

**DETERMINANTS OF INCLUSIVITY IN TEACHING LEARNERS WITH SPECIAL
NEEDS IN PUBLIC PRIMARY SCHOOLS IN MACHAKOS SUB-COUNTY**

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**A Research Project Report Submitted in Fulfilment of the Degree of Master of
Education in Educational Administration of South Eastern Kenya University**

2023

DECLARATION

I understand that plagiarism is an offence and therefore declare that this project is my original work and has not been presented to any other institution for any other award.



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DEDICATION

This work is dedicated to my beloved wife and children who have consistently been a source of encouragement for me to diligently work and pursue this degree. It is also dedicated to all those working to make special education a success.

ACKNOWLEDGEMENT

I am grateful to the Almighty God for the grace and favor granted to me during the entire course of carrying out the project. I wish also to appreciate my supervisors Dr. Selpher Cheloti and Dr. Rose Mwanza for their valuable guidance patience and advice throughout the journey of writing this work. My appreciation also goes to my course lecturers for their great support through extensive consultations and insightful reviews during the period of my studies.

I am also grateful to my respondents who provided the data to fill the questionnaires and responded to interviews which made this project come to fruition. Additionally, I am thankful to my colleagues at Kenya Institute of Special Education (KISE) who supported me during the course of my study. I also extend my gratitude to my reader Maureen Patrick, for reading and supporting me in every way through this writing journey.

Finally, I appreciate my esteemed family for their support during the duration of my study and the undertaking of the research project.

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ABSTRACT

While all children should be afforded the opportunity to pursue education, those with special needs face unique obstacles accessing education like the rest. The general objective of this study was to investigate determinants of inclusivity in the teaching of learners with special needs in public primary schools in Machakos sub-county. The research was guided by specific objectives which included: determining government support, teacher training, physical facilities and availability of teaching and learning resources where all play a role in the inclusion of learners with special needs and disabilities in public primary schools in Machakos Sub-County. The study's theoretical framework is based on Bandura's social learning theory, which postulates that a variety of contextual factors affect both instruction and retention in the learning process. Descriptive survey design was used in this study. The target population comprised of 71 Head teachers, 802 classroom teachers and 1 Curriculum Support Officer Special Education. A sampled population of 80 classroom teachers were surveyed after a random selection of 10 percent of the faculty. Three Head teachers were randomly sampled while 1 Curriculum Support Officer for Special Needs Education was purposively picked to contribute to qualitative data. Validity and reliability testing of the research instruments was piloted in 2 schools in Kasarani Sub County of Nairobi County. Research assistants distributed Google Forms questionnaires to the sampled population. Descriptive statistics, such as frequencies, percentages, and means, were used to analyse the quantitative data collected in the questionnaires. Thematic analysis was used to deduce meaning from qualitative data. In this report, quantitative data can be found in the form of tables and graphs, while the qualitative data is presented in a narrative form. The participants' privacy and dignity were protected throughout the study. The findings demonstrated that government funding and policies were insufficient for educating learners with special needs as indicated by a mean score of 2.6 and 1.28 respectively. This was found to have a negative impact on learners with special needs and teachers who already have too much on their plates. The finding also demonstrated that teacher training does not significantly affect the teaching of learners with special needs since it posted a mean score above 3 on a 5 point likert scale. The research findings posted a mean score of less than 3 where toilets were mostly affected at a mean score of 1.68 among other facilities. The findings further showed that teaching and learning resources did not influence the teaching of learners of special needs as they indicated a mean score of less than 3 in 5 point likert scale. This did not significantly affect teachers' ability to teach learners with special needs in a way that was consistent with the principles of an inclusive classroom. There was also limited use of special needs teaching and learning resources. This was found not to affect the teaching of learners with special needs. The study concludes among others that; government support in form of financial support for special needs education is inadequate and untimely and that most facilities in public primary schools are not adapted for inclusive learning. The report recommended among others that the Ministry of Education, should review current policies on special needs education funding, teacher training, and teacher motivation. The Ministry of Education and schools' management also need to come up with innovative financing model for special needs education in Kenya. There is also need for TSC to post more teachers trained in Special Needs Education to public primary schools.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Education is a fundamental right. It should be geared towards development of all human beings that require it to gain personal freedoms (UNESCO, 2008). Furthermore, special needs education (SNE) is a human capital development that sections majority of people that are likely to be discriminated against in the mainstream education sector. According to the Salamanca declaration of 1994, every child is entitled to receive education in an inclusive setting without discrimination including children with special needs. The Kenya's Ministry of Education, Sector Policy for Learners and Trainees with Disabilities (2018) retaliates the emphatic calls by several international legal instruments including United Nations Conventions and declarations such UNCRPD (2006). These documents underscore the paramount importance of inclusive education as a human capital development. It empowers all persons notwithstanding their states whether marginalised or otherwise to participate in an inclusive education sector. This also has been accentuated in the education regulations in Kenya such as the basic education act, (2013). Additionally, all children irrespective of their status are entitled to free basic education and should be educated in a conducive environment and more importantly, supported by properly trained personnel in a friendly environment with the required adaptations and facilities (Gichaba, 2011; MOEST, 2013). This does not only concern learners without special needs but those with such conditions too.

The Government of Kenya is committed to the full realization of education as a basic human right for all Kenyans as re-affirmed in the Constitution of Kenya, (2010). Article 54 (b) gives specific right to Persons with Disabilities to access educational institutions and facilities that are integrated into society and are compatible with the interests of the person. The commitment demands a system of education that guarantees this right (Sector Policy for Learners and Trainees with Disabilities, 2018). It therefore implies that the education and training sector should allow all learners to transit from Early Childhood Development (ECD) to primary secondary, tertiary and university levels. It is an obligatory requirement for school administrators as government of Kenya's representatives to guarantee learners with special needs access to inclusive education by providing government support, trained teachers, conducive school environments and learning resources. This resonates with the fact that

inclusive education is an education reform since it bridges numerous barriers in the current education systems through bringing together all children from diverse backgrounds in the same classrooms as postulated by Bibiana, Madrine, Eric and Simon, (2020).

Teaching learners with special needs in an inclusive environment is of paramount importance for the reason that they stand to gain more when they learn with their peers without special needs (Sector Policy for Learners and Trainees with Disabilities, 2018). Inclusivity in the teaching of these learners is determined by factors such as government support, teacher training, availability of physical facilities and availability of teaching and learning resources. These factors contribute to a large extent to the education of learners with special needs as a major determinant of inclusivity in their teaching in the inclusive classes.

The British legal framework as part of government support, lays emphasis on all children being entitled to play and study together under the special needs education regulation. The government of the above country has come up with the main laws and policies that relate to disability discrimination and to special educational needs in education. All these legal instruments underscore the need for enhancing inclusiveness in school and in particular taking care of members of the society with one special need or another. According to Carroll, Bradley, Crawford, Hannant, Johnson, and Thompson, (2017), the British policy on special needs is informed by the percentage of students that are on special needs education support both in primary and secondary schools. Unlike Britain, Germany's identification of students with different disabilities has been used as a basis to develop a special education system which promotes distinct special needs schooling for the learners. In the United States, there are established classrooms for pupils with special needs within regular school setups (Powell, 2015). The studies show the importance of a clear government policy and support structures in SNE.

Kauffman, Hirsch, Badar, Wiley, and Barber (2014) found that government support for special needs education was facing headwinds due to withdrawal of social welfare programs. This meant lower funding which in turn affected the inclusiveness in education. Chimer and Cardona (2013) in their study based in Spain have argued that availability of teaching and learning resources for learners with special needs in Spain was a key concern which suffered from limited government interventions. Yamamoto and Moriwaki (2019) in their study based

in Japan, illustrate the importance of proper government support where they found that learners with special needs when in school were easier to reach out even with medical interventions thus improving their school based experiences.

Dalton, Mckenzie and Kahonde (2012) based on a South African study also underscored the need for a well-structured government support for successful inclusive education. The study noted that government interventions need to be anchored on clear policies on funding, teacher training and provision of resources. In another study based in South Africa, Vincent and Chiwandire (2017) also noted the need for government support in ensuring that compliance on policies for special needs facilities such as access to building, walkways and toilets in inclusive education set ups is adhered to. In Ghana, Opoku, Nketsia, Odame and Agyei-Okyere (2021) identified the issue of teachers training as a key predictor to better interactions and boosted confidence when teaching learners with special needs. In Zimbabwe, Cheelo (2016) recognised several challenges facing inclusive education including lack of clear government policy, stigma as well as lack of knowledge and skills by lecturers in teacher training colleges.

The Kenya government commits itself to provision and access to quality education for learners and trainees with special needs together with the other citizens as clearly outlined in the special needs policy framework of 2009. To realize the commitment and its achievement the government of Kenya approved and customized several international legal instruments and incorporates them into the education frameworks in Kenya. It therefore ratified after signing article 2 of the Universal Declaration of Human Rights (1948). This led the Kenyan government to obligate itself in guaranteeing all children the right to education. The Article acknowledges the inherent human value of education reinforced by strong moral and legal foundation. In a bid to achieve the above, the government of Kenya introduced in 2003 free primary education (FPE). The implementation of this programme led to an increase and addition of new classifications of children with special needs (Gichaba, 2011). The Kenya Education Act of 2013 provides for the Cabinet Secretary in charge of education to guarantee that all special schools and institutions supporting learners with special needs are supplied with adequate and qualified teachers, learner support assistants, environment that facilitates free movement and access to all physical facilities (MOEST, 2009; 2013). The government

through the basic Education Act of 2013 endeavours to provide learning resources and other tools appropriate for all learners (MOEST, 2013).

Studies by Bibiana et al, (2020), Gichamba (2011) and Dalton et al, (2012), show that the key determining factors of teaching of learners with special needs revolve around influence of government support, teacher training, availability of physical facilities and availability of teaching and learning resources for a learner with special needs in an inclusive setting. Kahuthia (2007) in a study based in Thika identified lack of trained teachers as a concern especially at the preschool level when supporting learners with special needs. this implies that training teachers with relevant skills is important at all levels of education to effectively teach learners with special needs. Namwaki (2013) in their study in Kisii County found that learners with visual impairment were faced with lack of specialized educational resources at the individual and school levels depending on the situation. this study will examine how resources have affected teaching of visual impairment in inclusive schools in Machakos sub county of Kenya.

Learners with special needs require specialized equipment for learning which is costly. The cost associated with the specialized equipment is one of the substantial challenges that the government faces in the attainment of its goal to provide universal primary education for all children (UPE) (MOEST, 2009). According to MOEST (2009), teachers and learner support assistants in schools with special units together with the special schools that support education of learners with special needs should be taken through a training or enhancement of service provision on the determination of needs and appropriate care of equipment that support technology for the same learners. They should also be trained on functional assessment in order to screen and positively identify learners with different needs in education.

A study by Mutuku (2013) on challenges facing implementation of inclusive education in primary schools in Yatta division, found that Machakos County was facing disproportionate challenges in ensuring education inclusiveness. The challenges include lack of robust teachers' training and lack of physical facilities to cater for learners with special needs. In a

study carried out in Kangundo sub-county of Machakos, Kasoo (2014) found out that there were many factors that affected the head teachers facilitation to provide special needs education in the public primary schools they headed. These challenges according to Kasoo included financial, support from the government, environmental adjustment and provision of learning resources. It is due to this state of information that the researcher was prompted to investigate the determinants of inclusivity in teaching learners with special needs in public primary schools in Machakos Sub-County.

