

**TEACHERS' PERCEPTION OF THE EFFECT OF IMPLEMENTATION OF
INCLUSIVE EDUCATION ON KCPE PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN BUNGOMA NORTH SUB COUNTY, BUNGOMA COUNTY,
KENYA**

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**A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the
Degree of Master of Education in the Department of Education, School of
Humanities and Social Sciences of Africa Nazarene University**

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DECLARATION

I declare that this document and the thesis proposal it describes are my original work and that they have not been presented in any other university for academic work

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DEDICATION

I dedicate this thesis with gratitude and love to my beloved mum Roselidah Amusavi and to my late dad Joash Amusavi in recognition for his prophetic words he spoke upon my life, that I would attain a Master's Degree, whose blessings have come true.

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ABSTRACT

The drop in performance in KCPE in public primary schools in Bungoma North Sub County since the introduction of inclusive education has been a major issue. The purpose of the study was to investigate the Teachers' perception of the effect of inclusive education on KCPE performance in public primary schools in Bungoma North sub-county. The objectives of the study were to examine the teachers' perception of the effect of inclusive education teaching approaches on KCPE performance, to establish the teachers' perception of the effect of teacher's level of preparedness in inclusive education on KCPE performance, to assess the teachers' perception of the effect of availability of instructional resources for inclusive education on KCPE performance and to establish the teachers' perception of the effect of inclusive education mode of assessment on KCPE performance. Descriptive survey design was adopted. The population for this study included 1348 teachers and 105 Head teachers from public primary schools. A sample size of 308 teachers and 83 head teachers was obtained using Yamane's formula. Data was collected using interview schedule for Head teachers and questionnaires for teachers. Instruments were pre-tested and discussed with supervisor in order to improve their validity and reliability. Collected data was coded and analyzed using Microsoft Excel Randomize rand SPSS program. Statistical analysis such as frequencies and percentages were also used. The study findings showed that a majority (73.4%) of the teachers in public primary schools in Bungoma North sub-county did not have adequate skills necessary for identification of learners with special needs. This was majorly attributed to the lack of training on special needs education. The study findings also showed that majority (68.0 %) of the teachers had insufficient training to meet the needs of learners with special needs within their inclusive classrooms. The study findings further showed that a majority of (76%) of the teachers in primary schools in Bungoma North sub- County were in agreement that learning materials prepared for learners with special needs were used on very few learners. This implies that teachers were not involved in helping learners with special needs in inclusive classroom. The study recommends Teachers in public primary schools to undergo in- service courses in special needs education in order to gain skills necessary to teach effectively in inclusive setting. Teachers need to utilize extensive range of instructional approaches that target the diverse learning needs in an inclusive class. There is also need for Kenya national examination council to organize for setting separate KCPE examination for learners with special needs in inclusive education so as to improve performance. The significance of my study was that most of the teachers had a desire to further their studies to gain more skills and knowledge so as to be reflective teachers in teaching inclusive classrooms.

LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CA	Curriculum Adaptation
DHR	Declaration of Human Rights
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KISE	Kenya Institute of Special Education
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
PPS	Public Primary Schools
ROK	Republic of Kenya
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UN	United Nations
UNICEF	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
USA	United States of America

OPERATIONAL DEFINITION OF TERMS

Curriculum Adaptation: The modification of a given curriculum to suit a particular group of learners with special needs in an inclusive setting.

Inclusive Education: For the purpose of this study, it is the process of ensuring that all the learners have the right to education regardless of their disability or special need.

Inclusive Setting: A process whereby learners are integrated together in school activities including those with disabilities to participate and learn together sharing all the resources and human resource.

Institute Inclusion: As used in the study, it refers to the ways through which all people in the larger society be it at school, home or any other institution are accorded the chance to learn, collaborate, undergo recreational activities and have the feeling of belonging in all aspect of life including working experiences regardless of their disabilities and special needs.

Instructional Approaches: This are the methods used by teachers and learners in the teaching and learning process in an inclusive setting as used in the study.

Performance: As per this study, academic performance is the accomplishment of Educational tasks, which involves the excelling of primary school learners in their academics, and was measured using KCPE performance mean scores in a period of five consecutive years.

School Environment: School environment is the immediate surroundings in which educators interact with learners and which has a direct influence to their activities and may include the school leadership, facilities, staff accommodation and relation at the play of work.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypotheses, and significance of the study, limitation and delimitation of the study, scope of the study, assumption, theoretical framework and conceptual framework

1.2 Background of the Study

According to Kabuchoru (2013), inclusive education refers to the process of ensuring that Educational systems, learning centers and schools are open to all school going children. This often allows learners to be incorporated in all activities pertaining school life. According to the UNESCO (2014), it is also the process of ensuring that all the learners have the right to education which includes having the same curriculum content and application teaching approaches as per the age or grade with the consideration of diversity in the learning process. The regular system has the responsibility to carry out the activities in the same environment.

As per the special needs policy and inclusive education, Kevin (2014) points out that learners have an equal opportunity to learn and socialize with their peers; there is no discrimination against those with special needs; hence a child's human rights are upheld. According to Aggarwal (2015), inclusion of all learners improves learners' potentials and capabilities through participation in an inclusive society. However, it may hinder appropriate instructional approaches as well as trigger a non-conducive physical environment. Kramer, Vuppala, Lamps, Miller and Thrush (2016) also state that children

with learning disabilities and special needs have continued to show low achievement in inclusive education settings and thus, failing in schools. Mihalas et al. (2009) asserted that this has caused such learners to show low motivation to school attendance. The Declaration of Human Rights which was formed in 1948 by the United Nations points out that education is meant for all and, this is despite of age, gender or race disparities. The World conference on Education for All (Sifuna, 2014) which was held in Jomtien, Thailand emphasized on Education as the backbone of humanity and her progress. Since March 2007, the Federal law implemented inclusive Education; the United States Education for All Handicapped Children Act (Public Law 94-142) in 1975 had enormous impact on special education and service provision for learners with special needs. It requires that all children with handicaps, including those with special needs, access free government learning and other educational services planned to help the learners with diversity needs in a least restrictive environment.

This meant that learners were to be separated only when their educational needs cannot be attained in the regular classroom setting (U.S. Department of Education, 2000). Ainscow and Farrel (2002) point out that, inclusive education has been practiced in some countries in Africa and, for instance, in South Africa where inclusive education is practiced in 90 percent of the schools. In Nigeria, recommendations were made for the successful practice of inclusive education (Kamens, 2003).

In Malawi inclusive education has been a major prerogative of the government and ministry of education department initiated and designed for secondary schools and universities since September 2010. Swaziland is a signatory of the international policy to practice inclusive Education (Ngugi, 2007); which states that inclusive education in Swaziland is a plan for

inclusive learning in schools where everybody benefits and, leading to a society that cares for all people regardless of their disabilities. Learners with special needs are recognized and encouraged, this increases their self-esteem in education hence promoting their performance. Inclusive education is set to provide equal chances to all the learners hence uplifting their learning as everyone has a right to education (Ndani & Murungami, 2009).

The Association of Retarded Citizens (ARC), notes that inclusion brings benefits to both learners and instructors in that, learners with special needs have greater success in achieving Individualized Education Program goals than those in traditional programs (Smith, 1998). They perform better academically and socially than counterparts in non-inclusive settings. Students with special need to gain self- esteem, acceptance by classmates and social skills. Regular learners also reduce fear of human differences, improvement in self-concept, development in self-concept and increases comfort and awareness. Separate systems of education that is special schools and regular schools are supposed to be mainstreamed to allow one learning curriculum which will enable all learners to enjoy and learn within one classroom and, that will be recognized by all education stakeholders and professionals even despite of the need for special learning requirements due to disabilities (UNESCO, 2014).

There is still a lot to be done as noted in the world education forum report (2000). There are millions of school-going children who do not have access to primary education in the world. In South Africa, the government advocated for the humanistic approach of teaching and learning for learners in inclusive education as pointed out by Botha (2002). This approach was highly acknowledged to be the best for inclusive learning. It was well incorporated with the teacher as central to the learning process and, determination of the

learning content. It was also one of the methods where learners would learn at their own pace based on their individual needs.

Makoelle (2009) argues that although the model shift was well-intended politically, very little practical proof show that this move has been successful in implementing inclusive practices, especially in the classrooms. Despite the efforts to equip teachers in South Africa with knowledge to understand the concept of inclusive education, little has been done in that area (Naiker, 2000). Based on several studies on inclusive education conducted in South Africa with the aim of providing support to teachers in inclusive educational instructional programs, it is evident that there is negligible implementation despite the major policy move towards inclusive education that state: all public primary schools should have inclusive learning, as cited by (Ntombela 2011). This has therefore yielded minimal positive results on inclusion.

In Kenya, inclusive education is practiced both in primary and secondary education. The government has introduced colleges and universities to train teachers in special Education. It has gone as far as opening centers in counties to cater for special needs learners in inclusive learning. Even though there is a challenge that performance has dropped drastically more so in Bungoma North Sub County as shown on table 1.1

Table 1.1: KCPE Performance in Public Primary Schools in Bungoma North Sub County

Year	2010	2011	2012	2013	2014	2015	2016
Entry	5046	5300	5026	6010	6030	6036	6110
Mean	253.90	252.89	248.47	244.35	236.12	233.29	232.12

SOURCE: DEO'S office, a district award day document 2016

Table 1.1 shows that the KCPE performance in Bungoma North Sub County has been at a steady decline since the year 2010.

1.3 Statement of the Problem

Despite the ministry of education in Kenya offering special needs learning program through KISE, there is still much to be done for the learners with special needs in inclusive settings. Several aspects have often been detrimental to effective inclusion of learners. These aspects are, teaching approaches, teachers' level of preparedness, instructional resources and mode of assessment among others. All these seem to have a barrier on access to learners in inclusive Education. This may impact either positively or negatively on their academic performance. Research has been done on how inclusive education affects learning. However, there is little that has been done to show how inclusive education has affected KCPE performance especially in Bungoma North Sub-county as shown in the Table 1.1. Therefore, this research has embarked on establishing the teachers' perception on the effect of inclusive education implementation on KCPE performance with a view of finding ways of improving the academic performance.

1.4 Purpose of the Study

The purpose of this study was to investigate the teachers' perception of the effect of inclusive education implementation on KCPE performance in public primary schools in Bungoma North Sub County, Bungoma County, Kenya.

The objectives of this study were:

1.5 Objectives of the Study

- (i) To examine the teachers' perception of the effect of inclusive education teaching approaches on KCPE Performance in public primary schools in Bungoma North Sub County;
- (ii) To establish the teachers' perception of the effect of teachers' level of preparedness in inclusive education on KCPE performance in public primary schools in Bungoma North Sub County;
- (iii) To assess the teachers' perception of the effect of availability of instructional resources for inclusive education on KCPE performance in public primary schools in Bungoma North Sub County;
- (iv) To establish the teachers' perception of the effect of the mode of assessment inclusive education on KCPE performance in public primary schools in Bungoma North Sub County.

1.6 Research Questions

The study will seek to answer the following research questions:

- (i) What is the teachers' perception of the effect of inclusive education teaching approaches on KCPE Performance in public primary schools in Bungoma North Sub County?
- (ii) What is the teachers' perception of the effect of teachers' level of preparedness in inclusive education on KCPE performance in public primary schools in Bungoma North Sub County?

(iii) What is the teachers' perception of the effect of availability of instructional resources for inclusive education on KCPE performance in public primary schools in Bungoma North Sub County?

(iii) What is the teachers' perception of the effect of the mode of assessing inclusive education on KCPE performance in public primary schools in Bungoma North Sub County?

1.7 Significance of the Study

The significance of a study shows how the research benefits or impacts others in part or whole (Simon & Goes, 2013). According to Kothari (2015) significance of the study is the importance of carrying out the study and, benefits different stakeholders that may derive from the conclusions of the study. The study findings may benefit various stakeholders.

The Sub County education and other stakeholders may benefit from the findings of the study because they will make informed decisions. The study will influence the parents to appreciate the good performance of their children. Teachers may be motivated to pursue learning in the area of special needs education. Parents and teachers will understand the importance of inclusive Education. This study findings may help sweep away misunderstanding and ignorance towards learners with special needs in all-inclusive settings. The findings of the research, forms a basis for educational planners to plan on how they would add more finances to schools for adapting the physical school facilities in regular schools and, make them accessible to learners with special needs. The findings of the study might also inform the extra funding of teachers' training institutions in order to train more teachers in special education. The findings may guide Kenya Institute of Curriculum Development (KICD) in re-examining their curricular development and

implementation approaches to make them flexible to suit learners with special needs. The findings might help the Ministry of Education in inducting its officers on matters related to special needs in inclusive settings, especially those in Quality Assurance and Standard at both headquarters and the County level.

The study's findings could also provide impetus for advocacy groups and non-governmental organizations in spurring the government and the Ministry of Education into action, tailored towards improving the education of special needs children in Kenya. Finally, the study findings may be used by other researchers in the field of special needs in education as the reference point. The study may also form a basis for other researchers who may carry out further research.

1.8 Scope of the Study

The scope of the study is the geographical and methodological limits within which the study operates (Marylin & Goes, 2013). The study was carried out in Bungoma North Sub-County and involved public primary schools. A sample size of 308 teachers and 83 head teachers was selected from 1348 teachers and 105 head teachers.

1.9 Delimitations of the Study

As pointed by Mutai (2001) delimitation refers to boundaries of the study that may affect the overall results findings of the research being carried out but are within the researcher's control. The major delimitation of the study is the choice of sampling techniques used, that is, purposive sampling, which refers to the methods whereby the researcher selects informants that have adequate knowledge and skills to the area under study. The study was delimited to learners with special needs in inclusive education in public primary schools thus narrowing the scope. The study was also delimited to descriptive research design and

use of questionnaires and interview schedules so as to capture as much details as would be available on effect of inclusive education implementation on KCPE performance in Bungoma.

1.10 Limitations of the Study

Limitation refers to the challenges on general results and findings that the researcher incurred (Cohen, Marion & Morrison 2005). Most of the teachers did not fill the questionnaires in time and this delayed the researcher on data collection. Some of the teachers did not complete all the sections of the questionnaire. Unwillingness of the respondents to fill the questionnaire also affected the study. To overcome these, the researcher made follow ups to save time and convinced the respondents that the research was to benefit all Educationalists

1.11 Assumptions of the Study

Assumptions are things that a researcher may not primarily have control over, but if they are not present, one's research study will become irrelevant (Simon 2011). It was assumed that all schools under study have implemented inclusive education, that all the teachers have adopted teaching approaches as per inclusive education, that they are challenges in the level of teachers' preparedness, availability of teaching and learning resources in line with inclusive education and the mode of pupils' achievement assessment. That all selected sample had all the characteristics of the population. That all the respondents gave accurate responses to the research questions.

It was also assumed that the findings from the chosen sample allowed generalization to the entire population. All the respondents were available during the period of filling the

questionnaires and facilitated the study. It was further assumed that the instruments used in this study were valid and reliable to achieve the desired objectives.

1.12 Theoretical Framework

Theoretical framework refers to ideas that co-relates and brings out the meaning in coordination, based on theories (Kombo, 2006). It summarizes the relevant information from people or animals in the way they behave in their environment. It also fits the required ideas through explanation that serves as a way in which more data is collected. It is a framework for collecting more information (Ndurumo, 2014).

The study was anchored on Vygotsky's theory of psychological development (1978) as cited in Silver (2011) which posits that instruction is targeted in the child's zone of proximal development as core to progressive learning. The theory is based on the learner. According to the theory learners are provided the chance of exploring their daily learning activities through manipulation in learning. It provides a well-established and clear theoretical framework.

It acts as the basis for an approach whereby instructional methods and materials are developed based on the role of instruction as well as the child's learning and developmental process. The theory addressed the study variables in that, proper teaching approaches guided the learner on how to manipulate the teaching learning materials during the group work.

The teacher during the preparation of instructional materials was able to develop putting in mind the child's level on the age factor of development and the cognitive understanding. The theory was also put in mind as the mode of assessment was concerned. Teacher made

tests were set in guidance with the way a learner tackled the questions individually with no help.

1.13 Conceptual Framework

Conceptual framework is a combination of holistic thoughts from wide range of ideas through theories and research that are used to elaborate the relation between the variables of the study (Kombo, 2006). In this study, teachers' perception of instructional approaches, teacher's level of preparedness, assessment mode and access to instructional materials (independent variables) affect performance in inclusive settings.

