that adaptation to curriculum was influenced by various factors such as type of disability a learner had, resource factor, teacher factors and perception of successful adaptation. This study was bias to female, concentrated on lower grade levels and used few respondents making generalization of the findings difficult. It also focused on factors influencing adaptation of curriculum than how teachers adapted the curriculum to the needs of the learners. The present study established the adaptation that teachers had done in the curriculum to meet the needs of the learner with special educational needs. The focus of the present study was to investigate the adaptations that teachers had made to their instructional strategies and also to find out the nature of learning environment when teaching learners with developmental disabilities. The study sought to answer the following question: how teachers adapted their instructional strategies and how they organized the learning environment to meet the needs of learners with developmental disabilities.

Chidindi, (2008), conducted a study in four different schools from one district of Harare Province in Zimbabwe. The study was qualitative and an explorative case study design was

used. A purposively selected sample that consisted of eight teachers was drawn from the four schools. The aim was to investigate how teachers adapted their instructional strategies by letting them teach while the investigator observed. This was meant to capture the details of the adaptations. In order to gain more in-depth information and clarification on the teachers' actions, follow-up interviews were conducted immediately after the observations for the teachers to give their own reasoning for the actions and their own perspective of the adaptations that they had carried out. The overall findings showed that some teachers truly adapted and differentiated their instructional strategies and learning environment for learners with developmental disabilities, others teachers were not doing the same. The study also led to the discovery and finding of some of the impediments to adaptations. These included large class sizes and inflexible environments which had never been addressed. The results were however only representative of the schools studied and could not be generalized to the whole teaching population. The study made some recommendations to the findings that included reduction of the teacher to pupil ratio, the need for constant upgrading of teachers through workshops and in-service training. The current study went further to apply descriptive survey which allowed for a large study population whose findings could be generalized. In addition the study employed both qualitative and quantitative approach in the analysis to enable the researcher to verify the information provided by the respondents, thus minimizing information which would otherwise compromise the results.

Kuyini (2011) carried out a survey to examine how teachers were adapting instructional practices in inclusive classrooms in Ghana. The sample size included 37 teachers from 20 primary schools in two districts in Ghana. The findings indicated that teachers used fewer instructional adaptations to meet the needs of learners with special educational needs. The study restricted itself to adaptation of instruction of instructional strategies rather than curriculum adaptation in general. This obscured the comprehension of other possible

adaptations necessary in the classroom environment to meet the needs of learners with special educational needs. The sample size equally was small (37) to warrant generalization of the findings which was not palatable in developing countries like Ghana and many such countries where inclusive education is still seemingly at piloting level. In view of the shortcomings, the present study undertook to examine the nature of adaptations teachers had carried out in the curriculum to meet the needs of learners with diverse conditions.

Another study was carried out by Gathumbi, Ayot, Kimemia and Ondigi (2015) on teachers and school administrators' preparedness in teaching and supporting students with special needs in inclusive education in Kenya. The participants were 140 teachers and 13 principals of selected secondary schools in Kenya. The results of this particular study revealed that there was general lack of pedagogy and knowledge of how to teach and support learners with special needs and that collaboration among teachers to support learners with special needs fell below expectation. In addition the findings indicated that instructional resources were unsuitable to support learners with special needs.

The current study was done in regular primary schools and the focus was on adaptation of the teaching strategies to address the diverse needs of the learners. Gathumbi et al (2015) study however was conducted in selected secondary schools and focused on teachers and school administrators' preparedness in handling learners with special needs. Primary school forms the foundation of learning and where the talents and needs of the learners are established and natured in the early stages of development. The current study equally assumed that the teachers already had the knowledge and skills of how to manage learners with diverse needs hence using adapted teaching strategies unlike the forgoing study that emphasized teachers' preparedness gave immediate feedback useful for appropriate planning and implementation.

Gathumbi et al (2015) study did not clearly indicate the pedagogies that were used to teach the learners and their adaptation.

Wan'ganga and Wanjiku (2014) conducted a study on teaching strategies used by teachers to enhance learning to learners with multiple disabilities in four selected counties in Kenya.

The study adapted triangulation of research approaches. The sample size included 9 head teachers and 57 teachers. Purposive sampling was used to sample the respondents. Instruments for data collection included interviews, observation guides and questionnaires. The result revealed that majority of teachers of learners with deaf blind used tactile, Kenya sign language and task analysis. Those teaching blind used Braille, pre-braille activities and oral method. Those for cerebral palsy and Intellectual Disabilities used task analysis, activities for daily living and real objects. The choice of the strategy was determined by the need of the child. The results also revealed that teachers were inadequately prepared to teach learners with multiple disabilities because their training was for specific disability.

The current study however never focused on severe disability cases as indicated in the study but manageable ones who were placed in regular primary schools and instructed by teachers trained in inclusive education. Although some strategies applied to teach learners with multiple disabilities could be relevant to those with diverse needs in the regular environment, the study established the adaptation that teachers made in the areas of teaching strategies to suit the needs of different learners in the classroom.

Nyambura (2011), in her study on curriculum barriers to the implementation of inclusion for learners with Autism-at City Primary School, Nairobi County, Kenya, assessed the nature adaptations teachers had made to the curriculum and teaching/learning strategies to suit learners with autism. The findings indicated that teaching and learning strategies employed to cater for learners with autism include Individualized Educational Programme and Direct

Instructions. However other very effective specialized teaching techniques such as Diagnostic Prescriptive Teaching (DPT), Task Analysis and Prompting were rarely utilized by teachers. In addition she also found out that overwhelming number of teachers (70%) suggested that there was a need to make curriculum flexible to cater for learners with autism in an inclusive setting. The study by Nyambura targeted special unit for Autistic children and restricted the issue of adaptation to curriculum and teaching/ learning strategies to learners with autism. The present study was concerned with the adaptation of curriculum in regular primary schools with an inclusive set up.

2.4 School Policies that guide implementation of inclusive education practices

Ministry of Education (2012) in policy framework for education noted, that one of the main challenges relating to access and equity in the provision of education for children with special needs was reluctance to provide guidelines on the implementation of the SNE policy and inclusivity. In order to address these issues, the government shall adopt and implement the following policies: (i) adopt and implement inclusive education.(ii) integrate special needs education programmed in all learning and training institutions and ensure that the institutions are responsive to the education of learners with special needs and disability.

Policies are principles or rules and regulations formulated by the government or an organization to reach its long-term goals while legal framework refers to a broad system of rules that governs and regulates decision making and agreements based on existing laws. A Policy that advocates for inclusive education paves the way for all children in a country to learn and participate fully in the education system, particularly in the mainstream schools. In addition, such a policy aims to create a supporting learning environment which is accommodating and learner-centered (UNESCO 2009)

Inclusive Education requires policy action at international, national and local level. At international level, it requires member states to ratify international conventions in order to ground national policy on inclusive education in international legislation and policies. At national level, the governments must implement the passage of new laws to promote inclusive education, while at the local level schools and the community must participate in capacity building, resource mobilization, and generating knowledge.

Various governments, including Kenya, have ratified various international conventions which include the rights to education free of discrimination as stated in the Universal Declaration of Human Rights (, 1948) and the Convention on the Rights of the Child (1989), was developed specifically to uphold the rights of children. Under various articles it emphasizes the right of children to education. For example, Article 4: Ensure that all basic education programmes are accessible, inclusive, and responsive to children with special learning needs and for children with various forms of disabilities and Article 5 is meant to have every child educated. These must include all girls and boys who must have access to and complete primary education that is free, compulsory and of good quality as a cornerstone of an inclusive basic education (Brohier, 2004).World Conference on Education for All, Jomtien, Thailand (1990) had a major focus on the provision of educational opportunities designed to meet basic learning needs in a more flexible manner, responding to the needs, culture and circumstances of learners.

The UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (UN, 1993) provides for equal rights for children and adults with disabilities and, for the provision of an integrated school setting. The Salamanca Statement and Framework for Action on Special Needs Education (1994), called for a policy shift which would require all regular schools the education system to become inclusive schools and to serve all children, particularly those with special educational needs. Regular schools must provide an

appropriate child-centered teaching and learning environment that can accommodate these special educational needs. The article concludes with the statement that:

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, create welcoming communities, building an inclusive society and achieving education for all; moreover they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system ,(UNESCO, 2009)

The World Education Forum and the Dakar Framework for Action, (2000), encouraged governments to strengthen national EFA plans of action, reflecting a commitment to achievement of the goals and targets of the Framework for Action by 2015 at the latest. There was a requirement to set out clear strategies to overcome special problems facing those currently excluded from educational opportunities, with a clear commitment to girls' education and gender equity (UNESCO, 2006).

The Millennium Development Goals (MDGs) were eight goals to be achieved by 2015 that respond to the world's main development challenges. The MDGs were drawn from the actions and targets contained in the Millennium Declaration that was adopted by 189 nations and signed by 147 heads of state and governments during the UN Millennium Summit in September 2000.

This commitment to inclusive education became a legal obligation through Article 24 of the 2006 Convention on the Rights of Persons with Disabilities (CRPD), which reaffirms the right of disabled children to quality education and committed governments to ensure that 'persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live'. Article 32 places an obligation on donor governments to make their support 'inclusive of and accessible to persons with disabilities'.

At the national level, the government has shown commitment by domesticating various international conventions and also developed policy document in order to provide a framework for planning and implementation of special needs education devoid of all barriers that inhibit access to equality and relevant education (MOE, 2009). In line with the Convention on the Rights of the Child (1989) the government passed Children's Act of 2001. According to this Act, services and facilities within the community were designed to advance the well being of children with special educational needs should be established; re-examine special education structure and re-structure it so that children first option for education is their neighborhood school; do away with practices that intend to label the child and exclude him/her from the natural community; the child with disability to be treated with dignity and accorded appropriate medical treatment, special care, education and training free of charge or at a reduced cost whenever possible (GOK, 2001). This Act emphasizes the core principle of non-discrimination in access to education as well as the entitlement to free and compulsory basic education. The Act makes specific reference to disability in Section 12 to the effect that: "a disabled child shall have the right to be treated with dignity, accorded appropriate education and training free of charge or at a reduced cost whenever possible. The act demands an establishment whether or not schools are complying and enforcing these requirements as stipulated

The enactment of The Persons with Disabilities Act (2003) provides comprehensive legal framework which outlaws all forms of discriminative treatment of persons with special needs. This includes, among others things, access to education and training. It provides for adaptation of infrastructures, socio-economic and environmental facilities to ensure enabling environment for persons with special needs. It requires learning institutions to take into consideration the special needs of persons with disabilities with respect to entry requirements, pass marks, curricula, examinations, school facilities and class scheduling, among others.

The Act requires the National Council for Person with Disabilities (NCPD) to work in consultation with the relevant agencies of the Government to make provisions for an integrated system of special and non-formal education. The Constitution under The Bill of Rights section 54 addresses the issues of persons with disabilities. The constitution stresses that a person with any disability is entitled to; access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person, reasonable access to all places, public transport and information, use of Sign Language, Braille or other appropriate means of communication and access materials and devices to overcome constraints arising from person's disabilities. The intention of this section is that persons with disabilities should be included in all aspect of society life as much as possible. The Bill of Rights in the Constitution of Kenya, however, makes no specific reference to the right to education for persons with disabilities or indeed other persons. While Section 82, the anti-discrimination clause in the Constitution, outlaws discrimination, categories of groups listed for non-discrimination do not include persons with disabilities⁴⁶. In essence, therefore, a child with disability may not easily find judicial remedy if he or she was to allege discrimination, for example, by an education institution on the grounds of disability.

This study determined the extent to which teachers developed with policies and legal framework that promote inclusive practices in their schools concept of inclusive education (GoK, 2010). Sessional Paper No.1 of 2005 observed that for a long time special education has a long time been provided in special schools and units attached to regular schools. It has, in view of this, recommended a change in this approach to inclusive education. A challenge that it has identified in the implementation process is inadequate capacity among many teachers in the regular schools to manage learners with special educational needs (GOK, 2005).

The Kenya government has demonstrated interest in transforming the education system to embrace the needs of learners with special educational needs since independence by forming various education commissions that have up with various recommendations. These included for example, The Kenya Education Commission (1964) - Ominde Report recommended that children with disabilities should continue learning in regular schools, teachers were asked to have positive attitude towards such learners and that special training for teachers to be encouraged to enable them work well with the learners.

In 1976 Gachathi commission report recommended early identification of children with disabilities, creation of awareness on causes of disabilities and establishment of preschool in special schools for early intervention, conducting survey on the number of children with disabilities and improvement of education and other relevant services for persons with disabilities both in schools and community. Kamunge report of 1988 recommended that the government should conduct a National survey on various types of disabilities in the country. Kamunge also recommended the development of appropriate curriculum for children with special needs (GOK, 1988).Koech report- Totally Integrated Quality Education and Training of 1999 recommended expansion of all institutions and services for children with special needs and lifelong learning process which persons with disabilities are encouraged to explore avenues for life whatever the level of academic achievement or their career orientation (GOK, 1999).

A report of task force Kochung, (2003) on special needs education appraisal exercise views inclusive education as that education which increases access to education and promote values which enhance access to education and retention of learners with special educational needs in all learning institutions. The report, however, raised concern on obstacles that are likely to impede implementation of inclusive education as inappropriate infrastructures, inadequate facilities and equipment, limited capacity of teachers to manage the needs of learners with

special educational needs, inadequate and expensive teaching and learning materials as well as minimal supervision and monitoring of special education programme (GOK, 2003).

The government developed The National Special Needs Education Policy Framework in 2009 to enhance implementation of inclusive education in regular schools for learners with special needs and disabilities by creating awareness among teachers, learners, parents and other members of the community about inclusive education and also to organize for in-servicing of teachers about inclusive education to build their capacity to manage learners with diversity. In addition, the policy emphasizes the promotion of barrier free environment for learners with special needs in all learning institutions. Many learning institutions in the country still have inaccessible learning environment that hinder normal learning for those with special needs (GOK, 2009).

Studies have been conducted to establish how at the local level, schools comply with the policies and legal frameworks that promotes inclusive education. For example Studies (Mwangi, 2013, Ndame, 2012; Najjingo, 2004; Mutisya, 2004; Wanjiku, 2004) done on policy and legal instruments for implementation of inclusive education have generated varied responses.

Najjingo (2004) conducted a case study on challenges of accessing all-inclusive education services by children with disabilities in Mijwalla sub-county, Ssembabule district, Uganda. An exploratory study design was used. Purposive and snow ball sampling techniques were employed in order to capture information from a knowledgeable group of respondents. Methods of data collection included personal in-depth interviews using an interview guide, questionnaire, extracting information from documents, focus group discussions and finally observations. Data analysis was both quantitative and qualitative. Respondents were presented with an array of laws and bills of rights and asked to indicate their opinion whether

they were aware that the given documents were promoting access for education CWDs. The general trend of responses on all the given documents was that the majority of teachers and key respondents were aware that all instruments promoted all inclusive education for CWDs; however the majority of parents/caregivers were not aware. Invariably majority of the respondents were unable to cite relevant sections or quotations of the instruments that promote all inclusive education. There was a general lack of knowledge on the existing legal and international human rights framework among the respondents. The study was a case in nature and compromised generalization of the findings. In addition data collection through snowball approach was not so reliable due to dependency on the other respondents for the choice of subsequent sample size who may only identify close friends who have the same traits leading to sampling bias. Furthermore the study seek to establish the knowledge of respondents on policies and legal framework, however in the current study the concern was to determine whether schools had developed inclusive education policies to guide in the implementation of inclusive education practices in their respective schools.

Ndame (2012), investigated a systematic organization and management of whole school inclusive processes in two mainstream secondary schools in Cameroon. These schools were implementing the official action plan of Education for all (EFA) and inclusion of 1998 alongside other inclusive legal and policy frameworks. The respondents were 23 and included a pedagogic inspector, head teachers, teachers, students and parents and data was collected using semi-structured interviews, document analysis and observation guide. Analysis was done qualitatively and the findings indicated that the bulk of barriers to whole school inclusion arise from the gap between the officially centralized policy planning and practical inclusive schooling. The barriers include: centralized and prescriptive nature of educational services; partial or non-implementation of legal and policy frameworks; insufficient provision and management of human resources including staff pre-/ in-service training programmes,

didactic materials and financial resources; lack of effective coordination, professionalism and accountability in service delivery that underlie the inadequate organization and management of whole school inclusion development.

The study was conducted in secondary schools and the sample size ($n= 23$) was suitable for a case study. The data was qualitatively analyzed. The current study was conducted in regular primary schools and the design was descriptive, the sample size were 194, proportionally large enough to allow for generalization and analyzing data quantitatively and qualitatively provided room for verifying data to ensure objectivity in the results. The foregoing concentrated on the implementation of the policies and legal frameworks, however, in the current study, the focus was on the development of the school policies and how they helped in the implementation of the inclusive education practices.

Mutisya (2004) conducted a study to find out the factors influencing inclusion of learners with special needs in regular primary schools in Rachuonyo district, Kenya. The study adopted a descriptive survey research design. Target population was 278 persons. The sample for this study was 88 persons. Purposive sampling as well as Random and Stratified sampling were used to select the sample. Data was collected using questionnaires. Both qualitative and quantitative techniques were used in analyzing data. The findings established that the government had done little to popularize the 2009 SNE policy guidelines to have an impact in inclusive education practices in the schools.

The sample size for the study was small and could compromise generalization of the findings to the larger population and in addition the use of questionnaire as the only instruments to collect data was too narrow to generate objective results and did not allow for triangulation of the findings. Verification was necessary to check the reliability of the responses through interview, observation or document analysis. The study equally showed interest in the

influence of special education policy of 2009 and how its implementation had influenced implementation of inclusive education. The current study diverted from that approach and looked into the initiative of the school in developing policies of inclusive education to guide inclusive education practices in the respective schools.

Wanjiku (2004) studied factors that affect the implementation of the inclusive education policy of children with SNE in public and primary schools in Kikuyu division. The study was a descriptive study adopting an ex-post facto design. Data was collected through questionnaire and an interview schedule. A total of 54 teachers and 26 head teachers participated in this study. Descriptive statistics was used to analyze data. The results indicated that there were no policies and legal frameworks that promote implementation of inclusive education in the country. This current study however went further to determine the school initiated policies on inclusive education and how the policies guided the implementation of inclusive education. .

As much as studies were on policies and legal frameworks, concentration was on whether they had been implemented in the schools. The current study however departed from that line of thinking and focused on whether schools had developed inclusive education policies that would guide in the implementation of inclusive education practices.

2.5. Teachers involvement in promoting Inclusive Values to enhance inclusive education practices

Values are fundamental guides which prompts individuals to action. They spur individual forward, give them a sense of direction and define a destination (Clutterbuck, 2008). They are therefore attributes that bind members of a school community together and which direct their action towards a common goal. Members within an inclusive school are expected to commit themselves to particular values so as to overcome exclusion (Ainscow and Booth,

2011). To value inclusion starts by valuing the individual and appreciating that each person is different. Inclusive values recognize that people are one even though they are not the same. Inclusive value appreciates differences in each other by recognizing that each person has an important contribution to make to the society (Forlin, 2013). Inclusive value also refers to empowering persons who have disabling conditions to become valued and active members of their communities through socio-cultural involvement in community based leisure settings. It is only through the development of these meaningful relationships that stereotypes and stigmas can be eliminated.

Change in schools becomes inclusive when it is based on inclusive values. Doing the right thing involves relating actions to values. Relating actions to values can be the most practical step to take in developing inclusive values in school (Ainscow & Booth, 2011). According to Booth and Ainscow et al (2011) indicators of inclusive values include *equality, rights, participation, respect for diversity, sustainability, non-violence, trust, compassion, honesty, courage, joy, love and hope/optimis*. Possession and demonstration of these values by members of the school community enhance inclusive education practices.

