Inclusive Education in Kenya: Within Kenyan Elementary School and Teacher preparedness

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Abstract: **This paper explore on the prospects of inclusive education (IE) within elementary schools in Kenya. Kenya has adopted an inclusive education policy of establishing special Units alongside regular primary schools to ensure implementation of Sustainable development goals (SDGS) and the Kenyan Vision 2030 which aims at creating a globally competitive and prosperous country with high quality of life in Kenya. The paper also identifies the teacher preparedness and attitude regarding IE in Kakamega County, Kenya. Finally the article suggests some remedy for effective implementation of IE in Kenya. The study was informed by the social learning theory of Albert Bandura. The total sample size for the study constituted 31 respondents. Probability proportion to size (PPS) sampling was used to select 29 schools, purposive sampling was used to 31 class teachers. The study used questionnaires, interview schedule and observation check lists to collect data. A pilot study covered 10% of the target population which was excluded from the final study. Reliability of the instruments was determined through split half method. Correlation coefficients for the teachers questionnaire was; r = 0.7122 which were considered acceptable. Quantitative data were analyzed descriptively through percentages. Qualitative data was transcribed and put into various categories and presented as emergent themes. The study findings showed that Kenyan government through legal framework support IE in the Country, attitudes towards learners living with disabilities change when teachers undertake some special education need training to support learners in inclusive schools and teachers with positive attitudes and relevant facilities may enhance IE in Kenya. The association between teachers attitude and learners' academic achievement is significant (p=0.000 < 0.05), this implies that there is a positive association between teachers attitude and learners' academic achievement. The study recommends the government, school management and other stakeholders to invent ways in which they can provide resources to cater for the inclusive practices as well as to have a review in education to include special education training in all teachers training colleges and also facilitate teachers to go for in-service trainings in order to improve their attitudes, skills, and increase their knowledge of inclusivity.**

Keywords: **Inclusive Education, Special Education, Regular classroom, Special Educational Needs students, Regular Students, Academic Achievement.**

1. INTRODUCTION

Conceptualization of Inclusive Education

Globally, the concept of Inclusive Education (IE) has become increasingly common as an approach that gives students with Special Educational Needs (SEN) an opportunity to attend and benefit from educational programs in mainstream settings (UNESCO, 2006). This approach according to UNESCO is away from the former homogenous classrooms of special schools. In special schools learners were taught in separate schools designed to meet unique needs yet the learners were stigmatized later in the community. There is a distinctly declared agreement in the world that all children have the right to education regardless of their race, gender, nationality, disability and etc. These agreements have been indicated in universally important documents. The United Nations Declaration on the Rights of Mentally Retarded Persons (1971), the UN Declaration in the Rights of Disabled Persons (1975), World Program of Action Concerning Disabled Persons (1982) adopted by the United Nations General Assembly, the United Nations Convention on the Rights of the Child (1989), the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) and UNESCO's

Salamanca Statement and Framework for Action (1994) form a strong basis for international legal standards on disability and function as critical documents providing children with disabilities the right to education and abolish discrimination against them (Kokkala, 2006).

The United Nations Guidelines for Inclusion provides the clearest statement: "Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education " (UNESCO, 2005). Children learn in various ways and paces. To enable all children to develop in terms of academic, social, and physical abilities schools should create inclusive and student-friendly environment. It is a fact that academic potential of all children grow effectively when it is based on social and emotional potentials. However, the majority of children with special needs do not attend schools or they are enrolled in special schools which keep them away from society. To provide children with special educational needs with quality education in regular schools, it is necessary to have a critical look at school policies and practices to make sure that they can properly accommodate all children with diverse education needs (UNESCO, 2009). Many people are skeptical about enrolling children with special educational needs in public schools since they are not sure how this practice can affect the quality of education for other children. However, if public schools could remain loyal to inclusive principle, it would be possible to educate all students equally. School improvement trends and reforms should aim for inclusive and student-friendly environments for all (UNESCO, 2009).

International Principles of Inclusive Education

International principles of inclusive education are defined in the Salamanca Statement and Framework for Action (UNESCO, 1994): The guiding principle that informs this Framework is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions; Special needs education incorporates the proven principles of sound pedagogy from which all children may benefit; The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have; Within inclusive schools, children with special educational needs should receive whatever extra support they may require to ensure their effective education; Special attention should be paid to the needs of children and youth with severe or multiple disabilities; Curricula should be adapted to children's needs, not vice versa and children with special needs should receive additional instructional support in the context of the regular curriculum, not a different curriculum.