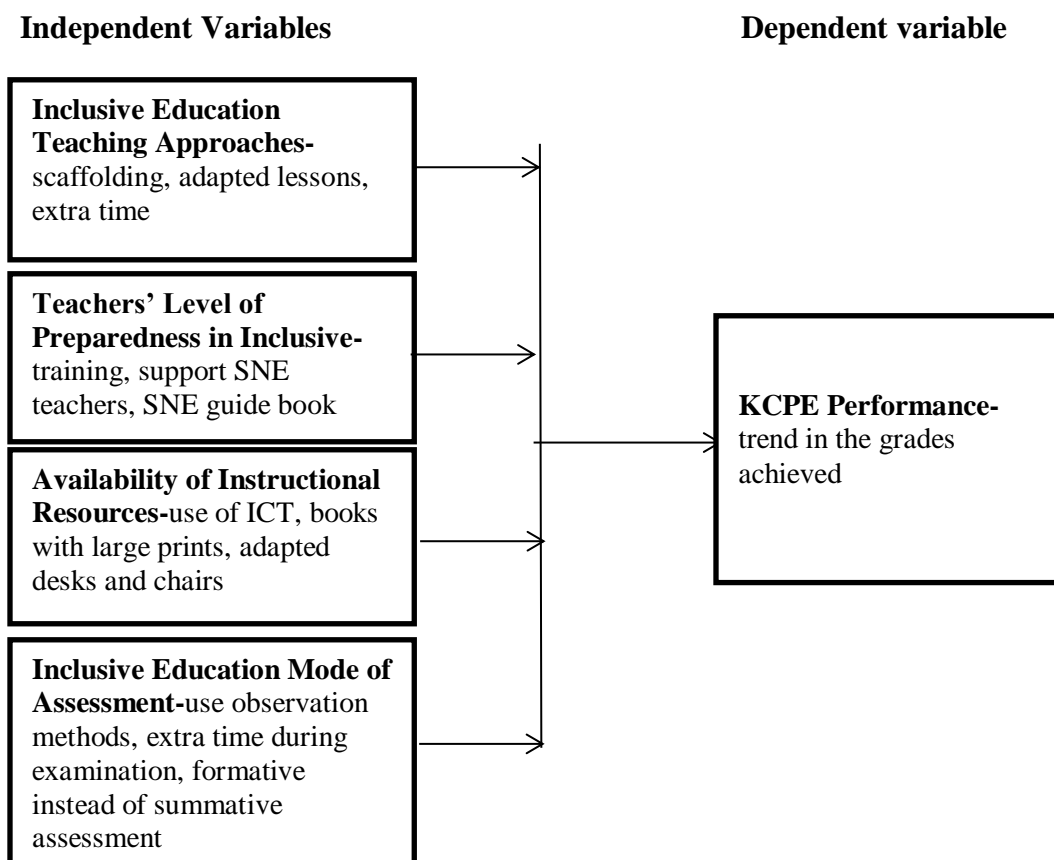


Figure 1.2: Conceptual Framework Showing the Presumed Teachers' perception of the Effect of inclusive Education Implementation on KCPE Performance

Successive implementation of inclusive education depends on appropriate teaching approaches, level of teachers' preparedness, availability of appropriate instructional resources and use of inclusive mode of assessment. The pupils' performance in KCPE may depend on how well teachers serve both the regular and pupils with special needs. Establishing teachers' perceptions on how the various factors (independent variables) affects the KCPE performance is crucial as the various stakeholders' plan for quality and improved performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The researcher reviewed the literature of other scholars using various literature sources such as text books, scholarly journals, thesis, and abstracts, references from text books as well as digital technology, internet and web on effects affecting learners in inclusive education in KCPE in public primary schools. This chapter dealt with review of related literature which included inclusive education teaching approaches, teachers' level of preparedness in inclusive education, availability of instructional resources for inclusive education and inclusive education mode of assessment.

2.2 Inclusive Education Teaching Approaches and KCPE Performance

According to Mutual (2013), learner with special needs have variety of problems in learning. They require various teaching strategies to be applied to support them. These include peer tutoring, cooperative learning, collaboration learning, differentiated instruction, behavior modification, applied behavior analysis and criterion-based instruction.

According to Scruggs, Mastropier and Marshak (2012), peer tutoring is where a learner who has mastered a skill is utilized to teach other learners who are lagging behind. Their role is to check and score learners assignment, use an answer key to provide feedback to learners playing an answer key to help the learners check their work. It is also asserted by Boyle (2012) that peer support them from collaborative teamwork when learners share task amongst themselves in class (Duran, Valdebeni and Flores, 2012).

Otiato (2015) argues that tutoring session that last too long may produce negative effects. It should occur in allocation with minimal disturbance. Parents may raise complains of being taught by their counterparts and this may lead to conflict. However, if a teacher picks a learner who has not mastered the content, then wrong skill may be taught. He also emphasizes that the goal and the activities of the tutoring sessions should be specified.

On the other hand, cooperative learning is an approach of organizing learners in an enabling environment that will entice collaboration with their peers and, helping each other towards achieving the same goal rather than promotion of competition in individual form, or working separately to see who performs the best. (Kimanthi, 2013). It relates to the theory that learners can learn from one another. Cooperative learning teaches members of the group that they achieve their own objectives only if other members achieve theirs. It is effective in promoting acceptability and cooperation. The major aim is to support children learn the technical ways of solving problems and the aspect of sharing thought through socialization. The role of an instructor is to organize for a conducive learning environment.

In collaborative learning, the work to be taught is broken into small portions and, shared among the teachers so that the quality and specialization area of each teacher is used to benefit all the learners within the inclusive classroom as cited by Loreman, Deppeler and Harveye (2005), Walsh (2012) and Boyle, Topping, Jindal-Snape and Norwich, (2012). Therefore, if used in inclusive education in BNSC, then performance can be improved. The key foundation to collaboration is interaction that calls for a freely, joint and innovative preparation and strategies for learning to be effective. Loreman, *et al.*, (2013) identifies diverse forms of collaborative teaching which include inter-class teaching, parallel teaching, rotational teaching and team teaching. Collaborative teaching also refers to a

combination of teachers teaching in the same classroom with one objective and, using diverse teaching learning materials and techniques. It may also take place between the teacher and the support staff (Florian, 2014). The success of this approach in teaching and learning of learners with special needs largely depends on various factors such as the willingness of the teachers to participate, the availability of resources, effective monitoring systems, and the availability of an individualized Education Plan (IEP) for each learner.

Therefore, instructors need to voluntarily organize and, plan for specialized groups underlying the gaining of knowledge through common objectives. They ought to have prior preparation, planning and organization in the area to be taught (Murawski and Dieker, 2004). The spirit of trust and mutual relationship may strengthen the ability of teachers to collaborate (Leonard and Leonard, 2013). For this approach to succeed, teachers must have a shared vision and mission to achieve the goals they have set for themselves with the aim of helping learners with special needs to learn effectively in the inclusive classroom setting (Smith, 2014). The teachers' unpreparedness to adopt this approach hinders effective learning in the inclusive classroom affecting negatively learning for learners with special needs.

The importance of collaboration is that the skills, attitude, learning experiences and knowledge among all the professionals is highly utilized. It also decreases the work load among the teachers in that the task is shared. In addition, it creates a morale in teaching that influence on self-efficacy, confidence and motivation of the instructors. In this case the most experienced facilitators help the less experienced members, thus creating an opportunity of improving the classroom performance in learning and management among the learners. The utilization of diverse methods of collaborative teaching improves the

chances and success in learning for learners with special needs (Florian, 2007). Collaborative teaching approaches include; supportive teaching, parallel teaching, complementary teaching, team teaching. The teacher-learner collaboration and socialization may lead to an intense influence on the cognitive aspects of the learner (Savolainen, Engelbrecht, Nel, & Malinen, 2012).

According to Walton (2012), collaborative activities are effective as they are known to provide immediate results to both instructor and the learner immediate as learning progresses. Teaching delivery needs to be child-centered, whereby the children can individually manipulate and explore their learning environments. Therefore, learning becomes practical as learners are furnished with the ability to relate previous knowledge to their current experiences. Cooperative learning is based on the interaction of learners in small groups (Loreman et al., 2005). Therefore, learning becomes more effective when the learning process amongst learners with special needs is on a face-to-face basis as it helps each one of them to feel as part of the class. Also, it permits active participation in the learning process. In this case, collaborative teaching should be encouraged among teachers as it helps with the learning processes of learners with special needs.

Various scholars indicate that learners differ in terms of their ability to comprehend work Mcleskey (2004). Learners have different levels of proficiency; therefore, if they work together, learners with special needs can assist each other or invoke the help of their peers (Cesar and Santos, 2006). Kimamo (2012) asserted that mentally retarded children in an inclusive education perform better than their counterparts in non-inclusive schools. In their study they developed a “learning community” which fostered inclusion among a selected group of learners through collaborative work. In this case learning rely on the interaction

of learners within a classroom whereby the major role of learning is compromised with togetherness and the skills, knowledge and attitude are widely shared among the learners.

Diversity is also respected and all learners are recognized participants in the learning process. Vygotsky's idea of the zone of proximal development, emphasizes on communication and interaction among the learners during the teaching learning process as being important in that learners benefit through the knowledge gained from each other. (Cesar& Santos, 2015). This is similar to the notion of "creative learning" as a group system where the success of the learners is dependent on the success of the group (Miles, 2007). This approach is relevant to the effective learning of learners with special needs in the inclusive setting since their diversity is catered for and, thus providing an opportunity for these learners to learn and model from their peers.

Florian (2012) reported that despite the availability of various teaching and learning approaches, success or failure of each differ depending on the level of skills by an individual teacher. It is vital that teachers choose the appropriate approach for collaboration based on their specific conditions and context. Teachers need to frequently reflect on and monitor the success of the type of collaborative teaching approach they use. However, co-teaching may be time- consuming, especially if teachers are not well skilled or equipped with the diverse teaching approaches, which make it difficult for them to cooperate.

Differentiated instruction is another approach to suit learners with special needs. It is a means through which adjustments are made. Cartwright (2009) asserts that instructional differentiation offers varied selections and sequences of instructions to learners having different abilities, interests, needs and purpose. Rief and Heimburge (2006) highlights that these approaches vary in the timing of instruction dependent on the rate of skill and

knowledge acquisition by the learners. The content being presented to the learners must also be differentiated depending on abilities of the learners. Resources used for instruction require modification to suit the individual needs of the learners. The assessment procedure should also be modified to suit the needs of all learners in the inclusive class. This approach if applied in BNSC, the public schools that apply inclusive settings will improve. Kazak, Hoagwood, Weisz, Hood, Kratochwill, Vargas and Banez, (2010) report to the fact that within the framework of supporting learners with special needs, behavior modification is fundamental achieved through classroom organization and, arrangements that favor their learning environment- this produces a shift in the learner's behavior in the classroom to achieve smooth learning. This approach is structured chronologically and planned to suit the learning and is intended to strengthen, weaken or maintain desired behavior. For proper teaching assessments, it is important to identify the target behavior and then observe the events that happen before and after that targeted behavior. For the target behavior to be achieved, rewards, punishment have to be manipulated.

Howell, (2012) points out that several studies have been done on approaches and, applied behavior analysis has been used in inclusive education and has been seen to work effectively. It is defined as the direct, continuous and precise measurement of behavior. Direct measurement entails focusing on behaviors that can be observed and evaluated directly. It requires that behavior be assessed and recorded over a period of time. Lindsley (2013) used charting to measure behavior. He emphasized that, the teacher selects target behavior, determined from the target group behavior, then assesses the number of times behavior occurs and charts the data on a daily basis. The teacher analyses the data and makes instructional decisions. Teachers in BNSC can use this approach to help them in the

management and teaching of learners with specific learning difficulties in inclusive education. Criterion-based instruction technique for management of behavior is another general teaching strategy as asserted by Gelfaud and Drew (2013). In criterion-based instruction a learner is compared to the scores of a predetermined criterion or mastery level. The importance of this instruction as asserted by Lelaohla (2012) is to come up with the special skills the learner has acquired and, those that needs to be reinforced and taught. It is also to protect and assess the learner's performance as per the skill that the learner has difficulty performing and, the content in the program that needs to be tested. The instructions are informally developed by classroom teachers. This approach is less expensive if applied in BNSC and improvement can be realized. Snowman (2014) emphasized that theories combined with approaches will bring different aspects of learning process. According to Mwaura, (2007) some approaches that can be utilized in the teaching of children with special needs in schools are adaptation of the curriculum, classroom management and educational materials. Curriculum adaptation in an inclusive setting for children living under difficult circumstances means modifying the regular curriculum to meet the needs of these children.

This means you take the existing curriculum and match it to the needs, abilities and interest of the children. According to Martin (2012), when modifying one should consider the content and content presentation. Content should help the children to develop skills, which are useful for them in their future lives. This should include activities that help them release the emotions they have. For example, music, dance and drama, then proceed to academic subjects. Content presentation requires looking at the rate at which you present it. The methods of delivery should consider the needs of the children. Classroom management

approach includes, organizing time in the classroom whereby there is a consistent routine of activities at specific times. Also, organizing space in the classroom so that certain areas are assigned various activities for example reading, nature and mathematics corners and, class rules that promote expected behavior within and outside the classroom. Using different teaching methods which should be child-centered, for example child-to-child, peer tutoring and mediated learning through modern technology, the researcher concurs with Smaildino (2014) in that modern technology will reduce paper work and time wastage. This will encourage the use of presentation technologies such as power point during the lesson which will make learning interesting.

Ebersohn (2014) points out that for the instructor to effectively help the learner with special needs in inclusive learning, one needs to use a combination of various teaching strategies. These should accompany the learner's ability and learning area as per the entry level of performance. Among the approaches that can be used to teach learners with special needs in a regular classroom include: peer tutoring, group teaching, individualized instruction and team teaching. The scholar explains peer tutoring as a method of using other children to assist those experiencing difficulties in learning activities. Children learn most from one another by doing things together and using their own experiences and language which is understood to their peers. Group teaching is the process of placing learners in small groups between four to eight learners for the purpose of learning effectively. The instructor may prepare an Individualized Education Program for the learner who has learning difficulties during the learning process. This need to be done in collaboration with the rest of the learners who are knowledgeable about the content being covered and, the modification done for such a learner with special needs to be able to align to the syllabus.

Kalabula (2012), argues that there are many approaches to language intervention, the most ideal approach is to intervene considering the child's functioning level as compared to normally developing children. This is the developmental approach works best for the majority of the children with communication difficulties especially those with delayed language. The areas of language requiring intervention include, attention, listening to understand, turn-taking, ability to express self and use of body language. All these skills develop slowly from birth over a period of time and they are dependent on each other. None of the skills develop in isolation in language intervention programs. Therefore, the skills are developed simultaneously in natural situations. Learners in inclusive Education ought to be given such strategies to improve their performance. Therefore, it's the initiative of the Education stakeholders and administrators to emphasize the above strategies for inclusion to materialize in their schools. The researcher agrees with the two scholars as suggested by Kimokoti (2012) that, teaching approaches are vital in any inclusive learning. It is through them that, the learner is able to express self by being provided plenty of opportunities by the teacher. We need a twin-pack approach for inclusion by making the Education system inclusive and also paying attention to the specific needs of individual learners.

However, despite the diverse teaching approaches available for effective teaching and learning for learners with special needs, it is evident that majority of teachers in the inclusive classrooms rarely utilize them. Instead, they use the traditional teaching approaches of teaching and, thus denying the diverse groups of learners an opportunity to learn effectively. Training in SNE is essential in order to equip the teacher with special instructional strategies if the learners with special needs are to learn effectively and develop

positive behavior change through social skills training. According to Gearheart and Ogonda (2012), strategies used in proactive behavior management in an inclusive classroom include: instructional approach, positive climate, dynamic and responsive interventions and collegial interactions. Findings from related studies indicate that instructional approach is a method that enables learners to acquire positive skills, knowledge and attitudes. This approach permits a teacher to identify and modify a wide range of desirable behaviors. It is best suited to simple, easily observed and assessable behaviors.

Kazak, Haogwood, Weisz, Hood, Kratochwill, Vargas and Banez (2010) report that in supporting learners with special needs, there is scientific literature that highlights on how to apply instructional approach to manage proactive behaviours. This is by making sure the task given to learners is at the child's mastery level. According to D'Amico (2010), Learners should be given cues or prompts when teaching by putting the task on self-correcting material, giving the learner a break and discussing their interaction skills.

Kauffman (2012) asserts that positive climate is another strategy that can be applied in the management of proactive behavior in an inclusive classroom. A teacher develops wide behavior support systems that enhance positive behaviours and students discipline procedures. These systems define appropriate behaviours that also enhance academic and social skills. Lane et al.2002; Severson and Walker 2002; Severson & walker (2012) further support the notion that the use of rewards on desired behaviors and punishment for bad behaviours improves the system in inclusive learning. All teachers and school staff should participate in teaching and rewarding desired student's behavior. Jepchirchir (2015) argues that majority of teachers have inadequate skills necessary for identification of learners with

Emotional Behavior Disorder. Therefore, use of rewards to learners with special needs will not change behaviors especially for EBDs.