Equality is central to inclusive values. Inequality, inequity, unfairness and injustice are forms of exclusion. Equality is not about everyone being the same or being treated in the same way but about everyone being treated as of equal worth. A right is a way of expressing the equal worth of individual since they hold rights equally. To invoke rights is to argue that everyone has equal entitlements to *freedom from want* and *freedom to act*. Participation is not only when one is involved in common activities but also when he feels involved and accepted. It is about being with and collaborating with others. It is about active engagement in learning. It is about involvement in decisions about one's life, including education and links to ideas of *democracy and freedom*.

Respect for diversity involves valuing others and treating them well, recognizing the contributions they make to a community because of their individuality as well as through their positive actions. Diversity includes seen and unseen differences and similarities between people. It is about difference within a common humanity. Non-violence requires listening to and understanding the point of view of others. It requires the development of skills of negotiation, mediation and conflict resolution in individuals. Disputes are resolved through dialogue rather than coercion derived from differences in status and physical strength.

Bullying happens when people abuse their power in order to make others feel vulnerable, physically or psychologically (Hawker; 2007). The harassment and bullying of people because of their ethnicity, gender, disability, age, sexual orientation, beliefs and religion are all forms of violence. Anger is seen as an important indication of the strength of one's feelings about a person or event but is to be directed into productive action and away from aggressive response. Institutional violence or institutional bullying may occur when the humanity and dignity of those within institutions are not respected; when people are treated as a means to an end. Trust is needed for the development of self-respect and mutual respect. People feel free to speak their minds when they trust that others will engage in respectful dialogue without seeking an advantage. Absence of inclusive value in schools may result in dehumanizing behaviors towards individuals with disabilities in an inclusive set up. These include derogatory referencing, stigmatization, discrimination, prejudice, dishonesty, inequality, neglect, bullying, mistrust and general negative attitude (Clutterbuck, 2008, Hawker, 2007).

There exists a body of knowledge on inclusive values related issues, however, focused much on the negative values exhibited in the learning environment by various members of the school communities such as teachers, head teachers, school management committee, parents and local communities.

Mallan, (2012) conducted a qualitative study on bullying of students with special needs in selected public schools in Arizona State University, United State of America. The respondents were Eight, 4th grade students, two female and 6 male, ranging in age from 9 years old to 10 years old. They were observed on the playground, cafeteria, and resource room, general education classroom during transitions and during specials. Observations were conducted in a variety of settings where students with disabilities would interact with typical peers. Observational data was collected over 3 weeks through verbatim scripting, descriptive field notes, and journaling. The results showed that there were frequent uses of physical and verbal aggression towards peers with disabilities. There were also negative attention from typical peers which resulted in isolation and marginalization.

Students with disabilities were being ignored, belittled, and threatened or experienced physical abuse from their typical peers in the presence of adult teachers. The adult teachers ignored and imposed no consequence to the student offender or the source of bullying. The lack of intervention by the teachers when bullying behavior was observed gave tacit permission to continue. Hence, the victim did not complain and the bully did not feel that the behavior was wrong. The forgoing study focused on the exhibition of negative value (bullying) in public schools and did not address the attempt the schools had taken to promote inclusive values among the members of the school community in the school. This study therefore went further to establish activities that had been initiated to enhance inclusive values in the school thus eradicate dehumanizing behaviours towards individuals with diverse needs.

Buhere, Nduku and Kindiki (2014) conducted a study which assessed the effectiveness of school administrative support in the implementation of inclusive education for special needs learners in mainstream primary schools in Bungoma County, Kenya. Specific issues of

concern included school administrative support in implementation of inclusive education values. The study applied a descriptive survey design. Purposive sampling was used to obtain the participants; head teachers, regular, and special teachers. The sample comprised of 30 head teachers, 120 regular teachers and 8 special teachers (total 158). Data were collected using questionnaires for 30 head teachers, 120 regular teachers, and interview schedules for 8 special teachers, observation checklist and document analysis. Data were analyzed using descriptive statistics.

The results showed that only 20 (16.7%) of the teachers strongly agreed that head teachers ensure that school values and practices for inclusive education are observed, while there was an equal number of teachers 39(32.5%) who agreed and 39(32.5%) who disagreed that head teachers ensured that inclusive education values and practices are observed. considerable 11 (9.2%) of the teachers were unable to decide whether the head teachers ensured that values and practices of inclusive education were observed. The inconsistency in the results may imply that teachers lack the knowledge in concepts of inclusion. The interview results showed that only 1(12.5%) out of 8 special teachers indicated that the school had values of inclusion in their vision, mission and aims. The responses showing school administration support in ensuring values and practices in inclusive education were minimal, and therefore could imply that the head teachers lacked knowledge on how to make it work.

The results from document analysis revealed that little was going on in regard to the implementation of inclusive values and practices. This was evidenced by a glimpse of the inadequacy of administrative support shown by school rules regulating the conduct of pupils, excluded the welfare of special needs learners. All the school rules had ordinary regulations such as, 'No fighting on the school compound. Regarding the inclusive values, only 1 out of the 8 schools had vision, mission that embraced inclusive values. The forgoing study indicates that head teachers lacked capacity to support school values and practices for

inclusive education. This was due to inadequate knowledge in inclusive education. The current study went further to established support that teachers with background training in inclusive education in regular schools in Siaya Country had initiated to promote inclusive values.

Manandu (2011) carried out a study on effectiveness of the implementation of inclusive education in primary schools in Mwingi district. She argued that the rationale of inclusive education is to value children with special needs so that they can participate equally in all education activities alongside their peers without special needs. That there should be no form of discrimination, segregation or isolation of children with special needs in the provision of educational services. They must be given equal opportunity to participate alongside children without special needs.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study adopted descriptive research design. Descriptive survey research design is a method of research used to gather information on the nature or condition of the current situation in their natural settings (Fraenkel et al, 2008, Bunk & Rothengatter, 2008). The design enables the researcher to obtain information that describes existing phenomena with respect to one or more variables (Mugenda & Mugenda, 2003, cresswell, 2009). It was appropriate for this study because it allowed for the explanation of contribution of teachers to inclusive education in Siaya County. It also allowed for collection of a lot of first hand information using questionnaires, interviews and even observation providing a room for triangulation. According to Kothari, 2009; Kombo & Tromp, 2006, sample size involve is fairly representative hence allows for generalization of the findings on the target population

3.2 Area of the Study

The study was conducted in Siaya County. The county lies between latitude $0^{\circ} 20'S$ to $0^{\circ} 18'N$ and longitude $33^{\circ} 58'E$ to $34^{\circ} 33'W$. The area coverage is 30523sq km in which 105sq km is lake water under Lakes Sare, Kanyaboli and Part of Lake Victoria. It is bordered by Busia County in the West, Vihiga and Kakamega in North-East, Kisumu in South-East and Homabay across Winum Gulf to the south. The altitude rise to 1,400m above sea level and on the Lake Victoria shores are isolated hills such as Usenge, Ramogi and Got Agulu in Usigu and Bondo divisions respectively. The major rivers include Nzoia and Yala which drain south words through the county into Lake Victoria through Yala Swamp.

The main economic activities include farming and fishing. River Yala plays an important role in irrigation where Yala swamp is used to produce rice and other grains that supplement

the effort of other farmers in the county to feed over 842,304 inhabitants. Lake Victoria is the hab of fishing which is a major income generating industry in the county. Nile perch is the leading fish for sale. Despite all this the poverty index is still very high and stands at 64.37%. Most people who are in the county are poor and children who live along the lake are involved extensively in fishing hence dropout of school at primary levels.

Inclusive education requires participation of the community in the provision of some resources, however due to poverty; such provisions are hard to come. The headquarter of the county is Siaya town and other sub- county towns include Bondo in Bondo sub-county, Yala in Gem sub-county, Ugunja in Ugunja sub-county, Ukwala in Ugenya sub-county and Aram in Rarieda sub-county. These are connected with 243km tarmac and 1400km earthen. The County has 639 regular primary schools out of which 75 have teachers with training in inclusive education, 5,701 primary teachers out of these, 348 are already trained in inclusive education. The enrolment stands at 244, 607 learners in primary school from which 2456 have special educational need.

3.3 The Study Population

The Target population comprised 216 teachers trained in inclusive education and 72 head teachers in schools with teachers trained in inclusive education

3.4 Sample Size and Sampling Techniques

Saturated sampling technique, which according to Mugenda & Mugenda, (2003), is a non-probability sampling techniques in which all the members in the target population are selected, was used to select teachers and head teachers. Sample size of this study comprised, 194 teachers and 65 head teachers in schools with teachers trained in inclusive education, (Table 1)

Table 3: Study Population and Sample Frame

Category of respondents	Target Population	Sample Size	Percentages
Teachers	216	194	90%
Head Teachers	72	65	90%

Source: Researcher's field data

3.5. Instruments for Data Collection

Instruments for data collection for this study included Questionnaires for teachers and head teachers, Interview Schedule for head teachers, and observation checklist. These instruments were considered appropriate to collect data to address the study problem. Data gathered from head teachers were used to corroborate the information provided by the teachers.

3.5.1. Questionnaires for Head teachers (HTQ)

Kombo and Tromp, (2006) observed that questionnaires were appropriate for collecting data within the shortest period possible and therefore save time. Head teachers questionnaires had structured items related to those in the teachers' questionnaires to verify the authenticity of the responses provided by the teachers. Respondents were asked to rate each item on rating scale that had five levels. This was to establish the extent to which the teachers trained in inclusive education had contributed in the implementation of inclusive education in regular primary schools in Siaya County.

3.5.2 Questionnaires for Teachers Trained in Inclusive Education. (TQ)

Questionnaires for teachers had items on creation of awareness to build inclusive school community, promotion of inclusive values, adaptation of learning environment and

compliance with policy and legal instruments that enhance implementation of inclusive education. Respondents were asked to rate each item on a scale of five levels. This was to measure teachers trained in inclusive education had contributed in the implementation of inclusive education in regular primary schools in Siaya County.

3.5.3. Observation Checklist (OC)

Observation checklists had item related to the expected adaptations in the learning environment. This targeted included adapting classroom physical environment, teaching strategies and learning strategies.

3.5.4. Interview Guide for head teachers (IGHT)

This is a person to person communication in which the researcher asked head teachers' questions intended to elicit information or opinions. Interview necessitates collection of information that cannot be directly observed or are difficult to put down in writing and also to capture the meanings beyond the words. In this study, fifteen head teachers whose schools had teachers with more than five years teaching experience after inclusive education training were asked to address issues related to inclusive education, inclusive values, and compliance with policy and legal instruments that enhance implementation of inclusive education.

3.6 Validity and Reliability of the Research Instruments.

3.6.1 Validity of the Instruments

Validity refers to the degree to which results obtained from analysis of data actually represent the true nature of what the study intends to explore (Mugenda & Mugenda, 2003). In this study face and content validity of the instruments was determined by experts from the faculty of education to ensure that there was no ambiguity (Bryman & Bell, 2003; Sekaran, 2003). Face validity is qualitative means of ascertaining whether a measure on the face appears to

reflect the content of concept (Bryman & Bell, 2003) while content validity is another qualitative means of ensuring that a measure includes adequate and representative set of items to cover the intended items (Drost, 2011).

3.6.2 Reliability of the Instruments

Reliability refers to the extent to which a research instrument consistently measure whatever it is expected to measure (Best and Khan, 2006). Reliability of questionnaires for teachers and head teachers were determined through a pilot study where 10% (22 teachers and 7 head teachers) of teachers and head teachers were involved. These teachers did not take part in the final study. Test-retest reliability method was used to establish the reliability of questionnaires. The instrument was administered twice to the respondents in a span of two weeks and the results were computed using Pearson Product Moment correlation which yielded to reliability coefficients of 0.76 and 0.78 for Head teachers and teachers. According to by Wuensch (2012), a reliability coefficient of 0.70 and above indicates that the instrument is reliable as indicated.

3.7 Data Collection Procedures

Permission to carryout research in the schools was obtained from the School of Graduate Studies, Maseno University. A courtesy calls was paid to the Director of Education's Office in Siaya County, to seek permission to collect data from sample schools. A visit to sample schools was made to request for permission from the head teachers to collect data from the respondents. The purpose of the visit was explained to the respondents and thereafter the distribution of the questionnaires was done and assurance to the respondents of confidentiality of the information which was provided was done. Respondents were requested to fill in the questionnaires to allow the researcher to leave with them the same day. Where this was not possible, the researcher agreed with the respondents on the appropriate time.

Another visit was paid to schools to interview the respondents (head teachers and the parents in charge of disability matters in the schools) and carry out classroom observations and document analysis. One to one interview was conducted and the responses recorded verbatim. The whole exercise took eight weeks.

3.8 Data Analysis

According to Fraenkel et al (2008), data analysis refers to categorizing, ordering, manipulating and summarizing data to obtain answers to research questions. Quantitative data collected from close-ended questionnaire items was analysed using mean and t-test. Rating scale was used to establish the measure of teachers' contribution in creating awareness to build inclusive school community, promoting inclusive values, adapting the learning environment and complying with the policy and legal instruments which form the overall basis of implementation of inclusive education. The score values were rated as follows: .1. Never, 2. Very Rarely, 3. Rarely, 4. Often, 5 Very Often. The mean scores were computed and a score of 1.0 was interpreted as never or not at all, 1.1 to 2.0 Very Low 2.1 to 3.0 Low 3.1 to 4.0 High and 4.1 to 5.0 Very High.

Qualitative data from interviews and observation checklist were coded and organized into themes from which generalizations was formulated .Key findings were recorded, interpreted, explained summarized and conclusions made. A narrative report was written and enriched with verbatim from respondents and included in the report. In the interviews respondents were assigned coded numbers to conceal their identities. The numbers were used for reporting.

3.9 Ethical Considerations

Ethical considerations uphold the rights of subjects by assuring them of confidentiality. It is unethical for a researcher to divulge information received from the subjects regarding the

study to unauthorized individual or organization. This ethical consideration is obligatory in order to observe the integrity of the subjects as well as that of the study (Creswell, 2002).

The researchers asked for permission from Maseno University Ethics and Review Committee (MUERC). In addition, the researcher wrote to inform the teachers and head teachers seeking for their consent to participate in the study before gathering data. This was because some information they were to give was personal.

The respondents were promised strict observation of confidentiality of information provided to the researcher and were guaranteed that their views were to be used for the purpose of research only. Protection of respondent's identity (anonymity) and privacy was strictly observed by avoiding their identities in the research instruments and text. The researcher observed the principle of voluntary consent by debriefing the subjects on purpose of the study and also gave them opportunity to willingly participate in the study.

The information gathered from the respondents was organized, coded and analyzed either quantitatively or qualitatively according to the nature of the information received. The sources of information (instruments for data collection) were burnt and the copy of thesis kept in the University library as a reference and another kept by the researcher in his shelf.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

This chapter presents the results and discussion of the research findings on teachers' involvements in inclusive education in regular primary schools in Siaya County, Kenya. The presentation and discussion of the findings are in line with the study objectives. The objectives were to: - determine the extent of teachers' involvement in awareness creation on inclusive education practices; determine the extent of teachers' involvement in adaptation of the learning environment; establish the extent of teachers' involvement in the development of schools' policies that guide inclusive education practices; establish the extent of teachers' involvement in promoting inclusive values to enhance implementation of inclusive education practices. The data was computed using frequency counts, frequencies, percentages and mean. Percentage of below 50% was considered low involvement while mean was interpreted thus 1.0 to 3.44 (Low Level) and 3.45 to 4.44 (High Level)

4.2. Methods Teachers use to Create Awareness on Inclusive Education.

Teachers were asked to indicate the strategies they were using to create awareness to members of the school community on inclusive education. The responses of the teachers were analyzed in frequency and percentages as shown in Table 4

Table 4: Methods Teachers were using to Create Awareness to Members of School Communities on Inclusive Education (n=194)

S/N	Strategies	Number of Teachers who Used the Strategies		Number of Teachers who did not use Strategies		Total	
		f	%	f	%	f	%
1	School Forum	96	(49.5%)	98	(50.1%)	194	(100%)
2	Seminars	58	(29.9%)	136	(70.1%)	194	(100%)
3	Provision of Literature	37	(19.1%)	157	(80.9%)	194	(100%)
4	Public Forum	43	(22.2%)	151	(77.8%)	194	(100%)
5	Resource Person	24	(12.4%)	170	(87.6%)	194	(100%)

Table 4 shows strategies teachers were using to create awareness on inclusive education to members of the school communities. The most used strategy was school forums 96(49.5%) and the least used strategy was resource persons 24(12.4%). The results indicate that teachers' awareness creation concentrated much in school rather than reaching out to members outside the schools environment. The targets for awareness creation therefore were mainly regular teachers, school administrators and learners. This meant that so many people who needed such awareness outside the school environment were not reached easily.

Technical Committee Consultative Workshop, (2014), identified other strategies that teachers need to use to create awareness for inclusive education. These include Radio talk shows; Church forums ; Child-to-child awareness raising activities; Community Based Rehabilitation programmes; All line ministries advocacy programmes; Health Centres sensitization; Social mobilizers; Community Based Organizations programmes; raising awareness to all stakeholders; formation of clubs/ disability groups and documentary productions on inclusive education.

School Forum was preferred by teachers because they spent much of their time in the schools hence had close proximity with staff and learners. This implies that teachers hardly sensitized majority of the members of the communities on inclusive education. This finding concurred with that of Carrington, & Duke (2014), who conceded that proximity within the school environment, enhances collaboration between special and general teachers in sharing their expertise necessary for problem solving in inclusive education practices.

4.3. Teachers Frequency of Awareness Creation on Inclusive Education to Members of School Communities

Teachers were also asked to indicate how frequent they were creating awareness to members of the school community. The results are as shown in Table 5. The rating of how frequent teachers created awareness to members of the school communities was done on a five point scale.

Table 5: Teachers frequency of Awareness Creation to Members of School Communities (n=194)

S/N	Category of members	H f (%)	VR f (%)	R f (%)	O f (%)	VR f (%)	M	SD
1	School Administration	0(0.00)	32(16.5)	56(28.9)	68(35.1)	38(19.6)	3.58	.985
2	Regular Teachers	4(2.1)	62(32.0)	69(35.6)	36(18.6)	23(11.9)	3.06	1.031
3	Parents	48(24.4)	58(29.9)	52(26.8)	28(14.4)	8(4.1)	2.43	1.133
4	Key community informants	79(40.2)	67(34.5)	42(21.6)	6(3.1)	0(0.0)	1.88	.857
5	Board of Governors	184(94.8)	7(3.6)	3(1.5)	0(0.0)	0(0.0)	1.07	.306
6	Learners	26(13.4)	31(16.0)	75(38.7)	54(27.8)	8(4.1)	2.93	1.068
7	Local community members	149(76.8)	33(17.0)	9(4.6)	3(1.5)	0(0.0)	1.37	1.605
	Overall Mean						2.33	

KEY: 1. Hardly (H); **2.** Very Rarely (VR.); **3** Rarely (R); **4.** Often (O); **5.** Very Often (VO), **M=** Mean; **SD=** Standard Deviation.

The results in Table 5 show that teachers often created awareness to school administration (M=3.58; SD=.985). They rarely created awareness to regular teachers (M=3.06; SD=1.031) and learners (M=2.93; SD=1.133). They very rarely created awareness to parents (M=2.43; SD=.857) and key community members (M=1.88; SD=.857). They hardly ever created awareness to local communities (M= 1.37; SD= 1.605) and to the Board of Management (M=1.07; SD=.306). The overall result indicates that teachers very rarely created awareness to members of the school communities as proven by a mean score of 2.44.

The results show that teachers' awareness creation concentrated on school administrators, teachers and learners, reducing it to exclusively a school affair and closing out others outside the school arena. Inclusive education requires the involvement of members of the local communities, parents and key informants in the society without whom implementation may not be complete. Turnbull and Turnbull, (2006) acknowledged that awareness may not always be just for students, teachers or administrators, it is also important for other members of the local communities.