There are more principles apart from the seven above-mentioned ones which are useful references that guide to design and realize inclusive curriculum. What generally features in above principles is an emphasis on individual needs of children with disabilities, and the necessity to address to their needs within education policy and curriculum. A teacher needs to explore factors which can mediate as professional tools in order not only to include all children in a class but also to teach all of them. In the search of effective inclusive education, Frederickson and Cline (2009) consider two relevant factors for effective inclusion: the quality of the program and the extent to which the general education system accommodates the academic and social needs of a diverse range of young people SEN.

Global Perspective towards Inclusive Education

The history of inclusive education dates back to The Universal Declaration of Human Rights (1948) which emphasizes that everyone has the right to education. Moreover, the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (20 December, 1993) emphasized rights of education children with special needs. Another globally significant agreement supporting learners with special educational needs (SEN) is UN Convention on the Rights of Persons with Disabilities. Article 7 of that convention decisively declared that parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights (UN Convention, 2007). These three main declarations inspired special needs education which was the first step towards inclusive education. The root of inclusive education lies in integration, mainstreaming schooling, or normalization which was initiated in UK, USA and Scandinavian countries respectively. The above-mentioned phenomena recognized the rights of learners with SEN to attend regular schools for education. However, none of these educational formats meant full inclusion of learners with SEN into classroom process. In the course of development of special needs education the concept of inclusion substituted for all terminologies thus, integration, mainstreaming with expectations that this term will mean education of learners with SEN in regular classrooms, a sense of belonging, social interactions, and academic achievements (Odom, Buysse, and Soukakou, 2011).

The World Declaration on Education for All (EFA), adopted in Jomtien, Thailand (1990) defined general principles of IE: provide universal access to schools for everybody, and promote equity. This principles call for being proactive in predicting barriers in access to education identifying recourses to eliminate these barriers. Inclusive education is a process which increases the opportunities and capacity of education to meet needs and interests of all learners, and consequently implement the goals of EFA. Taking universal human rights into account as the main doctrine of inclusive education should guide policy and practice in education. In the World Conference on Special Needs Education: Access and Quality, held in Salamanca, Spain, June 1994 gave major stimulus for IE. With more than 300 participants from 92 countries and 25 international organizations this conference made a huge jump towards IE with the change of basic policies to encourage the inclusion of children into education mentioning that special needs education is an issue of equal concern to countries.

Implementation of IE in Africa

The African countries cannot advance in isolation. The countries had to form part of an overall educational strategy (Salamanca, 1994). The conference firmly established that regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all (Salamanca, 1994). This inclusive approach was affirmed by World Education Forum meeting in Dakar, April 2000 once again mentioning the right of people with special needs to education (UNESCO, 2000). Many African countries have already started formulating inclusive policies and have begun implementing them. These policies support education for all children but because some have not specified implementation strategies and addressed budgetary matters; progress has been sporadic at best. Other countries in the transition process of developing an inclusive education provision are aware that the process does not necessarily require large amounts of new money and new resources. The key factors are for the government to:

- Redirect the existing funding towards the development of the inclusive initiatives.

- Make sure initiatives are built on existing resources, mechanisms for schools, local authorities and other sectors involved in inclusive development.

- Development aid from international donors supports Inclusive Education and NOT segregated provision.

Inclusive education initiatives in Lesotho, Tanzania and Zanzibar started with feasibility studies The initial aim was to understand cultural norms, existing resources and systems with a focus on helping teachers to respond better to the identified needs of children and families in their local community, including finding ways to make the curriculum accessible to those with impairments. But even before the feasibility studies commenced, the Ministries of education were prepared to make a commitment to inclusion though the resources to implement it were limited and had to be augmented by international donors.

In South Africa since 1994, when democracy was established, there has been a radical overhaul of government policy from an apartheid framework to providing services to all South Africans on an equitable basis (Dalton, McKenzie, Kahonde , 2012) .The provision of education for learners with disabilities has been part of that process and the development of an inclusive education system can be traced back to the nation's founding document, the Constitution of the Republic of South Africa, Act No. 108 of 1996 (Republic of South Africa (1996). In Section 29 (the Bill of Rights) it is stated that everyone has the right to a basic education, including basic adult education; and to further education, which the state through reasonable measures must make progressively available and accessible. It further states that the state may not discriminate directly or indirectly against anyone on one or more grounds, including disability. The framework for an inclusive education system is laid out in Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (Department of Education 2001). A section of this policy attempts to address the diverse needs of all learners who experience barriers to learning.