According to Heward, (2015), dynamic and responsive intervention is also another strategy that may also apply for proactive behavior management. When a behavior management strategy out lives its usefulness, then there is need to change to a different strategy based on the earlier information collected from the previous strategy. One may use instructional and behavior approaches. This is because behavior management in an inclusive classroom will require a multiplicity of behavior management strategies due to the diversity of the learners in the class. This approach has a great appeal in educational settings since its specific format can be modified and applied to a wide varied of problems and many contexts.

Collegial interaction on the other hand as pointed out by Gelfaud and Drew (2013), is an effective means of producing positive changes in learner's behavior. Peers help one another to decrease inappropriate behaviors by applying these tactics; peer monitoring where a learner is taught to observe and record peer behaviors and provide the peer with feedback. Cartwright and Wind-cowie (2005) argues that, positive peer reporting as a tactic may discourage learners from working with peers due to reporting each other's undesirable behaviours. The researcher concurs with the two in that it can lead to conflict and confrontation hence decreasing performance. Peer tutoring as a tactic encourages learners to support one another in academic and social skills as noted by Ngugi (2007). For example, a learner who has mastered a skill can help those who lag behind in the mastery of the same skill. Strategies used in proactive behavior management if well used by teachers in

inclusive education can bring change in the learning process and performance in KCPE examinations.

2.3 Teachers' Level of Preparedness in Inclusive Education and Performance in KCPE

Otiende, (2013) and Kimokoti (2007) state that the effectiveness of any instructional medium and how it is integrated in the classroom depends on the training of the instructor. For instance, a special education trained teacher as suggested by Otiende (2013) will teach from the known to the unknown. The idea on theory about curriculum planning as pointed out by Manger (2012) will be realized. Teachers trained in SNE initiate an individualized education program for special needs learners who have learning difficulties. They have skills on how to manage and handle such learners. They are experienced on curriculum adaptations that assists the learners with special needs. (Ngugi, 2007). They also have skills on the use of support services and resource factors that should be made available to the learners with special needs in the regular classroom. Gonderma (2011) asserts that they have skills on classroom adaptation depending on the needs of the learner. Payne (2005) emphasizes that adaptations may be inclined to accommodate areas like academic and language deficits, Social emotional difficulties, attention, memory, cognition, perception and motor skills.

Farrant, (2015) stated that the existence for untrained personnel contributed to low teaching and handling of children. Untrained staff was not sensitive to the needs and requirement of growing and developing child. Most of untrained teachers were ignorant of children needs. According to Robbert, (2012) suggested that the best way to improve the quality and standard of learners in an inclusive setting was to improve the mastering of content and

curriculum implementation. The teachers were to have positive attitude in managing and guiding the children in an inclusive learning. This was only to be promoted by qualified staff and, hence there was need for primary school teachers to attain frequent in-service training. To improve them with current skills and knowledge in order to promote positive growth and development in young children (Meijer, 2013).

Therefore, the researcher advises that the government through the ministry of Education should organize refresher courses for the primary teachers in SNE to ensure that healthy and educated generation. Primary school children in an inclusive education should be developed holistically for the betterment of the society. Therefore, teachers need to be prepared for the challenging responsibilities of handling the learners in inclusive Education settings.

Inclusive Education was brought into its present existence from (2007), the training of teachers in SNE had been marginalized hence killing the morale and generation that had piled in primary schools as observed in Bungoma North sub county, Bungoma County. Farrant, (2015) observed that, the crisis on the schools of some nations had been caused by poor implantation of the curriculum due to lack of skilled and informed manpower. Global Education complain (2002) reported that all the primary school teachers in inclusive settings were to go for further studies and sensitization so that they could be able to impart the required concepts, skills, knowledge and attitudes to the learners in inclusive educational settings. According to the researcher, the primary school teachers will make it a priority to extend their Education through KISE pre service, in- service and corresponding studies to better them.

2.4 Availability of Instructional Resources for Inclusive Education and KCPE Performance

Access to instructional materials will be an important factor that could affect performance in an inclusive Education in Bungoma North sub –county. According to John Dewey (1857), the teaching of science activities should be practiced and, is meaningful in the promotion of practical skills. Piaget (1896-1980) emphasized that children be provided with adequate materials to manipulate, explore and retrieve information. This is because observation and manipulation presented first-hand information for learning. According to Sifuna (2005) instructional materials play a vital role in enhancing knowledge, skills and attitudes of the children. Brooks (2015) suggested that learning and instructional materials are acquired according to the catchment areas.

Smaildino, (2012) advocated for both printed and electronic media as teaching learning aids to the 21st century learners. She suggested that it encourages children dramatize some activities; bring outside world into real world situation in the classroom. It also arouses children’s interest and curious to participate in the learning process. The researcher agrees with the scholars in that, learners in Bungoma sub- county if provided with instructional materials then performance in an inclusive Education will be good. This is because the learners in an inclusive setting are of diversity and requires instructional materials to support the learning (Amin, 2010).

On the other hand, Maria Montessori suggested that children be availed with brightly and colored materials to make a child curious to learn. This will help develop a child cognitive as well as the senses and also make their own discoveries as they explore. According to Nguni (2009) inclusive Education does not mean less resource for special needs, but

efficiency and Equity in the use of available resources among those with special needs in the school. It is important to emphasize that unless learners with special needs are provided with the appropriate resources, it will not be possible for them to benefit in an inclusive Education (Merchant, 2014). This is among those that had affected learners in Bungoma North sub-county. Hiuhu, (2012) states that it is common occurrence to find learners with visual impairment learning together with their sighted peers in the same classrooms. In order to achieve such levels of inclusion, it is important that teachers make some modification and adaptations in the existing Educational resources and the learning environment to enable these learners maximize their participation in the learning.

2.5 Inclusive Education Mode of Assessment and KCPE Performance

The mode of assessment provided to students has led to poor performance. High standards of testing decrease the probability of meeting the expected goals. Erny, (2012), emphasized on testing according to what has been covered in the classroom environment. Learners are to be evaluated well to realize results because of difference in diversity. Due to high enrollment teachers no longer set exams for their learners. They opt to buy commercial exams that are set out of syllabus by business men and women. Teachers should reverse back to their testing policy so as to help learners with special needs. According to Apungu (2015) teacher-made tests are the best and, were designed to serve an instructional purpose. For instance, a pre – test was given to determine children’s behavior and, the design of instructions from test results followed. From Research findings, Bartolo (2007) and Lane (2006), point out that the information obtained from the tests should be used to encourage and motivate the child and inform the parents about their child’s progress. Kisilu (2009)

suggested that teacher-made tests should also be used to monitor the progress of the learners.

When constructing the teacher made tests, one will be required to take in order to fulfill the intended purpose for administering the tests. It was time that, since inclusive education was enacted in 2007, it failed to address this gap at the primary school and secondary school level and the worst gap will be noticed in public primary schools in BNS where nothing so far will be done. According to Ministry of Education (2006) Formal tests are standardized tests designed by professionals to be used for the purpose of screening and diagnosis from the interpretation of the tests, one will tell the severity of the problem in an inclusive Education. Therefore, this study sought to bridge this gap and the researcher will advise that, all the stakeholders will consider the learners with learning disabilities through providing proper tests to improve the performance more so in KCPE. This will be a big motivation to the learners with special needs in an inclusive Education.

Sperling (2012) and Lorenz (2006), stressed on the importance of investing on early life of the child where Maslow will argue that the lower needs in the hierarchy are more basic and powerful than the higher needs. During the time when physiological needs are most pressing, higher needs are largely ignored. (Tamar (2008). So the researcher will advise that the primary teachers build the basic line of the whole life of the child and they ought to be above the conducive condition to enable those staff on the long race of life in the primary child in an inclusive Education.

2.6 Summary of Literature Review and Research Gaps

Kimamo, (2012) studied intellectual development in mentally challenged children; he used

20% of children in Nairobi County. Generally, he found that mentally retarded children in inclusive system perform better than their counterparts in non- inclusive schools. However, he did not study how these mentally retarded children affected the academic performance of other children in inclusive education. Jepchirchir (2015) studied teachers' perception on factors affecting learning in inclusive setting for learners with emotional behavior disturbance and, concluded that majority of the teachers had inadequate skills necessary for identification of learners with EBD. However, she did not study on how EBDs among learners with special needs in inclusive education affected KCPE performance. Most researchers dwelt on the shortage of teachers who are specialized in special education (McLeskey, Tyler & Flippin, 2014; Payne, 2005; Sindelar, Brownell, & Billingsley, 2010; U.S. Department of Education, 2008). This study dwelt more on the effect of inclusive education on performance regardless of shortage of teachers trained in special education. Mutua (2013); Otiato (2007); Boyle (2012) emphasized on the best teaching strategies that can support learners with special needs in inclusive classrooms. They did not realize that some of the teaching approaches have an effect on children's performance. Martin (2012) and Mwaura (2007) pointed out that adaptation of the curriculum in an inclusive setting is the best and, the modification of the regular curriculum helps to meet the needs of learners with special needs. The two researchers did not consider that the content can be wrongly presented due to lack of skills and knowledge which may end up lowering and affecting performance. Kabula (2012) argued on language intervention as the most as the most ideal approach in inclusive learning, more so to learners with communication difficulty. He did not capture the essence that being provided for plenty of opportunities by the teacher may affect other learners in inclusive learning and, hence affecting their performance.

Findings from related studies as specified by Gear heart and Ogonda (2012) indicated that instructional approach is a method enables learners to acquire positive skills, knowledge and attitude. It also permits a teacher to identify and modify a wide range of desirable behavior. He did not observe and put in mind how learners with hearing impairment are affected in an inclusive classroom where a teacher has no idea on sign language. This category of learners with special needs and inclusive educational performance was not evaluated. Otiende (2013) and Kimokoti (2007) state that the effectiveness of any instructional media and how it is integrated in the classroom depends on the training of the instructor. They did not realize that teachers' level of preparedness in inclusive education affect KCPE performance regardless of the trained teacher. Smaildino (2012) advocated for printed and electronic media as teaching learning aids for 21st century learners. She did not realize how such instructional resources affected learners in inclusive learning. It encourages laziness by reducing paperwork. Learners are not interested in revision through preparation of summary notes hence affecting performance.

From research findings Bartolo (2007) and Lane (2006) teacher-made tests are used to monitor the progress of learners in inclusive learning. However, this sole mode of assessment was not identified as fit for evaluation of inclusive education. In the Kenyan context on inclusive education implementation and how it affects KCPE performance in Bungoma North sub-county, the aspects of teaching approaches such as teachers' level of preparedness, instructional materials and mode of assessment have not been investigated fully. Studies have been done on inclusive Education on learning but the emphasis has not been carried out on KCPE performance.

The study was built on earlier findings and evaluates a set of teaching approaches and educational resources that were improvised recently including the use of hearing, computer voice synthesizers and thermoforming machine which is the mass production of Brail text. From literature review, earlier researchers have studied individual cases of inclusive education. Few cross-sectional studies have been done in Kenya (Kithure, 2000) and, there does not exist such a study in Bungoma North Sub – County was noted. In addition, the teachers need to be information technology compliant to facilitate the teaching by the use of such modern assistive devices but it is not clear whether this has been done (Otiato, 2012).

From research findings in Bungoma county Bortolo (2007) and Lane (2006) studies have been done on teacher made tests that it helps monitor the progress of the learners in inclusive learning. There is no such study that have been carried out in Bungoma North sub-county. Most of the schools opt to buy commercial exams set out of syllabus by business men and women. Findings from related studies in Kenya as specified by Gearheart and Ogonda (2012) indicated that instructional approach as a method enables learners to acquire positive skills, knowledge and attitude. It also permits a teacher to identify and modify a wide range of desirable behaviours in inclusive classroom. Small percentage has been done in western region and Bungoma County but no such study has been carried out in Bungoma north sub-county.

Several studies have been carried out on how effectiveness of any instructional media depend on the training of the teacher and teachers' level of preparedness as instructed by Otiende (2013) and Kimokoti (2007). Few studies have been done in Bungoma county on how teachers' level of preparedness in inclusive education affect KCPE performance.

There is no such study that has been carried out in Bungoma north sub-county. Most of the studies as suggested by Kipkoech (2015) in Bungoma North sub-county was anchored on overcrowded classrooms due to free primary education. They did not look at how the teacher's preparedness affected learners with special needs on the preparation of Individualized Education Program.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of research design, research site, target population, sample and sampling procedure, description of research instruments, research instrument validity and reliability, data collection procedure, data processing and analysis, legal and ethical considerations.

3.2 Research Design

Research design refers to cumulative procedures selected by a researcher in aid towards effective collection, analysis and interpretation of data. It is a major component in a study that elaborates how the key area of the study harmoniously tackles the specified research (Orodho, 2009). Descriptive survey research design was used in this research study. Data obtained through Interview schedules and questionnaires. The research design was found appropriate since it enabled collection of views, opinions and beliefs from a large number of respondents in order to answer the research questions.

3.3 Research Site

Selection of research area or site is essential because it influence the usefulness of the information collected (Kombo & Tromp, 2006).The study was conducted in Bungoma North Sub County. Bungoma North sub-county is among the nine sub- counties in Bungoma County. It lies along the Webuye-Kitale road bordering Bungoma West and Kimilili Sub County. It is the last Sub County bordering Transzoia County. According to Bungoma County Schools Census report (MOE, 2017), Bungoma North Sub County KCPE performance was declining rapidly where most of the teachers attributed to the

declining trend to implementation of inclusive education. Thus, the researcher embarked on establishing the teachers' perception on the effect of inclusive education on KCPE performance with a view of gaining more insight on how quality of education can be enhanced amidst inclusivity.

3.4 Target Population

This refers to all the groups of people from which samples are taken for measurement (Singh, 2007). According to Bungoma County education office, Bungoma North Sub County had 1348 teachers and 105 Head teachers. Thus the study targeted 1348 teachers and 105 head teachers.

3.5 Sample and Sampling Procedures

A sample is the portion of the population that is used for research investigation. It is a proportion of the population that possesses the same characteristic as the population and is a smaller version of the entire population the researcher is investigating. Sampling procedure entails coming up with a representative number of individuals from the entire population (Orodho, 2009).

The sample size was determined by use of Yamane's (1999) sampling formulae;

$$n = N / (1 + Ne^2)$$

Whereby n = sample size, N = population size, P = population proportion

e = margin of Error (MOE), = 0.05

For teachers, the sample size will be

$$\begin{aligned} n &= 1348 / (1 + 1348 \times 0.05 \times 0.05) \\ &= 308 \end{aligned}$$

For Head teachers, the sample will be; $N = 105 / (1 + 105 \times 0.05 \times 0.05)$

$$= 83$$

Random sampling technique was employed in selecting the schools to be included in the study. The ballot of yes and no was used. Those who picked yes participated in the study. Those who picked no were left out. A sample size of teachers was obtained from the bases of the zones that were selected. Systematic sampling was used to select teachers who were present at schools. Head teachers were purposively selected. Mugenda and Mugenda (2003) note that purposive sampling is the technique where by the researcher select respondents that have the required information with respect to the study being conducted. The technique was used on head teachers because they had enough information on performance of their schools. Table 3.1 depicts the study sample frame.

Table 3.1: Sample Frame

Zones	No. of Schools	Sampled schools	No. of Teachers	No. of Sampled Teachers	No. of Head teachers	No. of Sampled Head Teachers
Naitiri	48	8	712	105	48	29
Ndalu	29	7	336	102	29	28
Tongarene	28	5	300	101	28	26
Total	105	20	1348	308	105	83

3.6 Data Collection Instruments

The instruments that were utilized to collect data in this study were questionnaires and interview schedules. Questionnaires were administered to teachers and interview schedules were administered to Head teachers.

3.6.1 Teachers' Questionnaire

Kothari (2008) characterizes a questionnaire as that is comprised of various inquiries printed or written in a clear form on a structure or set of structures. The researcher utilized questionnaires on account of its ease, free from predisposition, respondents have sufficient time to give well thoroughly thought out responses and substantial examples might be utilized and hence the effects could be more testable and true. However, use of questionnaires has some shortcomings such as low response rate, falsification and lack of opportunity for any clarification (Kombo and Tromp, 2009). In order to counter these limitations the researcher was available to make any needed clarifications. Also the researcher pre-tested in selected schools to test the unwavering quality and legitimacy of the instrument.

Teachers' questionnaires contain five sections, that is: Section A: Background Information; Section B: Specific objectives written under the following subheadings: Part A: Effects of inclusive education teaching approaches on KCPE performance; Part B: Effects of teachers' s level of preparedness in inclusive education on KCPE performance; Part C: Effects of availability of instructional resources for inclusive education on KCPE performance; Part D: Effects of inclusive education mode of assessment on KCPE performance

3.6.3 Head teachers' Interview Schedule

Kothari (2008) defines an interview as a system of gathering information that includes presentation of oral verbal responses and answers regarding oral verbal reactions. The preference of utilizing interviews in collecting data is that an interviewer is able to encourage subjects and probe them deeply into a problem. In this case structured interview

were administered to head teachers in the sampled schools. The researcher was the interviewer and the research assistant played the role of filling the interview schedule, while the head teacher was the interviewee.