4.4 Teachers' level of involvement in activities to Create Awareness on Inclusive Education

Teachers were asked to indicate in the questionnaires the extent to which they were involved in creating awareness to members of the school communities. Various activities for awareness creation were suggested in the questionnaires to enable teachers choose those that they were commonly involved in. Data regarding teachers' involvement in the activities were collected through questionnaires, document analysis and interviews and responses from questionnaire were as summarized in Table 6. The rating of the extent of teachers involvement in the activities was based on a five point scale.

Table 6: Teachers' Involvement in the following Activities to Create Awareness to Members of their School Communities (n=194)

Teachers	H f %	VL f %	L f %	HL f %	VH f %	Mean	SD
1.Sensitize regular teachers on identification of learners with special Needs	73(37.6)	114(58.8)	7(3.6)	0(0.0)	0(0.0)	1.66	.546
2.Sensitize head teachers on characteristics of an inclusive school	79(42.3)	112(57.7)	2(1.0)	1(.5)	0(0.0)	1.62	.539
3. Form Inclusive Education School Committee.	112(57.7)	82(42.3)	0(0.0)	0(0.0)	0(0.0)	1.42	.495
4. Sensitize parents to enroll their children with diverse needs and abilities to regular schools	91(46.9)	101(52.1)	2(1.0)	0(0.0)	0(0.0)	1.54	.520
5. Form Community Resource Workers to link community and schools on inclusive education practices	79(40.7)	114(58.8)	1(.5)	0(0.0)	0(0.0)	1.60	.521
6.Organize Inclusive Education Days to sensitize the community on inclusive education	87(44.8)	105(54.1)	1(.5)	1(.5)	0(0.0)	1.57	.518
7.Link the school with other related service providers to support implementation inclusive education practices	144(74.2)	50(25.8)	0(0.0)	0(0.0)	0(0.0)	1.26	.451
8. Sensitize key community leaders on inclusive education practices.	111(57.2)	82(42.3)	1(.5)	0(0.0)	0(0.0)	1.43	.570
9.Sensitize school administration on the necessity to adapt school's physical environment	69(33.5)	112(62.9)	6(3.1)	1(.5)	0(0.0)	1.71	.557
10.Collaborate with EARS to assess learners to establish the nature of their special needs	117(60.3)	69(35.6)	7(3.6)	1(.5)	0(0.0)	1.44	.597
Overall Mean						1.53	

1- Hardly 2-Very Low level 3- Low Level 4- High Level, .5- Very High Level. M

(Mean), SD (Standard Deviation)

Table 6 shows that teachers were involved at a very low level in sensitizing:- School administration on the necessity to adapt school's physical environment (M=1.71; SD=.557), regular teachers on identification of learners with special needs (M=1.66; SD=.546), head teachers on characteristics of an inclusive school (M=1.62;.SD=.529) and helping in recruiting community resource workers to link community and schools on inclusive education practices (M=1.60;SD=.521). The results also indicate that teachers hardly ever gave talk in barazas to sensitize key community leaders on inclusive education practices (M=1.43; SD=.507), helped in the formation of inclusive education school committees (M=1.42; SD=.495) and linked the schools with institutions dealing with special needs and other related service providers to support implementation inclusive education practices (M=1.26; SD=.459). The overall mean of **1.53** indicates that teachers were involved in activities to create awareness on inclusive education at a very low level.

To corroborate the responses of the teachers, questionnaires on involvement of teachers in creation of awareness were given to 65 head teachers to respond to and the results were as shown in Table 7. The rating of the extent to which teachers were involved in the activities was rated on a five point scale.

Table 7: Head Teachers responses on Teachers Involvement in the following Activities to Create Awareness to Members of their School Communities (n=65)

Teachers' Involvement in Inclusive Education Practices.	H f %	VL f %	L f %	H f %	VH f %	Mean	SD
1.Sensitize regular teachers on identification of learners with special Needs	26(40.0)	39(60.0)	0(0.0)	0(0.0)	0(0.0)	1.60	.494
2.Sensitize head teachers on characteristics of an inclusive school	28(43.1)	35(53.8)	2(3.1)	0(0.0)	0(0.0)	1.60	.553
3. Form inclusive education School Committee.	39(60.0)	26(40.0)	0(0.0)	0(0.0)	0(0.0)	1.40	.494
4.Organize parents meeting to sensitize parents to enroll their children with Special Needs to regular schools	32(49.2)	33(50.8)	0(0.0)	0(0.0)	0(0.0)	1.51	.504
5. Form Community Resource Workers to link community and schools on inclusive education practices	29(44.6)	36(55.4)	0(0.0)	0(0.0)	0(0.0)	1.55	.501
6.Organize Inclusive Education days to sensitize the community on inclusive education	37(56.9)	28(43.1)	0(0.0)	0(0.0)	0(0.0)	1.43	.499
7.Link the school with other related service providers to support implementation of inclusive education practices	65(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1.00	.000
8 Sensitize key community leaders on inclusive education practices.	35(53.8)	30(46.0)	0(0.0)	0(0.0)	0(0.0)	1.46	.502
9.Sensitize administration on the necessity to adapt school's physical environment	17(26.2)	48(73)	0(0.0)	0(0.0)	0(0.0)	1.74	.443
10.Collaborate with EARS to assess learners to establish the nature of their special needs	37(56.9)	28(45.1)	0(0.0)	0(0.0)	0(0.0)	1.43	.499
Overall Mean						1.47	

- 1. – Hardly Ever, 2. – Very low level 3. –Low level, .4- High Level5. - Very High Level.

M (Mean), SD (Standard Deviation)

The response from head teachers in Table 7, show that teachers were involved at a very low level in sensitizing: - School administration on adaption of schools' physical environment

(M= 1.74; SD=.443), regular teachers on identification of learners with special Needs (M=1.60; SD=.443) and head teachers on characteristics of an inclusive school (M= 1.60; SD=.553). In addition the head teachers also indicated that teachers were hardly ever involved in:- the formation of inclusive education schools committee (M=1.40;SD=.494), organizing for inclusive education days to sensitize the community on inclusive education (M= 1.43;SD=.494), collaborating with EARS to assess learners to establish the nature of their special needs (M=1.43;SD=.499) and linking the school with other related service providers to support implementation inclusive education practices (M=1.00;SD=.000). The overall mean of 1.47 indeed confirmed that teachers were involved in creation of awareness but at a very low level.

The responses from teachers and head teachers seem to be congruent that teachers were involved in creation of awareness to members of the school communities to a very small extent. Even the highest activity of involvement in awareness which was sensitizing administration on the necessity to adapt schools' physical environment registered a low mean of 1.74. This indicates that teachers have not been keen on sensitization of members of the school communities on inclusive education. This does not augur well with implementation of inclusive education which can only be realized when capacity of as many members of the community as possible is built to enable them have the necessary knowledge, skills and competencies to participate fully and effectively in the implementation process.

The study is in concurrence with the thinking of Kuyini and Desai (2007), that sensitizing school administrator is significant in achieving successful inclusive education practices. The study is equally in agreement with the findings of Di Paola and Chris (2009) that the school administrators' knowledge and skills in inclusive education assist in designing, leading, managing and implementing programs for all learners in an inclusive setting.

The result in Tables 6 and 7 indicate that sensitization of head teachers on characteristics of an inclusive was at a very low level ($M= 1.62$; $SD=.529$) and this was also captured by the response of the head teachers which registered a very low mean ($M= 1.60$; $SD=.494$). In addition the results also indicate that teachers sensitization of school administration to adapt schools' physical environment was at a very low level ($M=1.71$; $SD=.557$). This was also confirmed by the head teachers in their responses which generated a mean of 1.74 and $SD=.443$. It is suffice to say that the school administrators in Siaya County have not been adequately sensitized on inclusive education and therefore the benefits that were identified by Kuyini and Desai (2009), may not have been realized fast hence slow down of implementation of inclusive education practices could not be avoided.

Success of inclusive education requires active participation of members of the local communities; they know families in their communities with children who require special attention and support in an inclusive learning environment. Information on inclusive education can be disseminated far much better to members of the local communities if they are involved. Community members can also mobilize resources required by school for implementation of inclusive education practices. The results indicate that teachers in regular schools in Siaya have been involved in awareness creation to members of the local communities. This was by helping in the formation of community resource workers to link community and schools on inclusive education which generated a mean score of 1.55, giving talk in barazas to sensitize key community leaders on inclusive education practices which had a score of 1.46 and organizing for inclusive education days to sensitize the community on inclusive education registered a mean of 1.43. These results confirmed that teachers' awareness creation to members of the local communities was generally at a very low level.

Ainscow, Dyson, Goldrick, and West, (2011) observed that involvement of communities was important for getting all children in school and helping them to learn successfully. The

communities also, the authors added, offer information and practical knowledge that school may use to enhance teaching and promote learning. In addition they mobilize resources needed to improve learning for all children. Communities, the author concluded, are valuable resources for the transformation of the school child friendly environment.

Parents are significant stake holders in the implementation of inclusive education process. Epstein (2009), identified the role of parents, that included, among other things, supporting their children with diverse needs with school and developmental tasks, being in touch with the school to take part in inclusive education practices and making contribution in school decision-making. These activities bring parents closer to the schools and make them feel welcome to participate in school issues as key members. UNESCO (2010) outlines gains that parental involvement would bring to the school. These include; increase in interaction with their children, becoming more responsive and sensitive to their needs and becoming more confident in their parenting skills. According to Narang and Agarwal, (2011), Parents need to work with schools to ensure that all school going age children who are not in the school are assisted to enroll.

The result of this study, nevertheless, revealed that teachers organized parents meeting to sensitize them to enroll their children with diverse needs to regular schools, however a very low mean of 1.51 generated revealed that parents still needed more sensitization.

Teachers and head teachers rating on teachers' level of involvement in activities that create awareness was summarized in means as presented in Table 8.

Table 8: Teachers and Head teachers rating of Teachers' Involvement in Creating Awareness to Members of School Communities (n1=194) and (n2= 65)

S/N	Involvement of Teachers	Mean1	Mean2
1	Sensitize teachers on identification of learners with special Needs	1.66	1.60
2	Sensitize head teachers on characteristics of an inclusive school	1.62	1.60
3	Form inclusive education school committee	1.42	1.40
4	Organize parents meeting to sensitize them to enroll their children with special needs to regular schools	1.54	1.51
5	Formation community resource workers to link community and schools on inclusive education practices	1.60	1.55
6	Organize inclusive education days to sensitize the community on inclusive education	1.57	1.43
7	Link school with other related service providers to support inclusive education practices in the school	1.26	1.00
8	Sensitize key community leaders on inclusive education practices	1.43	1.46
9	Sensitize School administration on the necessity to adapt school's physical environment	1.71	1.74
10	Collaborate with EARS to assess learners to establish the nature of their special needs.	1.44	1.43
	Mean	1.53	1.47

Key: M1= Teachers response, M2= Head teachers response

Results in Table 8 indicates that the involvement of teachers in the activities for awareness creation on inclusive education practices were at a very low level. The leading activities were sensitizing administration on how to adapt schools' physical environment which recorded a mean score of 1.69 and 1.74, sensitizing teachers on identification of learners with special needs with a mean of 1.66 and 1.60, sensitizing head teachers on characteristics of an inclusive school with a mean of 1.62 and 1.60. The least activity was linking school with institutions and other related service providers to support inclusive education practices in the school which had a mean of 1.26 and 1.00.

To determine the significant difference in the mean of teachers and head teachers responses, a null hypothesis was formulated that: - “There was no significant difference in the responses of teachers and head teachers in the teachers’ involvement in awareness creation on inclusive education practices”. A sample t-test was computed and the result is as shown in Table 9 and 10

Table 9: Group Statistics: Mean differences of Teachers and Head teachers on Awareness Creation

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Creation of Awareness	Teachers	194	15.22	4.63312	.33264
	head teachers	65	14.72	4.03697	.50072

The results in table 9 indicate that the difference in the means of teachers (M=15.22) and head teachers (M=14.72) was .50 with 4.63 and 4.04 standard deviations respectively. This implied that there was minimal variance of teachers and head teachers’ responses in teachers’ involvement in awareness creation by head teachers and teachers. It was therefore necessary to find out whether the differences were significant. An independent sample t-test was therefore computed to determine the significance of these differences.

Table 10: The difference in the responses in the Teachers and Head teachers on Teachers’ Involvement in Awareness Creation on Inclusive Education

	F	Sig	t	df	Sig (2-tailed)	Mean Difference
Equal variance assumed	2.423	.121	.766	257	.444	.49342
Equal variance not assumed			.821	124.887	.413	.49342

From Table 10 shows the result of an independent sample test conducted to compare the response of teachers and head teachers on teachers’ involvement in awareness creation on

inclusive education. There was no significant difference in the teachers response ($M=15.22$, $SD=4.63$) and head teachers' response ($M=14.72$, $SD=4.04$; $t(257) = .766$; $p=.44$).

This finding is consistent with that of Sudha and Indu (2015) on effect of inclusive education awareness programme on pre-service teachers. They found no significant difference in the pretest scores of experimental and control group on awareness of inclusive education.

Rachel (2005) and Drame and Kamphoff (2014) both concurred with Kafia that creating awareness on inclusive education to members of school community would increase their knowledge on issues regarding disabilities and special needs. Despite the recognition of the importance of sensitization of the members of the school community, the results revealed that teachers had not done much to create awareness on inclusive education to key members of the community which generated a mean of 1.43 and 1.46 respectively from teachers and head teachers responses, which is a very low rating in terms of teachers involvements in inclusive education practices. These are significant people in key decision making in the schools hence require in depth knowledge on all aspects of important matters on school affairs including inclusive education. Di Paola and Chriss (2009) observe that the school administrator's role is pivotal in the special education process; however, they noted that few school leaders are well prepared for this responsibility.

In summary, with regard to the first objective which was to determine the level of teachers' involvement in awareness creation on inclusive education practices, the results indicate that teachers' involvement in the creation of the awareness on inclusive education practices to members of the school community was at a very low.

Teachers were asked to identify in the questionnaire other additional activities they were involved in to create awareness to members of the school communities. The results were as shown in the Table 11

Table 11: Other Activities Teachers use to Create Awareness to Members of School Communities (n=194)

S/N	Other Activities for Awareness Creation	f	%
1	Visiting homes of families with children of school going age who have special needs in the neighbourhood to encourage enrolling them to school	26	13.4
2	Organize drama activities with scenes on the benefits of inclusive education to children with special needs	18	9.3
3	Organize for specific days when members of the public come for assessment in identified places to determine those with conditions that require early interventions	12	6.2
4	Identify and reward learners who support their peers with diverse needs to act as a model to others in order to inculcate acceptable values to learners in the schools	43	22.2
5	Form inclusive education club (child to child) to enable children learn more on how to relate with their peers with disabilities and also be involved in inclusive education practices.	16	8.2
6	Keep records of all the categories of learners with special needs in their respective schools and who require provision of related services	48	24.7
7	Prepare a documentary of inclusive education practices taking place in their respective schools	0	0.0

Teachers' response on their involvement in other activities to create awareness to members of the school community confirmed that not many were involved as shown in Table 11. For example only 48(24.7%) teachers indicated that they were keeping records of all the categories of learners with special needs in their respective schools who required provision of related services. Another 43(22.2%) teachers said they were involved in identifying and rewarding learners who support their peers with diverse needs to act as a model in inculcating acceptable values to learners in the schools. It is evident from the results that majority of the

teachers were never involved in creation of awareness to members of the school communities.

Records in the schools were analyzed to established activities teachers had carried out on awareness creation in their respective schools. The results were as shown in Table 12.

Table 12: Summary of Indicators of Teachers’ Involvement in Activities to Create Awareness in their respective Schools (n=65)

EXISTING RECORDS	SCHOOLS	INDICATORS OF TEACHERS INVOLVEMENT
Records on sensitization of head teachers on inclusive education practices	8(12.30%)	Availed some records showing that head teachers were sensitized on characteristics of an inclusive school
Records on sensitization of parents on inclusive education practices	5(7.69%)	Records showed that teachers organized for parents meeting to sensitize them on inclusive education activities. Evidence in one school indicate that 16 parents were sensitized
Records on sensitization of teachers on inclusive education practices	7(10.77%)	Cumulative records showed that 18 teachers were sensitized on identification of learners with special needs and other areas of inclusive education
Collaboration with EARCS to assess learners for early intervention	12(18.46%)	Cumulative records showed that 148 learners had been assessed by EARCs in collaboration with 35 teachers between 2015 and 2016.

Table 12 shows summary of documentary evidence of teachers' involvements in creation of awareness to members of the schools communities. The information summarized was extracted from the documents found in the files of inclusive education activities presented to the researcher by the schools administrations. The results indicate that few schools had records showing inclusive education activities.

Teachers were interviewed to establish whether they were experiencing some challenges that might have affected their ability to create awareness on inclusive education to members of the school community, they indicated the following challenges:-

1. Lack of motivation from the government. Teachers expressed concern that they were denied special duty allowance despite managing the needs of learners with special educational needs in their respective schools while their counterparts in special schools benefit from the same.
2. Rigidity of the regular curriculum. Teachers observed that there was a lot of pressure from both the school administrators and education officers to post good mean scores. This made teachers to neglect learners who were experiencing learning challenges.
3. Lack of inclusive education policy. Up to now, there is no inclusive education policy to legally enforce implementation of inclusive education process.
4. Negative societal attitude. There still exists negative attitude towards individual with disabilities among parents and members of the communities.
5. Cultural beliefs and taboos. There is a lot of cultural influence among key informants in communities that interferes with implementation of inclusive education.
6. Inadequate Funding by the government for implementation of inclusive education activities

4.5. Teachers' Level of involvement in Activities to Adapt Learning Environment

The second objective of the study was to determine the teachers' level of involvement to adapt learning environment to enhance participation of learners with diverse needs. The objective was specifically intended to establish the type of adaptation that teachers made in classroom physical environment as well as in teaching and learning strategies. Descriptive statistics which include, frequency counts, percentages and mean was applied t-test was used to compute and determine the significant difference in the responses of teachers and head teachers. Observation was carried out to corroborate the responses from the teachers and the head teacher.

4.5.1. Teachers level of involvement in Activities to Adapt Classroom Physical Environment

Teachers were asked to indicate adaptations that they had done in their classroom physical environments. The results were as presented in Table 13. The responses were measured in a five point rating scale

Table 13: Teachers response to Adaptation of Classroom Environment (n=194).

S/N	Teachers	H f(%)	VR f(%)	R f(%)	O f(%)	VO f(%)	M	SD
1	Provided preferential sitting position to learners with diverse needs	81(41.8)	63(32.5)	34(17.5)	16(8.2)	0(0.00)	1.92	.960
2	Reduce excess materials in the classroom	20(10.3)	25(12.9)	61(31.4)	88(45.4)	0(0.0)	3.12	.993
3	Organized classroom into specific learning activity areas	174(89.7)	20(10.3)	0(0.0)	0(0.0)	0(0.0)	1.10	.305
4	Created adequate space in the classroom	186(95.9)	8(4.1)	0(0.0)	0(0.0)	0(0.0)	1.04	.199
5	Minimize noise level within the classroom	43(22.1)	101(52.1)	48(24.7)	2(1.0)	0(0.0)	2.05	.715
6	Label items in the classroom	69(35.6)	74(38.1)	46(23.7)	5(2.6)	0(0.0)	1.93	.834
7	Provide adequate ventilation in the classroom	79(40.7)	83(42.8)	25(12.9)	7(3.6)	0(0.0)	1.79	.801
8	Ensure classroom is well Lit	106(54.6)	99(51.0)	37(19.1)	17(8.8)	0(0.0)	2.15	.856
	Overall Mean						1.89	

1 Hardly (H); 2 Very Rarely (VR); 3 Rarely(R); 4 Often (O); 5 Very Often; (VR), M (Mean), SD (Standard Deviation)

The result in Table 13 shows that teachers were rarely involved in reducing excess materials in the classroom to a small extent (M= 3.12; SD=993). The results further reveal that teachers very rarely ensured that classrooms were well lit (M= 2.15; SD=.856), minimized noise level within the classroom (M=2.05; SD=.715); Labeled items in the classroom (M=1.93; SD=.834) provided preferential seating position to learners with diverse needs (M= 1.92) and provided adequate ventilation in the classroom (M=1.79; SD=.801). Furthermore teachers hardly organized classroom into specific learning activity areas (M=1.10; SD=.305) and created adequate space in the classroom (M=1.04; SD=.199). The overall Mean of 1.89 confirmed that teachers' very rarely adapted classroom physical environment.