Kenyan Initiative towards Inclusive Education

Just as in the case of other aforementioned global commitments to IE, Kenya is not an exception. After independence in 1963, the drive for educational development was spurred by the need to establish free universal primary education as a key goal within the national agenda for post-colonial change (MoE, 2009). Through many initiatives such as; the Kenya Education Commission or Ominde Commission (Republic of Kenya, 1964) recommendations stipulated that there would

be no discrimination as in the colonial era between White, Asian and African citizens (Republic of Kenya, 1965b), the Sessional Paper No. 5 of 1965 which expressed education as an economic rather than a social service and a key means to alleviating the shortage of a skilled domestic workforce and of creating equal economic opportunities for all citizens (Republic of Kenya, 1965b) and the Committee on Care and Rehabilitation of the Disabled, Ngala Mwendwa (1964), which resulted in the formulation of Sessional Paper No.5 of 1968. Other Kenyan government initiatives towards IE included the National Committee on Educational Objectives and Policies (NCEOP), the Gachathi Report (1976), which focused on co-ordination of early intervention and assessment of children said to have SEN, creation of public awareness on causes of disabilities in order to promote prevention measures and research on the nature and extent of 'handicaps' for provision for these children. This is still an issue to date. The researcher was then motivated to look into efficy IE policy is being implemented in public inclusive schools. Given that IE is one of the government's policy in Kenya. Further, among other initiatives towards IE in Kenya, the Kochung Taskforce (2003) also referred to as the Kochung Report (2003) was set to examine the challenges individuals with SEN face. The Kochung Report led to the launching of the SNE draft policy and eventual launch of the SNE policy in 2009. The recommendations provided by the Gachathi Report in 1976 set good grounds and pace for SNE where parents and other people would understand the issue of disability.

Teachers' preparedness for Inclusive Education

Teacher professional development includes both initial teacher training and the continuing development that takes place throughout a teacher's career. The initial training is known as pre-service teacher training while the continuous training after initial training is known as in-service or post-service. Teacher training takes place through formal types of training leading, perhaps to diploma or other certification from Universities and Teacher Training Institutions. Teacher training can also be through less formal activities that take place on an occasional basis such as workshops, seminars and conferences (MoE, 2009). UNESCO (1994 p.6) framework for Action on Special Needs Education notes for all countries, teachers are the most costly and most powerful resource that can be deployed in the education system. As education systems become more inclusive, professional development is particularly important because of the major new challenges that face both ordinary school teachers who have to respond to a greater diversity of learners needs and special educators who find the context and focus of their work changing in major ways. UNESCO (ibid) further asserts that, the key issues for professional development seem to be in inclusive approaches. Teachers have to develop a new range of skills in consultancy, the mainstream curriculum and inclusive classroom practices. It is the responsibility of the education system to ensure that teachers are trained and given the necessary resources to do the job.

Pearce (2009a) highlighted the importance of pre-service teacher training, noting that more positive attitudes were held by those teachers who had been prepared in their pre-service teacher training to teach all children, compared with those that had not been prepared and trained to teach a diverse classroom. For improvement in attitudes towards inclusive education to occur, it has been suggested that ongoing professional training for existing teachers is necessary, as well as further development in pre-service teacher training for more inclusive practices (Forlin, 2010b).

A study by Lambe and Bones (2006) found that attitudes of pre-service teachers towards the philosophy of inclusive education were generally positive, with more than 80% of participants believing that all teachers should experience teaching children with special education needs. However there was a marked concern about training and preparation. Specifically, almost half of the participants felt that they did not have adequate experience to work effectively with students with special education needs, and more than half felt that they did not have the skills to teach in an inclusive setting. The attitudes of pre-service teachers towards inclusive education have been shown to be a significant predictor for future implementation of inclusive education (Sze, 2009).

A recent study by Forlin and Chambers (2011) found that while attitudes towards inclusive education were improved through training and knowledge, pre-service teachers' concerns and perceived stress about the implementation of inclusive education were not improved. With this inconsistent findings elsewhere regarding teacher training, the article examined teacher preparedness and attitudes regarding IE. This paper considered both primary in-service teachers training and post teachers training.

Kenyan Teacher Preparedness for IE

In Kenya there are five education programmes for teacher training. However, the current paper focused on Elementary school teachers which directly links to IE. Primary Teacher Education (PTE) is provided in both private and public certificate level colleges that offer two year residential programmes (Benoit, 2013). It is worth noting that the training

focus has been on regular classroom with a casual mention of special needs children in psychology courses. Kenya Institute of Special Education (KISE) offers a two year diploma in Special Needs education to practicing primary school teachers. Teachers achieve diploma qualifications, certificates and distance-learning courses in Special Needs Education. The Diploma course runs for two years on a full-time residential basis and three years through distance learning. The certificate course runs as a three month residential in-service course and one year for distance learning. The Diploma in Special Education covers: Hearing visual, physical and intellectual impairment. A Diploma course in Audiology is offered at the University of Nairobi. However, the number of teachers graduating from these universities may not adequately meet the needs for inclusive education. It is proposed that all teachers should undertake a course in special education (Wango, 2011).