3.7 Pilot Testing of Research Instruments

To ensure validity and reliability of research instruments, it is important to conduct pilot testing (Creswell, 2014). Through pilot testing the clarity of the language, duration, layout of the tools and the process of administering were ascertained. According to Sahu (2013), it is prudent to use 10% of the study's sample size when conducting a pilot test. Thus, the study involved eight head teachers and 31 teachers from eight public primary schools in the neighbouring Bungoma West Sub County. The participants were encouraged to comment and make suggestions geared to improve the various items. The pilot study enhanced validity and reliability of the data collection instruments.

3.8 Research Instrument Validity

Validity is the degree to which a test measures what it is supposed to measure. The validity of a research instrument concerns the extent to which the instrument yields the same results on repeating trials. The researcher undertook pre-tests interview before the actual study schedules. This ensured that discussion procedures obtained the data required to meet the objectives of the study thus enhancing reliability and validity of the data collected. Mugenda and Mugenda (2003) notes that data collected during pre-testing is essential in adjusting the research instrument. The researcher presented the data collection instruments to the two assigned university supervisors for scrutiny to ensure content validity.

3.9 Reliability of Research Instruments

Reliability is a measure of consistency of results obtained from a test (Kombo & Tromp, 2006). The researcher used test-retest technique to estimate the teachers' questionnaire reliability. A reliability coefficient of 0.7 according to Orodho, (2009) indicates that the instrument is reliable. In this study, a reliability coefficient of 0.76 was obtained and indicated that the instruments were reliable and therefore adopted for data collection.

3.10 Data Collection Procedures

The purpose of data collection is to obtain information that allows decision making about important issues and to communicate the finding to others. Data was collected regarding to performance of schools. Questionnaires were distributed to different schools within the Sub County by the researcher after having received permission from the National Council for Science, Technology and Innovations (NACOSTI) and county director of Schools. The researcher visited the Head teacher's office to introduce herself and state the purpose of the study. Face-to-face interviews were conducted with the principals. The interviews were carried out in varied places as found convenient. Before each interview, the respondents were requested to read and respond to the contents of consent form (Appendix V). The interviews were audio recorded using a smart phone and later transcribed by the researcher.

3.11 Data Processing and Analysis

Kombo and Tromp (2006) regard data analysis as the process of organizing the collected raw data in order to establish meaning or certain trends. The process started by editing to identify omissions and errors. After coding, the data from questionnaire was fed into the Statistical Package for Social Sciences (SPSS) version 22 software for analysis. The data collected were analyzed with respect of the study objectives using both descriptive

statistics such as frequencies and percentages. Qualitative data was put into themes and where necessary converted into quantitative data for easier interpretation.

3.12 Legal and Ethical Considerations

Research, according to the Belmont Report (2010) is an activity designed to test a hypothesis, permit conclusions to be drawn, and thereby develop or contribute to generalized knowledge expressed in theories, principles, statements and relationships. The researcher avoided making up data or results and recording or reporting them as factual results. All other people's ideas, processes, results, were given appropriate credit. The researcher was introduced to the respondents by the head teacher where all respondents were assured of anonymity and confidentiality. The researcher also maintained objectivity in all the phases of the study in order to get accurate and reliable data. According to Pring, (2005), creating rapport with the respondents is another way of playing an ethical duty for a researcher. The researcher created rapport by explaining the purpose of the study and its usefulness to the respondents so that they can see themselves as contributing positively to the outcome of the study. Muenda, Mugenda and Regan (2012) also noted that it is unethical and waste of resources to hide findings of a research undertaken. In this study therefore, the researcher shared research findings after completion of research to the relevant users that were interested in research findings.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents data analysis and findings. The study's main purpose was to establish the teachers' perception on effect of inclusive education implementation on KCPE performance. The section is divided into five areas where section one deals with the demographic description of participants involved in the study while sections two to five deals with the four specific objectives of the study. The chapter opens with a demographic description of the participants involved in the study. This information was collected using questionnaires and interview schedules.

4.2 Background Information of the Respondents

A total of 300 out 308 questionnaires were fully completed and returned by the respondents. Therefore the return rate of questionnaires used in the study was 97.4% which was considered sufficient to provide the information on effect of inclusive education implementation on KCPE performance. Thirty head teachers out of 83 were interviewed posting a return rate of 36.1 %. Some of the background information sought from the respondents included gender, age, level of education and teaching experience.

4.2.1 Gender of Respondents

The researcher sought to establish the gender of the respondents. This was found important since the teachers' perceptions and attitudes towards inclusive education have been found to vary according to gender in past studies. Table 4.1 shows the respondents' gender distribution.

Table 4.1: Gender Distribution of Respondents

Category of respondent	Gender	Frequency	Percentage
Teachers	Male	120	40.0
	Female	180	60.0
	Total	300	100.0
Head teachers	Male	20	33.3
	Female	10	66.7
	Total	30	100.0

Table 4.1 shows that 60.0 % of teachers were female implying that most of female teachers dominate teaching in Bungoma public primary schools. Conversely, the headship was dominated by male teachers constituting 66.7% of respondents.

4.3.2 Age bracket of respondents

The researcher sought to establish the respondents' age bracket distribution. Table 4.2 depicts the findings.

Table 4.2: Respondents' Age Bracket Distribution

Age in years	Category			
	Teachers		Head Teachers	
	f	%	f	%
< 30	42	14.0	0	0.0
31-40	46	15.3	3	10.0
41-50	60	20.0	12	40.0
51-60	152	50.7	15	50.0
Total	300	100.0	30	100.0

As shown in Table 4.2, 42 teachers constituting 14.0 % were below 30 years of age while at middle age (31 to 50 years) constituted 35.3 %. Over half of the teachers (50.7) were in

the bracket of 51 to 60 years implying that the public primary schools in Bungoma North were dominated by teachers who were heading to retirement. This category of teachers may not be very enthusiastic to effect new changes in teaching approaches, pedagogy, administration of examinations and mindset as required in inclusive education.

4.3.3 Highest Academic level of Teachers

The research sought to establish the highest academic level of teachers. As teachers advance in professional education, they are more likely to learn more in psychology, inclusivity, equity and equality leading to change in perceptions. Figure 4.1 shows the teachers' level of education.

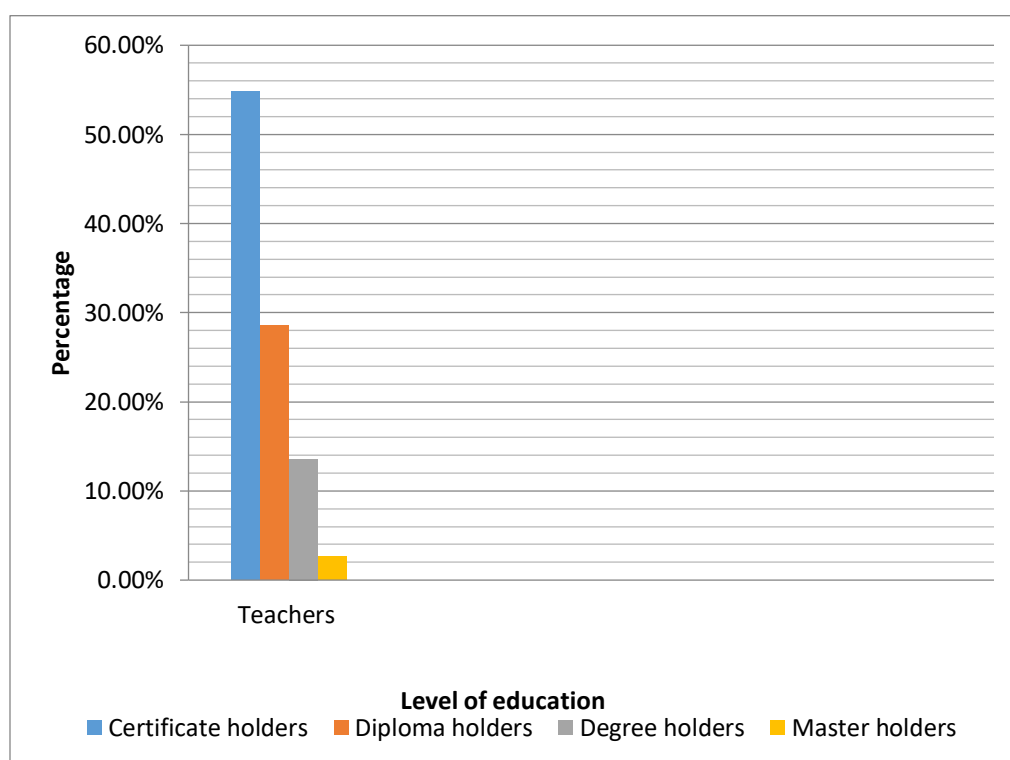


Figure 4.1: Teachers' Academic level

As evident from figure 4.1, 54.8% teachers were certificate holders; 28.6% diploma holders, 13.6% degree holders while 2.7% teachers were masters' holders. Thus, the study

finding show that over half of the teachers in public primary schools in Bungoma North Sub County are certificate holders. This category of teachers may be inclined to have a different perception from their counterparts who have advanced to higher levels.

4.3.4 Training in Special Needs

The researcher further sought to establish the level to which teachers had trained in special needs. Figure 4.2 depicts the finding.

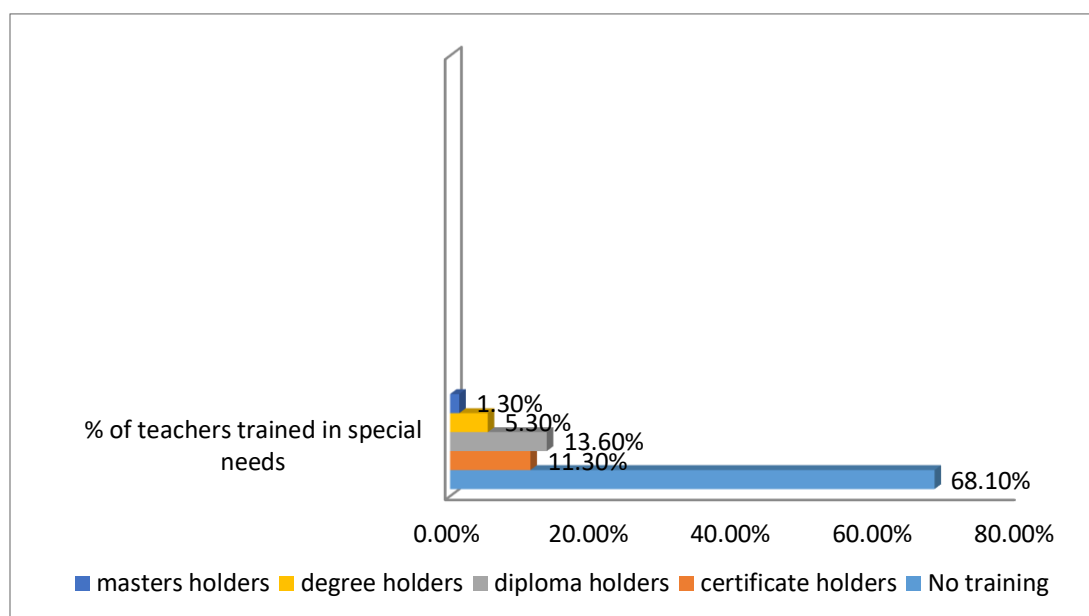


Figure 4.2: Teachers' Training in Special Needs

Figure 4.2 shows that 68.1% of teachers had not undergone any training on special needs education, 11.3% had certificate in special needs education, 13.6% had diploma in special needs education, 5.3% had degree while 1.3% had master degree in special education. Thus, majority of teachers in public primary schools in Bungoma North sub-county had not undergone any training on special needs education and therefore were not in a good position to understand the needs of learners in inclusive education. This category of teachers are more likely to encounter challenges in implementation of inclusive education.

4.4 Inclusive Education Teaching Approaches

The first objective of the study was to examine the teachers' perception of the effect of inclusive education teaching approaches on KCPE Performance in public primary schools in Bungoma North Sub County. To achieve the objective, teachers were required to answer several questions.

4.4.1 Identification of Learners with special needs

The first question required the teachers to indicate whether they had any skills of identifying learners with special needs. The response was either Yes or NO. Table 4.3 shows the analyzed result.

Table 4.3: Teachers Possession of Skills to Identify Learners with Special Needs

Response	Frequency	Percent
Yes	160	53.3
No	140	46.7
Total	300	100.0

It was clear from Table 4.3, that most of the teachers constituting 53.3 % had the skills to identify the learners with special needs. This implied that 46.7 % of teachers were relying on other teachers to identify and apply appropriate interventions regarding learners with special needs. For effective implementation of inclusive education, all the teachers should be equipped with such skills and knowledge.

4.4.2 Application of Behavior Modification Techniques

The respondents were further asked to indicate whether they applied in the schools behavior modification techniques. The results indicated that 66.3% of the respondents never applied the use of behavior modification techniques while 33.7%. Behaviour modification techniques are essential especially where some learners have behavioural related disorders such as emotional behavioral disorder (EBD), autism and bipolar. Thus, the finding that a large percentage of teachers do not apply behavior modification techniques implies that implementation of inclusive education may be encountering challenges in public primary schools in Bungoma North Sub County.

4.4.3 Consideration of Learners with Special Needs when Selecting Instructional Approaches

The researcher further sought to establish the extent to which teachers put into consideration learners with special needs when selecting instructional approaches. The results are presented in Table 4.4

Table 4.4: Consideration of Learners with Special Needs when Selecting Instructional Approaches

Response	Frequency	Percent
Strongly Disagree	104	34.7
Disagree	116	38.7
Neutral	13	4.3
Agree	30	10.0
Strongly Agree	37	12.3
Total	300	100.0

Table 4.4 shows that 73.4 % of teachers generally indicated that they do not put into consideration learners with special needs when selecting instructional approaches. Only a paltry 22.3 % of teachers agreed while 4.3 % were not decided.

4.4.4: Preparation of Individualized Education Programs for Learners with Special Needs

The study aimed at finding out the extent to which teachers' engaged in preparation of Individualized Educational Programs (IEP) for learners with special needs. Figure 4.3 shows the findings.

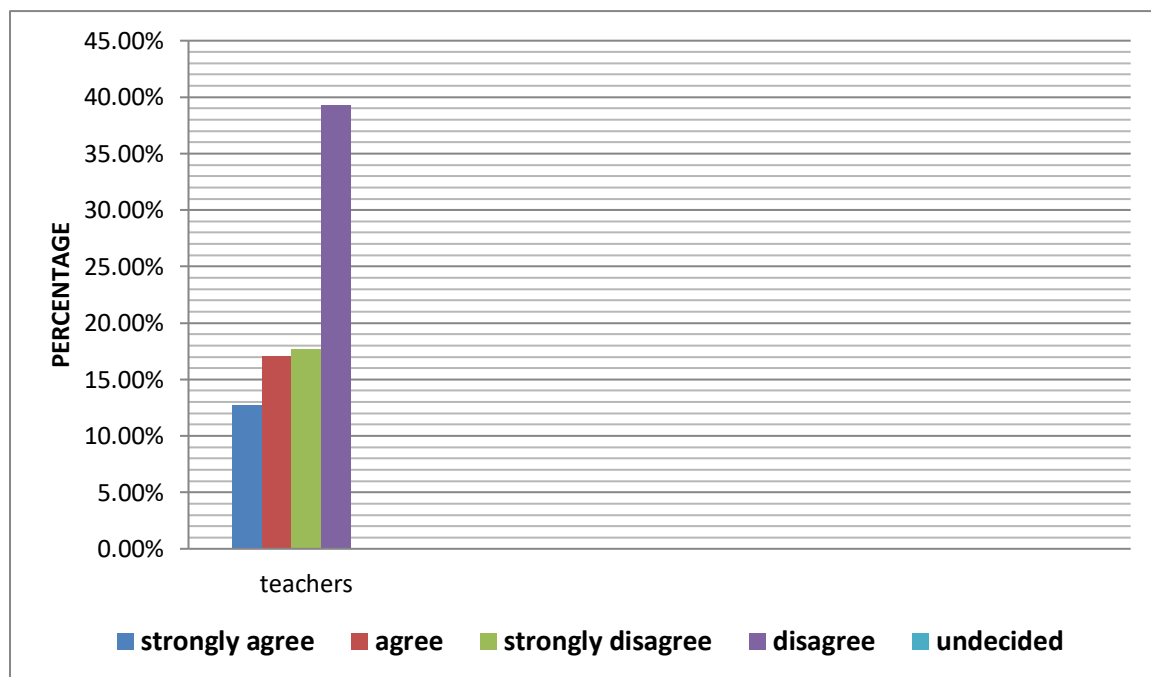


Figure 4.3: Preparing Individualized Education Programs for Learners with Special Needs

Figure 4.3 shows that 12.7% teachers strongly agreed with the statement that they prepare individualized education program for learners with special needs. 17.0 % teachers agreed with the statement, 17.7% teachers strongly disagreed with the statement, and 39.3%

teachers disagreed with the statement while 13.3% teachers were undecided on the statement. The study findings showed that a majority 57.0% of the teachers in primary schools in Bungoma North sub-county do not prepare individualized education program to support learners with special needs in inclusive learning, hence affecting KCPE performance.