To corroborate the teachers' information, the head teachers were asked to rate the level of adaptation of classroom physical environment done by the teachers and the results were as shown in Table 14. Scores were rated on a 5 point scale.

Table 14: Head teachers' responses on Teachers' Adaptation of Classroom Physical Environment (n=65)

S/N	Teachers	H f(%)	VR f(%)	R f(%)	O f(%)	VO f(%)	Mean	STD
1	Provide preferential sitting positions in the class	38(58.5)	10(15.4)	17(26.2)	0(0.0)	0(0.0)	1.68	.868
2	Reduce excess materials in the classroom	11(16.9)	15(23.1)	4(6.2)	35(53.8)	0(0.0)	2.97	1.212
3	Organize classroom into specific learning activity areas	61(93.8)	4(6.2)	0(0.0)	0(0.0)	0(0.0)	1.06	.242
4	Create adequate space in the classroom	64(98.5)	1(1.5)	0(0.0)	0(0.0)	0(0.0)	1.02	.124
5	Minimize noise level within the classroom	0(0.0)	26(40.0)	28(43.1)	11(16.9)	0(0.0)	2.77	.724
6	Label items in the classroom	36(55.4)	24(36.9)	5(7.7)	0(0.0)	0(0.0)	1.52	.640
7.	Provide adequate ventilation in the classroom	32(49.2)	21(32.3)	12(18.5)	0(0.0)	0(0.0)	1.69	.769
8	Ensure classroom is well Lit	24(36.9)	25(38.5)	16(24.6)	0(0.0)	0(0.0)	1.88	.781
Overall Mean							1.82	

1=Hardly (H), 2= Very Rarely (VR), 3 Rarely(R), 4= Often (O) 5= Very Often (VO) M (Mean); SD (Standard Deviation)

The results in table 14 show that reducing excess materials in the classroom (M=2.97) and minimizing noise level within the classroom (M=2.77; SD=.724) were done rarely. The results furthermore indicate that teachers very rarely ensured classrooms were well Lit (M=1.88; SD=.781), providing adequate ventilation in the classroom (M=1.69; SD=.769), providing preferential sitting positions in the class (M=1.68;SD=.868) and labeling items in the classroom (M=1.52;SD=.640) were done by teachers very rarely. The result equally

revealed that teachers hardly organized classroom into specific learning activity areas (M= 1.06; SD=424) and created adequate space in the classroom (M= 1.02;.SD=124). The result indicates that teachers and head teachers responses on adaptation of classroom physical environment was in agreement that adaptation was done very rarely with a mean of (M=1.89) and (M=1.82) respectively.

Effective adaptation of classroom physical environment creates opportunities for every learner to participate in classroom activities. Provision of preferential sitting positions for learners with diverse needs in the class is paramount. Depending on the nature of the diverse needs, learners can be seated near the teachers or in any other positions in the class that can help them focus on the learning task. The result however indicates that provision of preferential sitting position for learners with diverse needs in regular classes in Siaya County generated a mean of only 1.92 and 1.68 from teachers and head teachers' responses respectively which implies a rare involvement. This concurred with the finding of Chidindi (2008) who established that provision of preferential position was not realized in most classes in Zimbabwe due to large class sizes.

Rearrangement of the classroom layout in regards to classroom furniture and other objects that may be obstacles can help learners with mobility limitations move more easily around the classroom as a result of more space available. The result nevertheless indicates that teachers hardly ever organized the classroom environment to create more space as evidence from the responses of teachers and head teachers which generated a mean of 1.04 for teachers and 1.02 for head teachers respectively. Ryan (2013) supported the idea that proper classroom arrangement, especially semi-circular one, not only creates more space but also engages learners in learning tasks; they listen more actively and make more eye contact with the person who is speaking. The learners also interact with each other and stay focused on the content at the same time hence is less likely to be disruptive. Khaouli, (2007) agreed with

Ryan (2013) that physical environment should be arranged to enable learners with visual impairments move around without hindrance. The study finding however revealed that teachers in regular schools in Siaya hardly rearranged their classroom environment. This therefore deny the learners with mobility challenges freedom to access the learning environment. Otieno (2014) finding agreed with the current study result in that only 8(45%) of the 18(100%) respondents confirmed the adequacy of spaces in classrooms in school in Ugenya sub-county in Siaya.

Reducing visual clutter on the walls and organizing classroom into specific learning activity areas help in reducing distractions for learners with attention problems, this is equally true of noise level in the classroom which when reduced would be beneficial to heard of hearing and those with visual impairments. This is supported by Chidindi (2008) who found that teachers had only the necessary displays in their respective classes. They were quite colourful and the charts were displayed according to subjects. Learners referred to the charts during tasks performance. All the unnecessary displays were removed. Hathaway; (2007) observed that classroom should be well lit preferably with good natural lighting. Lighting conditions are particularly important for learners with low vision and those with hearing impairments who rely on visual communication systems such as sign language or speech reading.

Kluth's (2010) also agreed that a classroom with each wall cluttered with a variety of learners art works, posters, visual supports and a disarray of equipment can be very visually distracting for the students. He further asserts that such wall displays may divert learners with attention problems from concentrating during the instruction and suggested that such learners should be placed where they are least likely to be distracted by displays. Attention is an important cognitive ability for effective learning to take place. A class with distracters suppresses this ability hence the learner may not focus attention on the learning stimuli, may

not sustain the span required during instruction and may equally not maintain the attention as the lesson progresses.

Table 15: Teachers and Head teachers rating of the level of Teachers’ Involvement in Adapting Classroom Physical Environment

S/N	Teachers	Mean1	Mean2
1	Provide preferential sitting positions in the class	1.92	1.68
2	Reduce excess materials in the classroom	3.12	2.97
3	Organize classroom into specific learning activity areas	1.10	1.06
4	Create adequate space in the classroom	1.04	1.02
5	Minimize noise level within the classroom	2.05	2.77
6	Label items in the classroom	1.93	1.52
7	Provide adequate ventilation in the classroom	1.79	1.69
8	Ensure classroom is well Lit	2.15	1.88
	Overall Means	1.89	1.82

Key: Mean1-Teachers, Mean2- Head teachers

Table 15 indicates that the involvement of teachers in adapting classroom physical environment was to a very small extent. The leading activities were; reducing excess materials in the classroom which recorded mean of 3.12 and 2.97, ensuring classroom is well lit generated a mean of 2.15 and 1.88 and Minimizing noise level within the classroom generated a mean of 2.05 and 2.77. The least activity according to the result was creating adequate space in the classroom with a mean of 1.04 and 1.02. To determine the significant differences in the mean of teachers and head teachers, a sample t-test was conducted by formulating a null hypothesis that ‘There is no significance difference in the response of teachers in adaptation of classroom physical environment.’ The result is as shown in Table 16 and 17

Table 16: Group Statistics: Mean Differences of Teachers and Head teachers on Classroom Physical Adaptation

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Classroom Adaptation	Teachers	194	14.7680	5.18195	.37204
	head teachers	65	14.5846	4.73977	.58790

The results in table 16 indicate that the difference in the means of teachers (M=14.7680) and head teachers (M=14.5846) was .18 with 5.18 and 4.74 standard deviations respectively. This implies that there was minimal variance in the response in teachers' involvement in awareness creation by head teachers and teachers. It was therefore necessary to find out whether the differences were significant. An independent sample t-test was therefore computed to determine the significance of these differences. A null hypothesis that 'There is no significance difference in the response of teachers and head teachers in adaptation of classroom physical environment' was formulated. The result is as shown in Table 17.

Table 17: The Difference in the responses of Teachers and Head teachers on Teachers' Involvement in Adaptation of Classroom Physical Environment

	F	Sig	t	df	Sig (2-tailed)	Mean Difference
Equal variance assumed	.108	.743	.252	257	.801	.18343
Equal variance not assumed			.264	119.188	.793	.18343

From Table 17 shows the result of an independent sample test conducted to compare the response of teachers and head teachers on teachers' involvement in adaptation of classroom physical environment. There was no significant difference in the teachers response (M=14.77, SD=5.18) and head teachers' response (M=14.55, SD=4.74; $t(257) = .252$; $p=.80$).

4.5.2. Teachers Adaptations of Teaching Strategies

Data regarding adaption of teaching strategies used by teachers was collected through questionnaires, classroom observations and interviews. Teachers were asked to indicate in the questionnaires adapted teaching strategies that they used during classroom instruction. Their responses were as summarized in Table 18.

Table 18: Teachers' responses on Adaptation of Teaching Strategies (n=194)

S/N	Strategies	Hardly f (%)	V. Rarely f (%)	Rarely f (%)	Often f (%)	Very Often f (%)	Mean	SD
1	Peer tutoring	114(58.8)	63(32.5)	17(8.8)	0(0.0)	0(0.0)	1.50	.654
2	Small Groups	97(50.0)	85(43.8)	12(6.2)	0(0.0)	0(0.0)	1.56	.610
3	Individualization	141(72.7)	38(19.6)	15(7.7)	0(0.0)	0(0.0)	1.35	.620
4	IEP	143(73.7)	37(19.1)	14(7.2)	0(0.0)	0(0.0)	1.34	.607
5	Task Analysis	60(30.9)	98(50.5)	30(15.5)	6(3.1)	0(0.0)	1.91	.763
6	Multisensory	32(16.5)	40(20.6)	65(33.5)	57(29.4)	0(0.0)	2.76	1.052
7	Remedial	94(48.5)	58(29.5)	34(17.5)	8(4.1)	0(0.0)	1.77	.882
Overall Mean							1.73	

V=Very; SD= Standard Deviation

As evident in Table 18, Multisensory (Mean=2.76; SD=1.052) was the strategy that was used rarely. Strategies that were very rarely used included Task Analysis (M=1.91; SD=.763), Remedial (M=1.77; SD=.882), Small Group Instruction (M=1.56; SD=.610) and Peer

Tutoring (M=150; SD=.654). These overall mean (M=1.73) signifies that the teaching strategies were very rarely used

Adaptation of teaching strategies is beneficial to learners with diverse needs because their challenges are addressed at individual levels not as a whole group. That is where the teachers individualized their instructions to meet the needs of each individual learner. Valiande, Kyriakides and Koutselini (2011) found that teachers hardly use individualized instructional approach because responding to individual learners is too demanding and time consuming. They therefore advocate for whole class approach instead. The result shows that teachers in regular primary schools in Siaya hardly ever used individualized instructional approach an indication that they use whole class approach therefore resonated well with the findings of Valiande et al (2011).

According to Hott, Walker, Manson and Sahni (2012), peer tutoring is a flexible, peer-mediated strategy that involves learners serving as academic tutors and tutees. A higher performing learner is paired with a lower performing learner to review critical academic concepts. Result in table 13 shows that peer tutoring (M=1.50) was very rarely used by teachers in regular primary schools in Siaya County. The result resonates well with the findings of Chidindi (2008) where during classroom observation no teacher was seen to use this strategy. Failure to apply peer tutoring approach to teaching denies the learners opportunity to receive one to one support from one another, have more time to interact with one another in smaller groups, promote their academic and social development, and increase their time and engagement on tasks as well as increase their self confidence and self efficacy.

Result in Table 18 indicates that multisensory and task analysis approaches were popular with teachers based on the mean of 2.76 and 1.99 respectively. Study by Folakemi and Adebayo (2012) found that among the three strategies that teachers applied to teach reading,

multisensory instructional approach had significant effect on learners spelling achievement, thus making it more popular among the teachers. The result reveals that few teachers in regular primary schools in Siaya County use this approach, out of 194 teachers only 57(29.7%) often used the strategy indicating that its application is still rare in most schools.

Task analysis was also rarely used by teachers in Siaya County, out of 194 teachers sampled, only 6(3.1%) indicated that they often use it. The finding concurred with that of Chidindi (2008) who found that task analysis was not used often during classroom presentation.

Among the teaching strategies, Individualized Education Programme (IEP) was not used at all by the teachers as revealed by the result in table 18. This is in agreement with the findings of Maina (2014) that teachers' use of IEP was inadequate. However, Voporanya (2008) though observed that teachers developed IEP for learners with learning challenges, the practice was more of paperwork process done because it was needed to document eligibility for funding and not as a tool to increase achievement of learners in their areas of need.

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Table 19: Teachers' responses on adaptation of Teaching Strategies (n=194)

S/N	Strategies	Hardly f (%)	V. Rarely f (%)	Rarely f (%)	Often f (%)	Very Often f (%)	Mean	SD
1	Peer tutoring	114(58.8)	63(32.5)	17(8.8)	0(0.0)	0(0.0)	1.50	.654
2	Small Groups	97(50.0)	85(43.8)	12(6.2)	0(0.0)	0(0.0)	1.56	.610
3	Individualization	141(72.7)	38(19.6)	15(7.7)	0(0.0)	0(0.0)	1.35	.620
4	IEP	143(73.7)	37(19.1)	14(7.2)	0(0.0)	0(0.0)	1.34	.607
5	Task Analysis	60(30.9)	98(50.5)	30(15.5)	6(3.1)	0(0.0)	1.91	.763
6	Multisensory	32(16.5)	40(20.6)	65(33.5)	57(29.4)	0(0.0)	2.76	1.052
7	Remedial	94(48.5)	58(29.5)	34(17.5)	8(4.1)	0(0.0)	1.77	.882
Overall Mean							1.73	

V=Very; SD= Standard Deviation

Head teachers were asked to indicate the frequency with which teachers used adapted teaching strategies during classroom instruction. The mean was determined through a five point rating scale. The result is as shown in Table 20.

Table 20: Head Teachers' responses on teachers' adaptation of Teaching Strategies (n=65)

S/N	Strategies	Hardly f (%)	V. Rarely f (%)	Rarely f (%)	Often f (%)	Very Often f (%)	Mean	SD
1	Peer tutoring	61(93.8)	4(6.2)	0(0.0)	0(0.0)	0(0.0)	1.06	.242
2	Small Groups	64(98.5)	1(1.5)	0(0.0)	0(0.0)	0(0.0)	1.02	.124
3	Individualization	48(73.8)	17(26.2)	0(0.0)	0(0.0)	0(0.0)	1.26	.443
4	IEP	65(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)	1.00	.607
5	Task Analysis	11(16.9)	15(23.1)	4(6.2)	35(53.0)	0(0.0)	2.97	1.212
6	Multisensory	0(0.0)	15(23.1)	34(52.3)	16(24.6)	0(0.0)	3.02	.696
7	Remedial	48(73.8)	17(26.2)	0(0.0)	0(0.0)	0(0.0)	1.26	.443
Overall Mean							1.72	

1= Hardly Used, 2= Very Rarely Used, 3= Rarely Used 4= Often Used, 5= Very Often

Used. M (Mean) SD (Standard Deviation)

In Table 20, head teachers revealed that teachers rarely used multisensory approach (M=3.02; SD=.696) and task analysis approach (M=2.97; SD=1.212). In addition the result revealed that teachers hardly used individualized instructional approach (M=1.26; SD=.443), peer tutoring approach (M=1.06; SD=.242), small group instructional approach (M=1.02; SD=.124) and individualized education programme (M=1.00; SD.607). The overall mean (M=1.72) response of head teachers in table 20 confirmed that teachers very rarely used adapted teaching strategies during classroom instruction.

To determine the significant difference in the response of the teachers and head teachers, a null hypothesis was formulated thus “There is no significant difference in the responses of teachers and head teachers in adaptation of teaching strategies during classroom instruction”.

The results were as shown in Tables 21 and 22.

Table 21: Group Statistics: Mean differences of Teachers and Head teachers

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Teaching	Teachers	194	12.19	4.723	.339
Strategies	head teachers	65	11.88	2.701	.335

The results in Table 21 indicate that the difference in the means of teachers (M=12.19) and head teachers (M=11.88) was .31 with 4.72 and 2.70 standard deviations respectively. This implied that there was minimal variance of teachers and head teachers’ responses in teachers’ involvement in awareness creation by head teachers and teachers. It was therefore necessary to find out whether the differences were significant. An independent sample t-test was therefore computed to determine the significance of these differences.

Table 22: Mean difference between teachers and Head teachers on their responses on Adaptation of Teaching Strategies

	F	Sig	t	df	Sig (2-tailed)	Mean Difference	Std Error
Equal variance assumed	18.259	.000	.500	257	.618	.309	.618
Equal variance not assumed			.647	194.562	.518	.308	.477

From Table 22 shows the result of an independent sample test conducted to compare the response of teachers and head teachers on teachers’ involvement in adaptation of teaching

strategies. There was no significant difference in the teachers response (M=12.19, SD=4.72) and head teachers' response (M=11.88, SD=2.70; $t(94.562) = .647$; $p=.52$). This was inconsistent with the result of Choo, Eng and Ahmad (2011) who found that proper adaptation of the teaching strategies improves the performance of learners with diverse needs with a sample t test result showing a significant different between the experimental and control groups where $t(66)=9.919$; $P< .000$.

The researcher also carried out observations to find out the teaching strategies used during classroom instruction. The results are presented in Table 23

Table 23: Teaching Strategies in Classroom Instruction as Observed (n=21)

S/N	Strategies	NU f(%)	NS f(%)	S f(%)	WD f(%)	O f(%)
1	Peer Tutoring	9(42.8)	5(23.8)	6(28.6)	1(4.8)	0(0.0)
2	Small Groups	7(33.30)	8(38.1)	4(19.0)	2(9.5)	0(0.0)
3	Individualization	12(57.1)	7(33.3)	2(9.5)	0(0.0)	0(0.0)
4	Individualized Education Programme	18(85.7)	3(14.1)	0(0.0)	0(0.0)	0(0.0)
5	Task Analysis	5(23.8)	6(28.6)	4(19.0)	6(28.6)	0(0.0)
6	Multisensory	3(14.1)	5(23.8)	9(42.8)	3(14.1)	1(4.8)
7	Remedial	6(28.6)	7(33.3)	5(23.8)	3(14.1)	0(0.0)

Key: Outstanding (O), Well Demonstrated, (WD) Satisfactory (S), Not Satisfactory (NS), NU- Not used, f - Frequency

Table 23 shows the teaching strategies used in during classroom instruction as observed by the researcher. From Table 16 teaching strategy that were commonly used was multisensory

approach 17(80.9%) and Task Analysis 16(76.2%). Strategy that was not used by most teachers was Individualized Education Programme 18(85.7%).

The use of multisensory approach indicates an effort by the teachers to engage students' senses during classroom instruction. However, a consistent use of only two strategies depicts underutilization of the available effective strategies for learners with diverse needs during classroom instructions. This contradicts Slavin's (2000) conception of effective teaching in which teachers are expected to use varied strategies to accommodate the needs and learning styles of each individual learner in the classroom.

Among the teaching strategies used, Individualized Education Programme (IEP) was the least as revealed by the result in Table 16. This is in agreement with the findings of Maina (2014) that teachers' use of IEP was inadequate. However, Voporanya (2008) though observed that teachers developed IEP for learners with learning challenges, the practice was more of paperwork process done because it was needed to document eligibility for funding and not as a tool to increase achievement of learners in their areas of need.

Through interview, teachers were asked to justify why they were not using IEP to address the needs of learners with severe learning challenges in their classes. Some of the explanation teachers gave includes the following:

- (i) "I have so many learners with learning challenges and developing and implementing IEP will consume a lot of my time" (Teacher 14)
- (ii) "IEP is developed in the areas of English and Mathematic which I am not teaching in this school". (Teacher 8)
- (iii) "IEP consumes a lot of time to develop and implement, and with the pressure to complete the syllabus, I don't think it can work". (Teacher 7)
- (iv) "I find remedial lessons more helpful to the learners with learning challenges than IEP which is too involving" (Teacher 17)

- (v) “An ideal IEP requires multidisciplinary input, getting other professionals to provide other related services for an IEP learner are not easy”. (Teacher 2).