A study by Kurumei (2012) on effectiveness of inclusive education in inclusive public primary schools in Elgeyo Marakwet County, Kenya, revealed that there were few teachers who were trained in special education needs and therefore, regular teachers struggle through in providing quality services to the learners. This challenge is further exacerbated by the fact that teachers do not have training and seminars concerning inclusive education regularly which could enhance leaners academic achievement. Other studies that underpin teacher training in SNE courses that proof to assist in appropriately interacting with SEN learners during classroom practice than those who have not undergone the training have been conducted in Kenya. For example, Bota, Nyatuka and Lenod (2015) undertook a study on the state of inclusive education in Kenyan primary schools and found out that Primary teacher One (P1) teachers who had completed a diploma SNE program gave confessions that before undertaking a SNE program, they inappropriately interacted with SEN learners during classroom practice.

2. METHODOLOGY

The study adopted a descriptive survey research design. Survey design can effectively be used to measure the characteristics of a larger sample qualitatively and quantitatively in order to explain causal explanation to the phenomena. As explained by (Merther & Charles, 2011), in this design, the researcher does not manipulate the variables under study but instead, examines the variables in their existing condition. Therefore the researcher conducted the study within the then existing implementation of inclusive education in the study area. A survey research design is sufficient in collecting large amounts of information within the shortest time (Mertler, 2018). The design can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Leedy & Ormrod, 2013). It was considered appropriate for the study because the study focused on the observations, opinions and perceptions of the then existing situation. The design suited the study for its effectiveness in collecting data and describing the implementation of inclusive education practices in the real situations on the ground. The study gathered facts, knowledge, opinions and judgment from teachers how they viewed and implemented inclusive education in regard to learners' academic performance in Public primary schools. The design allowed collection of both qualitative and quantitative data that was subject to both descriptive and inferential analysis.

3. STUDY AREA

The study was conducted in public inclusive primary schools in Kakamega County. The County is located on the western part of Kenya. The county is made up of 12 sub-Counties namely; Mumias, Matungu, Kakamega Central, Navakholo, Khwisero, Butere, Kakamega North, Kakamega South, Kakamega East, Likuyani, Lugari and Matete.The region is located between 1' 15' North and 0'3' West longitude and to the East 35'12' East longitude (ROK, 2003). (See appendix I). The total area of the County is about 3,244.9 SQ KM^2 (ROK, 2003). This area is about 1.4% of the total area of Kenya. The County has a population of 1,660,651 people as per the 2009 population census (ROK, 2010). This presents 11.23%, of the total Kenyan population. The average population density is 515 persons per km^2. The population growth has fluctuated between 3.4 in 1969 and 0.3 in 2014 (Rok, 2015). Unfortunately 57% of the population live below the poverty line. Most of the people in the County have ventured in various economic activities to fight poverty.

For boys with severe disabilities never undergo Luhya culture rites of passage of circumcision hence they face two challenges; stigmatization for having disability and being an abomination to the society. Communities living around Kakamega forest such as the Tiriki and Nandi hide persons with disabilities in their houses and when these persons with disabilities become sick, they are taken to Kakamega forest to die there (EARC-Kakamega, 2014). Perceptions regarding persons with disabilities in Kakamega County over the years were as hopeless and useless (Munyi, 2012). However, Munyi further noted that, in the field of education, perceptions towards persons with disability had changed significanyly and the challenge to educators was to ensure that schools were readily and accessible to persons with diasabilities and the regular learners.

It was also noted that in Kakamega County some learners said to have special needs cannot access and participate in free inclusive primary education. Through the researcher's own experience as a primary school teacher in Kakamega County, it was observed that many learners said to have special needs drop out of school or experience learned helplessness in schools annually. The MoEST (2015) report also indicates that the enrolment of learners with disabilities at lower classes (1,2 &3) is usually 1.5 % that of the entire school enrolment. However, more than ½ % of the disabled learners do not sit for Kenya Certificate of Primary Education (KCPE) or if they sit KCPE their scores are always below average. Reports further indicated that despite the FPE to enhance inclusive education, there is an increase in primary school dropout rates (MoEST, 2012). Further, Records at the Kakamega County EARC show that a very small number of learners with disabilities have been assessed and placed in inclusive primary schools and yet they were never retained in schools to complete the primary education cycle. Hence, the study sought to examine the effectiveness in implementing inclusive education on learners' academic performance in inclusive public primary schools in Kakamega County, Kenya.

Study Population

Study population comprised of 104 class teachers drawn from 104 public primary schools.