4.4.5 Recognition of the Diversity of Learners with Special Needs

The researcher aimed at establishing the extent to which teachers recognized the diversity of learners with special needs in the classes. Table 4.5 shows their response.

Table 4.5: Teachers Response on Recognition of Diversity of Learners with Special Needs

Response	Frequency	Percent
Strongly Disagree	9	3.0
Disagree	12	4.0
Neutral	17	5.7
Agree	161	53.7
Strongly Agree	101	33.7
Total	300	100.0

As evident in Table 4.5, 53.7 % agreed while 33.7 strongly agreed that they recognized and respected the diversity of learners with special needs in the learning process. A paltry 7.0 % of teachers disagreed while 5.7 % of teachers were neutral. Thus the finding shows that

Majority (87.4%) of the teachers in public primary schools in Bungoma North sub-county recognized and respected the diversity of learners with special needs in the learning process.

4.4.6 Extra Time for Learners with Special Needs

The researcher aimed at establishing whether teachers allow extra Time for the learner with special needs to complete given tasks. Figure 4.4 depicts the teachers' responses.

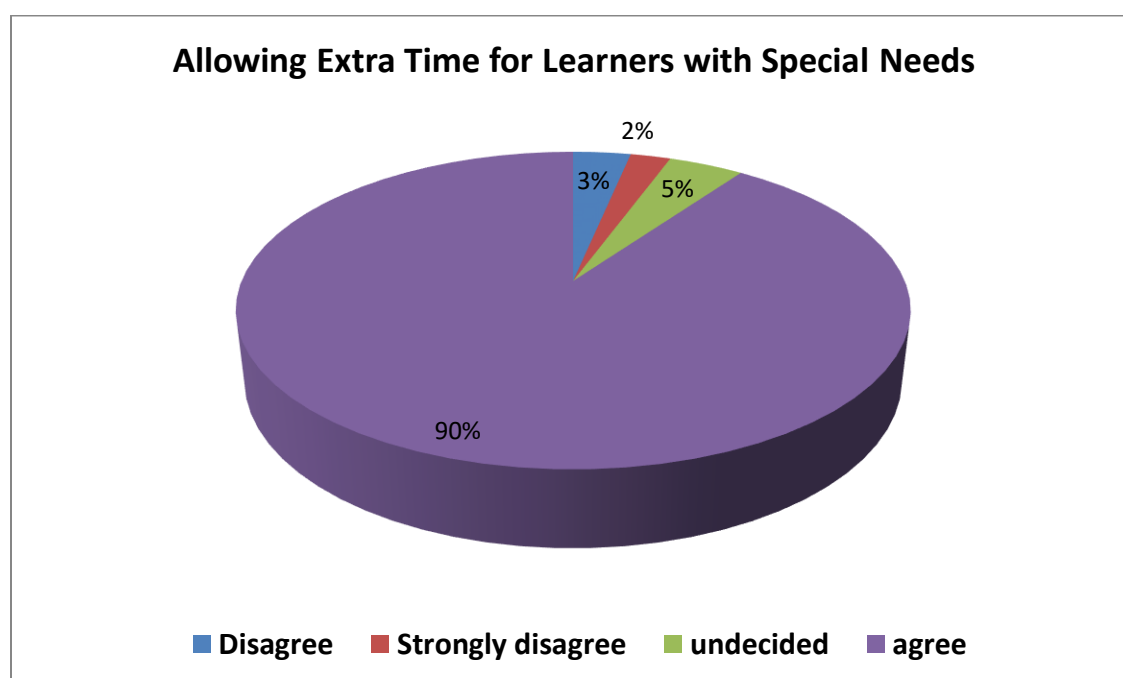


Figure 4.4: Allowing Extra Time for the Learners with Special Needs

As evident from Figure 4.4, In addition, 3.0 % teachers disagreed with the statement that they allow extra Time for the learner with special needs to complete given tasks, 2.0 % of teachers strongly disagreed with the statement and 5.0 % teachers were undecided on the statement while 90% teachers were in agreement with the statement. It emerged, therefore,

that a majority of the teachers allow extra time for the learners with special needs to complete given tasks.

4.4.7 Networking with other Professions

The study aimed at establishing the extent to which teachers' networked with the other professionals and medical experts to support the learner in inclusive setting. Table 4.6 depicts the findings.

Table 4.6 Networking with other Professionals and Medical Experts to Support the Learner in Inclusive Setting

Response	Frequency	Percent
Strongly Disagree	91	30.3
Disagree	56	18.7
Neutral	32	10.7
Agree	77	25.7
Strongly Agree	44	14.7
Total	300	100.0

Table 4.6 shows that the issue of networking with the other professionals attracted varied reactions among the teachers. It was noted that 30.3% teachers strongly disagreed with the statement that they network with other professionals and medical experts to support the learner in inclusive setting, 18.7% teachers disagreed with the statement, 25.7% teachers were in agreement, 14.7% strongly agreed with the statement while 10.7% teachers were undecided on the statement. Therefore, the study showed that the number of teachers who

consulted and networked with other professionals (49.0 %) and those who did not (40.0 %), was comparable.

4.5 Teachers' Level of Preparedness in Inclusive Education

The second objective of the study was to establish the teachers' perception of the effect of teachers' level of preparedness in inclusive education on KCPE performance in public primary schools in Bungoma North Sub County. Teachers need to be both competent and confident in their teaching skills in order to meet the needs of Learners with special needs in the inclusive classes.

4.5.1 Trained to Meet the Learners Needs

The study aimed at establishing the effect of teacher's level of preparedness in inclusive education for learners with special needs. Teachers were asked to rate their level of training sufficiency to meet the needs of learners with special within their inclusive classrooms.

The results are presented in Table 4.7.

Table 4.7: Teachers' Sufficient Training to Meet the Needs of Learners with Special Needs

Response	Frequency	Percent
Strongly Disagree	66	21.8
Disagree	140	46.2
Neutral	19	6.3
Agree	43	14.2
Strongly Agree	32	10.6
Total	300	100.0

Table 4.7 shows that 21.8% teachers strongly disagreed with the statement that “I have sufficient training to meet the needs of learners with special within their inclusive classrooms”, 46.2% teachers disagreed with the statement, 10.6% teachers strongly agreed with the statement and 14.2% teachers agreed with the statement while 6.3% teachers were undecided on the statement. It emerged from the study that majority 68.0% of the teachers had insufficient training to meet the needs of learners with special needs within their inclusive classrooms.

4.5.2 Possession of Skills to Cater for Needs of Learners

The researcher sought to establish the perception of teachers regarding the skills to cater for needs of learners.

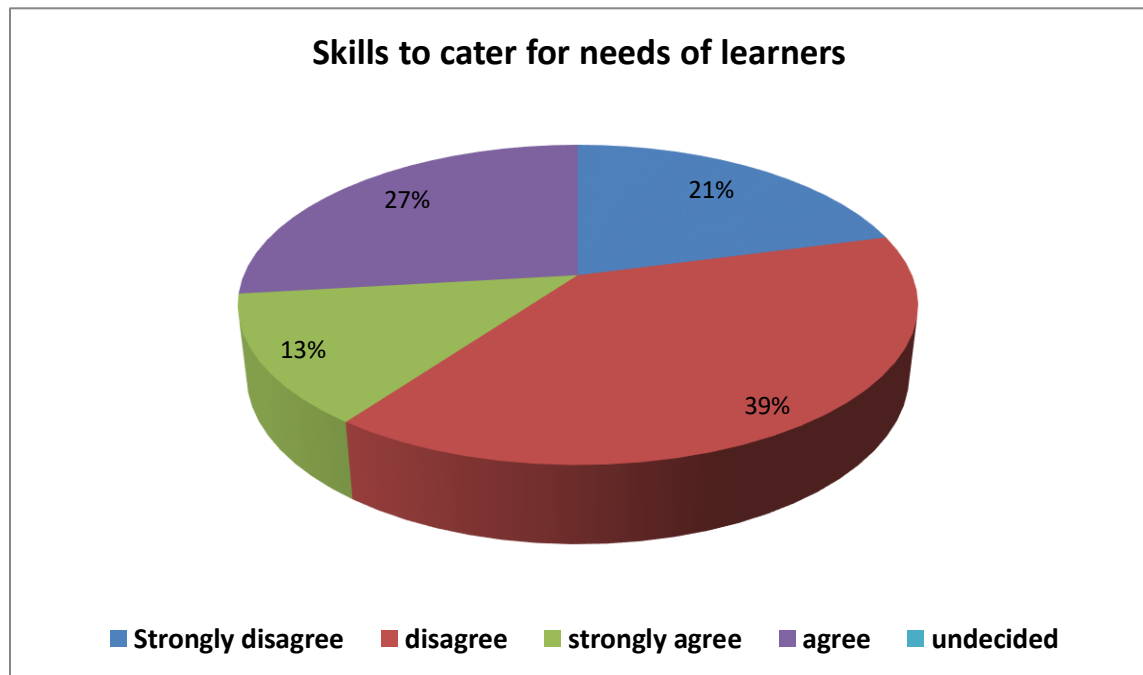


Figure 4.5: Possession of Skills to Cater for Needs of the Learners

As shown in Table 4.5, 21.0 % teachers strongly disagreed with the statement that they had the necessary skills to cater for the needs of learners with special needs, 39.0 % teachers disagreed with the statement and 13.0 % teachers strongly agreed with the statement, 27.0 % teachers agreed with the statement while 21.0 % teachers were undecided on the statement. Therefore, 60.0 % of the teachers felt that they had no skills to cater for the needs of learners with special needs.

4.5.3 Preparation of Lessons Adequately to meet the Needs of Learners with Special Needs

The researcher sought to establish the level to which teachers' preparation of learners adequately to meet the needs of learners with special needs. Table 4.8 shows the findings.

Table 4.8: Adequate Preparation for the lessons to meet needs of learners with special needs

Response	Frequency	Percent
Strongly Disagree	58	19.1
Disagree	105	34.7
Neutral	24	7.9
Agree	81	26.7
Strongly Agree	32	10.6
Total	303	100.0

Table 4.8 shows that 34.7% teachers disagreed with the statement that they actively listened to learners with special needs ideas, concerns and questions, 19.1% teachers strongly disagreed with the statement, 26.7% teachers were in agreement with the statement while

7.9% teachers were undecided on the statement and 10.6% strongly agreed. This implies that a majority 53.8% of the teachers in primary schools in Bungoma North sub- County did not listen to learners with special needs ideas, concerns and questions. This shows that teachers did not understand the needs of Learners with special needs and at the same time did not attend to these needs and even prepare adequately for them.

4.5.4 Opportunity to for Regular Learners to Support Learners with Special Needs

The researcher sought to establish the extent to which teachers' availed opportunity to regular learners to support learners with special needs.

Table 4.9: Offering an opportunity to Regula learners to Support Learners with Special Needs

Response	Frequency	Percent
Strongly Disagree	3	1.0
Disagree	4	1.3
Neutral	12	4.0
Agree	169	55.8
Strongly Agree	112	37.0
Total	300	100.0

Table 4.9 shows that 1.3% teachers strongly disagreed with the statement that Learners with special needs are given an opportunity with learners without special needs to support them, 1.0% teachers disagreed with the statement, 4.0% teachers were undecided on the statement while 55.8% teachers were in agreement and 37.0% strongly agreed. It can

therefore be shown that a majority of teachers 92.8% give an opportunity for learners with special needs to be supported with those without special needs in an inclusive classroom.

4.5.5 Influence of Motivation on Learners' Performance

The study also set out to establish the teachers' perception of the influence of motivation on the learners' performance in inclusive classes. Figure 4.6 depicts the teachers' response.

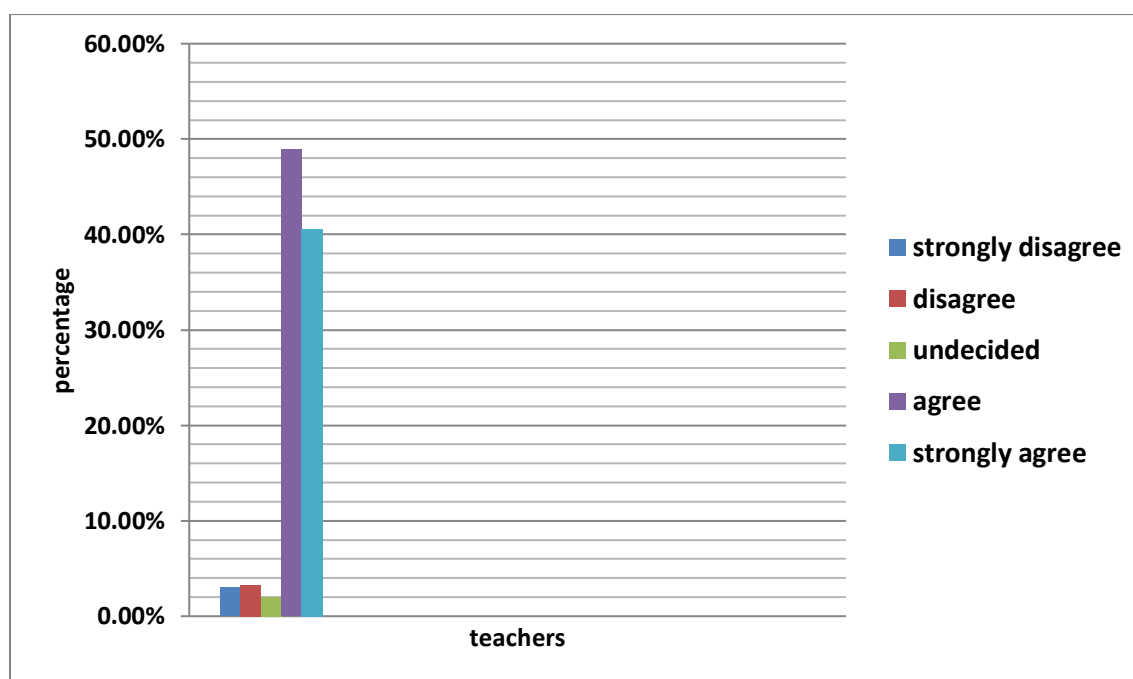


Figure 4.6: Influence of Motivation on Learner's Performance in inclusive education

Figure 4.6 shows that 3.0 % of teachers strongly disagreed with the statement that lack of motivation influences learners performance in an inclusive education, 3.3% disagreed with the statement, 2.0% were undecided, 48.9% were in agreement while 40.6 strongly agreed with the statement. Therefore the results showed that half of teachers (50.4%) perceived that motivation of learners in an inclusive setting was crucial to their academic performance.

4.5.6 Learners Benefit from Clearly Communicated Rules

The researcher aimed at establishing the teachers' perception on whether the learners in inclusive setting benefitted most when expectations and rules are clearly communicated to them. Figure 4.7 shows the teachers' response.

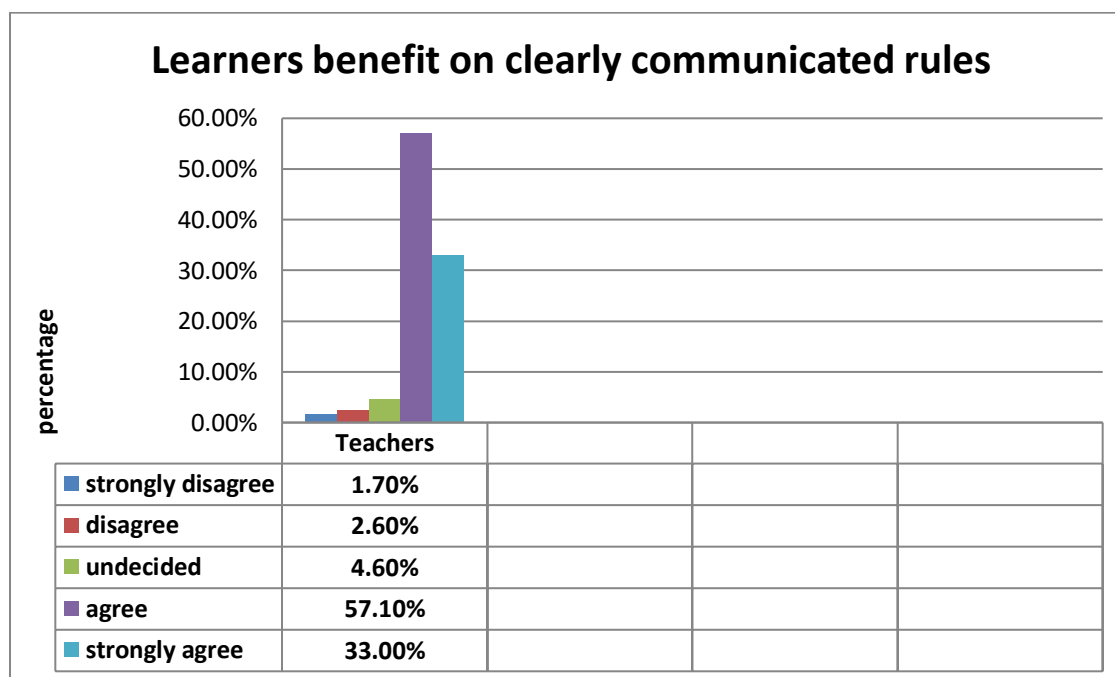


Figure 4.7: Teachers' Perception on the Learners benefit when Expectations and Rules are Clearly Communicated

It is evident from the Figure 4.7 that 1.7% of teachers strongly disagreed with the statement that learners in inclusive education benefit most when expectations and rules are clearly communicated to them, 2.6% disagree with the statement, 4.6% were undecided, 57.1 % were in agreement while 33.0% strongly agreed with the statement. Therefore, an overwhelming majority teachers (90.1 %) in Bungoma North sub-county had the perception that learners in inclusive setting benefitted most when expectations and rules are clearly communicated to them.