The explanations given by the teachers demonstrate that they do not have the will to support these learners.

Teachers were asked to tick (√) in the questionnaire techniques they use to address the needs of learners with special educational needs. The results is as shown in Table 24

Table 24: Forms of Adaptation used by the Teachers to address the needs of learners with Special Educational Needs (n=194)

S/N	Forms of Adaptations	Frequency	Percentages
1	Provision of lesson notes before the lesson begins	12	6.2
2	Allow alternative ways of note taking other than writing	0	0.0
3	Provide learning tasks within the learner’s ability level	45	23.2
4	Vary the amount of time to suit the learner’s ability level	63	32.5
5	Vary the amount of contents to match the learner’s ability level	56	28.9
6	Use sign language interpreters during lesson presentation	0	0.0
7	Allow alternative ways of taking examination/assessment other than writing	0	0.0

It is evident from Table 24 that few teachers were adapting their ways of teaching to accommodate learners with special educational needs. Adaptations that were used by some teachers were to vary the amount of time to suit the learner’s ability level 63(32.5%) and to vary the amount of content to match the learner’s ability level 56(28.9%). Other techniques such as allowing learners to use other alternative ways of note taking other than writing, using sign language

interpreter during the lesson and allowing learners to use other alternative ways of taking examination /assessment other than writing were not used at all.

Ebelug, Deschenes and Spragues (2004) observed that it is important to adapt the curriculum to meet the needs of learners appropriately. They suggested that teachers can adapt tests to meet the student's ability and learning style. For example, for students who cannot print legibly, alternative test formats can include oral responses, multiple choice, true or false, fill-in-the-blank or the use of a scribe. Once the test is adapted, students need practice in test taking. Content can be adapted by either increasing or reducing the level to match the learner's mental functioning level.

The results in Table 24 implied that teachers in regular schools in Siaya County hardly adapted their curriculum to suit the needs of learners with learning challenges.

4.6. Teachers' involvement in Activities to develop Schools' Inclusive Education related Policies.

The third objective of the study was to establish teachers' involvement level in activities that enhance the development of inclusive education schools' related policies. Data was collected through questionnaires, interviews, document analysis and observations. Questionnaires were administered to teachers and head teachers who were asked to indicate in the questionnaires inclusive education related policies that had been developed in the school to enhance implementation of inclusive education practices. Their responses were analyzed using descriptive statistics and presented in frequencies counts and percentages and mean. t-test was computed to establish if to test a null hypothesis that "There is no significant difference in the responses of teachers and head teachers development of the schools inclusive education related policies". The results of descriptive statistics were rated as as follows (1.) Hardly (H) (2) Very Rarely (VR) (3) Rarely (R) (4) Often(O) (5) Very often (VO). The responses were as summarized in Table 25.

Table 25: Teacher' involvement in the activities that enhance the development of schools' Policies to promote inclusive education (n=194)

S/N		H f(%)	VR f(%)	R f(%)	O f(%)	VO f(%)	Mean	SD
1	Prepare list of categories of learners with special needs enrolled in the school	32(16.5)	45(23.2)	56(28.9)	48(24.7)	13(6.7)	2.82	1.175
2	Enumerate related service provision required by learners in the school.	168(86.6)	10(5.2)	06(3.1)	10(5.2)	0(0.0)	1.27	.755
3	Encourage school administration to consider gender and disability when appointing learners to leadership position	164(84.5)	17(8.8)	08(4.1)	05(2.6)	0(0.0)	1.25	.652
4	Introduce sign language and Braille literacy club in the school.	174(89.7)	20(10.3)	0(0.0)	0(0.0)	0(0.0)	1.10	.305
5	Encourage school administration to include in the school's calendar inclusive education days.	68(35.1)	54(27.8)	49(25.3)	23(11.9)	0(0.0)	2.14	1.031
6	Encourage administration to include in the school Board of Management a member of staff to represent inclusive education agenda	86(44.3)	47(24.2)	52(26.8)	09(4.6)	0(0.0)	1.92	.946
7	Form inclusive education disability mainstreaming committee to assist in the implementation in the school.	36(18.6)	49(25.3)	52(26.8)	48(24.7)	09(4.6)	2.76	1.164
8	Encourage school administration to adapt school's physical environment to enhance admission of learners with special needs.	40(20.6)	54(27.8)	42(21.6)	48(24.7)	10(5.2)	2.66	1.204
9	Help the school administration to identify inclusive education activities that require allocation of funds	187(96.7)	07(3.6)	0(0.0)	0(0.0)	0(0.0)	1.04	.187
Overall Mean							1.88	

From Table 25 it is evident that teachers were rarely involved in the following activities to enhance inclusive education related policies:- Prepared list of categories of learners with special needs enrolled in the school (M=2.82; SD=1.175); formed inclusive education mainstreaming committee to assist in the implementation in the school, (M=2.76; 1.164) and

encouraged school administration to adapt school's physical environment to enhance admission of learners with special needs (M=2.66;SD=1.204). They very rarely encouraged school administration to include in the school's calendar inclusive education days (M=2.14; SD=1.031) and encouraged administration to include in the school Board of Management a member of staff to represent inclusive education agenda (1.92; SD=.946). However teacher were hardly ever involved in helping the school administration to identify inclusive education activities that require allocation of funds (M=1.04; SD=.187), Introducing sign language and Braille literacy club in the school Mean=1.10;SD=.305), encouraged school administration to consider gender and disability when appointing learners to leadership position (M= 1.25;SD=.652) and enumerate related service provision required by learners in the school (M=1.27;SD=.755)

The overall mean of 1.88 indicated that teachers were involved very rarely in activities to develop inclusive education related policies. Wanjiku (2004) established that schools have no inclusive education related policies to promote implementation of inclusive education practices. Furthermore study by Ciyer (2010) found that most teachers are ignorant of the existing policies regarding implementation of inclusive education and look forward to policy makers on matters policy on inclusive education.

Head teachers were asked to indicate the level at which their schools had implemented inclusive education related policies. The results are as shown in table 26. The results were scaled as follows **1.** Hardly ever, **2.** Very low level , **3.** Low level , **4.** High level **5.** Very High Level.

Table 26: Head Teachers responses on schools' development of inclusive education related policies (n=65).

S/N	Inclusive Education related policies:-	1	2	3	4	5	Mean SD
1	School admits all learners regardless of their diverse needs	21(32.3)	18(27.7)	15(23.1)	8(12.3)	3(4.6)	2.29 1.182
2	All buildings in the school are accessible to all people with disabilities	37(56.9)	24(38.5)	4(6.2)	0(0.0)	0(0.0)	1.49 .616
3	Gender and disability are factored appointments to position of responsibilities in the school	42(64.6)	14(21.5)	6(9.2)	3(4.6)	0(0.0)	1.54 .849
4	School practices the use of alternative modes when issuing memos and reports	57(87.7)	8(12.3)	0(0.0)	0(0.0)	0(0.0)	1.12 .331
5	School has inclusive education day in its calendar of activities	26(40.0)	19(29.2)	15(23.1)	5(7.7)	0(0.0)	1.98 .976
6	School has representation from the staff in the Board of Management to address inclusive education agendas	23(35.4)	25(38.5)	17(26.2)	0(0.0)	0(0.0)	1.91 .785
7	School has a vote head for inclusive education activities in the funds allocation	20(30.8)	23(35.4)	12(18.5)	10(15.4)	0(0.0)	2.18 1.104
8	School collaborates with related service providers to support learners with special needs	51(78.5)	14(21.5)	0(0.0)	0(0.0)	0(0.0)	1.28 1.166
9	School has disability mainstreaming committee	18(27.7)	20(32.3)	12(18.5)	10(15.4)	5(6.2)	1.22 .414
Overall Mean							1.78

Table 26 shows the response of head teachers regarding the development of school's inclusive education related policies to guide implementation of inclusive education practices. From the Table 19, head teachers indicated that schools had at a very low level developed the following inclusive education related policies in line with the national policies on special needs education and framework: - School admits all learners regardless of their diverse needs (M=2.29;SD=1.182)), School collaborated with related service providers to support learners with special needs (M=2.28;SD=1.166) and School had a vote head for inclusive

education activities in the funds allocation ($M=2.18$; 1.044). Schools hardly ever developed the following policies: - School has disability mainstreaming committee ($Mean=1.22$; $SD=.414$) and practiced the use of alternative modes when issuing memos and reports ($Mean=1.12$; $SD=.331$).

The overall mean ($M= 1.78$) confirmed that schools had developed inclusive education related policies at a very low level. This implies that a number of regular primary schools in Siaya county still do not have inclusive education policies to guide the implementation of inclusive education practices.

Lack of inclusive education related policies in a number of regular schools in Siaya County may be traced from Kenya's failure to develop policies on Inclusive Education; schools rely on the existing national policies on special needs education to address the issues on inclusion. This was also confirmed by Kochung (2011) who observed that Kenya has no policy document on inclusive education. The only policy document is that on special needs education of 2009. This concurred with the study findings of Kuyini and Desai (2013), Bii & Taylor (2013) that many schools had not developed policies that guided inclusive education practices, this emanated from lack of national policy on inclusive education where such subsidiary school policies should derive from.

Adoyo & Odeny (2015) in their study of the "Emergent Inclusive Education Practice in Kenya, Challenges and Suggestions" identified the following as the national policy and legal documents that schools could rely on when implementing inclusive education related policies, they include:- The Kenya Constitution(2010), Children's Act, 2001, Persons with Disability Acts, Sessional Paper No.1, 2005, National Special Education Policy Framework, 2009 & Disability Mainstreaming Policy, 2012 and Basic Education Act, 2013.

Bii & Taylor (2013) in their survey of inclusive education in Kenya assessment report, equally identified the national legal frameworks, policies and documents that bind the government of Kenya in recognizing the rights of persons with disability to include the following: The constitution of Kenya (2010), Person with Disabilities Act, (2003), Special Needs Education Policy (2009), Education Plan 2013-2018, Education Act (2013) and Kenya Vision 2030. The findings of the study however established that many schools lack these important documents for reference when implementing inclusive education. This contributes much towards limited knowledge which results in low domestication of these related policies on inclusive education in many schools.

Article 54(1) (b) of the Kenya Constitution provides that a person with disability is entitled to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interest of the person. Section 18(1) of the Person with Disability Act, 2003 provides that persons with disabilities shall not be denied entry into institutions by reason of their disability. Section 18(2) of the 2003 Act requires that learning institutions take into account the special needs of persons with disabilities with respect to the entry requirements, pass marks, curriculum, and examinations, auxiliary services, use of school facilities among others. This requirement demands enforcement in law to place an explicit obligation on learning institutions to provide reasonable accommodation as much as possible. Article 24 (2) (a) (b) (c) and (d) of Convention of the Right of Persons with Disabilities (CRPD) advocates for inclusive education to the greatest extent possible as expressed herein:

- (i) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.

The study findings on admission of learners in regular schools indicate that schools had attempted to develop policy ensuring no child is denied access to a regular school due to any reason.

Article 54(1) (d) of the Kenya Constitution provides that persons with disabilities are entitled to use of Sign Language, Braille or other accessible communication formats. Article 7(3)(b) is to the effect that the state shall promote the development and use of Sign Language, Braille and other communication formats and technologies to persons with disabilities. Article 24(3) (a) (b) of CRPD take appropriate measures, including:

- (i) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
- (ii) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

The findings of the study indicate that schools hardly had developed policy to enhance the use of alternative communication in their reports and memos. This may imply that learners with low vision and hard of hearing in these schools were not benefiting from alternative communications.

Section 21 of the Persons with Disabilities Act provides that persons with disabilities are entitled to a barrier- free and disability –friendly environment to enable them have access to buildings, roads and other social amenities, and assistive devices and other equipment to promote their mobility.

Proprietors of public buildings are required to adapt them to suit persons with disability as indicated in Section 22 of the PWD Act of 2003, in cases where premises, services or

amenities are inaccessible to person with disabilities by reason of any structural, physical, administrative or other impediment to access, appropriate measures should be in place to address the needs of the affected population. Most schools have physical and learning environments that are inaccessible. The study findings indicated that schools hardly formulated a policy to enforce adaptation of physical environment.

Rugmimi (2014) observed that every school should ensure that infrastructure and facilities are accessible and usable to all regardless of age, gender and any special needs. The build environment should encourage the integration of all learners into the same learning environment and teaching. Githinji (2012) concurred that institutions have a number of inaccessible buildings and paths that make mobility difficult for learners with disabilities.

It is important to build capacity of teachers through constituting Disability Mainstreaming Committees to ensure delivery of services to persons with disabilities and their inclusion (Commission for the Implementation of the constitution, 2013). Sec 56(a) of the constitution asserts the application of affirmative action programme designed to ensure that minorities and marginalized participate and are represented in governance. This is in agreement with Article 4(3) of the CRPD which advocates for involvement of persons with disabilities on all issues concerning them. In line with these thinking the study findings show that only 2 (4.6%) of the head teachers indicated that to a large extent, their schools had policies to create opportunities for learners with disabilities to participate in school events and another 42(64.4%) of the head teachers agreed that their schools had policies to appointments to position of responsibilities in the school to respect gender and other diverse needs. This was too low meaning that male dominated most leadership position denying the female counterparts and those with disabilities opportunities for representation.

Head teachers were interviewed to establish activities that teachers were involved in to enhance development of schools' inclusive education related policies and the theme of the interview was how the teachers have been involved in the development of policy. Some of the responses they gave included the following:

- i. Encourage the schools to have in their possession policy and legal documents related to special needs.(HT6) .
- ii. Sensitize members of the school on policies that governs the rights of persons with disabilities and special needs (HT11)
- iii. Advocates for establishment of special advisory committee to develop and monitor implementation of schools' inclusive education policies(HT21)
- iv. Advise the administration on the development and implementation of schools' inclusive education policies.(HT 5)
- v. Sensitize parents on various policies and legal instruments for persons with disabilities.(HT 16)

When head teachers were asked to say whether sign language is taught in their schools, one head teacher (HT18) had this to say:

My school has eleven teachers and only two are trained in inclusive education. None of these teachers trained in inclusive education is competent in sign language. In addition my school 'haina wanafunzi waziwi' (literally translated means the school has no learners who are deaf) therefore teaching of sign language is not a priority. (HT18)

The above response raised two fundamental issues. The first one is that of competency of trained inclusive education teachers in sign language. Though they are trained, they are not able to exercise the skills competently. This was in agreement with the findings of Kuyini and Desai (2013) which indicated that there is no statistically significant difference between teachers perceived skill levels and their competence. The second issue was lack of enrollment

of learners with hearing impairment. The assumption is that the policy as outlined in Article 54(1) (b) of the Kenya Constitution and Section 18(1) of the Person with Disability Act, can only be operational in the presence of such learners in the school, this is not true, even learners with hearing ability require the sign language skills for communication with the deaf in and outside the school. All the 21 head teachers confessed that sign language was not being taught in their schools.

Head teachers were also asked whether individuals with communication needs were given information through appropriate mode of communication such as in Kenyan Sign Language and Braille. All the head teachers declared that communication in their respective schools were in normal conventional manner such as prints and verbal. There was no provision for either large prints/Braille or sign language. This resonate well with the findings in table 26 that schools had no policy to ensure that alternative modes are used to interact with people with communication needs. This disadvantaged such individual who had to rely on other peers for information. It becomes serious in learning where the learner would virtually become depended on others in learning tasks performance.

On admission Policy, six schools were found to use a form which is filled by the child's parent/guardian and is used by the administration to take a decision on admission of the child. The information in the form requires the parent/guardian to disclose whether the child had any form of disability, whether from special school or direct from home and if there was any related service given to the child. The information extracted from the form included the following:

Table 27: Sample Form for Admission in the School.

<p>ADMISSION FORM</p> <p>1. Name of the Child.....</p> <p>2. Age of the Child.....</p> <p>3. Gender.....</p> <p>4. Class Admitted.....</p> <p>5. Form of Disability if any.....</p> <p>6. Any related service being provided.....</p> <p>7. Contact of the service provider.....</p> <p>8. Contact person in case of emergency.....</p> <p>9. Is the child on transfer from Special School?. If Yes,</p> <p>(i) Name of the Special school</p> <p>(ii) Reasons for the transfer from the special school.....</p>

Using the information from the form, the administration was able to have records of learners with special needs admitted. One of the head teachers lamented that:-

‘Most parents, either for fear of their children being denied admission or their children being stigmatized, do not disclose that their children have disabilities’

From these revelations, it is apparent that the schools lack the necessary expertise and equipment to detect disabilities and would admit children without conclusive knowledge of their needs.

All the schools except one said that they admit all children regardless of the status and severity of children’s disability. Further enquiry from the head teachers who deny some

learners admission revealed that they do so when a child is violent and therefore threatens the safety of other learners; when the form of disability is severe hence requires a lot of attention which the

Observation done found that only eight schools had adapted toilets, ramps on the entrance to the buildings, wide doors, spacious classes and lowered taps.

On appointment to position of responsibility, there was fair balance of gender in position such as class teachers, games teachers and patrons of clubs. However in administrative post, there were only sixteen female head teachers, the rest forty nine were male teachers. The schools however had no direct control on such administrative appointments. Head teachers were asked to identify some of the policy documents and legal instruments related to inclusive education that they had in their schools. The responses were as follows:-

Table 28: Response of head teachers on availability of Policies and Legal documents related to promotion of inclusive education in their schools (n=65)

S/N	Policies and Legal Documents in the Schools	Frequency	Percentages
1	Children's Act(2001)	1	1.5
2	Persons with Disability Act (2003)	0	0.0
3	The National Special Needs Education Policy Framework (2009)	0	0.0
4	The Kenya Constitution (2010)	4	6.2
5	Basic Education Act 2013	6	9.2
6	Child Friendly Schools Manual	15	23.1
7	A report of the task force on special needs education appraisal exercise	0	0.0
8	Public Service Commission Code of practice on mainstreaming	0	0.0

The Table 28 shows most schools did not have policy and legal documents in their possessions. The result shows that 15(23.1%) school had Child Friendly Schools Manual, 6(9.2%) schools had Basic Education Act 2014 and 4(6.2%) schools had The Kenya Constitution (2010. Only 1(1.5%) school had children Act (2001). All the schools did not have Public Service Commission Code of practice on mainstreaming, a report of the task force on special needs education appraisal exercise, The National Special Needs Education Policy Framework (2009) and Persons with Disability Act (2003)

The findings concurred with that of Najjingo (2004) that there was a general lack of knowledge on the existing legal and international human rights framework among the respondents and the majority of them were unable to identify the policy documents or legal instruments that promote all inclusive education.

Existing documents were examined to find if there were indicators of teachers' involvement in the development of inclusive education related policies and the results were as shown in table 29

Table 29: Document Analysis of indicators of Teachers' Involvement in the development of policies related to implementation of inclusive education practices. (n=17 schools)

Teachers' Involvement in schools' policy Implementation	Number of Schools	Indicators of Teachers Involvements
School to allow alternative modes of communication to accommodate individuals with communication difficulties	2 2 1	6 teachers were trained in Kenya Sign Language Declared every Wednesday of the week a Kenya Sign Language Day Made every Friday's Assembly conducted in Sign Language
Schools to organize inclusive education day once a year.	8	Organized inclusive education day every year and various inclusive education activities presented e.g poem, drama dance and speech
School to adapt Physical environment to allow for ease of accessibility	4	Had adapted toilets, ramps on the entrance to the classes and offices, wide doors, spacious classes and lowered taps, leveled play ground and rail along the paths and in the adapted toilets

The indicators in table 29 demonstrate that not many schools were engaged in inclusive education policy related activities. This shows that teachers had not done much to develop activities that would promote the formulation of inclusive education related policies in regular primary schools in Siaya County

4.7. Teachers' Involvement in Activities to Promote Inclusive Values in Schools.

The fourth objective of the study was to establish teachers' level of involvement in activities that promote inclusive values in the schools. Data was collected through questionnaires, interviews, document analysis and observations. Questionnaires were administered to teachers and head teachers who were asked to indicate in the questionnaires activities that teachers were involved in to promote inclusive values in their respective schools. Their

responses were analyzed using descriptive statistics and presented in frequency counts, percentages and mean. t-test was computed to establish to test a null hypothesis that “There is no significant difference in the responses of teachers and head teachers in teachers’ level of involvement in activities to promote inclusive values”. The results of descriptive statistics were rated as follows (1.) Very Low (VL) (2) Fairly Low (FL) (3) Low (L) (4) High(H) (5) Very High (VH). The responses were as summarized in Table 30.