1.2 Statement of the Problem

According to the Kenya's Ministry of Education, Sector Policy for Learners and Trainees with Disabilities (2018) special needs education (SNE) is an overarching principle, advocating for the right of every learner with disability to be enrolled in a regular classroom together with their peers without disabilities. Despite these efforts, special needs education is yet to be fully realized in many parts of Kenya including Machakos Sub-County. This means that here are challenges which have persisted in the teaching of children with special needs in Kenyan schools.

Some of these challenges include lack of government support in terms of policy enforcement and funds allocations. The issue of teachers' training has also been persistent with stakeholders decrying lack of enough teachers to cater for the learners with special needs who require more attention in schooling environments. Lack of physical facilities to cater for the distinctive needs among this group of learners has also been cited as a concern whose impact on teaching needs to be better understood. Further there is also the challenge of teaching and learning resources for learners with special needs. The need for government support, teacher training, availability of physical facilities and teaching and learning resources are exacerbated by the fact that there are global and government's requirements that learners with special needs should be taught together with their counterparts without special needs in an inclusive setting. Data from Machakos Sub-County Education office 2021 shows that there are 71 public primary schools in the sub-county. It also shows that while learners with different types of special needs are enrolled in any of the primary schools according to the proximity to their homes, there are no specific facilities to support them in most schools. The current study was thus conceived as these issues have not received research attention to understand how factors such as government support, teacher training and availability of physical

facilities together with availability of teaching and learning resources determine inclusivity in teaching of learners with special needs.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of the study was to investigate determinants of inclusivity in teaching learners with special needs in public primary schools in Machakos Sub-County.

1.3.2 Specific Objectives of the Study

The study was guided by the following specific objectives:

- i. To establish the influence of government support on inclusivity in teaching of learners with special needs in public primary schools in Machakos Sub-County.
- ii. To determine the influence of teacher training on inclusivity in teaching of learners with special needs in public primary schools in Machakos Sub-County.
- iii. To assess the influence of availability of physical facilities on inclusivity in teaching of learners with special needs in public primary schools in Machakos Sub-County.
- iv. To establish the influence of availability of teaching and learning resources on inclusivity in teaching of learners with special needs in public primary schools in Machakos Sub-County.

1.4 Research Questions

The study sought to answer the following research questions:

- i. What is the influence of government support on inclusivity in teaching of learners with special needs in public primary schools in Machakos Sub-County?
- ii. What is the influence of teacher training on inclusivity in teaching of learners with special needs in public primary schools in Machakos Sub-County?
- iii. What is the influence of physical facilities on inclusivity in teaching of learners with special needs in public primary schools in Machakos Sub-County?
- iv. How does availability of teaching and learning resources influence inclusivity in teaching of learners with special needs in public primary schools in Machakos Sub-County?

1.5 Significance of the Study

The findings of this study may be useful to head teachers because the results bring out various issues and aspects of administrative strategies and finances that enhance teaching of learners with special needs in an inclusive setting. Further, the results of these findings may be paramount to teachers in the inclusive schools as they reveal various issues pertaining to teacher training in supporting learners with special needs in an inclusive setting. The results generated by findings of this study may be of use to the government as they may perhaps help the policy makers and implementers come up with ways and strategies of ensuring that policies put in place are implemented and followed to the letter. Furthermore, the outcomes from this study might also benefit parents, guardians and care givers for the reason that they will have knowledge of how learners with special needs should be placed when taken to inclusive schools. The findings from the study also may be used by researchers in the expansion of existing pool of knowledge in the area of learners with special needs.

1.6 Limitations of the Study

Some of the participants and key informants may have withheld crucial information on status of their schools as regards facilities for the learners with special needs. The researcher therefore framed the questionnaire and interview guide questions in an objective manner. The researcher also triangulated the data by having interviews with the head teachers and the Curriculum Support Officer (CSO) to supplement the quantitative data obtained from the teachers. Further, the researcher ascertained the participants of the anonymity and confidentiality of the information collected from them. The questionnaires and the interview notes were treated as confidential as much as possible to ensure integrity of the data. The researcher also got authorisation from the school and NACOSTI allowing the undertaking of the research in the public primary schools.

1.7 Delimitation of the Study

The study was carried out in the public primary schools in Machakos Sub-County. The respondents were the teachers in the selected public primary schools while key interview informants were the head teachers and the Curriculum Support Officer in Machakos Sub-County which was the area of study. The study also focused on the objectives on government

support, teacher training, availability of physical facilities, and availability of teaching and learning resources as independent variables.

1.8 Assumptions of the Study

The study was carried out on the assumptions that the study participants were objective in responding to the research questions. The study also assumed that the teachers and head teachers of the inclusive public primary schools where the study was carried out would be cooperative in allowing access to their schools and giving permission to teachers to partake in the study. It was also presumed that the same head teachers understood the policy frameworks guiding the education of learners with special needs.

1.9 Operational Definition of Terms

Government Support; refers to the government funding and support provided to the public primary schools in Machakos Sub County that have implemented inclusive education policies, including investments in human and physical resources as well as in adjusting the school's physical and social environments.

Inclusive Education; refers to describe a strategy implemented by public primary schools in the Machakos Sub-County that ensures all students, regardless of their age, gender, race, or type of special need, have access to a high-quality education.

Learners with special needs; refers to Students whose educational requirements are not fully met by the general primary school curriculum used in this research.

Physical Facilities; refers to the schools' buildings, walkways, restrooms, and playgrounds.

Teaching Learners with Special Needs; refers to Provision of instructions to learners who have special educational needs or have disabilities in a manner that is compatible to their level and nature of disability or special need.

Teacher Training; refers to the extent to which primary school teachers in Machakos Sub-county have received the training they need to develop the requisite knowledge, skills, and attitudes in their students.

Teaching and learning material; refers to resources used to help students with disabilities in Machakos Sub County's public primary schools. These are resources that are utilized by both educators and students.

1.10 Organization of the Study

This study has been broken down into six sections. The first chapter provides context for the research, identifies the problem, and lays out the study's objectives. Additionally, the study's significance, caveats, and underlying assumptions are discussed. It also organizes the research and provides a functional definition of terms. A literature review pertinent to the study's aims is presented in chapter two. The chapter also includes a brief synopsis of the relevant literature as well as an examination of the relevant theoretical and conceptual frameworks. Methodological considerations such as research design, sampling, and sample size, as well as the validity and reliability of instruments, are spelled out in detail in chapter three. Methods for gathering and analysing information are also detailed in this chapter. Data analysis and presentation of research results according to the study objectives are presented in

chapter four. Discussions and interpretations of the results are presented in chapter five. A summary of the study's findings and some suggestions for future study are presented in chapter six.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

This section reviews literature in the area of study pertaining to determinants of teaching learners with special needs in public primary in Machakos Sub-County. The literature has been reviewed according to research objectives, explaining the global, regional and Kenyan perspective and creating research gaps as studies related to the topic are reviewed. This section further presents the theory that was utilized by the study and draws a conceptual framework showing the interrelationship between variables that were investigated.

2.2 Government Support and Teaching of Learners with Special Needs

Education is one of the heavily invested areas by governments across the world. Many countries in the world have gradually moved embraced inclusive education as it is covered in the Salamanca statement that guarantees the right to inclusive education for all children and benefit from all other opportunities in an inclusive setting together with the other children (UNESCO, 1994). Fincher (2007) conducted an extensive literature review on how government supports education across the United States of America. The study found that the key government concern in supporting and investing in education is driven by the need to enhance the value and usefulness of individuals in view of competitiveness in the global nations. Unlike Fincher's study, the current study used primary data gathered with questionnaires and interviews based in Machakos Sub-County.

In another study, Kauffman, et al., (2014) also used literature review on the historical developments in government involvement in special needs education in the USA. The study observed that though federal laws required government support for special education in the USA there were challenges due to withdrawal of governmental social welfare programs. While the study by Kauffman, et al (2014) focused on federal laws and how they guide the USA government involvement in special education, the current study took a different approach by having three variables in addition to government support. The proposed study used quantitative and qualitative data in addition to literature reviews.

In a study based in Japan, Yamamoto and Moriwaki (2019) studied the systems in place to support special education for children with disabilities. Their target population were municipal employees in the education departments in the Yokohama City and Toyonaka City. Two employees from Yokohama City and one employee from Toyonaka City were interviewed in May and October 2018. The study found that the education departments are responsible for assessing and enrolling special needs students in Japan. The two cities also provide medical care to the special needs student who need such support. The study is instructive that government support can extend to medical care. However, unlike the study which relied purely on interviews, the current study also administered questionnaires to teachers in addition to interviewing three head teachers and a curriculum support officer.

Subba, Yangzi, Dorji, Choden, Namgay, Carrington, and Nickerson (2019) carried a research on supporting learners with disability in schools in Bhutan. The study used qualitative study where 14 principals answered questions about inclusive practices incorporated in their schools. From the results the study concluded that some of the barriers that the principals faced included untrained teachers, insufficient resources and facilities together with absence of holistic inclusion which require government support in special need education. The study emphasized the need for government involvement in providing space, resources and trainings in regular schools so that children with and without disabilities can learn alongside each other and that educators have required resources and comfortable while providing education. The current research deviates from Subba's in that it collected data from teachers, head teachers and a curriculum officer in Machakos Sub County which is a different location and perhaps different economic status.

Dalton et al., (2012) carried out an investigation on the execution of inclusive education in South Africa. The study reports findings from a workshop which included 13 participants who were teachers and therapists working with learners facing obstacles to learning. The study found that the teachers and therapists receive government support and are a link to the special needs students and the government. The study found that South Africa has a clear policy on learners with special needs which keeps being reviewed and improved. The study further reinforces the importance of government support for successful special needs education for learners with special needs. The current study took a different approach from the workshop approach by relying on data collected from head teachers and curriculum officers in addition to teachers in Machakos Sub County.

In Kenya, government support for inclusive education requires a critical look to enable stakeholders understand how the support is contributing towards the teaching of learners with special needs in the inclusive public primary schools. Kasoo (2014) asserts that Head teachers in Kangundo Sub-County, Machakos County-Kenya faces numerous barriers in the delivery of special needs education among pupils with special needs in their schools and that they continue to pull out of school because their educational desires are not met. According to Kasoo, the school heads need enough of physical facilities, teaching and learning resources, teachers trained in special needs education (SNE) and financial resources. This in essence according to Kasoo (2014) will strongly enhance provision of inclusive education in public primary schools in Kenya. Kasoo carried out their study in Kangundo a different subcounty of Machakos and used one hundred and forty respondents and also investigated on almost the same variables as the current study. The current study took place in a different sub-county of the same county and time might also have elapsed between 2014 and 2022 therefore a change of many factors.

The available studies on government support and the teaching of special needs have also not expressly linked the two issues. While it is clear budget allocations are made to the education budgets globally, the amount set aside for special needs teaching and learning are not well captured. The reviewed studies are also based on different contexts from Kenya and specifically Machakos County.

2.3 Teacher Training and Teaching of Learners with Special Needs

The issue of teachers training has been a subject of several studies in different contexts. These studies have emphasized that for teachers to be effective, they must be qualified and trained in various aspects of their work. Rice (2003) undertook a literature review on the attributes and effectiveness of teachers in the United States of America. The study found that teachers must have a positive attitude, gone through proper training and acquired a proper grade. Rice in the same study gives five attributes of teachers. These included characteristics that contribute to the quality of teachers, their experiences, programs that prepare them and also the type of degree and certification together with the coursework taken to prepare teachers professionally to provide quality services in teaching. The current study took a different approach by adopting a descriptive survey using quantitative and qualitative data from teachers, head teachers and a curriculum officer in Machakos County.