Sampling Techniques and Sample Size

Multi-stage sampling technique was adopted. Multistage sampling is the taking of samples in stages using different sampling techniques at each stage (Merther & Charles, 2011). Schools were sampled using stratified random sampling technique along geographical lines giving 12 Sub- counties (stratas). Stratified random sampling is a process in which certain subgroups referred to as strata are selected for inclusion in a sample (Merther, 2018). After getting schools in stratas, the researcher discovered that schools were not evenly distributed in the 12 Sub-Counties, hence it called for a representative sample of schools to be selected by allocating the proportionate ratio to each unit of study. Thus, the researcher adopted probability proportion to size (PPS) sampling technique to determine sample size of schools as representative in each stratum subject to schools category. The PPS technique ensured that those respondents in larger sites had the same probability of getting into the sample as those respondents in smaller sites, and vice versa. A proportionate sample formula was used to calculate the proportionate sample sizes for each stratum (Sub-County) thus; Sample size of the stratum= (size of the entire sample ÷ population size) Layer size of the stratum (Fraenkel et al, 2012).

Given that categories of public primary schools according to the Ministry of education Kenya are; boys boarding, girls boarding, mixed day and mixed boarding, to further obtain a representative sample of schools from the target area, the use of purposive sampling was used to cater for inclusion of all categories of schools per stratum. Table 1 summarizes the information on Sampling of Schools.

Table 3.1: Sampling of Public Inclusive Schools in Sub-Counties

SUB-COUNTY	All inclusive schools	CATEGORIES OF SCHOOLS				
		Boys Boarding	Girls Boarding	Mixed Boarding	Mixed Day	Sampled schools
Butere	19	0	0	0	19	**02**
Khwisero	18	0	0	0	18	**02**
Matete	22	0	0	0	22	**02**
Navakholo	20	0	0	0	20	**02**
Kakamega Central	22	0	0	0	22	**02**
Kakamega East	19	0	01	0	18	**02**
Kakamega South	21	0	0	0	21	**02**
Kakamega North	51	0	0	01	50	**05**
Mumias	38	01	01	01	35	**04**
Matungu	19	0	0	0	19	**02**
Lugari	17	0	0	0	17	**02**
Likuyani	21	0	0	0	21	**02**
TOTAL	**297**	**01**	**02**	**02**	**292**	**29**

Source: Researcher, 2017

Class teachers were purposively sampled from the schools because they had interaction with learners with disabilities and they were considered best informed about inclusive practices in schools. Purposve sampling focuses on individual that represent in dramatic terms the studied phenomenon (Johnson & Christensen, 2012, Ashely, 2017). The goal was to find participants who were information rich as it was indicated by (Plano, Clark & Creswell, 2010). These participants yielded qualitative data. According to Fraenkel,Wallen & Hyun (2012), qualitative research involves the collection, analysis and interpretation of data largely narrative and visual in nature to get insights into a particular phenomenon of interest. Hence, through Critical sampling the researcher focused on getting qualitative data by soliciting holistic description in thick, rich details of the situation of IE on the ground.

Tools

The study used questionnaires, interview schedule and observation check lists to collect data. A pilot study covered 10% of the target population which was excluded from the final study. Reliability of the instruments was determined through split half method. Correlation coefficients for the teachers questionnaire was; $r = 0.7122$ which were considered acceptable

4. FINDINGS

Teachers' perception regarding inclusive education

To assess teachers preparedness for IE the researcher gave the respondents (teachers) a questionnaire with expected statements that would enhance impementation of inclusive education policy in primary schools in Kenya which they were to respond to. The statements were also deemed to enhance learners academic achievement.The respondents were to give their opinions based on the likert-type five point scale. A value of four and above on a positively stated item indicated a positive response, a value of three represented a neutral response or lack of commitment by the respondent. A value below three depicted a negative response.Results are presented in Table 1

Table 1 Opinions about Inclusive Education in Schools.

The second objective was to examine the relationship between teachers' attitudes towards inclusion in schools and learners' academic achievement . Data on perceptions of incusion of learners with disabilities in schools by learners and teachers at public inclusive primary schools was collected both qualitatively and quantitatively. To collect data for this objective quantitatively, the researcher gave the respondents (teachers) a questionnaire with 6 items in relation to views regarding inclusion and learners academic perfomance in schools to respond to. Also other components of attitudes were included on the questionnaire to get more of the teachers views in relation to inclusion. The emotional reaction which is the affective component of the attitude had 6 items, 3 items collected data on teachers intention which is the conative part to facilitate inclusive education and lastly 4 items collected data on teachers ratings of skills they possed to handle an inclusive class. The respondents were to give their opinions based on the likert's five point's scale. A value of four and above on a positively stated item indicated a positive response, a value of three represented a neutral response or lack of commitment by the respondent. A value below 3 depicted a negative response.Table 1 presents the results.