Table 30: Responses of teachers’ involvement in activities to promote inclusive values (n=194)

S/N	Activities	M	SD
1	Develop manual of appropriate terminologies for use in the school to discourage members from misuse of terms with reference to learners with special needs	1.39	.585
2	Teach learners how to use words of courtesy to demonstrate respect and trust towards peers and adults	2.86	.980
3	Involve learners in developing and owning class rules to manage their own behaviours	3.05	.957
4	Place suggestion boxes in strategic positions in the school for members of the school community to report cases of discrimination and other inhumane behaviours.	3.13	.923
5	Develop banners with messages of inclusive values and put them in accessible positions in the school	1.45	.652
6	Work together with other teachers to collect and collate the information from the suggestion boxes and share it with the administration for the necessary actions.	2.79	1.002
7	Organize learners once a term to support vulnerable adults in the community.	1.78	.915
8	Encourage learners to support their peers who are in need of help	2.52	.998
	Overall Mean	2.11	

Table 30 shows an overall mean of 2.11 indicating that teachers were involved in activities to promote inclusive values in their respective schools at a very low level. However specific results show that teachers were involved at a low level in the following activities:- Placing suggestion boxes in strategic positions in the school for members of the school community to report cases of discrimination and other inhumane behaviours (M=3.13;SD=.923), involving learners in developing and owning class rules to manage their own behaviours (M=3.05;SD=.957), teaching learners how to use courteous words to show respect and trust towards peers and adults (M=2.86;SD=.980), appointing teachers to collect and collate the information from the suggestion boxes and share it with the administration for the necessary actions. (M=2.76; SD= 1.002) and encouraging learners to support their peers who need help (M=2.52;SD=.998). They were involved at a fairly low level in the following activities:- Organizing learners once a term to support vulnerable adults in the community (M=1.78;SD=.915) and developing banners with messages of inclusive values (M=1.45; SD=.652). They did not however develop a manual for appropriate terminologies for use in the school to discourage members from referring to learners with special needs derogatorily (M=1.39; SD=.585)

Head teachers were asked to say the level at which teachers in their schools were involved in promoting inclusive values to make the school a friendly learning environment. The results of their response are shown in Table 31.

Table 31: Responses of Head teachers on teachers' level of involvement in activities to promote inclusive values (n=65)

S/N	Teacher	M	SD
1	Develop a manual for appropriate terminologies for use in the school to discourage members from referring to learners with special needs derogatorily	1.60	.680
2	Teach learners how to use courteous words to show respect and trust towards peers.	1.91	.914
3	Involve learners in developing and owning class rules to manage their own behaviours	2.69	.883
4	Place suggestion boxes in strategic positions in the school for members of the school community to report cases of discrimination and other inhumane behaviours	2.62	1.085
5	Develop banners with messages of inclusive values and put them in accessible positions in the school	1.86	.982
6	Appoint teachers to collect and collate the information from the suggestion boxes and share it with the administration for the necessary actions	2.45	.919
7	Organize learners once a term to support vulnerable adults in the community	1.65	.648
8	Encourage learners who have plenty items to share them with their peers who are deprived	2.51	.868
	Overall Mean	2.16	

Result from Table 31 shows that head teachers confirmed that teachers were involved at a very low level in promoting inclusive values in their schools proved by the overall mean of 2.16. Specific response from the head teachers show that teachers were involved at a low level in developing and owning class rules to manage their own behaviours (M=2.69;SD=.883) placing suggestion boxes in strategic positions in the school for members of the school community to report cases of discrimination and other inhumane behaviours (M=2.62; SD 1.085) and encouraging learners who have plenty items to share them with

their peers who are deprived (M=2.52; SD=.868) and appointing teachers to collect and collate the information from the suggestion boxes and share it with the administration for the necessary actions (M=2.45,SD .919). They were also involved at a fairly low level in teaching learners how to use courteous words to show respect and trust towards peers (M=1.91,SD .914), developing banners with messages of inclusive values and put them in accessible positions in the school (M=1.86; SD= .982), organizing learners once a term to support vulnerable adults in the community (M=1.65,SD .648) and developing a manual for appropriate terminologies for use in the school to discourage members from referring to learners with special needs derogatorily (M=1.60; SD= .680)

The responses from teachers and head teachers both indicated that teachers were involved to a smaller extent in promoting inclusive values in the schools. This is based on the recorded mean of 2.11 and 2.16 from teachers and head teachers respectively. The result indicates that there is no difference in the response of teachers and head teacher as regards the teachers' involvement in promoting inclusive values. This was further verified by establishing if there was a significant difference in their responses through independent sample t-test as shown in Table 32. Hypothesis was formulated "There is no significant difference in the teachers and head teachers' responses in the teachers' level of involvement of teachers in activities to promote inclusive values to enhance friendly learning environment.

Table 32: Mean differences of Teachers and Head teachers' response on Promotion of Inclusive Value.

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Learning	Teachers	194	26.36	9.41239	.67577
Strategies	head teachers	65	23.97	9.32398	1.15650

The results in table 32 indicate that the difference in the means of teachers (M=26.36) and head teachers (M=23.97) was 2.4 and 9.4 and 9.3 standard deviations respectively. This implies that teachers were more varied in their response than the head teachers who had compact responses. It was therefore necessary to find out whether the differences were significant. An independent sample t-test was therefore used to compute the significance of these differences.

Table 33: Mean difference between teachers and head teachers on their responses on promotion of inclusive values

	F	Sig	t	df	Sig (2-tailed)	Mean Difference
Equal variance assumed	.279	.598	1.773	257	.077	2.38644
Equal variance not assumed			1.782	110.878	.078	2.38644

From Table 33 shows the result of an independent sample test conducted to compare the mean difference between response of teachers and head teachers on teachers' involvement on promotion of inclusive values. There was no significant difference in the teachers response (M=26.36, SD=9.41) and head teachers' response (M=23.97, SD=9.32; $t(257) = .252$; $p=.08$).

Clutterbuck (2008) and Hawker (2007) pointed out that absence of inclusive values in school may results in dehumanizing behaviours towards individuals with disabilities in an inclusive set up. Such dehumanizing behaviours include derogatory referencing, bullying, discrimination and inequalities. Article 54(1)(a) of the Kenya Constitution asserts that *a person with any disability is entitled to be treated with dignity and respect and to be addressed and referred to in a manner that is not demeaning. Dignity implies the respect for the intrinsic worth of every person by virtue for their being human (GoK 2010).*

The findings of the current study indicated that teachers involvement in developing manual for appropriate terminologies for use in the school to discourage members from referring to learners with special needs derogatorily generated a low mean of 1.39;SD= .895 and 1.60;SD= .914 from teachers and head teachers respectively.

Kuyani and Desai (2009) are in concurrence with the forgoing scholars that inclusive values in a school setting are demonstrated through the provision of equal opportunity to every member to participate and also accept the individual differences among the members. Walking stick and Bloom (2013) observed that community elders including parents as key stake holders are significant in inculcating values of truthfulness, respectfulness, responsibility, and care to learners and members of the school community.

In the Interview with the head teachers, one of them provided the following justification for slight involvement of teachers in promoting inclusive values in their schools:

Special education teachers in special school earn ksh.10, 000/-(Ten thousand shillings) more as incentives while their counterparts in the mainstream have nothing. This has demoralized these teachers to the extent that they have negative perception on anything special needs education. I have two in my school who are struggling for transfer special schools. (Head teacher no. 26)

This concurs with the observation of “Accessing inclusive education for children with disabilities in Kenya: Global campaign for education (U.K) (2015) that:-

The government has recognized that there are not enough SEN trained teachers in Kenya to meet the growing demand, and has now introduced a stipend for teachers who go on to work in SEN schools. This financial incentive is only for teachers who practice in special needs schools rather than trained SEN teachers working with children with disabilities in mainstream schools, which has inadvertently created a situation where teachers who are trained and teaching children with disabilities in mainstream schools lose out. As a result many of the SEN trained teachers often choose to work in segregated schools rather than in the mainstream public schools, which work against the goal of achieving inclusion in mainstream education.

Handicap International (2009) pointed out that an ideal inclusive school environment needs to mainstream the following values:

Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons; non-discrimination; full and effective participation and inclusion in society; respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; equality of opportunity; accessibility; equality between men and women; respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities

Observation was done in the 21 schools to ascertain whether there were indicators that inclusive values were practiced in the schools. The results that show how many schools had indicators of inclusive values were as presented in Table 34

Table 34: Observation results showing indicators of inclusive value practices within the schools (n=21)

S/N	Activities to promote schools' inclusive values	Not Available	Somewhat Available	Available	much Available	Very Much Available
1	Suggestion boxes for reporting cases of discrimination are available in the schools	15(71.4)	5(23.8)	1(4.8)	0(0.0)	0(0.0)
2	There is specific office in the school to address cases of discriminations towards members.	21(100.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)
3	Banners with messages of inclusive education value are available at strategic places within the schools	14(66.7)	5(23.8)	2(9.6)	0(0.0)	0(0.0)
4	Lists of core inclusive education values are displayed at strategic places in the school.	12(57.1)	5(23.8)	3(14.3)	1(4.8)	0(0.0)
5	Class rules and regulations are formulated in a positive manner	17(81.0)	4(19.1)	0(0.0)	0(0.0)	0(0.0)
6	Peer support is encouraged	12(57.1)	3(14.3)	4(19.0)	2(9.6)	0(0.0)
7	School Vision statement depict inclusive values	18(85.7)	3(14.3)	0(0.0)	0(0.0)	0(0.0)

Table 34 shows the results of the observation made to determine the availability of indicators of activities to develop inclusive education related policies in the 21 schools. The results indicate that in 6(28.6%) schools, there were adequate peer support demonstrated in classroom and out of school environment. The result also indicates that 4(19.0%) schools had adequate information on the list of core inclusive education values displayed on the walls in the classes. In addition, 5(23.8%) schools had some suggestion boxes for reporting cases of discrimination in their schools; however, these were located within the administration blocks putting the learners and others who do not have access to such locations at a disadvantage, these schools also had some banners with messages of inclusive values displayed at strategic places within the schools, examples of messages included “*Knowledge is power*”, “*Better your best*” and “*Mind your own business*” such messages were too general and individualistic in nature, others however had inspiring messages at the entrance of the schools which read; “*a place “for nurturing individual potentials”*”; another one at the entrance of the administration block read; “*disability only exists in the mind*”, in one staffrooms there was a message that read, “*if you want to go faster and not far walk alone but if you want to go far and arrive safely walk with others*”. There was one write up near the assembly of one school with a message which read; “*united we stand, divided we fall*” As much as they were few, they had messages of inclusivity in them.

In these five schools, there were some lists of core inclusive education values displayed on the walls of some classes. The information on the list however was scanty and in some cases had started to fade off. Some of the core values include some which were written on the administration block wall that read; *transparency and accountability, gender equity, “integrity, teamwork, strong commitment to excellence and quality education for all*. These core values pronounced inclusivity development of inclusive values. For example, all the 21 schools observed had no offices where cases of discriminations towards members were being

addressed, 18(85.7%) schools had no school vision statement that depict inclusive values, except 3(14.3%) schools which had some, for example, in one school the vision statement read to be a school where *individuals can enjoy their rights and have the opportunity to fulfill their potentials*’. There were 17(81.0%) schools that had no class rules and regulations for learners. The four that had, their rules and regulations were formulated in negative manner, example, *‘you should not ...’*

Observation was also done to determine if there was evidence of respect for diversity in the school. Results show in 4(19.0%) schools there was respect for diversity in various ways. For example in 3(14.3%) schools, it was observed that teachers were taking their time to explain to learners with learning difficulties a given task during instructions, they readily intervened where these learners had challenges in their learning and they took time to listen to the concerns of the learners such as being allowed more time to complete tasks given. In one of the 4 schools, a learner with mobility problem was allowed access in and outside the class before the peers. In 3(14.3%) schools, it was observed that where learners made queues to enter the classroom, learners with mobility problems were given first preference.

The results of observation showing indicators of inclusive value practices within the schools revealed that all the 21(100.0) schools had no offices where cases of discriminations towards members could be addressed. Nolan (2005) observed that environmental barriers can prevent an individual from participating in inclusive activities. He pointed out that these barriers can be physical such as architectural environmental barriers which may make individuals feel helpless to overcome discrimination towards him. The finding of the study is in tandem with Nalon’s observation because unavailability of office where cases of discrimination could be reported was an indicator of discrimination tendencies towards persons with disabilities. Availability of such office assures the members of confidentiality of the information they would provide and also encourages sharing information with those trusted.

Study established the difference in the attitude of teachers with more teaching experience and those with fewer teaching experience towards implementation of inclusive education practices in the schools. The result was as shown in table 35

DEMOGRAPHIC INFORMATION

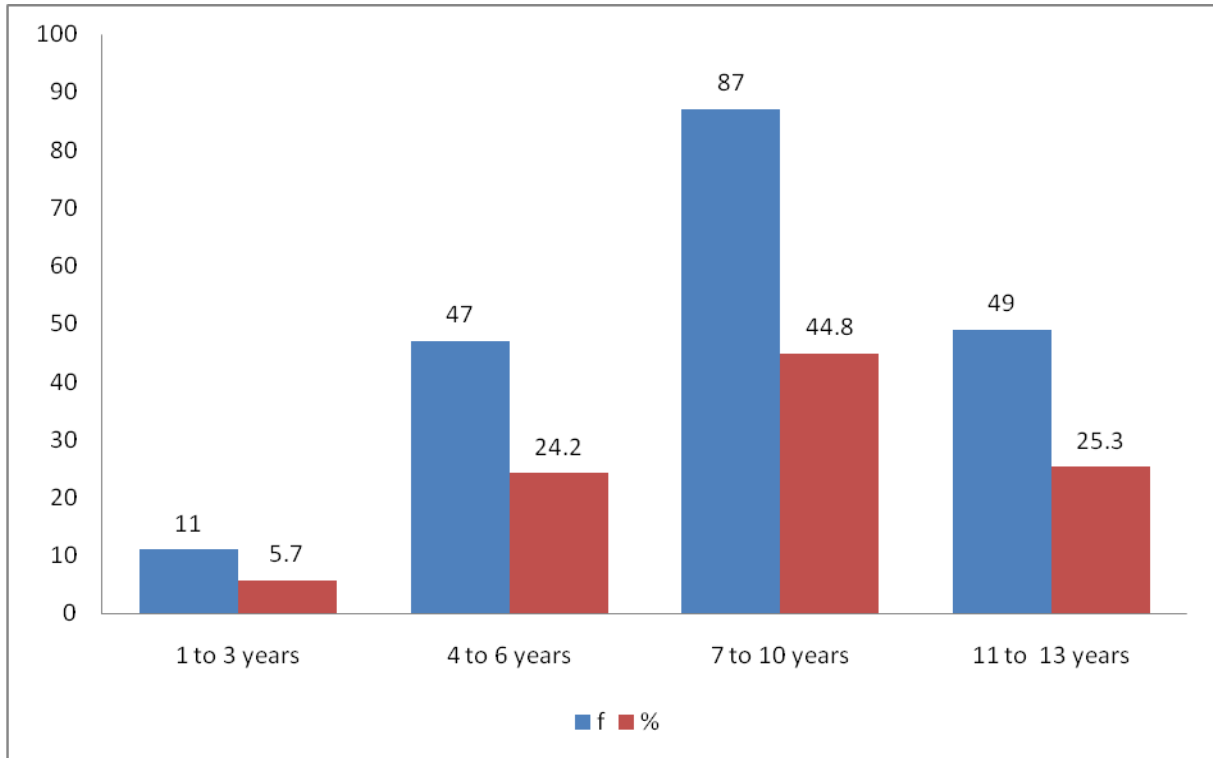


Figure 2: Teachers' teaching experience in inclusive learning environment

1. Fewer Experience: - 1 to 6 years, (2) More Experience:- 7 to 13 years

The results show that teachers who had teaching experience of between 1 to 6 years were categorized as having fewer teaching experience 58(29.9%) and those who had teaching experience between 7 to 13 years were categorized as having more teaching experience 136(70.1%).

Table 35: Attitude of Teachers with more teaching experience Involvement in Inclusive Education Practices (n=136)

S/N	Statements on Attitude	SA f(%)	A f(%)	SMA f(%)	D f(%)	SD f(%)	M	SD
1	Enrolling learners with special educational needs in regular schools is a burden to teachers	43(31.6)	70(51.5)	14(10.3)	5(3.7)	4(2.9)	1.95	.913
2	Inclusive education is too demanding and difficult to implement	56(41.2)	59(43.4)	15(11.0)	5(3.7)	1(0.7)	1.79	.835
3	Inclusive education requires teachers to pay more attention to learners with special educational needs than their peers without.	81(59.6)	38(27.9)	9(6.6)	6(4.4)	2(1.5)	1.60	.905
4	Inclusive education should be practiced in all regular school.	30(22.1)	48(35.3)	36(26.5)	19(14.0)	3(2.2)	2.39	1.048
5	Inclusive education is too expensive to be achieved in regular schools.	1(0.7)	8(5.9)	38(27.9)	11(8.1)	78(57.4)	4.15	1.067
6	Inclusive education improves teachers' pedagogical skills.	51(37.5)	49(36.0)	17(12.5)	11(8.1)	8(5.9)	2.09	1.164
7	Inclusive education provides opportunity for all the learners to maximize their potentials.	47(34.6)	56(41.2)	19(14.0)	9(6.6)	5(3.7)	2.04	1.043
8	Inclusive education provides opportunity for all members to take part in inclusive education practices in the school	23(16.9)	36(26.5)	41(30.1)	27(19.9)	9(6.6)	2.72	1.165
9	Inclusive education is time consuming	25(18.4)	47(34.6)	39(28.7)	21(15.4)	4(2.9)	2.49	1.061
10	Inclusive education lowers the progress of learners without special needs education	4(2.9)	18(13.2)	45(33.1)	45(33.1)	24(17.1)	3.49	1.026
	Overall Mean						2.44	

Key: 1=Strongly Disagree(SD) 2= Disagree(D) 3= Somehow Agree(SMA), 4= Agree(A), 5= Strongly Agree(SA)

The results show that teachers with more teaching experience in an inclusive setting somehow strongly agreed that inclusive education is too expensive to be achieved in regular schools (M= 4.15; SD= 1.067) and also agreed that inclusive education lowers the progress of

learners without special needs education ($M=3.49$; $SD= 1.026$) . However they disagreed that inclusive education is too demanding and difficult to implement ($M= 1.79$; $SD=.835$) and Inclusive education requires teachers to pay more attention to learners with special educational needs than their peers without ($M= 1.60$; $SD= .905$). The overall mean of $M=2.44$ nevertheless revealed that teachers with more teaching experience disagreed that teachers be involved in activities to promote inclusive values. This indicated a negative attitude towards involvement in inclusive education practices in regular primary schools in Siaya County. This implied that there was no will on the side of the teachers with more teaching experience to involve themselves in inclusive education practices, there should be other factors impeding this involvement effectively. This agrees with Otieno (2014) who found that most teachers had negative attitude towards inclusive education.