In another study, Beuse, Merz-Atalik and Chris, (2016) undertook a comparative study in the United States and Germany on preparedness of teacher trainees towards teaching learners with special needs. The study sampled 277 teachers' trainees from University of North Carolina and 131 teaching students from the University of Education. The study found that there were insignificant differences between teachers' trainees in the US and Germany on how they perceived special needs education. The study uncovered that the trainings in the two countries were able to prepare the teaching students in meeting the needs of the learners with special needs. The current study relied on teachers who are already practicing in Machakos Sub County.

In Britain, Esposito and Carroll (2019) scrutinised 100 assignment abstracts submitted between 2015 and 2017 to an England university by 50 Special Educational Needs Coordinators (SENCOs) as a requirement for their postgraduate qualification. Results from the research indicated that advice by SENCOs to teachers and school administrators on ways to address the needs of learners, maintenance of school special needs registry and contribute to the in-service training of the teachers were helpful in enhancing inclusiveness for learners with special needs. The current study gathered information directly from teachers, head teachers and curriculum officer in Machakos Sub County.

In another study based in England during Covid, Warnes, Done and Knowler (2021) undertook a survey on how teachers' expertise and experience affected inclusive education. An online survey involving 93 respondents who included teachers, SENDCOs and heads of departments in inclusive primary and secondary schools. The results showed that the teachers were having an added workload including counselling and this affected teaching aspect. The current study was based in Machakos sub county and expressly addressed the issue of teachers' training.

Gilmour and Wehby (2020) conducted a research on the association between teaching students with disabilities and teacher training in Canada. Gilmour and Wehby (2020) used logistic regression models to analyse their dataset in order to scrutinize the effect of teachers training on the teaching of learners with special needs. The study found that students with

disabilities are being incorporated into the general classroom more, which results in higher expectations for the general teacher to be able to meet special educational needs. The suggested causes of the mixture in common classroom is shortage of training students in training institutions. The time spend in learning extra skills have been found to be one of the main causes for teacher shortages in this field. Most of the teachers' trainees do not want to spend more time in colleges studying rather they want to graduate in the shortage time possible. This research wanted to find whether this situation is replicated in Kenya.

Raguindin et al. (2020) studied inclusive teaching practices in Thailand and Philippines. Their research utilized a cross sectional survey where 300 Thai and 125 Filipino teachers were sampled. The comparative study revealed that Filipino teachers were more optimistic in regards to their attitude, intentions, and efficiency in contrast to their Thai counterparts. The study further showed that the study respondents demonstrated a positive association between their efficiency, attitudes, and purpose for inclusive practices. The current study conducted interviews to supplement the teachers' questionnaires.

Tungaraza (2014) studied challenges of training special needs teacher in Tanzania. Fifteen special education teachers, were interviewed. The study found that the challenges range from inadequate learning and teaching materials, insufficiently trained teachers, teacher attrition, bad attitudes, lack of access to information, and an inaccessible environment (Tungaraza, 2014). Tungaraza suggested that teachers in Tanzania require professional support in service and motivation in order to continuously provide services in teaching. Muyungu (2015), in their study on the needs of preservice special needs teachers in Tanzania also confirmed the existence of these challenges. Muyungu's study which was conducted eight interviews among teacher trainees and lecturers in Tanzania found that both trainers and their lecturers have little knowledge on inclusive education. Tungaraza and Mayungu studies did not pursue the link between teachers training and teaching practices as well as this research.

Opuko et al (2021) studied predictors of attitudes among teachers toward teaching students with down syndrome in Ghana. The study used questionnaires to collect data from 524 preservice teachers from three colleges and 331 preservice teachers from two public universities. The study found that the training led to better interactions and boosted

confidence when teaching students with down syndrome. However, the study found a gender disparity issue where female respondents indicated they were not as confident as their male counterparts when supporting students with down syndrome. The current study took a different approach as it was not restricted to teaching of students with down syndrome.

In Kenya, Kahuthia (2007) studied the attitudes of preschool teachers towards inclusion of visually impaired children in Thika. The study sampled 66 preschool teachers in the four zone in Thika Municipality who were administered with a questionnaire. The study found that the preschool teachers were able to effectively include visually impaired children in their classes without difficulties. As the focus of classroom instructional activity the teacher is a crucial component of the quality of education that is delivered to children as they control curriculum delivery. The study further established that it was crucial for investigators to stipulate the types of special needs because teachers' attitudes towards different types of disabilities was varied and influenced by the types of accommodations and instructional adaptations that the students require. Kahuthia's study was based on teacher's attitude in preschool education and was based in Thika while the current study focus was on primary education in Machakos.

In 1986 the government of Kenya enhanced teacher training in primary teacher colleges. This training is mostly for learners without special needs. As recognized by the National Special Needs Education Policy Framework that, the Kenya Institute of Special Education (KISE) was established (MOEST, 2009). KISE was charged with the tasks of teacher training/teacher in-servicing and research with the aim of capacity development for Special Needs Education (SNE) service providers. This implies that although KISE trains teachers who are expected to teach learners with special needs there is no explicit teacher training college designed to train teachers to teach learners with special needs. This is because KISE only enhances and works on capacity building. The available studies have not shed light on how the training for special needs in Kenya influences teaching of learners with special needs.

2.4 Physical Facilities and Teaching of Learners with Special Needs

The United Nations Convention on the Rights of Persons with Disability (UNCRPD) of 2006 emphasizes the importance of systems that are inclusive in nature by ensuring that persons

with disability are either working or learning together with the others in an inclusive setting. The convention acknowledges the scarcity of fully inclusive schools that do not differentiate between special education and general education but in its place they have restructured the schools in a manner that allows all children to learn collectively (UNESCO, 2009).

On influence of physical facilities on the teaching of learners with special needs, Wang (2019) carried out a study in China where content analysis was utilized to analyse the interview data. The study involved 20 students with special needs in Shanghai. Findings from the interview indicated that most students with special needs had a bad perception of their inclusion and limited their participation in physical activities in school. Results from the investigation indicated that physical facilities affected participation of students with disabilities in schools, teachers; support and their learning. Wang's study was based in China and focussed on students' participation unlike the proposed study which focused on the teaching effectiveness.

Pellerin, Wilson and Haegele (2022) carried out a study on experiences of students with disabilities in self-contained physical education in Britain. The study used interviews and observational methods to collect data among a group of 20 students with disabilities enrolled in eight public schools. It was found that the students enjoyed sports and education activities where there were adequate physical facilities. The current study had a different approach by collecting data from teachers, head teachers and curriculum officer rather than students.

Azizah (2010) conducted a policy analysis on inclusive education in Indonesia. The research uncovered that the journey to inclusive education in Indonesia faired with struggles in making inclusive education a reality. There was found need to ensure modified physical facilities including classrooms, playgrounds, toilets, pathways and boarding facilities for those who are in boarding schools. The current study was conducted in Machakos Sub-County in Kenya to find out availability of physical facilities for learners with special needs. The study therefore, sought to find out whether such challenges of physical facilities experienced in Indonesia are replicated in public primary schools in Machakos Sub-County. In Peru, child friendly schools require to have physical facilities that guarantee safety of learners including those with special needs and disabilities. The institutions should guarantee that the physical environment is accessible to children with special needs to provide a favourable environment for learning (UNICEF, 2009). The contexts in Peru and Indonesia are different from Kenya with regard to implementation of special needs education and thus the

need for the current study to be conducted.

Vincent and Chiwandire (2017) carried a study on use and access of wheelchairs in institutions of higher learning in South Africa. The study looked into ten public universities in South Africa where the researcher engaged disability unit staff members in semi structured face-to-face interviews. The study found resistance in modifying older buildings due to heritage justification as well as failure to enhance toilets access for wheelchair users. While Vincent and Chiwandire research was carried out in the context of universities in South Africa, the current research was done in primary schools in Machakos Sub County.

Ackah-Jnr and Danso (2019) scrutinized the suitability of physical environment in Inclusive school in Ghana. The researcher employed purposive sampling to choose 164 teachers who were administered with questionnaires. Findings from the scrutiny showed that the physical facilities of the schools that were considered most “inclusive” were of poor quality, inaccessible to children with sensory-motor and physical disabilities, and unsuitable for physical activities for all children. The current study looked at the situation of physical facilities of schools in Machakos Sub County.

The researcher is seeking to assess whether the availability of physical facilities influences the teaching of learners with special needs in public primary schools. This has been prompted by the fact that the government policy shows how the government has and is enhancing the school environment to accommodate learners with special needs in an inclusive setting. This claim needs to be ascertained by carrying out research that will expose its truth and reality. It is therefore to this very reason that the researcher carried out the assessment on availability of physical facilities in public primary schools in Machakos Sub- County.

2.5 Teaching/ Learning Resources and Teaching of Learners with Special Needs

Every learner requires to be provided with proper learning resources in order to learn. This also calls for teachers to use appropriate teaching resources to impart knowledge on their learners. In Scotland children with disabilities or any additional special needs are provided with curriculum materials and assistive technologies that would support them in their learning so as to enable them to effectively participate in learning and achieve their learning needs (Assistive Technology for Kids with Learning Disabilities, 2018).

Chimer and Cardona (2013) carried out a research study on influence of availability of teaching and learning resources in the teaching of learners with special needs in Spain. The research scrutinised regular education teachers in the country about the perceptions of teaching and how those views vary depending on their teaching experience, accessibility of resources, skills and the support they receive. The study utilized purposive sampling procedure to draw the sample of general education teachers. The research results showed that generally principles of inclusion were acceptable however, there needed to be more resources, time, teachers' skills and support that was crucial to inclusion. Additionally, the research uncovered that most of the schools lacked suitable physical facilities which disadvantaged the children with special needs in Spain. Being based in Spain which is a developed country, the study necessitated for a study to assess the situation in Kenya which is a developing country.

Paseka and Schwab (2020) in a study on teaching practices and resources in Germany collected data from 2,000 parents. The information for the study was collected digitally using telephone interviews. The study found that resources were adequate in German inclusive schools and that both parents and learners were satisfied with the available resources. It however emerged that schools in German had justifiable reasons to refuse admission of students on the basis of inadequate teaching and learning resources. The current study also wanted to determine the situation in Machakos Sub County with regard to availability and adequacy of learning and teaching materials and how they influence teaching.

Adewumi and Mosito, (2019) carried out a study on the experiences of teaching inclusive setting in Fort Beaufort district in South Africa. Purposive sampling was used to select from eight primary schools, eight teachers and eight principals as well as three district officials and one provincial official. The study found that there were inadequate teaching resources and equipment which affected the work of the teachers. The study additionally established that the teachers were forced to improvise on the teaching materials. The findings are replicated by Muyungu (2015) which was conducted in Tanzania. Their study which conducted eight interviews among teacher trainees and lecturers was aimed at identifying the challenges facing inclusive education. The current study sought to understand the situation in Machakos Sub County with regard to teaching and learning resources to facilitate learning in the inclusive primary schools.

In Kahuthia's (2007) study on the attitudes of preschool teachers towards inclusion of visually impaired children in Thika which administered with questionnaires to 66 preschool teachers it emerged that with a lower teacher-pupil ratio, teaching visually impaired pupils was easier. The study noted that this was due to availability of enough teaching and learning materials. While Kahuthia study focused on pupils with visual impairment in preschool, the current study focused on learners with diverse special needs in public primary schools in Machakos Sub County.