4.6 Effect of Availability of Instructional Resources for Inclusive Education on KCPE Performance

The third objective of the study was to assess the teachers' perception of the effect of availability of instructional resources for inclusive education on KCPE performance in public primary schools in Bungoma North Sub County. To achieve this objective, teachers were requested to answer some questions.

4.6.1 Adequacy of Instructional Resources for all Category of Learners with Special Needs

The researcher sought to establish the perception of teachers on the adequacy of Instructional Resources for all Category of Learners with Special Needs. Table 4.10 shows the teachers' responses.

Table 4.10: Adequacy of Instructional Resources for all Category of Learners with Special Needs

Response	Frequency	Percent
Strongly Disagree	121	40.3
Disagree	113	37.7
Neutral	30	10.0
Agree	14	4.7
Strongly Agree	22	7.3
Total	300	100.0

It is evident from Table 4.10 that majority of teachers constituting 78.0 % were of the opinion that there was inadequate instructional resources for all category of learners with

special needs. Nonetheless, 12.0 % of teachers agreed while 10.0 were neutral. Lack of teaching resources for all category of learners could jeopardize teachers' effort in ensuring all the learners are having meaningful education in an inclusive setting.

4.6.2 Head Teachers' Priority in Provision of Teaching and Learning Materials

The researcher sought to establish teachers' perception on the extent to which their head teachers prioritized provision of teaching and learning materials for an inclusive setting.

Figure 4.8 shows the teachers' response.

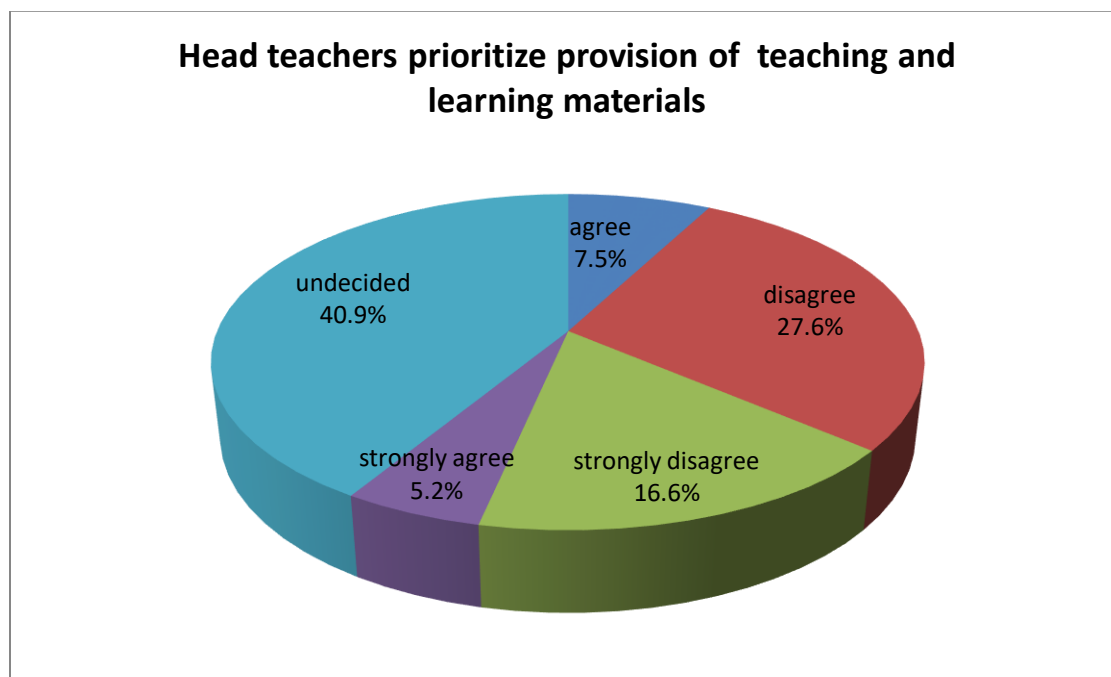


Figure 4.8: Head Teachers Priority in Provision of Teaching and Learning Materials

Figure 4.8 shows that 7.5% teachers were in agreement with the statement that head teachers' prioritize provision of teaching and learning materials, 27.6% of teachers were in disagreement, 16.6% strongly disagreed, 5.2% strongly agreed while 40.9% teachers were undecided. This shows that in most schools, head teachers did not prioritize provision of

teaching and learning materials. A large section of teachers (40.9 %) may have declined to express their opinion due to the feeling that they were indicting their head teachers.

4.6.3 Affordability of Assistive Devices for Learners with Special Needs

The study aimed at establishing the affordability of assistive devices for the learners with special needs such as hearing aids, hearing implants (cochlea), walking canes, wheel chairs and others. Table 4.11 shows the teachers' responses.

Table 4.11: Most of Assistive Devices were Unaffordable

Response	Frequency	Percent
Strongly Disagree	8	2.7
Disagree	7	2.3
Neutral	10	3.3
Agree	135	45.0
Strongly Agree	140	46.7
Total	300	100.0

Table 4.11 shows that majority of teachers (91.7%) affirmed that most of the assistive devices were unaffordable. This implied that most of the learners with special needs would suffer unless arrangements are put into place to seek assistance from donors and philanthropists. Lack of assistive devices would lead to poor performance among the affected learners.

4.6.4 Parents Provision of Instructional Resources

The study also aimed at establishing teachers' perception on the parents' provision of instructional resources. Figure 4.9 depicts the analyzed teachers' responses.

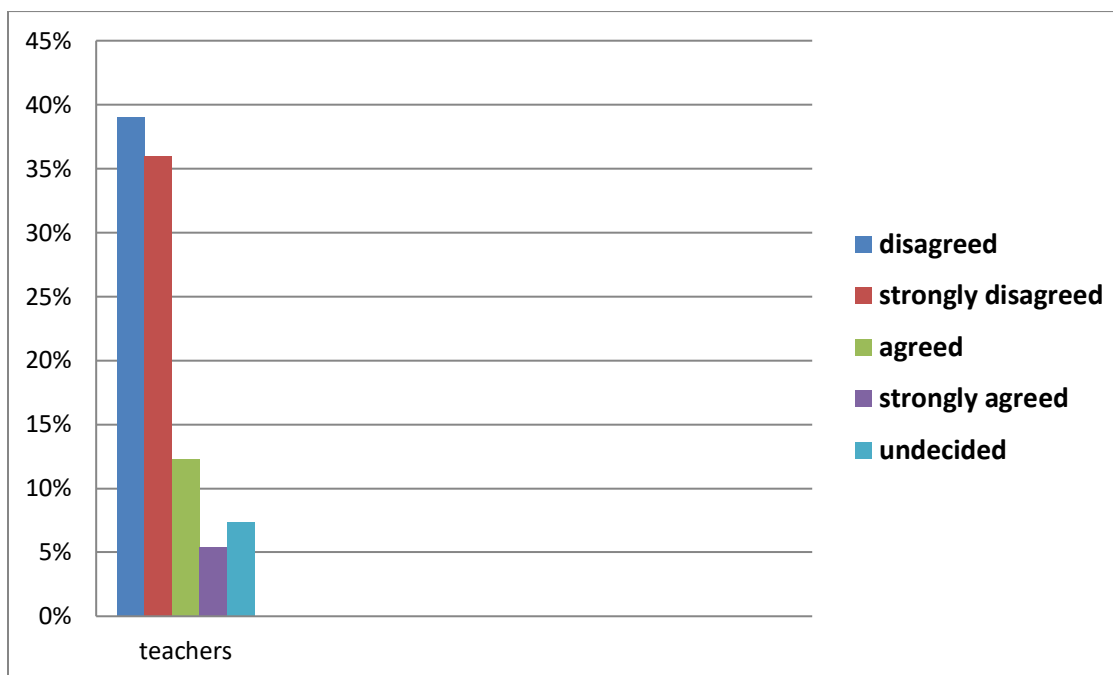


Figure 4.9: Parents' Provision of Instructional Resources

Figure 4.9 shows that 117(39.0%) teachers disagreed with the statement that parents provide instructional resources, 36.0% teachers strongly disagreed with the statement while 12.3% teachers were in agreement with the statement. A paltry 5.4% of teachers strongly agreed while 7.3% were undecided. Thus, the study findings showed that a majority of teachers at 75% felt that parents were contributing very little towards provision of instructional resources. Lack of the appropriate resources would definitely affect learning and teaching hence dismal performance in KCPE.

4.6.5 Presence of Conducive School Environment for Inclusive Education

The researcher sought to establish the teachers' perception on the appropriateness of the school environment in supporting inclusive education. Table 4.12 depicts the teachers' responses.

Table 4.12: Presence of Secure and Stable environment for Inclusive Education

Response	Frequency	Percent
Strongly Disagree	18	6.0
Disagree	19	6.3
Neutral	27	9.0
Agree	166	55.3
Strongly Agree	70	23.4
Total	300	100.0

As evident from Table 4.12, 6.3% of teachers disagreed with the statement that schools provide secure and stable environment for all learners including those with disability. Further, 6.0% of teachers strongly disagreed with the statement and 9.0% teachers were undecided on the statement, 55.3% teachers were in agreement while 23.4 % strongly agreed with the statement. The responses showed that a majority of teachers at 78.7% believed that schools provided secure and stable environment for inclusion of Learners including those with disability.

4.6.6 School Infrastructure and KCPE performance in Inclusive Setting

The researcher sought to establish the teachers' perception on the influence of the school infrastructure on the KCPE performance. Figure 4.10 depicts the teachers' response on the statement that "School infrastructure affect performance in inclusive setting".

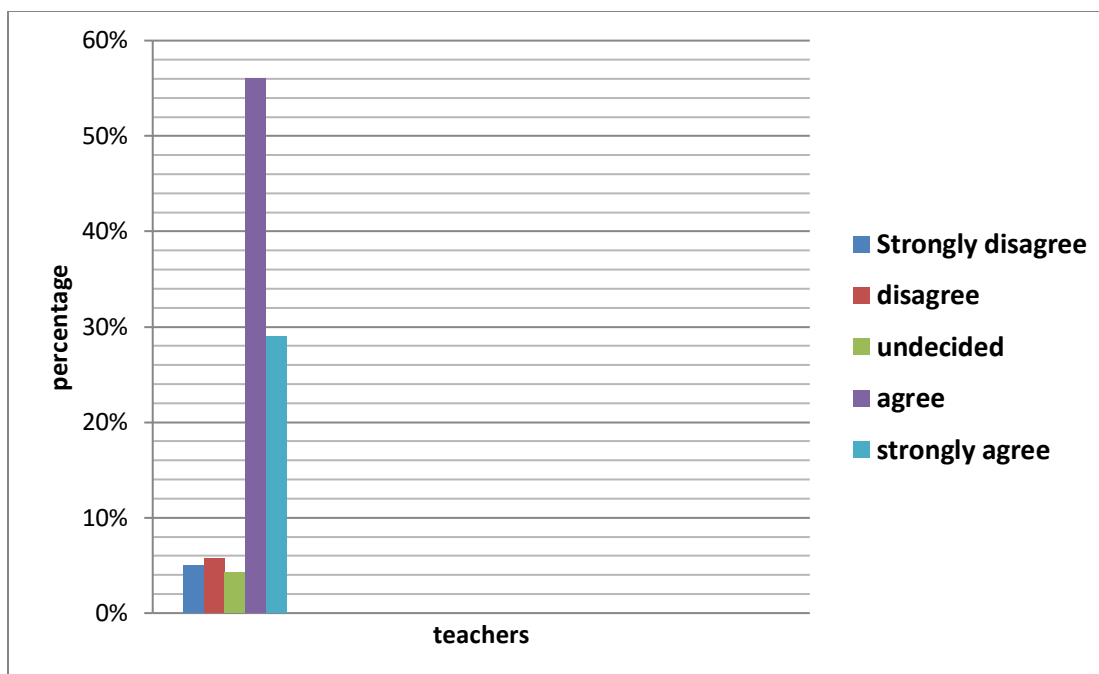


Figure 4.10: Teachers' Response on the effect of School Infrastructure on KCPE Performance in Inclusive Setting

From Figure 4.10, it is evident that most of the teachers (85.0 %) agreed that the school infrastructure in an inclusive setting, affected KCPE performance. However, 10.7 % of teachers disagreed while 4.3 % were undecided. Thus, the school management in collaboration with parents and other stakeholders should ensure the school infrastructure in an inclusive setting has a positive effect on KCPE performance.

4.7 Effect of the Mode of Assessment in Inclusive Education on KCPE Performance

The fourth objective of the study was to establish the teachers' perception of the effect of the mode of assessment in inclusive education on KCPE performance in public primary schools in Bungoma North Sub County. To achieve the objective, teachers were subjected to various questions.

4.7.1 Effect of Reading and Comprehending on Academic Performance

The researcher embarked on establishing the teachers' perception on the effect of reading and comprehension on academic performance. Table 4.13 shows the teachers' response on the statement that "Reading and comprehending should be the major Area that lowers performance in inclusive setting".

Table 4.13: Reading and Comprehending lowers Performance in Inclusive Setting

Response	Frequency	Percent
Strongly Disagree	6	2.0
Disagree	8	2.7
Neutral	15	5.0
Agree	170	56.7
Strongly Agree	101	33.6
Total	300	100.0

Table 4.13 shows that 56.7% teachers agreed with the statement that reading and comprehending should be the major area that lowers performance in inclusive setting, 101(33.6%) teachers strongly agreed with the statement, 15(5.0%) teachers were Undecided, 8(2.7%) teachers were in disagreement with the statement. While 6(2.0%) strongly disagreed with the statement. The study findings showed that a majority (90.3%) of the teacher's in Bungoma North sub-county believed that reading and comprehending lowered performance in inclusive setting, diminishing the KCPE mean score in the sub county.

4.7.2 Assessment through Oral Testing

The researcher sought to establish the teachers' perception on oral testing in inclusive learning. Figure 4.11 shows the teachers' response to the statement that "Oral testing is the best for assessment of learners in inclusive learning".

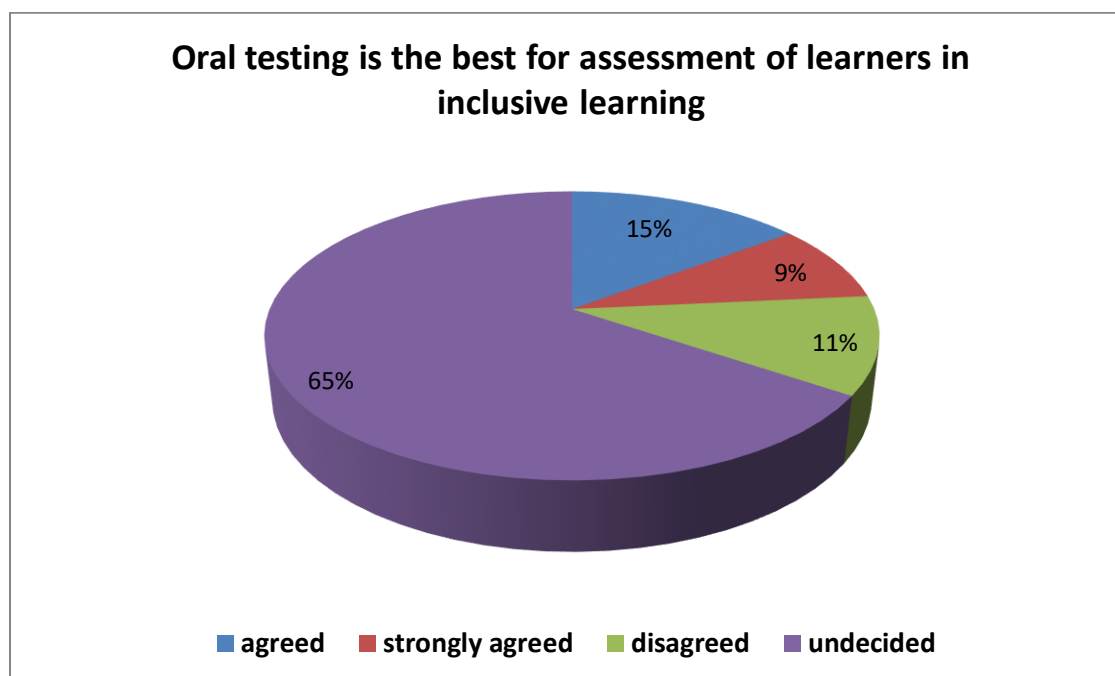


Figure 4.11: Teachers' Rating of Oral Testing in Inclusive Learning

As shown in Figure 4.11, 15.0 % teachers agreed with the statement that oral testing is the best for assessment of learners in inclusive learning, 9% teachers strongly agreed with the statement, 11.0% teachers disagreed, while 65.0 % were undecided. Thus, it emerged that most of the teachers were torn between oral and written assessment when they had two categories of learners in their classes. This implies that in situations where some learners had difficulty in writing, guidance should be sought from the school management and the curriculum support officer.