Table 1: Attitudes towards Inclusion in Schools and Learner' Academic Achievement

Statement	SA		A		U		D		SD		To	%
	f	%	f	%	f	%	f	%	f	%		
Teaching learners with special needs in inclusive schools has overcrowded the classes	3 (10)		19(63.3)		0(0)		7(23.3)		1(3.3)		30	100
It is never possible to teach learners with disability together with those without disabilities.	10(33.3)		11(36.6)		2(6.7)		3(10)		3(10)		30	100
Learners with disabilities should be taught in their own special schools	12(40)		13 (43.3)		0(0)		4(13.3)		1(3.3)		30	100

STATEMENT	SA	A	U	D	SD	Tot	%
Teaching learners with disabilities and the regular learners in an inclusive class improves learners grades	1(3.3)	3(10)	12(40)	10(33.3)	4(13.3)	30	100
Teaching learners with disabilities and the regular learners in an inclusive class improves learners interaction	7(23.3)	18(60)	1(3.3)	2(6.7)	2(6.7)	30	100
Teaching learners with disabilities and the regular learners in an inclusive class improves learners personality	10(33.3)	7(23.3)	0(0)	12(40)	1(3.3)	30	100

Emotional reactions (affective component)

STATEMENT	SA	A	U	D	SD	Tot	%
	f %	f %	f %	f %	f %		
I will accept responsibility for teaching children with severe learning difficulties within a whole-school policy	0(0)	1(3.3)	0(0)	28(93.3)	1(3.3)	30	100
I will change my teaching processes to accommodate children with severe learning difficulties	6 (20)	1(3.3)	0(0)	21 (70)	2(6.7)	30	100
I will engage in developing skills for managing the behaviour of children with severe learning difficulties	0(0)	6 (20)	1(3.3)	21 (70)	2(6.7)	30	100
I feel confident in diagnosing/assessing specific needs	0(0)	8(26.7)	0(0)	1(3.3)	21 (70)	30	100
I feel confident in collaborating with colleagues to provide coherent teaching programmes for learners with SEN	0(0)	8(26.7)	6 (20)	7(23.3)	9(30)	30	100
I feel confident in implementing Individual Educational Plans	0(0)	0(0)	21 (70)	9(30)	0(0)	30	100

Teachers' intentions (conative component)

STATEMENT	SA	A	U	D	SD	Tot	%
	f %	f %	f %	f %	f %		
I will accept responsibility for teaching children with severe learning difficulties within a whole-school policy.	1 (33.3)	7(23.3)	13(43.3)	7(23.3)	7(23.3)	30	100
I will change my teaching processes to accommodate children with severe learning difficulties.	1 (33.3)	8(26.7)	7(23.3)	14(46.6)	0(0)	30	100
I will engage in developing skills for managing the behaviour of children with severe learning difficulties	2(6.7)	8(26.7)	7(23.3)	10(33,3)	3(10)	30	100

Teachers' rating of the skills they possessed.

STATEMENT	Not confident at all	I have misgivings	Neutral	I feel secure in my teaching	Very confident	Tot	%
	f %	f %	f %	f %	f %		
I feel confident in handling learners of different abilities in class	9(30)	12 (40)	2(6.7)	5(16.6)	2(6.7)	30	100
I feel confident in diagnosing specific learning needs	15(50)	12 (40)	0(0)	2 (6.7)	1(3.3)	30	100
I feel confident in collaborating with colleagues to provide learning programmes for learners with SEN.	2 (6.7)	3(10)	12 (40)	3(10)	10(33.3)	30	100
Ifeel confident in implementing Individual Educational Plans.	20 (66.7)	3(10)	2 (6.7)	3(10)	2 (6.7)	30	100