In another study, Kogei (2013) looked into the factors influencing the enrolment of learners with disabilities in primary schools in inclusive education setting in Nandi South district. The study used descriptive survey research design and data was gathered using two questionnaires for head teachers and teachers. The sample consisted of 44 head teachers and 306 class teachers. The study found that there were insufficient relevant teaching and learning resources to enable learners with special needs meet their needs, aspirations and curriculum expectations. While Kogei study was based in Nandi the current study was based in Machakos Sub County. A notable time duration had also lapsed since Kogei's study although the issues of teaching and learning resources in Machakos was very important to compare despite the elapsed period.

The researcher sought to assess how availability and adequacy of teaching and learning resources influenced the teaching of learners with special needs in an inclusive setting. This was prompted by the fact that the government policy shows how the government has and is enhancing provision of teaching and learning resources in schools to accommodate learners with special need in an inclusive setting. This claim needed to be ascertained by carrying out a research that would expose its truth and reality. It is therefore to this very reason that the researcher carried out an assessment of the determinants of inclusivity on the teaching of learners with special needs in the inclusive public primary schools in Machakos Sub - County and see how this influences teaching of learners with special needs in the inclusive schools.

2.6 Summary of Literature Review

It has emerged that substantial number of the available studies study were based on contexts which are different from Kenya which is the focus of this studies. For instance, Scuba et al., (2019) focused on government support in the context of Bhutan. On the other hand, Gilmour and Wehby (2020) study was based in Canada where issues of teachers were partly addressed. These studies are different from the suggested study which was based in Kenya which has unique characteristics in how special needs education is undertaken.

The available local studies have also not addressed the issues which are the focus of the current study and used different approaches. The study sites are also different. Kasoo (2014) and Mutuku (2013) concentrated on the rural parts of Machakos County. The study by Kasoo (2014) explored on the support on the head teachers and that of Mutuku looked at the challenges facing implementation of inclusive education in Yatta. The two researchers did not expose the determinants of teaching learners with special needs in the urban inclusive public primary schools which the current study sought to expose. The study by Kahuthia (2007) focused on pupils with visual impairment in preschool. The study investigated the attitudes of preschool teachers towards inclusion of visually impaired children in Thika. The study concluded that a lower teacher-pupil ratio in teaching visually impaired pupils was easier. Another study Namwaki (2013) on barriers to inclusive education for learners with visual impairment in primary schools in Kisii County found that learners with visual impairment were faced with lack of specialized educational resources at the individual and school levels depending on the situation. While the studies by Kahuthia and Namwaki each concentrated on one category of learners with special needs as opposed to the current study which looked at all categories of learners with special needs in the inclusive public primary schools.

The reviewed studies also touched on one or two of the four issues addressed by the current study and may have no direct interlinkage among the various factors of inclusive education and how they influence it. The reviewed studies also did not go into details in indicating how the government support can influence the learning in an inclusive setting. The current study used quantitative and qualitative data collection methods to ensure it collects enough information on how government support, teachers' training, physical facilities and

availability of teaching and learning resources affect teaching of learners with special needs with a focus on Machakos Sub County. By taking this approach the study sought to fill the existing research gaps identified and build on the knowledge in the study area.

2.7 Theoretical Framework

This research was based on theory of social learning proposed in Albert Bandura in 1977. The theory of social learning holds that teaching and learning is determined by various environmental and cognitive factors. The social learning approach acknowledges the importance of thought processes and its responsibility in determination of learning. This theory therefore, provides an extensive justification for the significance of the mediational processes in human learning (McLeod, 2016). The social learning theory has also received strong empirical support from studies in teaching and learning discipline (Akers and Jennings, 2015). However, the theory is associated with some weaknesses such as over emphasis on the environmental factors in the learning process at the expense of factors such as the learner's accountability. The theory also ignores biological factors which also play a part in the teaching and learning journeys (Samkange, 2015).

The social learning theory is important to learners with special needs. This is because most of them especially those with visual impairment depend on verbal communication from their models to acquire knowledge. Those with hearing impairment rely on visual cues and symbols including sign language to get what the model is doing and communicating. Others with learning disability, emotional challenges learn through observation and imitation of the model. This theory presents an actual situation through which learners with special needs get to learn in their school environments. They require support from the government, well trained teachers, accessible physical facilities and availability of teaching and learning resources. However, much as modelling is learning directly from observation of the model, some learners with special needs may not properly get the knowledge required through such type of learning. On the other hand, learners with special needs form part of the society and therefore obliged to learn through other people's lives and training (Boudreau and Twigg, 2011).

Irrespective of these disadvantages, the researcher chose this theory for it is ideal to the inclusive learning environment. The social learning theory embraces inclusiveness in the society as it takes care of a variety of needs of the society. These needs include the various

challenges learners with special needs encounter in a learning situation (Hornby, 2014). This theory is therefore appropriate when studying issues such as government support, teacher training, availability of physical facilities and teaching and learning resources for learners with special needs in public primary schools.

2.8 Conceptual Framework

According to Kombo and Tromp (2006), a concept is an abstract general idea derived from specific occurrences. A conceptual framework is described as a group of overarching principles and concepts that come from a number of academic disciplines that can be utilized to structure a presentation in the future. Figure 2.1 below shows the variables that were the focus of this study's investigation.

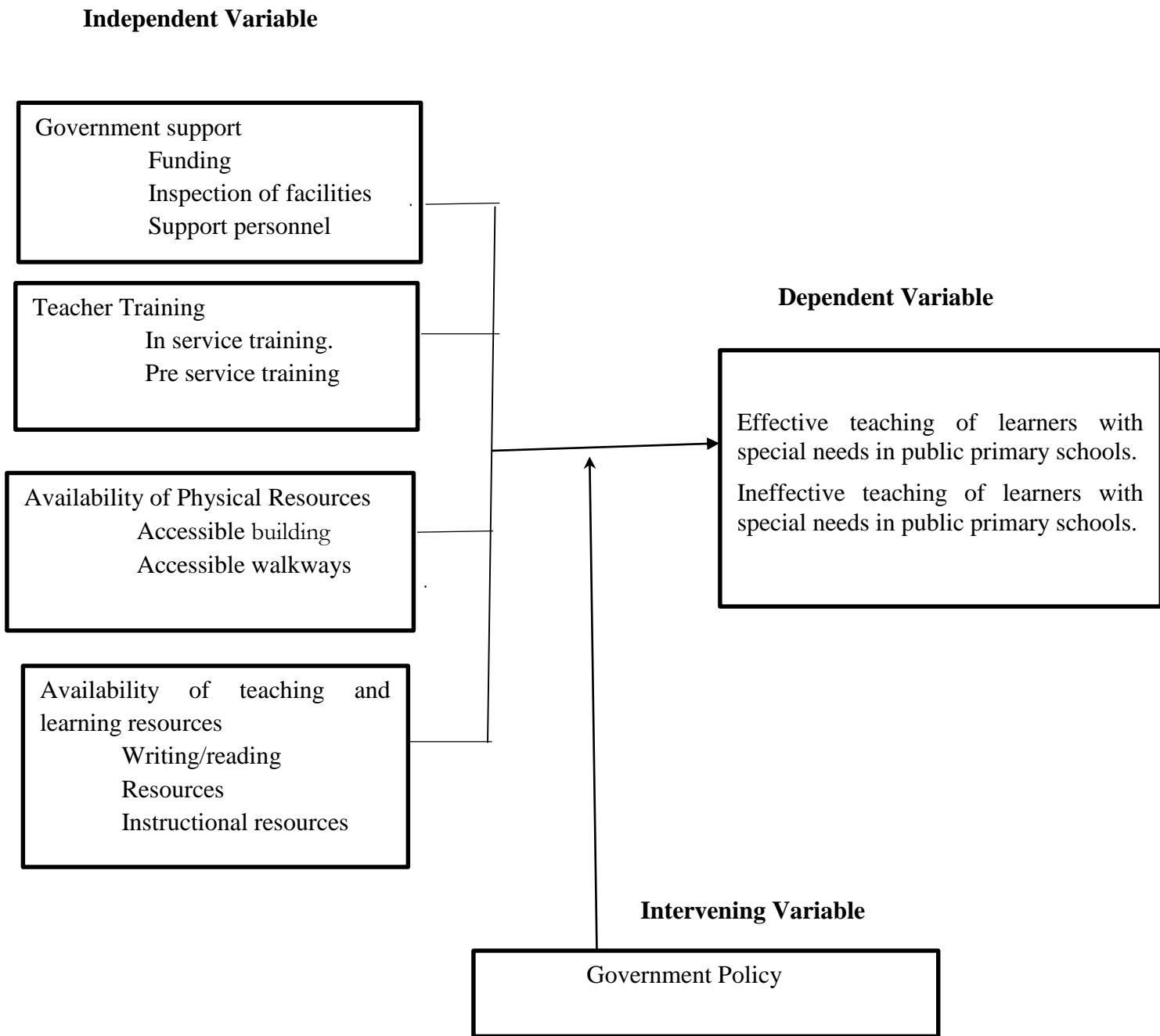


Figure 2.1: Conceptual Framework

The dependent variable for the study was effective teaching of learners with special needs in public primary schools. The predictor variables for the study were government support, teacher training, availability of physical resources and availability of teaching and learning resources.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

In this section, the researcher elaborated on the research methodology components they had previously covered: research design, population of interest, sampling strategy, sample size, and instruments. The chapter also detailed the steps taken to ensure the validity and reliability of the research instruments used. Ethical concerns, data analysis, and data collection procedures were also covered.

3.2 Research Design

Methodologically, the study was a descriptive survey. Survey research is an approach to assessing a population's current condition with respect to one or more variables by soliciting responses from members of the population (Mugenda and Mugenda, 2003). Additionally, the same authors state that the purpose of the survey research method is to learn the general public's opinion on a given topic. This study's methodology aimed to characterize learners with special needs in inclusive public primary schools and explain how administrative aid affects their education. Their education is affected by factors such as government support, teacher training, availability of physical facilities, and availability of teaching and learning resources.

3.3 Target Population

Machakos Sub-County was the site of the investigation. The records at the Machakos Sub-County Education Office show that there are 71 primary schools in the county. As a result, the 71 Head Teachers and 802 teachers at the public primary schools in the Sub-County formed target population. The researcher also engaged one Special Education Curriculum Support Officer.

3.4 Sampling Techniques and Sample Size

The research in this study employed a multistage sampling strategy. The research began with a sample of three zones in Machakos Sub County's educational system, each with a total of

thirty schools and one hundred teachers. Thus, we were able to survey 80 academics. Social studies such as the present one require a sample size of at least 30 elements, or 10% of the total population, according to Mugenda and Mugenda. Using a stratified proportional sampling technique, instructors from each of Machakos Sub- County's three school zones were chosen at random to fill out the surveys.

When the population consists of many smaller subgroups with very different sizes, a sampling strategy called "proportionate sampling" is used. Participants from each subgroup are allocated based on their proportion in the total population (Kothari, 2004).

The researcher used this method of sampling because there are a different number of schools in each of the three educational zones in Machakos Sub-County.

Table 3.1: Sample Size

Educational Zone	Number of Schools (X)	Sample Schools (10%X)	Sample Teachers' Distribution (X/71*80)
Mumbuni	27	3	30
Mutituni	25	3	30
Muvuti	19	2	20
Total Sample	71	8	80

Three boxes were picked and labeled a name of zones on top. 71 pieces of paper were cut with a name of school each. The names of the schools were distributed according to the zones in which they are located in the boxes. From the boxes representing Mutituni and Mumbuni 3 schools each were randomly picked and from the box representing Muvuti zone 2 schools were picked randomly. The researcher then selected randomly 10 teachers from each of the selected school.