4.7.3 Syllabus Coverage and Assessment in Inclusive Education

The study aimed at establishing the teachers' perception on the timing of assessment in relationship to the syllabus coverage. Figure 4.12 shows the teachers' response to the statement that "Assessment should be done immediately after the coverage of syllabus in inclusive education".

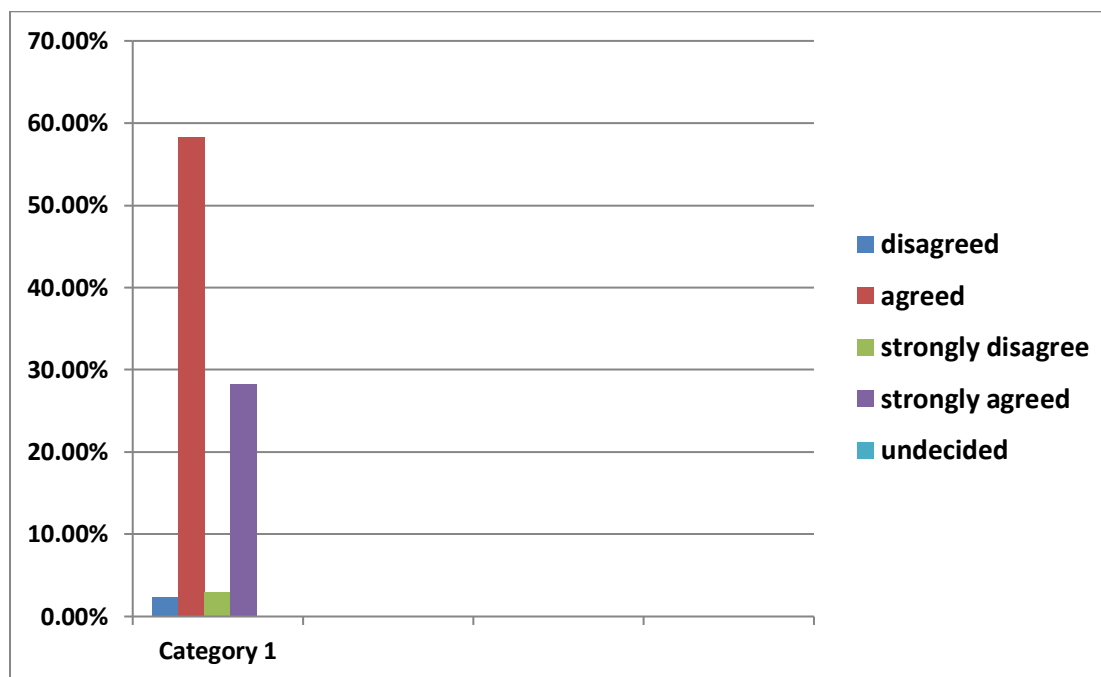


Figure 4.12: Timing of Assessment in context of the Syllabus Coverage

Figure 4,12 shows that, 2.3% respondents were in disagreement with the statement that "Assessment should be done immediately after the coverage of syllabus in inclusive education", 175(58.4%) respondents were in agreement with the statement, 3.0% strongly disagreed, 28.3% strongly agreed with the statement while 8.0% respondents were undecided on the statement. The study findings showed that a majority 86.7% teachers in public primary schools in Bungoma North sub-county believed that assessment should be done immediately after the coverage of syllabus in inclusive education. This implies that

Learners with special needs in inclusive learning may not revise on their own and depended largely on the directions given by their teachers for effective learning.

4.7.4 Strict Invigilation and Phobia in Testing in Inclusive Education

The researcher sought to find out the teachers' perception on the influence of invigilation on learners academic performance in inclusive education. Table 4.14 depicts the teachers' responses to the statement that 'strict invigilation leads to phobia in testing in inclusive education'.

Table 4.14: Strict Invigilation and Phobia in Testing in Inclusive Education

Response	Frequency	Percent
Strongly Disagree	10	3.3
Disagree	15	5.0
Neutral	24	8.0
Agree	159	53.0
Strongly Agreed	92	30.7
Total	300	100.0

As evident in Table 4.14, 53.0% teachers agreed with the statement that strict invigilation leads to phobia in testing in inclusive education, 30.7% teachers strongly agreed with the statement, 5.0% teachers disagreed with the statement, 3.3% strongly disagreed while 8.0% teachers were undecided on the statement. The study findings showed that 83.7% teachers cited that strict invigilation leads to phobia in testing in inclusive education.

4.7.5 Time set for examination and Learners with Special needs Academic Performance

The researcher aimed at establishing the teachers' perception on the examination duration and academic performance for the learners with special needs. Table 4.15 depicts the teachers' responses.

Table 4.15: Time set for Examination and Learners with Special Needs Academic Performance

Response	Frequency	Percent
Strongly Disagree	4	1.3
Disagree	4	1.3
Neutral	16	5.3
Agree	100	33.4
Strongly Agree	176	58.7
Total	300	100.0

As evident in Table 4.15, 58.7% of teachers strongly agreed with the statement that time set for examination should be added to learners with special needs in inclusive education. 33.4% teachers agreed with the statement while 1.3% teachers were in disagreement while 1.3% teachers were undecided on the statement. The study shows that majority of 92.1% teachers in public primary schools in Bungoma North sub-county reported that time set for examination should be added to learners with special needs in inclusive education so as to improve performance in KCPE examination.

4.8 Analysis from the Interview with Head Teachers

The researcher generated data from the interviewed head teachers. Broad themes were generated as follows;

4.8.1 Practice of Inclusion in Schools

From the interview schedule of head teachers, respondents were asked if they practice inclusion in their schools. The results showed that all the schools in Bungoma North sub-County practiced inclusion. Furthermore they were asked if teacher's interaction affected learning in inclusive setting, where most of the respondents noted that positive interaction motivates the learners while negative interaction make learners shun away and feel rejected or stigmatized.

4.8.2 Training in Special Needs

It was also realized that teachers trained in special education in Bungoma North sub-County were very few and therefore affected learning in inclusive education, in that they had no skills to vary their teaching approaches to suit for the learners with special needs in inclusive classrooms. The preparation of individualized educational program was minimal hence performance was low in most of the inclusive education schools.

4.8.3 Participation in the Learning Process

Head teachers were asked if they participate in the learning process of learners with special needs in inclusive learning. Most of the head teachers (66.7%) indicated that they hardly participate fully. This showed that they were not good role models and they may also be detached to the various challenges teachers undergo as they implement inclusive teaching and learning.

4.8.4 Teachers Level of Preparedness in Inclusive Education

Most of head teachers (63.5 %) indicted teachers for lack of adequate preparation for inclusive teaching and learning despite having teaching resources. Results showed that teachers did not prepare for teaching in inclusive education due to lack of skills and knowledge on how to handle special needs learners. They also indicated that they have initiated a staff committee to assist in identifying all learners with special needs.

4.8.5 Appropriate Instructional Resources to Cater for Learners

On interviewing the Head-teachers it was found out that most of the public primary schools were not having appropriate instructional resources to cater for learners in inclusive setting. It was also noted that most of the schools did not set their internal examination but they opt to buy and this contributed to learners with special needs failing the KCPE examination hence affecting performance in the sub- County. It was evident that most of the public primary schools in Bungoma North sub- County performed poorly in the last KCPE national examination.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into three major sections, namely the discussion and summary, conclusion and recommendations. The purpose of this study was to investigate the teachers' perception of the effect of inclusive education implementation on KCPE performance in public primary schools in Bungoma North Sub County, Bungoma County, Kenya. The objectives of this study were: to examine the teachers' perception of the effect of inclusive education teaching approaches on KCPE performance; to establish the teachers' perception of the effect of teachers' level of preparedness in inclusive education on KCPE performance; to assess the teachers' perception of the effect of availability of instructional resources for inclusive education on KCPE performance and to establish the teachers' perception of the effect of the mode of assessment inclusive education on KCPE performance in public primary schools in Bungoma North Sub County.

5.2 Discussion of the Findings

This section discusses the findings of this study in accordance to the four objectives

5.2.1 Teachers' Perception of effect of Inclusive Education Teaching Approaches on KCPE Performance

The study findings showed that a majority (73.4%) of the teachers in public primary schools in Bungoma North sub-county did not have adequate skills necessary for identification of learners with special needs. This was majorly attributed to the lack of training on special needs education. Some studies have suggested that teachers lacked

adequate training with respect to preparation of individualized Education programme for learners with special needs. The needs of learners with special needs instructional supports are necessary for effective roll-out of intervention programs (Hanover, 2013). Further, it emerged that most of the Head teachers who were interviewed indicated that, very few teachers have trained in special needs education and therefore handling of learners in inclusive education has been a challenge in Bungoma North sub-county. This has led to poor performance in public primary schools. The Head teachers recommended that there was need for provision of scholarships to teachers to attend in-service courses on special needs education so as to support public primary schools performance in the sub-county.

The study findings showed that a majority (73.4%) of the teachers in primary schools in Bungoma North sub-county believed that teachers did not consider the needs of various learners with special needs when selecting instructional approaches in inclusive setting. This was found to concur with the findings of Torreno (2012) who reports that sound behavioral techniques and well established classroom management practices would positively impact on learning in inclusive classrooms. The results further showed that a majority (57.0 %) of the teachers did not prepare individualized education programme for learners with special needs in inclusive learning, hence affecting KCPE performance in Bungoma North sub-county. This is contrary to studies by Rief and Heimburge (2006), Bender (2008) and D'Amico 2010) who argue that diversified teaching methods provide a good basis for including all learners in the inclusive classroom setting. Therefore teachers need to utilize extensive range of instructional options that target the diverse learning needs that normally characterize an inclusive class.

In addition, it emerged therefore that a majority (49.0%) of the teachers did not network with other professionals and medical experts to incorporate disability areas based teaching methods in the classrooms to maximize teaching effectiveness. Mooney, et. al., (2003) emphasized that teachers of Learners with special needs need to incorporate practical based teaching methods in their teaching so as to maximize their teaching effectiveness and improve on pupils' school completion rate. This suggests that teachers in public primary schools need to learn special needs education in order to incorporate practical based teaching methods. It was further noted that majority (87.4%) of the teachers in public primary schools in Bungoma North-sub county recognized and respected the diversity of learners with special needs in the learning process. This was supported by D'Amico (2010) who reported that teachers need to recognize the diversity of their learners in classroom for effective teaching.

The study showed that majority at 90% teachers allowed extra time for the learners with special needs to complete their given task in the inclusive setting during learning process, this encouraged learners with special needs to attend school regularly and reduced school dropout. According to Rief and Heimburge (2006), this was one of the most commonly used approaches that aid inclusion.

5.2.2 Teachers' Perception of the Effect of the Level of Preparedness in Inclusive Education on KCPE Performance

The study findings showed that majority (68.0 %) of the teachers had insufficient training to meet the needs of learners with special needs within their inclusive classrooms. This supports the findings of Bosand Vaughn, (2002); Campbell, (2001); Mock, & Kauffman, (2002); Nelson, (2000) who reported that classroom teachers lacked sufficient training and

knowledge to effectively meet the needs of learners with special needs within their classrooms. This could hinder the delivery of effective reading instruction to learners with special needs (Levy & Vaughn, 2002; Moats & Forman, 2003). Therefore, teacher training at both pre-service and in-service level is therefore essential in the development of skills necessary to teach effectively in inclusive settings.

The study findings showed that most (53.2%) of the teachers had no skills to cater for the needs of learners with special needs. This implies that a majority (53.8%) of the teachers in primary schools in Bungoma North sub-county did not listen to learners with special needs ideas, concerns and questions. This shows that teachers did not understand the needs of Learners with special needs and at the same time did not attend to these needs and even prepare adequately for them. It can therefore be shown that a majority of teachers 92.8% give an opportunity for learners with special needs to be supported with those without special needs in an inclusive classroom. This concurred with Blanch et al (2012) who assert that peer support stem from collaborative team work when learners share tasks amongst themselves in class and therefore teachers need to encourage learners to establish networks of supporting each other in classroom. The study finding implies that a majority (92.1%) of the teachers in public primary schools in Bungoma North sub-county assisted learners in an inclusive classroom who felt incompetent thus influenced the performance positively.

Therefore the results showed that majority 50.4% teachers in Bungoma North –Sub County encourage motivation in inclusive education which improves performance. It can therefore be shown that a majority of teachers at 83.9% reported that Learners with special needs were encouraged to establish networks of supporting agents in the classes in order for them

to support each other. This concurred with Blanch et al; (2012) who assert that peer support stem from collaborative team work .Therefore teachers need to encourage learners to establish networks of supporting agents in inclusive classrooms. Therefore teachers in Bungoma North sub-county are encouraged to give clear communication to learners with special needs as 90.1% had the same in inclusive education of which performance can be realized.

5.2.3 Teachers' Perception of the Effect of the Availability of Instructional Resources for Inclusive Education on KCPE Performance

The study findings showed that a majority of (76%) of the teachers in primary schools in Bungoma North sub-county were in agreement that learning materials prepared for learners with special needs are used on very few learners. This implies that teachers were not involved in helping learners with special needs in inclusive classroom. This shows a half of the teachers of the schools in Bungoma North sub-county do lock up teaching resources while others share with colleagues.

This shows that majority of the teachers (86.7%) reported that schools can rarely afford to buy equipment like assistive devices. From the responses it can be shown that a majority of teachers at 90% believed that educational facilities and services are inadequate in inclusive learning. It emerged from the study findings that a majority of teachers at 75% cited that parents did not participate in school activities by providing instructional resources. This contradicted with Mooney et al. (2013) who argue that parental involvement improves students learning outcomes and completion rate. Therefore, it was noted that 85% of the respondent showed that school infrastructure affect performance in inclusive setting. The responses on the other side showed that a majority of teachers at

78.7% believed that schools provided secure and stable environment for inclusion of Learners including those with disability.

5.2.4 Teachers' Perception of the effect of Inclusive Education Mode of assessment on KCPE Performance

The study findings showed that a majority (90.3%) of the teacher's in Bungoma North sub-county believed that reading and comprehending lowered performance in inclusive setting, diminishing the KCPE mean score in the sub county. The study therefore showed that 94% teachers reported that oral testing is not the best for assessment of learners in inclusive learning. In addition a majority (86.7%) teacher in public primary schools in Bungoma North sub-county believed that assessment should be done immediately after the coverage of syllabus in inclusive education .This implies that Learners with special needs in inclusive learning may not revise on their own and depended largely on the directions given by their teachers for effective learning.

The study findings also showed that 83.7% teachers, cited that strict invigilation leads to phobia in testing in inclusive education. This tends to make the learners to panic during the examination hence leading to failure. The study also showed that majority of (92.1%) teachers in public primary schools in Bungoma North sub-county reported that time set for examination should be added to learners with special needs in inclusive education so as to improve performance in KCPE examination. It also emerged that, in contrast from the study findings that 90% teachers believed that separate KCPE exams should be set for learners with special needs so as to realize results this will be the best way because learners have diversity of needs and separate papers will soot different learners and their needs. This is evident on the report from teachers in Bungoma North sub-county that inclusive

education public primary school performed poorly at 75. 0% last year. The results from the Head-teachers therefore showed that all the schools in Bungoma North sub-county practiced inclusion. Furthermore the respondents noted that positive interaction motivates the learners while negative interaction make learners shun away and feel rejected or stigmatized.