Source: Researcher, 2017

From Table 4.3 indicates that 3 (10%) of the respondents strongly agreed that tteaching learners with special needs in inclusive schools has overcrowded the classes, 19(63.3%) while 7(23.3%) and 1(3.3%) disagreed and strongly disagreed respectively with the statement. Concerning possibility to teach learners with disability together with those without disabilities, 10(33.3%) of the respondents strongly agreed that teaching learners with disability together with those without disabilities is possible, 11(36.6%) agreed while 2(6.7%) were undecided, 3(10%) disagreed and again 3(10%) strongly disagreed with the statement. Views of respondents concerning learners with disabilities being taught in their own special schools indicates that 12(40%) of the respondents strongly agreed, 13 (43.3%) agreed while 4(13.3%) disagreed and1 (3.3%) strongly disagreed. Concerning views of tteaching learners with disabilities and the regular learners in an inclusive class improves learners grades 1(3.3%) of the respondents strongly agreed, 3(10%) agreed while 12(40%) were undecided, 10(33.3%) disagreed and 4(13.3%) strongly disagreed with the statement. On treaching learners with disabilities and the regular learners in an inclusive class improving learners interaction, 7(23.3%) of the respondents strongly agreed, 18(60%) agreed, while only1 (3.3%), 2(6.7%) disagreed and again 2(6.7%) strongly disagreed to the statement. On the question of teaching learners with disabilities and the regular learners in an inclusive class improves learners personality 10(33.3%) of the respondents strongly agreed that learners with disabilities and the regular learners in an inclusive class improves learners personality, 7(23.3%) agreed, 12(40%) disagreed and 1(3.3%) strongly disagreed to the statement.

On emotional part component, only one teacher (3.3%) agreed that would accept responsibility for teaching children with severe learning difficulties within a whole-school policy, 28(93.3%) disagreed, 1(3.3%) strongly disagreed with the statement. Only 6 (20%) of the respondents strongly agreed that they will change their teaching processes to accommodate children with severe learning difficulties, 1(3.3%) agreed, 21 (70%) disagreed and 2(66.7%) strongly disagreed with the statement. Concerning engaging in developing skills for managing the behavior of children with severe learning difficulties, only 6(20%) agreed, 21 (70%) and 2(6.7%) disagreed and strongly disagreed respectively. The question of feeling confident in diagnosing/assessing specific need, only 8(26.7%) agreed, 22 (73.3%) disagreed to the statement. On the question of feeling confident in collaborating with colleagues to provide coherent teaching programmes for learners with SEN, only 8(26.7%) of the respondents agreed, 6 (20%) were undecided, 7(23.3%) and 9(30%) disagreed and strongly disagreed respectively. On whether they felt confident in implementing Individual Educational Plans, 21 (70%) of the respondents were undecided while 9(30%) disagreed with the statement.

 Findings from teachers' intentions (conative component) reveal that only 1 (33.3%) of the respondents strongly agreed to accept responsibility for teaching children with severe learning difficulties within a whole-school policy, 7(23.3%) agreed while13 (43.3%) were undecided, 7(23.3%) disagreed and again 7(23.3%) disagreed. Concerning change of teaching processes to accommodate children with severe learning difficulties, only 1 (33.3%) of respondents strongly agreed, 8(26.7%) agreed while 7(23.3%) were undecided and 14(46.6%) disagreed. On the question of engaging in developing skills for managing the behaviour of children with severe learning difficulties only 2(6.7%) strongly agreed, 8(26.7%) agreed while 7(23.3%) were undecided, 10(33. 3%) disagreed and 3(10%) strongly disagreed to the statement.

Teachers' rating of the skills they possessed, 9(30%) of the respondents indicated that they are not confident in handling learners of different abilities in classes, 12 (40%) indicated they have misgivings, 2(6.7%) were neutral, 5(16.6%) felt secure in their teaching and only 2(6.7%) felt very confident in handling learners of different abilities in classes. On the question of feeling confident in diagnosing specific learning needs15 (50%) indicated that they are not confident, 12 (40%) indicated they have misgivings, 2 (6.7%) felt secure and only 1(3.3%) felt very confident in diagnosing specific learning needs. On collaborating with colleagues to provide learning programmes for learners with SEN, 2(6.7%) of the respondents indicated that they are not confident, 3(10%) indicated they have misgivings, 12 (40%) were neutral 3(10%) felt secure in collaborating with colleagues to provide learning programmes for learners with SEN , 10(33.3%) felt very confident in collaborating with colleagues to provide learning programmes for learners with SEN. Concerning confidence in implementing Individual Educational Plans 20 (66.7%) of the respondents indicated that they are not confident, 3(10%) indicated they have misgivings, 2 (6.7%) were neutral 3(10%) felt secure and 2 (6.7%) felt very confident in implementing Individual Educational Plans.

From the findings on teachers' opinions concerning inclusive education, one could say that teachers have a mixed perception regarding inclusive education. On one hand respondents indicate that inclusive education; teaching learners with disability together with those without disabilities is possible from 21 (59.0%) and improves learners personality which was from 17(57.4%) of the respondents. However on the other hand, respondents opined that inclusive education has crowded classes 26(86.7%).

From the respondents findings on emotional reactions (affective component), in the practice of inclusive education, one can conclude that teachers are still having negative emotions towards inclusion in schools. Findings from teachers' intentions (conative component) reveal that they are not positive to change teaching processes to accommodate children with severe learning difficulties. From the findings of the teachers' rating of the skills they possessed, one could also conclude that teachers are not having skills to give quality education to learners with disabilities.