Purposive sampling was used to pick three head teachers – one from each zone, and the one curriculum support officer for special needs in the sub county as key informants with whom interviews was conducted. teachers in the sampled schools. The study thus had four key informants which was in line with Muellmann et al. (2021) who recommend that four key informants are enough for research studies.

3.5 Research Instruments

Teachers were polled with questionnaires. According to Cohen and Manion (2003), one of the main benefits of using a questionnaire is that it allows the researcher to obtain a broader coverage of descriptive data for a relatively low cost in terms of time, money, and effort. According to Mugenda and Mugenda (1999) questionnaires give a detailed answer to complex problems. Additionally, questionnaires are also a popular method for data collection in deduction because of the relative ease and cost-effectiveness with which they are constructed and administered.

The study's objectives informed the development of the questionnaires used to collect data. The research made use of questionnaires laid out in accordance with the objectives, with a section dedicated to gathering demographic information serving as a preamble. In addition to the introductory material presented in Section A, the remaining sections address section B government support, Section C teacher training, and Section D the availability of physical facilities Section E teaching /learning resources. After preparing an interview guide, we spoke with three head teachers and one Curriculum Support Officer (CSO) of special education in the Sub-County where the study took place.

3.6 Validity of Research Instruments

Validity, as alluded to by Mugenda and Mugenda (2019) is the extent to which a test accurately measures its target population. Pilot testing and review by specialists confirmed the reliability of the research tools. Experts in the field are consulted to determine face validity, as Kothari and Gaurav (2014) note. They look at whether instruments are essential, useful but not essential, or not necessary when assessing their validity. Their feedback and recommendations was incorporated in the final instruments. Further, the questionnaire was piloted in two schools in Kasarani Constituency among 10 teachers to ascertain face and content validity. This enabled the researcher to make any adjustment on the questionnaire and the interview before administering in the sampled schools and teachers in Machakos Sub County.

3.7 Reliability of the Instruments

The researcher also sought to ensure that the research instruments were reliable to ensure credibility of the results. The study undertook a pilot study for the questionnaire in two schools in Kasarani Constituency among ten teachers. The study then performed a reliability test using the Cronbach Alpha. A Cronbach Alpha of 0.7 was deemed to be satisfactory for the questionnaire. Given the interview guide was designed on the basis of the research questionnaire, the study assumed that reliability in the questionnaire will be reflected in the interview guide.

3.8 Data Collection Procedures

Collecting information in order to support or establish a claim is known as "data collection" (Kombo andTromp, 2006). According to Kombo and Tromp, gathering data requires actually going out into the field and asking members of the target population questions. In order to conduct research in the selected schools, the researcher first obtained written approval from the Board of Post Graduate Studies (BPS) at South Eastern Kenya University. This allowed the researcher to apply for a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher then hired a research assistant who set up the google forms. A letter of introduction was issued to the research for use in the primary schools selected. Once permission was granted, the research assistant administered the questionnaires through google forms and booked for the interviews. The head teachers obliged for face to face interviews and also gave the phone numbers for follow up.

3.9 Data Analysis

Statistical package for the social sciences (SPSS) version 29.0 was used to help analyze the data after the information from the questionnaires was cleaned and coded. Descriptive statistics, such as frequencies, percentages, and means, were applied to the quantitative survey data that was collected. To answer the study's research questions, interviews were recorded and analyzed thematically. Frequency tables, bar graphs, and pie charts were used to graphically present the quantitative data. Specifically, the qualitative information was presented in narrative form.

3.10 Ethical Considerations

The identities of the people whose information was collected were never revealed; rather, it was used solely for the research project. In addition, participants were asked to confirm their participation in the study verbally prior to the research being conducted, and this served as further confirmation of their willingness to participate as study respondents. The necessary approvals to conduct the research were obtained. The research project's general objective was thoroughly explained to the head teachers and the sub-county education officials who were involved.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

It was hoped that by conducting this study, the researcher could gain a better understanding of what factors determine inclusivity of learners with special needs when it comes to educating them in general education settings like public primary schools. This section reports on the study's findings, which analyse the impact of government support, teacher training, physical facilities and the availability of teaching and learning resources on the education of learners with special needs in public primary schools in Machakos Sub-County.

The study's results were presented using descriptive statistics such as frequency distributions, means, and standard deviations. The descriptive statistics were analysed thematically, taking into account both the interview notes and the aims of the study. This study's qualitative analysis relied heavily on descriptive statistics.

4.1.1 Response Rate

The sampled teachers used as respondents from eight schools in Machakos Sub County were given 80 questionnaires by the researcher to fill. The study took 78 questionnaires from the sampled teachers having been submitted and properly filled, representing 91% response rate. These google forms from the respondent teachers formed the basis of the descriptive results presented in figures and tables. All the three interviews with head teachers were conducted successfully. The responses from the head teachers are presented in narrative form under each issue they fitted. The response rate achieved by the study was considered excellent for analysis and inference of the study results. According to Babbie (2004) a response rate of 50% is deemed adequate for analysis and publishing a study, 60% response rate is considered good and a response rate above 70% is excellent.

4.2 General Information

To understand the study participants better, the study inquired general information from the respondents which included their gender, age, highest educational attainment and duration the respondent had worked in the school.

4.2.1: Teachers' Gender

The gender of the study participants who were teachers was analysed and presented as shown in figure 4.1.

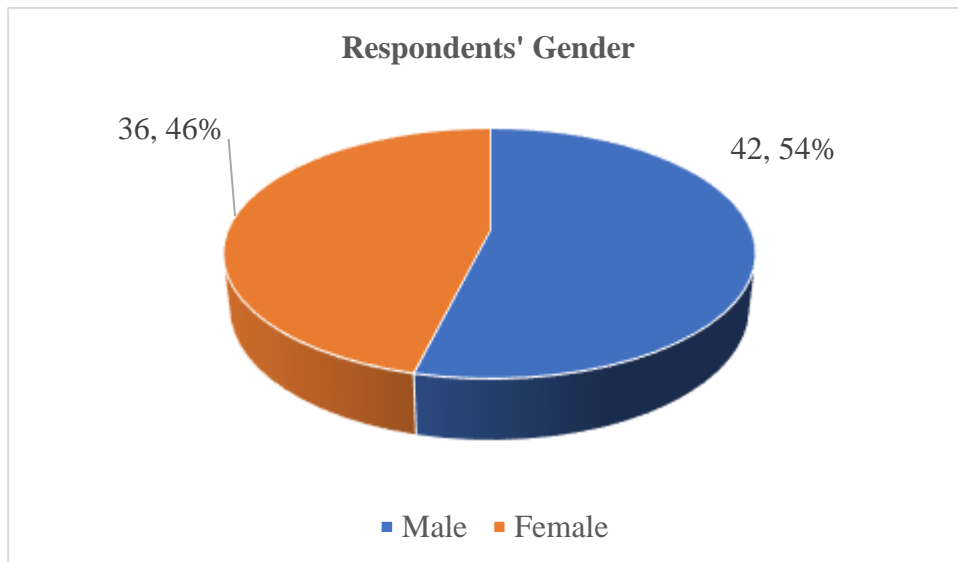


Figure 4.1: Analysis of Teachers' Gender

Source: Field Data (2022)

Figure 4.1 reveals that a majority of the teachers administered questionnaires 54% were male while 46% were female. These results indicate a somewhat rational representation of both gender in the current study and in their participation in teaching learners with special needs in an inclusive setting.

4.2.2 Analysis by Age

The researcher sought to know the age composition of the respondents. Table 4.1 presents the findings of the study.

Table 4.1 : Responses of teachers on their Age Brackets

Category	Frequency	Percent
Below 25	5	6%
26-30	20	26%
31-35	21	27%
36-40	13	17%
41-45	5	6%
Over 51	14	18%
Total	78	100

Source: Field Data (2022)

From table 4.1 it was revealed that majority of the respondent teachers 27% were aged between the age of 31 and 35 years; 26% were aged between 26 and 30 years, 18% of the respondent teachers were 51 years and above, 17% were aged between 36 and 40 years, 6% of the study participants were between the ages of 41 and 45 years while 6% of the participants were 25 years and below. The current study findings show that the study participants were sourced variedly across all teachers' age groups.

4.2.3 Highest Academic Qualifications

The researcher also wanted to determine the highest educational attainment for the respondents. The findings are presented in Table 4.2.

Table 4.2: Responses of teachers on their Highest Academic Qualification of teachers

Category	Frequency	Percent
P1	27	35%
Diploma	3	4%
Bachelors	29	37%
Post Graduate	2	3%
Post Graduate Diploma in Education	14	18%
Masters	3	4%

Source: Field Data (2022)

From Table 4.2 it can be deduced that 37% of the respondents had a bachelors' degree as their highest education qualification and 35% of the respondents were P1 teachers. The results further show that 18% had a post graduate diploma while 4% of the respondents had a diploma and Masters as the highest education qualifications. The findings show that the teaching fraternity for special needs has diverse academic qualifications in line with the Teachers' Service Commission (TSC) hiring practices.

4.2.4 Teachers' Work Experience in Selected Schools

The researcher sought to establish for how long the teachers participating in the study had worked in the selected schools in Machakos Sub County. Table 4.3 shows the results of the study.

Table 4.3: Responses of teachers on their Work Experience in the Schools

Length of Duration	Frequency	Percent
Less than five years	37	48%
5- 10 years	26	33%
11-15 years	7	9%
16-20 Years	5	6%
Over 20 Years	3	4%
Total	78	100.0

Source: Field Data (2022)

From Table 4.3 it is clear that 48% of the respondents had worked for less than five years in their respective schools while 33% of the respondents had worked in their schools for between five and ten years. Nine percent indicated they had worked for between 11-15 years; 6% for between 16-20 years and 4% for over 20 years. The head teachers interviewed explained that the delocalization policy adopted by the TSC had affected the length which teachers were serving in one school.

4.3 Government Support and Teaching of Learners with Special Needs

The first specific objective of the study was regarding the government support offered when teaching learners with special needs. First the teachers were asked to rate the extent to which they received listed assistance from the government to teach in a school that assimilates learners with special needs. A five point Likert scale where 5 represented ‘very great extent’ and 1 represented ‘Not at all’. A mean score of more than 3 was interpreted to mean that the government support was notable while a mean score of less than 3 was interpreted to imply that the assistance was not felt by the teachers.

Table 4.4: Responses of teachers on the Nature of Government Support and Teaching of Learners with Special Needs

Statement	Mean	Std. Deviation
The financial support for special needs education is adequate	1.51	0.57
Government policies are supportive of special needs education	2.26	0.746
There is adequate medical support for learners with special needs	1.65	0.661
The government support is timely	2.01	0.730

The results in Table 4.4 show that the financial support for special needs education is not adequate as shown by a mean score of 1.51. The government policies were also deemed not supportive of special needs education as indicated by a mean score of 2.26. The results show that there is minimal medical support for SNE learners as indicated by a mean score of 1.65. The results also show that the government support is not timely as shown by a mean score of 2.01.

The study inquired from the teachers the extent to which they felt satisfied with the support offered by listed government players in teaching learners with special needs in an inclusive setting. The results were interpreted using the analysis in Table 4.5.

Table 4.5: Responses of teachers on whether they were satisfied with Government Support and Teaching of Learners with Special Needs

Statement	Mean	Std. Deviation
National Government	2.03	0.882
Teachers Service Commission	1.83	0.828
Teachers' unions	1.77	0.663
County Governments	1.60	0.543
Constituency Development Fund	3.18	1.054
Local politicians	1.85	0.626

The results show that the teachers were impressed by support from the Constituency Development Fund (CDF) as indicated by a mean score of 3.18. Teachers were not satisfied by other government players as indicated by mean score of less than 3. The respondent teachers were most dissatisfied by support from teachers' union as indicated by a mean score of 1.60.