Study established the difference in the attitude of teachers with fewer teaching experience and those with fewer teaching experience towards implementation of inclusive education practices in the schools. The result was as shown in table 36

Table 36: Attitude of teachers with fewer teaching experience in the involvement in inclusive education practices (n=58)

S/N	Statements on Attitude	SA	A	SMA	D	SD	M	SD
1	Enrolling learners with special educational needs in regular schools is burden to teachers.	6(10.3)	7(12.1)	6(10.3)	13(22.4)	26(44.8)	3.79	1.399
2	Inclusive education is too demanding and difficult to implement	3(5.2)	5(8.6)	6(10.3)	9(15.5)	35(60.3)	4.09	1.328
3	Inclusive education requires teachers to pay more attention to learners with special educational needs than their peers without.	9(15.5)	29(50.0)	11(19.0)	7(12.1)	2(3.4)	2.38	1.006
4	Inclusive education should be practiced in all regular school.	30(51.7)	10(17.2)	1(1.7)	11(19.0)	6(10.3)	2.19	1.492
5	Inclusive education is too expensive to be achieved in regular schools.	18(31.0)	24(41.4)	10(17.2)	5(8.6)	1(1.7)	2.09	.996
6	Inclusive education improves teachers' pedagogical skills.	17(29.3)	28(48.3)	10(17.2)	2(3.4)	1(1.7)	2.00	.879
7	Inclusive education provides opportunity for all the learners to maximize their potentials.	14(24.1)	16(27.6)	15(25.9)	11(19.0)	2(3.4)	2.50	1.158
8	Inclusive education provides opportunity for all members to take part in inclusive education practices in the school	7(12.1)	17(29.3)	18(31.0)	13(22.4)	3(5.2)	2.79	1.088
9	Inclusive education is time consuming	2(3.4)	3(5.2)	14(24.1)	18(31.0)	21(38.2)	3.91	1.064
10	Inclusive education lowers the progress of learners without special needs education	3(5.2)	5(8.6)	13(22.4)	13(22.4)	24(41.4)	3.84	1.207
	Overall Mean						2.96	

Key: 1=Strongly Disagree (SD)2= Disagree(D) 3= Somehow Agree(SMA), 4= Agree(A), 5= Strongly Agree(SA)

The results indicate that teachers with fewer years of teaching experience in an inclusive learning environment strongly disagreed that:- Inclusive education is too demanding and difficult to implement (M= 4.09;SD=1.328), enrolling learners with special educational needs in regular schools is burden to teachers (M=3.91;SD=1.207), inclusive education is time consuming (M=3.84;SD=1.064) and inclusive education lowers the progress of learners without special needs education (M= 3.84;1.064). They expressed agreement that inclusive education;- is too expensive to be achieved in regular schools. (M=2.09; SD=.996) and improves teachers' pedagogical skills. The overall mean score (M=2.00; SD=.879). The results indicate that teachers with fewer teaching experience in an inclusive learning environment had positive attitude towards involvement in inclusive education activities to promote inclusive values.

To determine the differences in the mean of teachers with more and fewer teaching experience in an inclusive learning environment towards involvement in inclusive education practices, an independent sample t-test was computed and the result is as shown in table 37

Table 37: Mean differences in the attitude of teachers with more and fewer teaching experience in an inclusive learning environment towards involvement in inclusive education practices

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Attitude	More Experience	136	24.72	9.53177	.81734
	Fewer Experience	58	29.60	10.68519	1.40303

The results in table 37 indicate that the difference in the means of teachers with more teaching experience (M=22.1544) and teachers with fewer teaching experience (M=29.1034) was -1.88 with 9.53 and 10.69 standard deviations respectively. This implies that teachers

with fewer teaching experience were more varied in their response than those with more teaching experience who had compact responses. It was therefore necessary to find out whether the differences were significant. An independent sample t-test if there was significance in their attitudes. Null hypothesis was formulated that ‘There is no significance difference in the attitude of teachers with more teaching experience and those with fewer in their involvement in activities that promote inclusive values.

Table 38: Mean difference in the attitude of teachers with more teaching experience and those with fewer teaching experience on involvement in activities to promote inclusive values.

	F	Sig	t	df	Sig (2-tailed)	Mean Difference
Equal variance assumed	1.558	.213	-3.149	192	.002	1.55073
Equal variance not assumed			-3.007	97.511	.003	1.62375

From Table 38 shows the result of an independent sample test conducted to compare the attitude of teachers with more teaching experience and teachers with fewer teaching experience in involvement in activities that promote in inclusive learning environment towards involvement in inclusive education practices. There was significant difference in the teachers with more experience (M=24.72, SD=9.53) and teachers with fewer experience (M=29.60, SD=10.68; $t(192) = -3.149$; $p=.002$).

This implies that teachers with fewer teaching experience in an inclusive learning environment in Siaya Primary Schools had positive attitude towards involvement in inclusive education practices than those with more teaching experiences. This implies that teachers with fewer years of experience in teaching in an inclusive learning environment had more dedication toward inclusive education practices. This implies that teachers with fewer years

of experience in teaching in an inclusive learning environment had more dedication toward inclusive education practices. This differs with the findings of Hofman and Kilimo (2014) who found teachers with more teaching experience to have positive attitude in inclusive education than those with few years in Tanzania school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter provides the summary, conclusion and recommendation for this study.

5.2. Summary of Findings

Findings of this study are summarized based on the research objectives which set to determine teachers' levels of involvements in awareness creation on inclusive education practices; adaptation of the learning environment; activities to develop schools' policies on inclusive education and activities and activities to promote inclusive values.

5.2.1 Teachers level of Involvement to Create Awareness on Inclusive Education.

The results indicate that teachers were involved at a very low level in sensitizing schools administration on the necessity to adapt schools' physical environment, sensitizing regular teachers on identification of learners with special needs, sensitizing head teachers on characteristics of an inclusive school and helping in recruiting community resource workers to link community and the school on inclusive education practices. The overall mean of 1.53 indicated that teachers were involved in activities to create awareness on inclusive education to a very low level. The results also revealed that teachers hardly ever gave talk in barazas to sensitize key community leaders on inclusive education practices, helped in the formation of inclusive education school committees and linked the schools with institutions dealing with special needs and other related service providers to support implementation inclusive education practices.

Independent t-test revealed no significant difference ($t(257) = .766$; $p=.44.$) in the responses of teachers and head teachers in the teachers' level of involvement in activities to create awareness on inclusive education.

Document analysis indicated that few 12(18.46%) schools had records of some few activities that teachers had been involved in creating awareness on inclusive education. In 8(12.30%) schools, availed some records showing that head teachers were sensitized on characteristics of an inclusive school, 5(7.69%) schools had records showing that teachers organized for parents meeting to sensitize them on inclusive education activities. Evidence in one school indicate that 16 parents were sensitized, 7(10.77%) schools had cumulative records showed that 18 teachers were sensitized on identification of learners with special needs and other areas of inclusive education and 12(18.46%) schools had cumulative records showed that 148 learners had been assessed by EARCs in collaboration with 35 teachers between 2015 and 2016.

Result of interviews with teachers revealed the reasons for very low involvement to include lack of motivation from the government, rigidity of the regular curriculum, lack of inclusive education policy, negative societal attitude, cultural beliefs and taboos and inadequate funding by the government.

Low involvement of teachers in activities to create awareness on inclusive education implied that members of the school communities lacked adequate knowledge and skills to effectively participate in inclusive education practices in their respective schools.

5.2.2 Teachers level of Involvement in Adaptation of Learning Environment

5.2.2.1 Teachers' level of Involvement in the Adaptation of Classroom Environment

The results show that teachers were rarely involved in reducing excess materials in the classroom. They also very rarely ensured that classrooms were well lit, minimized noise level within the classroom, Labeled items in the classroom, provided preferential seating position to learners with diverse needs and provided adequate ventilation in the classroom. However, the results revealed that teachers hardly organized classroom into specific learning activity areas and created adequate space in the classroom. The overall Mean of 1.89 confirmed that teachers' very rarely adapted classroom physical environment. This affected the mobility of learners with disabilities and also interaction among the peers during lesson presentations.

Independent t-test results found no significant differences ($t(257) = .252$; $p=.80$.) in the responses of teachers and head teachers in the teachers' adaptation of classroom physical environment.

5.2.2.2 Teachers' level of Involvement in Adaptation of Teaching Strategies.

The study found that teachers relied much on multisensory approach during lesson presentation. In addition other strategies such as task analysis, remedial techniques, Small Group Instruction and Peer Tutoring were very rarely used. However Individualized Education Programme (IEP) and Individualization teaching approach were hardly used. Over utilization of one strategy limited the teachers ability to explore other techniques and subsequently disadvantaged learners who could benefit through the use of other alternative strategies. These overall mean of 1.73 signifies that teaching strategies were very rarely adapted in the schools.

Independent t-test found no significant difference ($t(94.562) = .647; p=.52.$) in the teachers' and head teachers' responses on teachers level of adaptation of teaching strategies which was low.

Observation result established that teaching strategy that were commonly used were multisensory approach 17(80.9%) and Task Analysis 16(76.2%). Strategy that was not used by most teachers was Individualized Education Programme 18(85.7%). The implementation of IEP, teachers said, was a challenge due to large class sizes, rigidity of the curriculum and lack of motivation.

5.2.3 Teachers' level of Involvement in Activities to develop Schools' Inclusive Education related Policies

The results indicate that teachers were rarely involved in preparing lists of categories of learners with special needs enrolled in the school; forming inclusive education mainstreaming committee to assist in development of schools' inclusive related policies and encouraging school administration to adapt school's physical environment to enhance admission of learners with special needs. However teacher were hardly involved in helping the school administration to identify inclusive education activities that require allocation of funds, initiating sign language and Braille literacy clubs in the school, encouraging school administration to consider gender and disability when appointing learners to leadership position and enumerating related service provision required by learners in the school. The overall mean of 1.88 indicated that teachers' involvement in activities to develop inclusive education related policies was indeed very low.

Interview results indicate that 8(12.3%) head teachers acknowledged that teachers in their schools teachers encouraged the schools to have in their possession policy and legal

documents related to special needs, advocated for establishment of special advisory committee to develop and monitor implementation of schools' inclusive education policies,

Observation done found that only eight schools had adapted toilets, ramps on the entrance to the buildings, wide doors, spacious classes and lowered taps. Most schools did not have policy and legal documents in their schools which could form the foundation of developing schools' inclusive education related policies. Important ones such as Public Service Commission Code of practice on mainstreaming, a report of the task force on special needs education appraisal exercise, The National Special Needs Education Policy Framework (2009) and Persons with Disability Act (2003) were not in the schools.

Analysis of record showed that in 2 schools 6 teachers were trained in Kenya Sign Language, other 2 schools declared every Wednesday of the week a Kenya Sign Language Day, 1 school made every Friday's Assembly conducted in Sign Language, 8 schools declared that organized inclusive education day every year and various inclusive education activities presented.

5.2.4 Teachers' level of Involvement in Activities to promote Inclusive Values in Schools.

The results revealed that teachers were involved at a low level in the following activities:- Placing suggestion boxes in strategic positions in the school for members of the school community to report cases of discrimination and other inhumane behaviours, involving learners in developing and owning class rules to manage their own behaviours and teaching learners how to use courteous words to show respect and trust towards peers and adults. Teachers however develop a manual for appropriate terminologies for use in the school to discourage members from referring to learners with special needs derogatorily. Overall

mean of 2.11 indicates that teachers were involved in activities to promote inclusive values in their respective schools at a very low level.

The study found that there was no significant difference ($t(257) = .252; p=.08.$) between head teachers and teachers on the responses teachers' involvement in promotion of inclusive values to enhance implementation of inclusive education to make environment learner friendly. The hypothesis was therefore retained.

Observation results show that 5(23.8%) schools had some suggestion boxes for reporting cases of discrimination in their schools; however, these were located within the administration blocks putting the learners and others who do not have access to such locations at disadvantage. Schools also had some banners with messages of inclusive values displayed at strategic places within the schools. There were no offices where cases of discriminations towards members were being addressed.

The results also show that teachers with more teaching experience in an inclusive setting somehow strongly agreed that inclusive education is too expensive to be achieved in regular schools and also agreed that inclusive education lowers the progress of learners without special needs education. The overall mean of $M=2.44$ revealed that teachers with more teaching experience disagreed that teachers be involved in activities to promote inclusive values. This indicated a negative attitude towards involvement in inclusive education practices.

However teachers with fewer years of teaching experience in an inclusive learning environment strongly disagreed that:- Inclusive education is too demanding and difficult to implement, enrolling learners with special educational needs in regular schools is burden to teachers, inclusive education is time consuming and inclusive education lowers the progress of learners without special needs education. The results indicate that teachers with fewer

teaching experience in an inclusive learning environment had positive attitude towards involvement in inclusive education activities to promote inclusive values.

The study found that there was a significant difference between the attitude of teachers with more teaching experience and teachers with fewer teaching experience in the involvement in activities that promote in inclusive learning environment towards involvement in inclusive education practices. This implies that teachers with fewer teaching experience had positive attitude towards involvement in inclusive education practices than those with more teaching experiences.

5.3. Conclusion

The following conclusions were made based on the objectives

5.3.1. Teachers' level of Involvement in Activities to Create Awareness on Inclusive Education.

Teachers were involved mainly in sensitizing schools administration on the necessity to adapt schools' physical environment and sensitizing regular teachers on identification of learners with special needs, sensitizing head teachers on characteristics of an inclusive school. The level of involvement however was very low. These activities were inadequate considering that they were mainly focusing school administrators and teachers and leaving out other players such as parents, local community members, and members of the board of management and key informants in the community.

5.3.2. Teachers' level of involvement in Activities to Adapt Classroom Physical Environment

Teaches' very rarely adapted classroom physical environment by reducing excess materials in the classroom, minimizing noise level within the classroom, Labeling items in the classroom,

providing preferential seating position to learners with diverse needs. All these however were done at a very low level. They failed to organize classroom into specific learning activity areas and created adequate space in the classroom which limited participation of learners with diverse needs and also effective access to learning environment and materials.

5.3.3 Teachers' Involvement in the Adaptations of Teaching Strategies

Teachers mainly used Multisensory and Task Analysis strategies. Other relevant strategies for learners with diverse needs such as remedial techniques, Small Group Instruction and Peer Tutoring, Individualized Education Programme (IEP) and Individualization teaching strategies were very rarely used. Over utilization of one strategy limited the teachers ability to explore other techniques and subsequently disadvantaged learners who could benefit through the use of other alternative strategies.

5.3.4 Teachers Involvement in Activities to develop Schools' Inclusive Education related Policies.

Teachers were rarely involved in preparing lists of categories of learners with special needs enrolled in the schools; forming inclusive education mainstreaming committee to assist in development of schools' inclusive related policies and encouraging school administration to adapt school's physical environment to enhance admission of learners with special needs. The low levels of involvement in the activities for the development of schools' inclusive education related policies lead to little impact in developing such policies.

5.3.5 Teachers' Involvements in Activities to Promotes Inclusive Values.

Teachers were involved at a low level in placing suggestion boxes in strategic positions in the school for members of the school community to report cases of discrimination and other inhumane behaviours, involving learners in developing and owning class rules to manage

their own behaviors and teaching learners how to use courteous words to show respect and trust towards peers and adults. The negative attitude of teachers with long teaching experience against activities to promote inclusive values affected the promotion of such values.

5.4. Recommendation

The following are the recommendations of this study based on the findings:

- i. The study established that teachers' involvement in activities to create awareness was very low. In addition teachers concentrated more on sensitizing school administrators and teachers than they did to local communities, parents, Board of Management, Members of the Local Communities and Key informants in the communities among others. More awareness creation should be done to other stake holders to equip them with adequate information and skills on inclusive education to e everybody.
- ii. Study found that teachers, though, adapted classroom physical environment, this was very rarely done. The overall impression of the classroom environment was that they lacked good structure in terms of seating plan, general organization to allow for more space for accessibility. The teachers should ensure that learners with diverse needs are seated in their preferred positions, classroom should be well structured to allow for accessibility and effective participation during lesson presentation.
- iii. The finding further revealed that there was underutilization of strategies during classroom instruction; more emphasis was put on Multisensory and Task Analysis strategies than other strategies which are equally vital for learners facing challenges in learning. Teachers should vary the use of the strategies to avoid over dependency on one or two only. More emphasis should also be laid on effective strategies such as

individualization, Individualized Education Programme, Peer Tutoring and Team teaching.

- iv. Although the development of schools' inclusive education related policies are embedded on the national policies of inclusive education which is still non-existent, teachers should use provisions of the constitutions to develop some of these activities into policies. The constitution requires schools to use alternative mode of communications such as Braille and Sign Language, these should be taught as subjects in schools. Gender and disability provisions should be applied in the appointment of learners and teachers into position of leadership and adaptation of school environment should be made compulsory in all schools not a privilege. All schools should have a representative from the staff in the schools Board of Management to address inclusive education related matters into policies and in addition all schools should have inclusive education mainstreaming committees to oversee the development of schools inclusive education policies.
- v. Demonstration of inclusive values is observed through the behaviours exhibited by the individuals within the environment. Effort should be made to initiate activities that would promote values such as equality, equity, respect for all, truth (honesty), non-discrimination and trust in the schools. School administration should exercise equality and equity in the allocation of funds for various activities including those that address the needs of individuals with special needs. Respect, trust, honesty, truth and non-discrimination are values that can be built through recognition of good response by members of the schools towards those with special needs. Teachers, parents, learners, members of the communities who demonstrate these values should be rewarded to motivate others to do so. Teachers should ensure that manuals for appropriate use of terminologies are available in the schools.

5.5. Suggestions for Further Research

Awareness creation has a positive impact in the implementation of inclusive education. A study should be carried out on the influence of awareness creation on the local communities on implementation of inclusive education.

The study revealed a low rating of teachers' application of teaching strategies in enhancing participation of learners with special educational needs. This study therefore suggests further research on the relationship between specific teaching strategies and academic performance of learners with learning needs.

The issue of lack of policy for Inclusive Education is a big impediment to inclusive education. This study suggests further research of a comparative nature on the influence of policy and legislation on implementation of Inclusive Education.

Although there was an indication of interest in admitting learners regardless of their individual differences, the rate is still low. A further research should be carried out on the confidence levels of parents of children with disabilities in Special Schools on transferring their children from special schools to inclusive learning environments.

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APPENDIX A

Teachers' Involvement in awareness creation on inclusive education

Indicate by ticking (√) in the table below the most frequent method you have used to create awareness on inclusive education to members of your school community.

S/N	Methods teachers use to create awareness on inclusive education	
1	School forums	
2	Organizing seminars/Workshops	
3	Provision of Literature	
4	Public Forums	
5	Resource Persons	

APPENDIX B

Teachers frequency of awareness creation to members of the school community

Indicate by ticking (√) in the table below the how frequent you sensitize members of the school community

S/N	Category of members	Hardly	Very Rarely	Often	Often	Very Often
1	School Administration					
2	Regular Teachers					
3	Parents					
4	Key community informants					
5	Board of Governors					
6	Learners					
7	Local community members					

APPENDIX C

QUESTIONNAIRE FOR TEACHERS OF REGULAR PRIMARY SCHOOLS WITH INCLUSIVE EDUCATION BACKGROUND

I am sincerely requesting you to spare your time and volunteer information on the items listed in this questionnaire. This questionnaire is intended to gather data purely for academic purpose to address a research problem titled ‘Assessment of teachers’ involvement in the implementation of inclusive education in regular primary schools in Siaya County, Kenya. The information provided will be treated with the necessary confidentiality and used only for the intended purpose only. I thank you in advance for your co-operation.

Indicate the frequency with which you have created awareness to build inclusive school community in your school.