The findings concurs with various researchers in Kenya who have identified mixed and negative attitudes towards inclusion as one of the five key barriers that hinder effective and quality inclusion of learners jn schools (Kochung, 2003, Wanjohi, 2013). The finding indicated that the attitudes of classroom teachers remain crucial in determining the ethics and pedagogical practices in respect of children with SEN. Muuya's (2002) research indicates that there remains a negative attitude amongst head teachers to the integration of children said to have SEN in the schools than teachers. The research further asserts that such attitudes need to be addressed through suitable in-service training.

During interviews and observations it was noted that Kenya has adopted an inclusive education policy of establishing special Units alongside regular primary schools. The special units in these primary schools specialize either in one category of disability or a mixture: For example only the mentally challenged or mentally challenged with Emotional and behavior disabilities. Some Secondary schools also practice some kind of inclusion, though challenges related to barriers within these schools are present. Alongside special units, there exist special schools that have existed for quite some time. These special schools seem to be more dominant. Learners with SEN are referred to either special schools or units after assessment by Educational Assessment and Resources (EARCs) located in most sub-County headquarters throughout the country. Special schools also exist alongside regular ones for learners with one form of challenge/impairment or the other (special needs learners) This category of learners include the hearing impaired; visual impaired, learning disabled, physical and health impaired, the gifted and talented; mild mental retardation, pastorals and nomads). Special Units are located alongside some primary schools. Teachers arrange for learners with special needs to attend some hours like in the morning hours in special units and included in regular classrooms in the afternoon thus four hours in the unit and two hours in the afternoon, depending on the recommendation from Special Education teacher. There were cases also of some learners who have specific difficulties in regular classrooms referred to by teachers to the special units to learn some skills that they never comprehended for example speech therapy, reading skills, some math concepts among others. This has witnessed learners with SNE transiting from one class to the other with the recommendation of the special education teacher.

Further respondents indicated that in their schools they practice inclusion. In13 (44.8%) of the schools they practice partial inclusion where learners of multiple disabilities are placed in special units attached to schools. Various disabilities reported and observed were: Retarded growth, physical disability some on wheel chairs, some with big sized heads, Down syndrome, hearing impairments, eyesight challenges, others with multiple impairments. The respondents reported that during some general lessons the learners are integrated in one class to share materials like books, limited teaching aids, and playground for physical education lessons. Respondents indicated that for special lessons such as speech therapy,

remedial on numbers and letters and hand crafts learners with severe disabilities are taught in their special units sometimes using individualized education plan to each learner. However, the respondents indicated that individualized education plan is not regularly used because of heavy work load to teachers. The finding of big class sizes was confirmed by the researcher during lesson observation.

The researcher also conducted a pearson's correlation analysis for the quantitative data that was collected using the questionnaires responses to assess the relationship between teachers' attitude on academic achievement of learners .The correlation was done to quantify the degree of a linear relationship at which teachers' attitude and academic achievement of learners are related. The results are shown in Table 4.3.

Table 2: Pearson's Correlation Analysis

Correlations[b]

		attitude survey	Exam performance(averange)
Teachers attitude	Pearson Correlation	1	.526[**]
	Sig. (2-tailed)		.000
Academic achievement (averange)	Pearson Correlation	.526[**]	1
	Sig. (2-tailed)	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=30

The association between teachers attitude and learners' academic achievement is significant ($p=0.000 < 0.05$), this implies that there is a positive association between teachers attitude and and learners' academic achievement. We fail to reject Ho_1. A positive change in attitude survey results in a positive increase in learners' academic achievement with a measure of association being $r=0.526$.

5. CONCLUSIONS

Based on research in Kenyan Inclusive Education Policy as well as review of internationally research work, three factors have proved successful in implementing IE in Kenya.

Governement support. The Kenyan government through legal framework support IE in the Country.

Planned teacher training. Attitudes change when teachers undertake some special education need training to support learners in inclusive schools.

Attitudes and facilities. Teachers with positive attitudes and relevant facilities may enhance IE in Kenya. The association between teachers attitude and learners' academic achievement is significant ($p=0.000 < 0.05$), this implies that there is a positive association between teachers attitude and and learners' academic achievement.

6. RECOMMENDATIONS

1. There is need for the government, school management and other stakeholders to invent ways in which they can provide resources to cater for the inclusive practices.

2. There is need for the government to have a review in education to include special education training in all teachers training colleges and also facilitate teachers to go for in-service trainings in order to improve their attitudes, skills, and increase their knowledge of inclusivity.

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