The study then asked the teachers to indicate the extent of government support in teaching learners with special needs in the listed areas. Table 4.6 shows the results.

Table 4.6: Responses of teachers on the Extent of Government Support and Teaching of Learners with Special Needs

Teaching Area	Mean	Std. Deviation
Attention	1.90	0.656
Communication	1.64	0.683
Interactions	1.55	0.501
Writing	1.73	0.475
Numeracy	1.83	0.386
Co-curricular Activities	1.28	0.453

The results show that the teachers felt that the contribution of government support is not felt

to an extent of determining teaching of pupils with special needs as all the teaching areas posted mean scores less than three. The contribution of government was negligible for the co-curricular activities as indicated by a mean score of 1.28. The head teachers interviewed agreed with the results as they indicated that the inadequate government support meant teachers did not have resources to dedicate to the pupils with special needs.

4.3.1. Qualitative data from interviews on objective one

First, the interview sought to establish the status of SNE in the schools from head teachers. The same item was also presented to the Curriculum Support Officer. Both respondents said that learners with special needs are taught in an inclusive setting with those without special needs. Their responses agreed with those of teacher respondents.

On the first objective, the head teachers interviewed indicated that in the inclusive set ups the government support was inadequate. They specifically pointed out the lack of data on disbursements to enable them track the specific monies allocated to learners with special needs in their schools since it is not consistently allocated by the government. The head teachers also confirmed the results posted by teachers in the questionnaires that CDF was useful in maintaining classes and buying specialised equipment for learners with special needs. They also agreed with the results from the teachers as they indicated that inadequate government support limited the head teachers ability to have resources to dedicate to the teaching of pupils with special needs choosing rather to concentrate on the typically developing learners. This information was backed up by the interview administered to the Curriculum Support Officer who postulated that some government bodies did not contribute at all towards support of teaching of learners with special needs in public primary schools. The officer also added that the policies in SNE should be disseminated to stakeholders promptly to avoid misunderstanding of the same by all.

The head teachers strongly felt that government support in funding of teaching of learners with special needs was acutely needed. The CSO interviewed added that apart from supporting learners with special needs in their schools, government support should be enhanced in functional assessment and revamping of the existing EARC facilities. This according to the CSO would increase identification of learners with special needs and disabilities in the country to be positively placed educationally.

4.4 Teacher Training and Teaching of Learners with Special Needs

The second objective of the study sought to find out the contribution of teacher training towards the teaching of learners with special needs in Machakos Sub County. The study first enquired whether the teachers have received training in special needs education. The results in Figure 4.2 show that 73% of the teachers have been trained in SNE while 27% indicated they had not received training in SNE. The curriculum support officer noted that the Ministry of Education had introduced mandatory training of SNE in teachers training Colleges since 2018 though there were no clear guidelines on teachers who were in service and those who had graduated before the introduction of the mandatory SNE trainings.

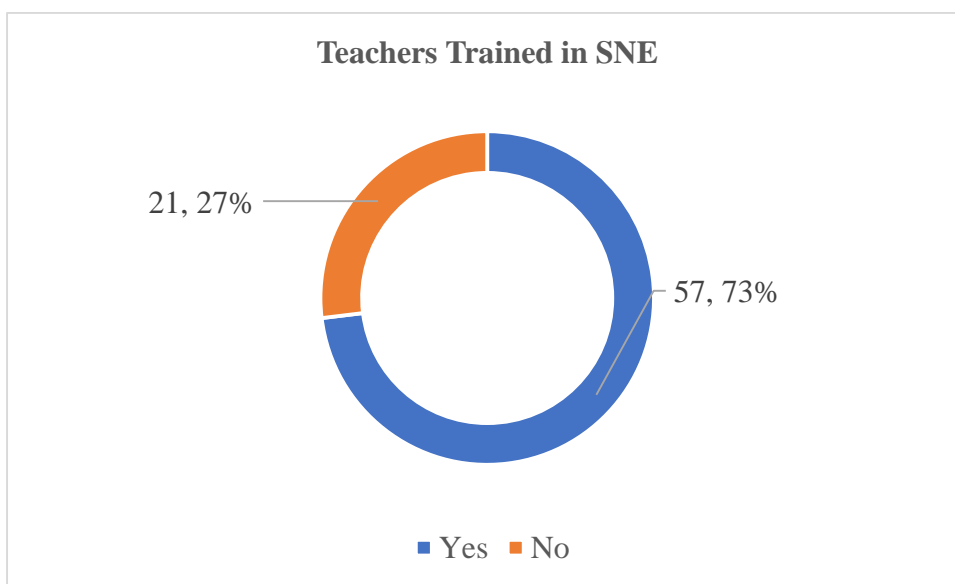


Figure 4.2: Teachers Trained in SNE

The teachers who underwent training were requested to rate the suitability of the training in supporting learners with special needs. Figure 4.3 shows the results.

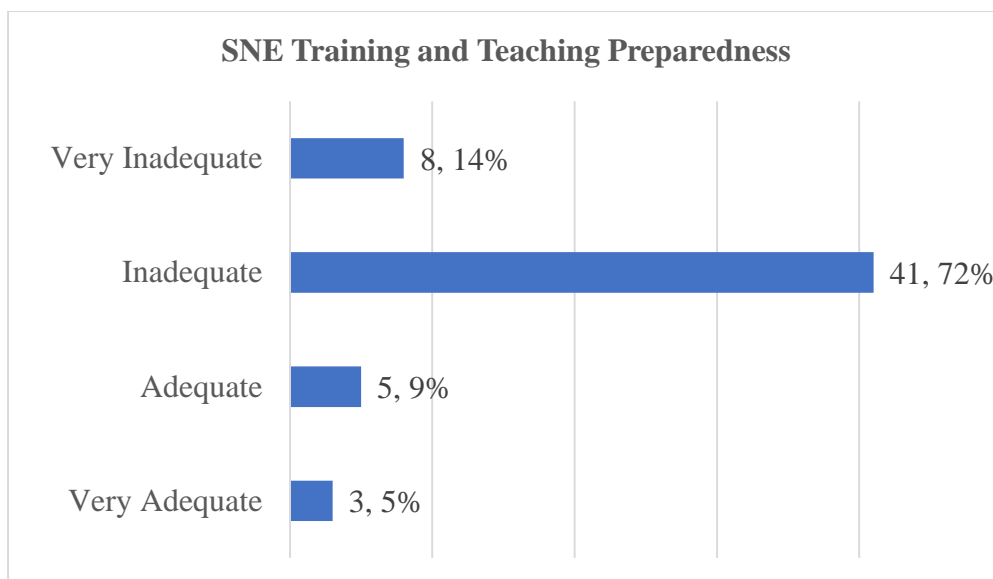


Figure 4.3: SNE Training and Teaching Preparedness

The findings indicated that most (86%) of the teachers were of the opinion that the SNE training they had received inadequately prepared them for teaching learners with special needs. The head teachers interviewed indicated that this situation was mainly because the in service SNE training were mainly voluntary, a sentiment which was shared by the curriculum support officer in a separate interview.

The study then inquired from the teachers to what extent the SNE training among teachers' influenced teaching of learners with special needs in the listed areas. Table 4.7 shows the results.

Table 4.7: Responses of teachers on the Extent to Which SNE Training Determines Special Needs Teaching

Teaching Area	Mean	Std. Deviation
Attention	3.31	1.132
Communication	3.10	1.180
Interactions	3.36	1.248
Writing	3.03	1.081
Numeracy	2.83	0.973
Co-curricular Activities	2.69	0.971

The results show that the teachers surveyed felt that the contribution of teachers training determines teaching of pupils with special needs in attention, communication, interactions and writing teaching areas which posted mean scores above three. The contribution of

teachers training was felt most for the interactions and attention as indicated by mean scores of 3.36 and 3.31. respectively.

4.4.1. Qualitative Data from Interviews on Objective Two

In response to the item on the second objective, the head teachers interviewed were asked whether teacher training influenced the teaching of learners with special needs in an inclusive setting. They agreed with the results posted by the teacher respondents as they indicated that the training is very critical in the way the teachers support and interact with pupils with special needs. The head teachers indicated that there was marked difference on the way SNE trained teachers taught learners with special needs compared to the untrained teachers' ways of teaching. The head teachers further explained that for untrained the influence would be negative on the teaching areas while for the trained teachers the influence of SNE training is positive. The CSO SNE interviewed said that learners with special needs were taught together with the rest of the learners in one class. The officer also noted that there were teachers trained in SNE but were not many and required to be incentivized. The CSO SNE noted that the SNE teachers received training from Kenya Institute of Special Education (KISE) and there was no teachers' college that trained pre-service SNE teachers as KISE offered in-service training.

4.5 Physical Facilities and Teaching of Learners with Special Needs

The third objective sought to determine the influence of availability of physical facilities on the teaching of learners with special needs in public primary schools in Machakos Sub-County. To achieve this objective, the study began by enquiring from teachers about the accessibility of school's physical facilities by learners with special needs. A Five Point Likert scale Very Accessible [5], Accessible, [4], Inaccessible [3], Very Inaccessible [2], Not Accessible at all [1] was used. A mean score of below 3 was interpreted to imply inaccessibility while a mean score above three was indicative of accessibility. The results are shown in Table 4.8.

Table 4.8: Responses of teachers on the Influence of Accessibility of School's Physical Facilities by Learners with Special Needs

Physical facilities	Mean	Std. Deviation
Classrooms	1.88	0.624
Toilets	1.68	0.546
Offices	1.78	0.595
Playgrounds	1.82	0.597
Path ways	2.17	0.973

The results show that the physical facilities in the surveyed schools were inaccessible to learners with special needs as all the items posted a mean score of less than three. Toilets were deemed to be the most inaccessible to learners with special needs as indicated by a mean score of 1.68.

The researcher inquired from the teachers the extent to which they felt accessibility of physical facilities in schools' influences teaching of learners with special needs in the listed teaching areas. Table 4.9 shows the results.

Table 4.9: Responses of teachers on the Extent of Physical Facilities Influence Special Needs Teaching

Teaching Area	Mean	Std. Deviation
Attention	1.88	.644
Communication	1.78	.595
Interactions	1.65	.661
Writing	1.87	.336
Numeracy	1.86	.350
Co-curricular Activities	1.90	.305

The results show that surveyed teachers felt that the influence of physical facilities on teaching of pupils with special needs was not felt as all the teaching areas posted mean scores less than three. The contribution of government was negligible for the co-curricular activities as indicated by a mean score of 1.28.

4.5.1. Qualitative Data from Interviews on Objective Three

The interview sought to find out whether there were key physical facilities dedicated for SNE, who catered for them and whether they were adequate. The head teachers interviewed agreed that it was hard to pin point on how physical facilities influenced the learning outcomes in the listed areas. This view was shared by the CSO interviewed. The head teachers interviewed concurred with the results from the teachers that the influence of physical facilities on teaching of pupils with special needs was not felt as they revealed that this is the essence of the schools being termed as inclusive learning environment where there are no physical facilities dedicated purely for children with special needs to avoid stigmatization and isolation of the learners with special needs a statement alluded to by the Curriculum Support Officer interviewed who indicated that all learners should share the available resources equally. However, the officer held that learners with severe special needs should have specialized facilities which can be used by the rest of the school population too and that all stakeholders should pull together to support infrastructure in schools.