Please put a tick ((√) in the relevant box to indicate your response on the statements below based on the scales indicated below:

1= Not at all (NA), 2= Very Rarely (VR), 3= Rarely (R), 4= Frequently (F), 5= Very frequently

Creation of Awareness to members of the school community	1	2	3	4	5
How frequent have you---					
1. Sensitize regular teachers on identification of learners with special needs					
2. Sensitize head teachers on characteristics of an inclusive school					
3. Form Inclusive Education School Committee					
4. Sensitize parents to enroll their children with diverse needs and abilities to regular schools					
5. Form Community Resource Workers to link community and schools on inclusive education practices					
6. Organize Inclusive Education Days to sensitize the community on inclusive education					
7 Link the school with other related service providers to support implementation inclusive education practices					
8. Sensitize key community leaders on inclusive education practices.					

9 Sensitize school administration on the necessity to adapt school's physical environment					
10. Collaborate with EARS to assess learners to establish the nature of their special needs					
<p>Please identify other activities you are involved in to create awareness to members of the school community</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 					

APPENDIX D

QUESTIONNAIRE FOR HEAD TEACHERS OF REGULAR PRIMARY SCHOOLS IN REGULAR PRIMARY SCHOOLS WITH INCLUSIVE EDUCATION TRAINED TEACHERS.

I am sincerely requesting you to spare your time and volunteer information on the items listed in this questionnaire. This questionnaire is intended to gather data purely for academic purpose to address a research problem titled ‘**Assessment of teachers’ involvement in the implementation of inclusive education in regular primary schools in Siaya County, Kenya.** The information provided will be treated with the necessary confidentiality and used only for the intended purpose only. I thank you in advance for your co-operation.

1.1 Indicate the frequency with which teachers in your school have created awareness on inclusive education.

Please put a tick ((√) in the relevant box to indicate your response on the statements below based on the scales indicated below:

1= Not at all (NA), **2=** Very Rarely (VR), **3=** Rarely (R), **4=** Frequently (F), **5=** Very frequently

Creation of Awareness to members of the school community	1	2	3	4	5
How frequent have teachers in your school:-					
1. Sensitize regular teachers on identification of learners with special Needs					
2. Sensitize head teachers on characteristics of an inclusive school.					
3 Form Inclusive Education School Committee					
4. Sensitize parents to enroll their children with diverse needs and abilities to regular schools					
5 Form Community Resource Workers to link community and schools on inclusive education practices					
6. Organize Inclusive Education Days to sensitize the community on inclusive education					
7. Link the school with other related service providers to support implementation inclusive education practices					
8. Sensitize key community leaders on inclusive education practices					
9 Sensitize school administration on the necessity to adapt school’s physical environment					
10. Collaborate with EARS to assess learners to establish the nature of their special needs					

APPENDIX E

DOCUMENT ANALYSIS GUIDE

3.4. Indicators of Teachers' Involvement in Activities to Create Awareness on Inclusive Education

S/N	RECORDS SHOWING INVOLVEMENT OF TEACHERS ON THESE ACTIVITIES	INDICATORS
1	Sensitization of the Head teachers	
2	Sensitization of Teachers	
3	Sensitization of Board of School Management	
4	Sensitization of Parents	
5	Sensitization of Local Members of school community	
6	School to collaborate with related service providers to support learners with special needs	
7	Formation of Inclusive Education Committee	
8	Organize Inclusive Education Days to sensitize the community on inclusive education	
9	Form Community Resource Workers to monitor inclusive education activities in the communities	

APPENDIX F

2.0 Contribution of teachers in adapting learning environment to enhance participation of learners with diverse needs.

(A adaptation refers to changes made in the learning environment to enable individual learners with diverse need to participates).

2.1 TEACHERS LEVEL OF INVOLVEMENT IN ACTIVITIES TO ADAPT CLASSROOM PHYSICAL ENVIRONMENT

Please put a tick ((√)) in the relevant box to indicate the level of adaptation that you have done in your classroom physical environment.

Adaptation of the Classroom Physical Environment	Hardly	Very Rarely	Rarely	Often	Very Often
1. Provision of preferential sitting positions in the class					
2. Reduction of excess learning materials in the classroom					
3. Organization of classroom into specific learning activity areas					
4. Creation of adequate space in the classroom					
5. Minimize the level of noise within the classroom					
6. Label the items in the classroom					
7. Provision of adequate ventilation in the classroom					
8. Provision of adequate light in the classroom					

APPENDIX G

2.2 HEAD TEACHERS RESPONSE ON TEACHERS' LEVEL OF ADAPTATION OF CLASSROOM PHYSICAL ENVIRONMENT

Please put a tick ((√)) in the relevant box to indicate the level of adaptation that teachers in your school have done in their classroom physical environment based on the following rating scales: 1. Hardly, 2. Very Rarely, 3. Rarely, 4. Often, 5. Very Often.

Adaptation of the Classroom Physical Environment	Hardly	Very Rarely	Rarely	Often	Very Often
1. Provision of preferential sitting positions in the class					
2. Reduction of excess learning materials in the classroom					
3. Organization of classroom into specific learning activity areas					
4. Creation of adequate space in the classroom					
5. Minimize the level of noise within the classroom					
6. Label the items in the classroom					
7. Provision of adequate ventilation in the classroom					
8. Provision of adequate light in the classroom					

APPENDIX H

2.3 TEACHERS RESPONSE ON TEACHERS' ADAPTATION OF TEACHING

STRATEGIES

Please put a tick (✓) in the relevant box to indicate how frequent you are using these teaching strategies during classroom instruction based on the following rating scales: 1.Never Used, 2. Very Rarely Used, 3. Rarely Used, 4. Often Used, 5. Very Often Used.

How frequent do you use the following teaching strategies during classroom instruction?	1	2	3	4	5
1. Peer tutoring					
2 Small Groups					
3. Individualization					
4. Individualized Education Plan (IEP)					
5. Task Analysis					
6. Multisensory					
7. Remedial					

APPENDIX I

2.4 HEAD TEACHERS RESPONSE ON TEACHERS' ADAPTATION OF TEACHING STRATEGIES

Please put a tick (✓) in the relevant box to indicate how frequent teachers in your school are using these teaching strategies during classroom instruction based on the following rating scales: 1.Never Used, 2. Very Rarely Used, 3. Rarely Used, 4. Often Used, 5. Very Often Used.

How frequent do teachers in your school use the following teaching strategies during classroom instruction?	1	2	3	4	5
1. Peer tutoring					
2 Small Groups					
3. Individualization					
4. Individualized Education Plan (IEP)					
5. Task Analysis					
6. Multisensory					
7. Remedial					

APPENDIX J

2.5. OBSERVATION GUIDE FOR ADAPTATION OF TEACHING STRATEGIES

Rating of teachers adaptation of the learning strategies based on the five point scale

S/N	Adaptation of the teaching strategies.	Not Used	Not Satisfactory	Satisfactory	Well Demonstrated	Outstanding
1	1. Peer tutoring					
2	2 Small Groups					
3	3. Individualization					
4	4. Individualized Education Plan (IEP)					
5	5. Task Analysis					
6	6. Multisensory					
	7. Remedial					

APPENDIX K

2.6. Forms of Adaptation used by the Teachers to address the needs of learners with Special Educational Needs

Please put a tick ((√) in the relevant box to indicate forms of Adaptation you use during classroom instruction to address the needs of learners with Special Educational Needs (n=194

S/N	Adaptation of the teaching strategies.	Please put a tick (√)
1	Provision of lesson notes before the lesson begins	
2	Allow alternative ways of note taking other than writing	
3	Provide learning tasks within the learner's ability level	
4	Vary the amount of time to suit the learner's ability level	
5	Vary the amount of contents to match the learner's ability level	
6	Use sign language interpreters during lesson presentation	
7	Allow alternative ways of taking examination/assessment other than writing	

APPENDIX L

3.0. TEACHER' INVOLVEMENT IN THE ACTIVITIES THAT ENHANCE THE DEVELOPMENT OF SCHOOLS' POLICIES TO PROMOTE INCLUSIVE EDUCATION

(Compliance refers to applying the rules and regulation formulated to achieve a specified goal). To what extent have you enabled schools to comply with policies and legal instruments that enhance implementation of inclusive education?

3.1. QUESTIONNAIRE ON TEACHERS RESPONSE TO THE INVOLVEMENT IN ACTIVITIES THAT DEVELOP SCHOOLS' POLICIES ON INCLUSIVE EDUCATION

Please put a tick (√) in the relevant space to indicate the extent of your involvement in the development of schools' policies to promote inclusive education based on the scales below

1= Hardly Ever(H), 2 = Very Low (VL) 3=Low(L) 4= High (H) 5= Very Hig(VH)

Development of schools policies on inclusive education	1	2	3	4	5
1. Prepare list of categories of learners with special needs enrolled in the school					
2. Enumerate related service provision required by learners in the school					
3.. Encourage school administration to consider gender and disability when appointing learners to leadership position					
4. Introduce sign language and Braille literacy club in the school.					
5. Encourage school administration to include in the school's calendar					
6 Encourage administration to include in the school Board of Management a member of staff to represent inclusive education agenda					
7 Form inclusive education disability mainstreaming committee to assist in the implementation in the school					
8 Encourage school administration to adapt school's physical environment to enhance admission of learners with special needs					
9. Help the school administration to identify inclusive education activities that require allocation of funds					

APPENDIX M

QUESTIONNAIRE ON HEAD TEACHERS RESPONSE TO TEACHERS’ INVOLVEMENT IN THE DEVELOPMENT OF POLICIES ON INCLUSIVE EDUCATION

Please put a tick (√) in the relevant space to indicate the development of school’s policies to promote inclusive education based on the scales below

1= Hardly Ever(HE), 2 = Very Low (VL) 3=Low(L) 4= High (H) 5= Very High(VH)

Development of school s’ inclusive education policies	1	2	3	4	5
1. School admits all learners regardless of their diverse needs					
2. All buildings in the school are accessible to all people with disabilities					
3 Gender and disability are factored appointments to position of responsibilities in the school					
4. School practices the use of alternative modes when issuing memos and reports.					
5. School has inclusive education day in its calendar of activities					
6 School has representation from the staff in the Board of Management to address inclusive education agendas					
7 School has a vote head for inclusive education activities in the funds allocation					
8 School collaborates with related service providers to support learners with special needs					
9. School has disability mainstreaming committee					

APPENDIX N

3.3. HEAD TEACHERS ON AVAILABILITY OF INCLUSIVE EDUCATION RELATED POLICY DOCUMENTS IN THEIR SCHOOLS.

Indicate by ticking (√) in the preferred box inclusive education related policy and legal documents which are available in your school

S/N	Policy Documents	Frequency
1	Children's Act(2001)	
2	Persons with Disability Act (2003)	
3	The National Special Needs Education Policy Framework (2009)	
4	The Kenya Constitution (2010)	
5	Child Friendly Schools Manual	
6	A report of the task force on special needs education appraisal exercise	
7	A report of the task force on special needs education appraisal exercise	
8	Public Service Commission Code of Practice on mainstreaming	

APPENDIX O

DOCUMENT ANALYSIS

3.4. Indicators of Teachers' Involvement in the development of policies related to implementation of inclusive education practices

S/N	ACTIVITIES FOR SCHOOL'S INCLUSIVE POLICIES	INDICATORS
1	Schools allow alternative modes of communication to accommodate individuals with communication difficulties.	
2	School to organize inclusive education day once a year	
3	School to adapt physical environment to allow for ease of accessibility.	
4	School to retain all learners despite their dismal academic performance and behaviour disorders	
5	School to conduct seminar for head teachers, deputies and teachers without special needs training every term	
6	School to collaborate with related service providers to support learners with special needs	

APPENDIX P

QUESTIONNAIRE FOR TEACHERS ON INVOLVEMENT IN PROMOTING INCLUSIVE VALUES

4.0. Involvement of teachers in establishing inclusive values in the school (*Inclusive values refer to commitments to particular acceptable behaviours by members of the school community which account for overcoming exclusion and discrimination in the school*)

4.1 Indicate the extent to which you organized activities that promote inclusive values in the school?. Please put a tick (✓) in the relevant space to indicate your response on the statements provided in the table based on the scales below

1= Very Low, 2= Fairly Low, 3= Low, 4= High 5= Very High

Promote inclusive values in the school	1	2	3	4	5
Statement indicating activities organized to promote inclusive values in school.					
1. Develop manual of appropriate terminologies for use in the school to discourage members from misuse of terms with reference to learners with special needs					
2. Teach learners how to use words of courtesy to demonstrate respect and trust towards peers and adults					
3. Involve learners in developing and owning class rules to manage their own behaviours					
4. Place suggestion boxes in strategic positions in the school for members of the school community to report cases of discrimination and other inhumane behaviours					
5. Develop banners with messages of inclusive values and put them in accessible positions in the school					
6. Work together with other teachers to collect and collate the information from the suggestion boxes and share it with the administration for the necessary actions.					
7. Organize learners once a term to support vulnerable adults in the community					
8. Encourage learners to support their peers who are in need of help					

APPENDIX Q

QUESTIONNAIRE FOR HEADTEACHERS ON INVOLVEMENT IN PROMOTING INCLUSIVE VALUES

4.2 Involvement of teachers in establishing inclusive values in the school (*Inclusive values refer to commitments to particular acceptable behaviours by members of the school community which account for overcoming exclusion and discrimination in the school*)

Indicate the extent to which teachers in your school have organized activities that promote inclusive values?. **Please put a tick ((√) in the relevant space to indicate your response on the statements provided in the table based on the scales below**

1= Very Low,2= Fairly Low,3= Low 4= High,5= Very High

Promote inclusive values in the school	1	2	3	4	5
Statement indicating activities organized to promote inclusive values in school.					
1. Have developed a manual for appropriate terminologies for use in the school to discourage members from referring to learners with special needs derogatory					
2. Have taught learners how to use courteous words to demonstrate respect and trust towards peers and adult					
3. Have involved learners in developing and owing class rules to manage their own behaviours					
4. Have placed suggestion boxes in strategic positions in the school for members of the school community to report cases of discrimination and other inhumane behaviours					
5. Have developed banners with messages of inclusive values and put them in accessible position in the school					
6. Have worked together with other teachers to collect and collate the information from suggestion boxes and share it with the administration for the necessary actions.					
7. Organize learners once a term to support vulnerable adults in the community					
8. Encourage learners who have excess resources to share them with their peers who are deprived					

APPENDIX R

4.3. OBSERVATION GUIDE FOR INCLUSIVE VALUES PRACTICES WITHIN THE SCHOOLS

Indicators of inclusive value practices within the schools by ticking (✓) in the preferred box

S/N A	Inclusive Value Practices	Not Available	Somewhat Available	Available	much Available	Very Much Available
1	Suggestion boxes for reporting cases of discrimination are available in the schools					
2	There is specific office in the school to address cases of discriminations towards members					
3	Banners with messages of inclusive education value are available at strategic places within the schools					
4	Lists of core inclusive education values are displayed at strategic places in the school					
5	Class rules and regulations are formulated in a positive manner					
6	Peer support is encouraged					
7	School Vision statement depict inclusive values					

APPENDIX S

QUESTIONNAIRE FOR ATTITUDE OF TEACHERS WITH MORE TEACHING

EXPERIENCE INVOLVEMENT IN INCLUSIVE EDUCATION PRACTICES

4.1 Indicate the extent to which you organized activities that promote inclusive values in the school?. Please put a tick (√) in the relevant space to indicate your response on the statements provided in the table based on the scales below

1= Strongly Disagree, 2= Disagree 3= Somewhat Agree 4= Agree 5= Strongly Agree

ATTITUDE	1	2	3	4	5
1. Enrolling learners with special educational needs in regular schools is a burden to teachers					
2. Inclusive education is too demanding and difficult to implement					
3. Inclusive education requires teachers to pay more attention to learners with special educational needs than their peers without.					
4. Inclusive education should be practiced in all regular school					
5. Inclusive education is too expensive to be achieved in regular schools					
6. Inclusive education improves teachers' pedagogical skills					
7. Inclusive education provides opportunity for all the learners to maximize their potentials					
8. Inclusive education provides opportunity for all members to take part in inclusive education practices in the school					
9 Inclusive education is time consuming					
10 Inclusive education lowers the progress of learners without special needs education					

APPENDIX T

INTERVIEW SCHEDULE FOR TEACHERS

1. What do you think is the need for sensitizing the head teachers on characteristics of an inclusive school?
2. What do you say is the need for training teachers on Kenya Sign Language?
3. What is the relevance of sensitizing teachers on how to identify learners with special needs?
4. What is the need of sensitizing key members of the community on inclusive education?
5. What are some of the benefits of collaborating with the EARCs
6. What challenges do you experience when creating awareness on inclusive education

APPENDIX U

INTERVIEW SCHEDULE FOR HEAD TEACHERS

1. How many teachers with inclusive education background are in your school?
2. What are some of the activities that teachers have initiated to do the following in your school:
 - i. Create awareness on inclusive education
 - ii. Develop inclusive school policy
 - iii. Promote inclusive values?
3. How do you rate the involvement of teachers in promoting inclusive values in your school?

APPENDIX V

INVITATION LETTER FOR TEACHERS WORKSHOP ON INCLUSIVE EDUCATION PRACTICES

AGORO OYOMBE PRIMARY SCHOOL

INCLUSIVE EDUCATION COMMITTEE

FROM: INCLUSIVE EDUCATION COMMITTEE DESK
TO: ALL TEACHERS OF AGORO OYOMBE PRIMARY SHOOOL.
DATE : 26TH FEBRUARY, 2015.
SUBJECT : THREE DAY WORKSHOP ON INCLUSIVE EDUCATION
PRACTICES IN THE SCHOOL.

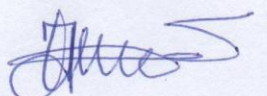
Kindly note that:

The workshop will be held within the school on 1ST MARCH, 2015 at 9.00AM.

The specialist will take teachers through the following;

- i. Characteristics of learners with special needs
- ii. Adaptation of teaching strategies for learners with special education needs.
- iii. Related services and specialized equipment needed by learners with special needs
- iv. Collaboration and networking with other service providers
- v. Benefits of inclusive education

Thank you.



Inclusive Education Committee Co-ordinator

APPENDIX W

INVITATION LETTER FOR PARENTS MEETING ON INCLUSIVE EDUCATION PRACTICES

WERA PRIMARY SCHOOL

INCLUSIVE EDUCATION COMMITTEE

P.O. BOX 41-40611,
NYILIMA,
12TH FEBRUARY, 2016.

Dear Parent

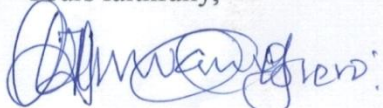
RE: INCLUSIVE EDUCATION MEETING FOR PARENTS

You are hereby invited to attend educational meeting on inclusive education practices on 29TH FEBRUARY, 2016 at 10.00am within the School Compound. All parents are urged to attend because there will be a specialist person on Special Education to discuss with parents the following:

- i. Characteristics of learners with special needs
- ii. The role of parents in inclusive education
- iii. Establishment of parents groups for inclusive education
- iv. Benefits of inclusive education.

May you keep time for the meeting and be blessed as you come.

Yours faithfully,



Inclusive Education Practices Co-ordinator

APPENDIX X

PERMISSION TO COLLECT DATA



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

FROM: Secretary - MUERC

DATE: 1st November, 2017

TO: Michael Ooko Odeny Lumumba
PG/PHD/0018/2008
Department of Special Needs Education
School of Education, Maseno University
P. O. Box, Private Bag, Maseno, Kenya

REF: MSU/DRPI/MUERC/00483/17

RE: Teachers' Involvement in the Implementation of Inclusive Education Practices in Regular Primary Schools in Siaya County. Proposal Reference Number MSU/DRPI/MUERC/00483/17


This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues raised at the initial review were adequately addressed in the revised proposal. Consequently, the study is granted approval for implementation effective this 1st day of November, 2017 for a period of one (1) year.

Please note that authorization to conduct this study will automatically expire on 31st October, 2018. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 15th September, 2018.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 15th September, 2018.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advise MUERC when the study is completed or discontinued.

Thank you.


Dr. Bonuke Anyona,
Secretary,
Maseno University Ethics Review Committee.



Cc: Chairman,
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED



APPENDIX Y

MAP OF SIAAYA COUNTY