It was also realized that teachers trained in special education in Bungoma North sub-county were very few and therefore affected learning in inclusive education, in that they had no skills to vary their teaching approaches to suit for the learners with special needs in inclusive classrooms. The preparation of individualized educational program was minimal hence performance was low in most of the inclusive education schools. The Head teachers also reported that they don't participate fully in the learning process of learners with special needs in inclusive learning, at 46% No and 32% Yes. This showed that performance is affected more so to learners with special needs in Bungoma North sub-county. It was also found out that most of the public primary schools were not having appropriate instructional resources to cater for learners in inclusive setting represented as Yes 23% and No 55%. It was also noted that most of the schools did not set their internal examination but they opt to buy and this contributed to Learners with special needs failing the KCPE examination hence affecting performance in the sub-county.

5.3 Conclusions of the Study

The study concluded that majority of the teachers had inadequate skills necessary for identification of Learners with special needs which could have a negative effect on performance in KCPE examination and teaching approaches in the classrooms. This in turn affected the teaching effectiveness of learners in inclusive education. The study further

concluded that teachers in primary schools in Bungoma North sub- County had insufficient training to meet the needs of learners with special needs within their inclusive classrooms. This was found to be a hindering factor in the delivery of Effective learning instruction to learners with special needs. Teachers need to be both competent and confident in their teaching skills in order to meet the needs of Learners with special needs in the inclusive classes.

It was also evident that majority of the primary schools in Bungoma North sub- county have inadequate education facilities and instructional resources to cater for learners with special needs in inclusive learning. The study further concluded that separate KCPE examinations should be set for learners with special needs in inclusive learning. This will help learners to improve in performance hence the need of each learner will be at hand to make it easy to interpret the examination.

5.4 Recommendations of the Study

The following recommendations are made based on the study findings;

Teachers need to utilize extensive range of instructional approaches that target the diverse learning needs that normally characterize an inclusive class.

Teachers in public primary schools need to undergo both pre-service and in-service courses on special needs education in order to gain skills necessary to teach effectively in inclusive settings.

There is need for schools to involve parents in planning and implementing interventions so as to organize in provision of instructional resources and education facilities to support learners in inclusive learning that include those learners with special needs.

There is need for Kenya national examination council to organize for setting separate KCPE examination for learners with special needs in inclusive education so as to improve performance.

5.5 Suggestions for Further Research

The following suggestions are made for further research;

1. There is need for a study on effect of special needs teacher training on learners Performance in private schools in Bungoma North sub-county.
2. There is need for a study on factors that influence the inclusion of Learners with special needs in regular classrooms in public primary schools.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

I am a Post-Graduate Student in the Africa Nazarene University, pursuing a master's degree in Education. I am currently carrying out a research on **TEACHERS' PERCEPTION OF THE EFFECT OF IMPLEMENTATION OF INCLUSIVE EDUCATION ON KCPE PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN BUNGOMA NORTH SUB COUNTY, BUNGOMA COUNTY, KENYA**, as part of the course requirement. For this reason, therefore, your school has been sampled for the study and you have been selected as a respondent. Kindly answer the questions as candidly as possible. There is no right or wrong answer. Do not write your name on the questionnaire.

The results of this study will be used for academic purposes only. Thanks

Yours Faithfully,

CHRISTINE ILABUYA AMUSAVI

CELL PHONE: 0726713589

EMAIL ADDRESS: christineamusavi@gmail.com

APPENDIX II: INTERVIEW RECORDING CONSENT FORM

I appreciate your participation in this research study, however, in order to protect your interests as one of the participants, kindly read through the interview recording consent form and confirm your consent by signing accordingly.

The researcher aims at gathering data through Head teachers' interview schedules. All data will be confidential and transcripts, observational notes and electronic files will be stored securely. You have the right to consent to digital audio recordings for the desired purpose of the study. You also have the right not to answer all the questions if you so wish. The audio-recorded information will be transcribed and analyzed to discover major themes that will have been discussed. You will be presented with a "smoothed narrative" version of the transcription - where false starts, repetitions, and paralinguistic utterances are removed to improve readability. You will be asked to check the transcription to clarify and add information, so as to construct the meanings and interpretations that become "data" for later interpretation by the researcher. You may delete anything you do not wish to be quoted within the study.

Participation is voluntary, and you may withdraw from this study at any time without fear of penalty or reprisal. If you choose to withdraw, the audio tape recordings, transcripts and interview data will be destroyed.

The results of the study will be disseminated in the researcher's Master of Education Thesis. Later, the study may be published as an article in a scholarly journal or presented at a conference. Your confidentiality and anonymity will be protected through the use of pseudonyms. If you have any questions about your participation or your rights as a participant within this study, you may contact the researcher at christineamusavi@gmail.com or Cell phone **0726713589**. Thanks

I, _____, understand the guidelines above, agree to participate in the study and have received a copy of the consent form for my records.

Date: _____

Participant's signature: _____

Researcher's signature: _____

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

The response to this questionnaire and all information obtained from the school will be held in strict confidence. Please do not write the name of the school on this questionnaire

Please put a tick (√) in the box to the relevant response

SECTION A: BACKGROUND INFORMATION

Indicate your gender

Male

Female

Select your corresponding age bracket.

Below 30 years

31-40

41-50

51-60

What is your level of Education?

Certificate

Diploma

Degree

Masters

What is your level of training in Special Needs Education? None

Certificate

Diploma

Degree

Masters

SECTION B: SPECIFIC OBJECTIVES

Part A: Inclusive Education teaching approaches

1. Do you have any skills of teaching learners in an inclusive Education?

Yes [] No []

(b) If yes give examples of how you can identify Learners with special needs.

.....

.....

.....

Do you apply behaviour modification techniques in managing behaviour of Learners with special needs in the inclusive classroom setting?

Yes [] No []

If yes, state some of the techniques commonly that you use

.....

.....

.....

Please indicate by use of a tick [√] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

No.	Statement	SA	A	U	D	SD
i	I consider Learners with special needs when selecting instructional approaches					
ii	I prepare individualized Education programme for learners with special needs					
iii	I recognize the diversity of learners with special needs in the learning process					
iv	I allow extra time for the learner with special needs to complete given tasks					
v	I network with other professionals and Medical experts to support the learner in inclusive setting.					

PART B Teachers' level of preparedness in inclusive Education

Please indicate by use of a tick [√] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

No.	Statement	SA	A	U	D	SD
i	I have been trained to meet the needs of learners with special needs in inclusive classrooms					
ii	I prepare adequately my lessons to meet the needs of learners with special needs					
iii	I have the skills to cater for the needs of learners with special needs in an inclusive setting.					
iv	I give an opportunity for learners without special needs to support those with special needs.					
v	I assist learners in an inclusive classroom who may feel incompetent.					
vi	Lack of motivation influences learners performance in inclusive education					
vii	Learners with special needs are encouraged to establish networks of supporting agents in the classes					
viii	Learners in inclusive Education benefit most when expectations and rules are clearly communicated to them.					

In your opinion, how does learner interaction affect learning in inclusive education?

.....

.....

.....

.....

(a) Are Learners with special needs involved in class activities?

Yes [] No []

If yes, state how?

.....
.....
.....

If no, state why not?

.....
.....
.....

Part C Availability of instructional resources for inclusive education

8. Do you have enough teaching learning resources in your school?

Yes [] No []

(b) If yes, state, how they are used?

.....
.....
.....

(9) In your opinion, how do you get the teaching learning resources that are not available in your school?

.....
.....
.....

Please indicate by use of a tick [√] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

No.	Statement	SA	A	U	D	SD
i	Learning materials prepared for learners with special needs are used on very few learners in inclusive setting.					
ii	Teachers lock up teaching resources and do not share with colleagues.					
iii	Lack of equipment like assistive devices are expensive and the school cannot afford to buy them					
iv	Educational facilities and services are inadequate in inclusive learning					
v	Parents participate in school activities by providing instructional resources.					
vi	School infrastructure affect performance in inclusive setting					
vii	The school provides a secure and stable environment for all Learners including those with disability.					

PART D: Inclusive Education mode of assessment

Does your school have teacher made tests to monitor progress?

Yes [] No []

If yes, how did learners with learning disabilities perform in KCPE exams last year?

.....

In your own opinion, does inclusive education affect KCPE performance in your school?

.....

Please indicate by use of a tick [√] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

No.	Statement	SA	A	U	D	SD
i	Reading and comprehending should be the major area that lowers performance in inclusive setting					
ii	Oral testing is the best for assessment of learners in inclusive learning					
iii	Assessment should be done immediately after the coverage of syllabus in inclusive education					
iv	Strict invigilation leads to phobia in testing in inclusive education					
v	The climate in the inclusive classroom foster emotional discipline in learners					
vi	Time set for examination should be added to learners with special needs in inclusive education.					
vii	Separate KCPE exams should be set for learners with special needs in inclusive education.					
viii	Most inclusive education public primary schools perform well in KCPE examination.					

Thanks for Your Cooperation

APPENDIX IV: INTERVIEW SCHEDULE FOR HEADTEACHERS

Do you practice inclusion in your school?

Yes [] No []

In your opinion how do teachers' interactions affect learning in inclusive setting for learners with special needs?

.....
.....
.....

Do you have teachers trained in special education? And which approaches are used in teaching in inclusive Education?

.....
.....
.....

Do you participate in the learning process of Learners with special needs in inclusive learning?

Yes [] No []

If yes, indicate how you participate.

.....
.....
.....

How do teacher's levels of preparedness in inclusive education affect performance in KCPE?

.....
.....
.....

What shows that teachers in your school prepare special needs learners before sitting for KCPE examination?

.....
.....
.....

How do lack of instructional materials affect performance in your school?

.....
.....
.....

In what ways do instructional resources improve performance in your school?

.....
.....
.....

Do you have appropriate instructional resources to cater for learners in inclusive setting?

If yes which ones.....

.....

To what extend do you make modification and adaptation in the existing educational resources to cater for diversity of needs in inclusive education?

.....

..... 12.
How do you set examinations in your school?.....

.....
.....

13. How do you carry on the assessment?

.....
.....

14 Did your school perform well in KCPE last year?.....

If yes what shows

15 Did learners with special needs affect the last year's performance in KCPE? Explain how ?

.....

.....

.....

.....

Thanks for Your Cooperation

APPENDIX V: RESEARCH AUTHORIZATION LETTER FROM ANU



AFRICA NAZARENE
UNIVERSITY

21st August, 2017

Re: To whom it may concern

Christine Ilabuya Amusavi (12S01CMED002) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal entitled

"Effect of Inclusive education implementation on KCPE performance in public primary schools in Bungoma North sub county, Kenya".

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

A handwritten signature in black ink, appearing to read "Z. Nthamburi".

Prof. Z. Nthamburi
REGISTRAR.

APPENDIX VI: LETTER OF AUTHORIZATION FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2211471,
2243349, 331057, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, United House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No: **NACOSTI/P/17/23490/19033**

Date: **12th September, 2017**

Christine Ilabuya Amusavi
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effect of inclusive education implementation on KCPE performance in public primary schools in Bungoma North Sub County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for the period ending **12th September, 2018.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Bungoma County.

The County Director of Education
Bungoma County.

APPENDIX VII: RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT:
MS. CHRISTINE ILABUYA AMUSAVI
 of AFRICA NAZARENE UNIVERSITY,
 0-50200 BUNGOMA, has been permitted
 to conduct research in *Bungoma*
County

Permit No : NACOSTI/P/17/23490/19033
 Date Of Issue : 12th September, 2017
 Fee Received : Ksh 1000

on the topic: **EFFECT OF INCLUSIVE
 EDUCATION IMPLIMENTATION ON KCPE
 PERFORMANCE IN PUBLIC PRIMARY
 SCHOOLS IN BUNGOMA NORTH SUB
 COUNTY, KENYA**



for the period ending:
 12th September, 2018



 Applicant's
 Signature



 Director General
 National Commission for Science,
 Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
 Technology and Innovation

**RESEARCH CLEARANCE
 PERMIT**

Serial No. A 15715

CONDITIONS: see back page

APPENDIX VIII: RESEARCH AUTHORIZATION FROM MOE



REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education – Bungoma County

When Replying please quote
e-mail: bungomacde@gmail.com

County Director of Education
P.O. Box 1620-50200
BUNGOMA

Ref No: BCE/DE/19/VOL.1/121

Date: 19th December, 2017

TO WHOM IT MAY CONCERN

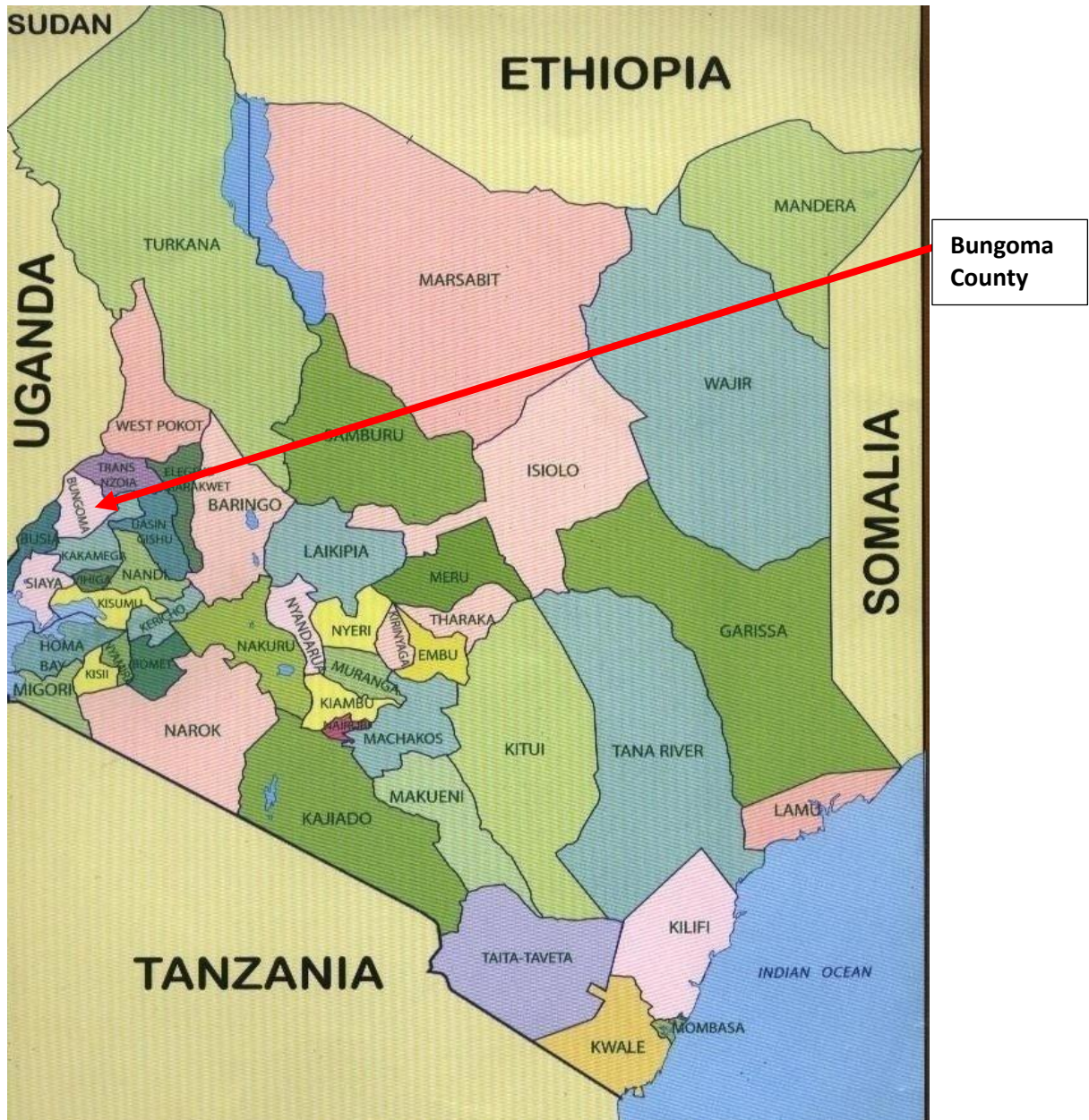
RE: AUTHORITY TO CARRY OUT RESEARCH – CHRISTINE ILABUYA AMUSAVI-
REF: NACOSTI/PI/17/10608/17297

The bearer of this letter Christine Ilabuya Amusavi is a student of Africa Nazarene University. She has been authorized to carry out research on "*Effect of inclusive education implementation on KCPE performance in public primary schools in Bungoma North Sub County, Kenya*" for the period ending 12th September, 2018.

Kindly accord her the necessary assistance.

JACOB ONYIEGO
COUNTY DIRECTOR OF EDUCATION
BUNGOMA COUNTY

APPENDIX IX: MAP OF KENYA SHOWING BUNGOMA COUNTY



APPENDIX X: MAP OF BUNGOMA COUNTY SHOWING BUNGOMA NORTH SUB COUNTY