4.6 Teaching and Learning Resources for Learners with Special Needs

The fourth objective of the study sought to determine the impact of availability of teaching and learning resources on the teaching of learners with special needs in public primary schools in Machakos Sub-County. Regarding this objective, the study asked teachers about the source of the learning materials for learners with special needs in their school. The results are presented in Table 4.10.

Table 4.10: Responses of teachers on Sources of Learning Materials

Source	Frequency	Percentage
Government Provided	78	100%
Non-Governmental Organizations	17	22%
Improvisation by teachers	22	28%
Parents	67	86%

The results show that the government and parents were the key sources of learning materials for learners with special needs in the surveyed schools as indicated by 100% and 86% of the respondents respectively. Improvisation by teachers and non-governmental organisation also chip in the provision of learning materials as indicated by 28% and 22% of the respondents respectively.

The study sought to understand usage of special needs teaching and learning resources used in the schools. A scale where Always used [5], Frequently used, [4], Occasionally used [3], Rarely Used [2], and Not used at all [1] was used and the results interpreted using mean scores and standard deviation. A mean score below three indicated non-use of the teaching and learning resources, while a mean score above three indicated use of that particular resource. The results are presented in Table 4.11

Table 4.11: Usage of Teaching and Learning Resources by Teachers and Learners with Special Needs

Resource	Mean	Std. Deviation
Hearing Aids	1.90	.381
Visual aids	1.76	.607
Braille	1.13	.336
Play items	4.09	.956

The results show that the use of play items by both teachers and learners with special needs was widespread as a teaching and learning resource as indicated by a mean score of 4.09. The responding teachers indicated that braille was the least used teaching and learning resource as indicated by a mean score of 1.13.

The study then assessed extent to which the use of the teaching and learning resources influences the teaching outcomes in the following areas. Table 4.12 shows the results.

Table 4.12: Extent of Teaching and Learning Resources Influence on Teaching of learners

Teaching Area	Mean	Std. Deviation
Attention	1.92	0.576
Communication	1.55	0.595
Interactions	1.74	0.616
Writing	1.72	0.682
Numeracy	1.96	0.711
Co-curricular Activities	1.94	0.69

The results from surveyed teachers imply that the teaching and learning resources do not influence the outcomes of the teaching areas as the items had a mean score of less than three. Communications had the lowest mean score of 1.55 while co-curricular activities had the highest mean score of 1.94.

4.3.1. Qualitative Data from Interviews on Objective Four

The qualitative data obtained on objective four from the head teachers in an interview indicated that the teachers through improvisation supported the teaching of learners with special needs in their areas of operation. The data concurs with what teachers held in their

responses to the questionnaires. The head teachers also indicated that learners with pronounced visual and hearing impairment tended to be taken to special schools and thus the results posted low scores on their areas. This was also supported by the CSO interviewed that after assessment at the Educational Assessment Resource centres, learners with special needs and disabilities interpreted to have a profound special need were placed in special schools.

The head teachers interviewed indicated that play items were the most used items and this had an effect on involvement of the learners with special needs in co-curricular activities.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

This chapter discusses the results presented in Chapter Four as they were obtained from teachers, head teachers and the curriculum support officer for special needs in Machakos Sub- County as per the four study objectives. The chapter also compares and contrast the results with the available literature.

5.2 Government Support and Teaching of Learners with Special Needs

The first specific objective of the study was regarding the government support offered when teaching learners with special needs. The results in Table 4.4 showed that the financial support for special needs education is inadequate (mean of 1.51) and is untimely (mean of 2.01). These findings are in line with Kauffman, et al., (2014) who in their study in USA found challenges with government support for special needs education. While in the USA the challenges in government support are due to opposition to welfare programs, in Kenya this is attributed to by lack of prioritizing Special Needs Education. As explained by the head teachers, in the inclusive set up there was lack of data to enable tracking the specific monies allocated to pupils with special needs. The results also showed that government policies also deemed not supportive of special needs education.

The results in Table 4.5 also showed that the support from the Constituency Development Fund (CDF) was impressive (a mean of 3.18). They also showed that national (a mean of 2.03) and county governments (mean of 1.60) deemed not to do much for SNE in Machakos Sub-County. These results are contrary to the findings by Yamamoto and Moriwaki (2019) in Japan who found that municipal government were instrumental in offering medical support for learners with special needs. The difference in government support can be attributed to existence of a legal framework that allocates resources to different government agencies. This is contrary to Dalton et al., (2012) who found clear policies in place in South Africa on allocation of resources from the government to the grassroots. This may be due to lack of awareness among Kenyan stakeholders on the existing SNE policies.

The results in Table 4.6 showed that the contribution of government support is not felt in the teaching of pupils with special needs in the SNE teaching areas as means below 2.00 were posted. This is in line with findings by Subba et al., (2019) and Dalton et al., (2012) who emphasized the need for enhanced government support for better SNE learning outcomes.

These findings imply that the government of Kenya need to come out strongly in support of inclusivity when teaching learners with special needs at all levels of education. The support should be feasible both financially and morally so as to enhance inclusivity in our schools. Creation of awareness in terms of policies should also be clearly emphasised by the government through its agents in the grassroots.

5.3 Teacher Training and Teaching of Learners with Special Needs

The second objective of the study sought to find out the contribution of teacher training towards the teaching of learners with special needs in Machakos Sub County. The study found in Figure 4.2 that majority (73%) of the teachers have been trained on SNE but there was still a substantial proportion (27%) who were not trained. The training was found to be inadequate by 73% of the teachers (Figure 4.3). This is in disagreement with various authors (including Beuse, Merz-Atalik and Chris, 2016 in the USA and Esposito and Carroll, 2019 in Britain) who found that there were elaborate training programs for SNE across the world. The difference can be explained by limited resources allocated to special needs education teachers training as well as the fact that mandatory training on SNE were introduced in 2018 despite the existence of inclusive learning environment policies.

The study also found in Table 4.7 that the existing SNE teachers training practices in Kenya influences the teaching of learners with special needs in Machakos Sub County as means above 2.5 were posted on the items. This is in contrast to findings by various authors (including Beuse, Merz-Atalik and Chris, 2016 in the USA and Esposito and Carroll, 2019 in Britain and Raguindin et al., 2020 in Thailand) who found that SNE teachers' training improves the classroom experience through better attitudes, efficacy, interactions and enhanced ability to meet learners with special needs' requirements. While this group of studies indicate positive influence of teachers' training the situation in Kenya may be negative as explained by Warnes, Done and Knowler (2021) who found that teachers get an

added workload including counselling which affects the teaching aspect. It is a researcher's view that teachers should be properly trained to support learners with special needs at all levels of education to bring about quality learning. Learners should receive education from knowledgeable personnel who have gone through training either through pre-service or in-service. It is a researcher's view also that seminars and workshops sensitization should not be termed as teacher training as it may be alluded to by the respondent teachers.

5.4 Physical Facilities and Teaching of Learners with Special Needs

The third objective sought to assess the influence of availability of physical facilities on the teaching of learners with special needs in public primary schools in Machakos Sub-County. The results in Table 4.8 show that the physical facilities in the surveyed schools were inaccessible to learners with special needs as means 2.5 were posted. This is in concurrence with findings by several authors (including Ackah-Jnr and Danso, 2019 in Ghana and Vincent and Chiwandire, 2017 in South Africa) who found that inclusivity hindered the availability of physical facilities designated for learners with special needs due to stigma issues which the inclusive environment seeks to mitigate on.

The results in Table 4.9 show that the influence of physical facilities on teaching of pupils with special needs was not felt as means below 2.00 were recorded. This is contrary to the findings by Wang (2019) who found that in China physical facilities affected participation of students with disabilities in schools and their learning. The findings are also in disagreement with observations by Pellerin, et al., 2022, that in Britain learners with special needs enjoyed sports and education activities where there were adequate physical facilities. The current study had a different approach by collecting data from teachers, head teachers and curriculum officer rather than students.

Physical facilities play an important role in the education of all learners. Learners with special needs require friendly facilities to enhance interaction leading to positive learning experiences. Therefore, enjoy flexibility and friendliness of these physical facilities in schools to enhance movement and development of skills within learning environments. The

facilities should be universal so as to be used by all learners in schools to avoid stigmatization.

5.5 Teaching and Learning Resources and Teaching of Learners with Special Needs

The fourth objective of the study sought to establish the influence of availability of teaching and learning resources on the teaching of learners with special needs in public primary schools in Machakos Sub-County. The results in Table 4.10 show that the government (100%) and parents (86%) were the key sources of learning materials for learners with special needs in the surveyed schools. The results in Table 4.11 further show that the use of play items was widespread as a teaching and learning resource for learners with special needs (a mean of 4.09) while other learning materials such as braille were rarely used as mean scores below 2.00 were recorded. These findings are in disagreement with Kogei (2013) findings in Nandi South which found that there were insufficient relevant teaching and learning resources. The disagreement can be attributed to the time lapse as Kogei's study was conducted in 2013, thus confirming government and parents' investments.

The study found that that the teaching and learning resources do not influence the outcomes of the teaching areas among learners with special needs in Machakos County as means below 2.00 were recorded in Table 4.12. These findings are in disagreement with Kogei (2013) findings in Nandi South which found that teaching and learning resources tend to influence the learning outcomes of learners with special need and how meet their needs, aspirations and curriculum expectations. As noted above the Kogei's study was conducted in 2013 and thus the difference can be attributed to time lapses. The findings are also in discord with findings by Kahuthia (2007) that teaching visually impaired children in Thika was easier due to availability of enough teaching and learning materials. This can be attributed to the fact that Kahuthia's study focused on visually impaired preschool pupils while the current study focused on pupils with diverse special needs in Machakos Sub County.

In another study conducted in Nandi South district, Kogei (2013) assessed factors that affected the enrolment of learners with disabilities in an inclusive education in primary schools. The study found that there were insufficient relevant teaching and learning resources

to enable learners with special needs meet their needs, aspirations and curriculum expectations. While Kogei study was based in Nandi, the current study was based in Machakos Sub County. A notable time duration had also lapsed since Kogei's study was done.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter provides the study conclusions based on results presented in Chapter Four and the discussions in Chapter Five. The chapter also gives practical and policy recommendations as well as suggestion for further research.

6.2 Conclusions

6.2.1 Government Support and Teaching of Learners with Special Needs

The first specific objective of the study was regarding the government support offered when teaching learners with special needs. The study concludes that government support in form of financial support for special needs education is inadequate and untimely. There is also lack of awareness on the SNE policies among teachers and other stakeholders. These conditions leads to a situation where government support does not influence the teaching outcomes of learners with special needs.

6.2.2 Teacher Training and Teaching of Learners with Special Needs

The second objective of the study sought to find out the contribution of teacher training towards the teaching of learners with special needs in Machakos Sub County. The study concludes that there is a training gap among teachers on SNE. This has in turn led to a situation where the benefits of teachers' training on SNE have not been fully realized in the classroom and especially by learners with special needs.

6.2.3 Physical Facilities and Teaching of Learners with Special Needs

The third objective looked at how the accessibility of physical facilities affected the education of learners with special needs in public primary schools in Machakos Sub-County. According to the results, the inaccessibility of physical facilities in schools for students with special needs is a contentious issue in the context of the inclusive learning environment. This is due to the fact that an inclusive classroom aims to reduce discrimination against students who have disabilities. The study therefore concludes that that most facilities in schools are not adapted for inclusive learning.

6.2.4 Teaching and Learning Resources and Teaching of Learners with Special Needs

The study's fourth objective was to determine how the availability of teaching and learning materials in public primary schools in Machakos Sub-County affected the education of learners with special needs. According to the results, the study concludes that the government and parents are the primary providers of teaching and learning resources for learners with special needs. The research also found that, despite the inclusive nature of the school, braille resources were not widely used as a teaching and learning resource for learners with special needs, while other resources like play items were. The research finds that, similar to the problem of physical facilities, making adjustments for students with special needs means working with the same learning materials that everyone else is using, undermining the argument that these materials had no effect.

6.3 Recommendations

6.3.1 Policy Recommendations

From the study findings and conclusions, the study makes the following recommendations in line with study objectives;

The government should work hand in hand with other stakeholders such as teachers' unions and non-governmental organizations to provide financial support that goes towards enhancement of inclusivity in teaching learners with special needs in public primary schools. The government also should increase capitation for learners with special needs and provide such capitation promptly in order for the teaching of learners with special needs to be a success. Sensitization on policies that concern learners with special needs should be done by both the government and relevant bodies to the public and all schools.

The Ministry of education should review existing policies to enhance training of SNE teachers should be adhered to by all relevant bodies mentioned in the report.

The government should work closely with the school management teams to ensure that proper implementation of inclusive education is done through establishing an effective communication channel, incentivizing SNE teachers and ensuring that financial allocations to the schools are done on a timely manner.

6.3.2 Practice Recommendations

From the study findings the study further recommends the following;

The government should ensure that teachers trained in SNE are posted in all public primary schools in order to ensure better teaching and learning outcomes for learners with special needs.

The schools should come up with ways of mobilizing teaching and learning resources in conjunction with head teachers and parents based on the day to day classroom needs.

The school administration should device different ways to constantly motivate teachers trained in Special Needs Education based on the work they do and not performance of their learners. The government should sensitize and ensure that school administrators implement the SNE policies in their respective institutions.

6.4 Suggestions for Further Research

The current study is a continuation of studies in special needs education in the inclusive setting. Further studies can be done to get the views of learners with special needs about the inclusive learning environment and how it affects their performance. Further research can also be conducted to assess the impact of parental involvement on the performance of learners with special needs. Future research can also address the strategies which SNE stakeholders have adopted to address the challenges facing learners with special needs in the inclusive learning environment. Additional research should be done by expanding the scope of the study to cover more sub counties in Machakos County or across Kenya.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER TO THE RESPONDENTS

Peter Lothuron Long'ore,

South Eastern Kenya University (SEKU),

School of Education, Department of Educational Administration and Planning,

P. O. Box 170, Kitui.

15 th Sept. 2022.

Dear Sir /Madam,

RE: INTRODUCTION TO THE RESPONDENTS

I am a student pursuing a Master of Education degree in Educational Administration of South Eastern Kenya University. As part of the requirements for the award of the degree, I intend to carry out a study on determinants of inclusivity in teaching learners with special needs in public primary schools in Machakos Sub-County, Machakos County, Kenya. It is my request that you respond to the questionnaires or interview schedule honestly. All information provided shall be treated as confidential and used for the purpose of the study only.

Yours faithfully,

Peter L. Long'ore.

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Introduction

The goal of this survey is to collect data for a study on how administrative factors affect the education of students with special needs in public primary schools in Machakos Sub-County. Please be as thorough and honest as possible in answering the following questions. Your responses will be kept strictly confidential and used exclusively for research. Attempt each and every question.

Note: Kindly don't include your name or the name of your school on this questionnaire. Check () the appropriate response boxes or brackets, or fill in the blanks with your response.

Section A: General information

1. Indicate your gender Male Female

2. Age:

- Below 25
- 25-35
- 36-45
- 46-55
- Above 55

3. Tick the level of academic that best suits you below:

- P1
- Diploma
- Bachelors
- Post Graduate
- Post Graduate Diploma in Education
- Masters
- Other (specify) _____

4. How long have you been in this school? Less than 5 years []

5-10 Years []

11-15 Years []

15-20 Years []

Over 20 Years []

Section B: Government Support and Teaching of Learners with Special Needs

1. As a teacher of a school with learners with special needs, to what extent do you receive assistance from the government to teach in a school with learners with special needs.

Kindly indicate on a Scale of 1 – 5 where Very great extent [5], great extent [4], Little extent [3], Very Little extent [2] and Not at all [1].

Statement	1	2	3	4	5
The financial support is adequate					
Government policies are supportive					
The government support is timely					

2. Indicate the extent to which you are satisfied with the support offered by listed government levels/agencies in teaching learners with special needs in an inclusive setting?

Statement	1	2	3	4	5
National Government					
Teachers Service Commission					
Teachers' unions					
County Governments					
Constituency Development Fund					
Local politicians					

3. Indicate the extent to which government support determines teaching of learners with special needs in the following areas?

Teaching Area	1	2	3	4	5
Attention					
Communication					
Interactions					
Writing					
Numeracy					
Co-curricular Activities					

Section C: Teacher Training and Teaching of Learners with Special Needs

1. Have you acquired any training in special needs education? Yes No

2. What type of SNE training have you received? Pre service In service

3. How do you think the training you underwent prepared you to teach learners with special needs?

- Very Adequately
- Adequately
- Inadequately
- Very Inadequately

4. Do you teach learners with special needs in your class? Yes No

5. Which category of learners with special needs have you specialized in teaching?

- Visual Impairment
 - Hearing Impairment
 - Physically Impaired
 - Autism
 - Learning Disabilities
 - All
- Others specify _____

6. If you have specialized in any of the above, have you acquired the specific methodology of teaching them?

Yes No

7. Indicate the extent to which teachers training determines teaching of learners with special needs in the following areas?

Teaching Area	1	2	3	4	5
Attention					
Communication					
Interactions					
Writing					
Numeracy					
Co-curricular Activities					

Section D: Physical Facilities and Teaching of Learners with Special Needs

1. To what extent are the school physical facilities accessible to learners with special needs?

Kindly indicate on a Scale of 1 – 5 where Very Accessible [5], Accessible, [4], Inaccessible [3], Very Inaccessible [2], Not Accessible at all [1]

Physical facilities	1	2	3	4	5
Classroom					
Toilets					
Offices					
Playgrounds					
Path ways					

2. Indicate the extent to which physical facilities determines teaching of learners with special needs in the following areas?

Teaching Area	1	2	3	4	5
Attention					
Communication					
Interactions					
Writing					
Numeracy					
Co-curricular Activities					

Section E: Teaching and Learning Resources for Learners with Special Needs

1. Which is the source of the learning materials for learners with special needs in your school?

- Government Provided
- Non-Governmental Organizations
- Improvisation
- Parents

2. To what extent are the listed special needs teaching and learning resources used in the school?

Kindly indicate on a Scale of 1 – 5 where Always used [5], Frequently used, [4], Occasionally used [3], Rarely Used [2], and Not used at all [1]

Teaching and Learning Resources	1	2	3	4	5
Hearing Aids					
Visual aids					
Braille					
Play items					

3. Indicate the extent to which government support determines teaching of learners with special needs in the following areas?

Teaching Area	1	2	3	4	5
Attention					
Communication					
Interactions					
Writing					
Numeracy					
Co-curricular Activities					

Thank you for your input!

APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS

1. Describe the status of special needs education in the school?
 - Number of pupils with special needs in the school
 - Categories of learners with special needs? Most common?
 - Key teaching and learning objectives for SNE
2. Describe the type government support given to the schools, head teachers, teachers and pupils for SNE? Is it adequate? What areas need extra support?
3. How does government support affect SNE in the sub county?
4. Are there specific teachers training for SNE in the sub county? What are the considerations? Which teachers are involved? Who offers the training? How often? What are the gaps?
5. How does teachers' training affect SNE in the sub county?
6. What are the key schools' physical facilities dedicated for SNE? Who caters for these facilities? Are they adequate? What is lacking?
7. How do the availability/lack of physical facilities affect SNE in the sub county?
8. What are the teaching and learning resources needed/available for learners with special needs in Machakos Sub-County? Are they adequate? What is lacking?
9. How do the availability/lack of physical facilities affect SNE in the sub county?

Thank you for your time in responding to the interview

APPENDIX IV: INTERVIEW GUIDE FOR CURRICULUM SUPPORT OFFICER

1. Describe the status of special needs education in the sub county?
 - Number of pupils with special needs; schools with most SNE pupils
 - Categories of learners with special needs?
 - Key teaching and learning objectives for SNE
2. Describe briefly the special needs policy and how it works in the sub county?
What are issues not addressed in the policy?
3. Do you think the head teachers and teachers in primary schools have the appropriate academic and professional training relevant in managing special needs education in Machakos Sub County? please explain
4. Describe the type of government support given to the sub county, the schools, head teachers, teachers and pupils for SNE? Is it adequate? What areas need extra support?
5. How does government support affect SNE in the sub county?
6. Are there specific teachers training for SNE in the sub county? What are the considerations? Which teachers are involved? Who offers the training? How often? What are the gaps?
7. How does teachers' training affect SNE in the sub county?
8. What are the key schools' physical facilities dedicated for SNE? Who caters for these facilities? Are they adequate? What is lacking?
9. How do the availability/lack of physical facilities affect SNE in the sub county?
10. What are the teaching and learning resources needed/available for learners with special needs in Machakos Sub-County? Are they adequate? What is lacking?
11. How do the availability/lack of physical facilities affect SNE in the sub county?

Thank you for your time in responding to the interview

APPENDIX V: BPS LETTER OF PERMISSION TO PROCEED FOR DATA COLLECTION



**SOUTH EASTERN KENYA UNIVERSITY
OFFICE OF THE DIRECTOR
BOARD OF POST GRADUATE STUDIES**

P.O. BOX 170-90200 TEL: 020-4213859 (KITUI)
KITUI, KENYA

Email: info@seku.ac.ke Email: directorbps@seku.ac.ke
Our Ref: E55/MAC/20241/2012 DATE: 20th July 2022
Peter Luthron Long'ore
Re g. No. E55/MAC/20241/2012

Masters of Education in Educational Administration and Planning
c/o Dean, School of Education, Humanities and Social Sciences

Dear Long'ore

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document titled:” **Determinants of Teaching Learners with Special Needs in Public Primary Schools in Machakos Sub-county**”.

Following a successful presentation of your Masters Proposal, the School of Education, Humanities and Social Sciences in conjunction with the Directorate, Board of Postgraduate Studies (BPS) have approved that you proceed on and carry out research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Selpher Cheloti and Dr. Rose Mwanza. You should ensure that you liase with your supervisors at all times. In addition, you are required to fill in a Progress Report (SEKU/ARSA/BPS/F-02) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection exercise as a critical stage in your Master of Education in Educational Administration and Planning.

Prof. David Malonza

Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs (Note on File)
Dean, School of Education, Humanities and Social Sciences
Chairman, Department of Education Administration and Planning

Dr. Selpher Cheloti






Prof. Dr. Rose Mwanza

BPS Office - To file

ARID TO GREEN **TRANSFORMING LIVES**

ISO 9001: 2015 CERTIFIED

APPENDIX V: RESEARCH LICENSE

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 529615	Date of Issue: 08/August/2022
RESEARCH LICENSE	
	
This is to Certify that Mr. Peter Lothuron Long'ore of South Eastern Kenya University, has been licensed to conduct research in Machakos on the topic: DETERMINANTS OF TEACHING LEARNERS WITH SPECIAL NEEDS IN PUBLIC PRIMARY SCHOOLS IN MACHAKOS SUB-COUNTY for the period ending : 08/August/2023.	
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