

Challenges Affecting Effective Implementation of Inclusive Education Policy in Public Primary Schools in Kitale Township, Kenya

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Abstract: Education is a key component of a country's developmental process. Inclusive education is a kind of education wherein all students including special needs (SN) learners attend and are welcomed by their neighborhood schools in age-appropriate regular classes and are supported to learn to contribute and participate in all aspects of life at school. Neighborhood public schools being at the heart of our communities are essential for quality inclusive education system. Special Needs learners who can benefit from public schools should not be denied the chance to access education nor be taken to special schools. However, inclusive education has been experiencing challenges which may undermine the program's objectives if not well addressed. The extent to which these challenges could be impacting negatively on inclusive education policy in Kitale Township is however not clear. This is the gap to be filled. The Social Learning Theory guided the study. The study adopted descriptive research design. Questionnaires, interview schedules, and observation checklists were employed in data collection. The target population was 36 head teachers in the public primary schools in the township and 50 SN teachers. The sample size was 76 respondents selected using purposive and simple random sampling. Validity of data collection tools was determined through pilot study and assistance from supervisors. Reliability was tested using the test - retest method and the obtained value was .92. Hypotheses were tested using regression analysis at .05 level of significance. The study found that curriculum factors, teacher attitude, and social interaction had a significant influence on effective implementation of inclusive education policy. The study, therefore recommends more teachers to be employed to handle the large classes, the TSC to consider teachers handling SN learners in inclusive settings for special duty allowances being given to their counterparts in special schools and the curriculum to be evaluated to enhance effective implementation of inclusive education. In addition, review should be done on the part of funding to enable the acquisition of physical facilities and learning materials in public primary schools. Finally, parents, local communities and other education stakeholders should be educated on their roles in the implementation of inclusive education.

Keywords: Education, Inclusive, Policy, Curriculum, Attitude, Interaction, Implementation.

INTRODUCTION

Education forms the basis upon which economic, social and political development of any nation is founded. Education For All (EFA) has been discussed in international forums, for example, United Nations Educational Scientific and Cultural Organisation (UNESCO) at Paris in 2003, World Conference at Jomtien, Thailand in 1990 and its follow-up in Dakar, Senegal in 2000 [1]. Consequently, governments around the world have invested huge amounts of their expenditure on education. This effort is aimed at achieving the Sustainable Development Goals (SDGs) targeted by United States member states. In pursuit of the aforementioned educational goals, the

Kenya government introduced Free Primary Education (FPE) in all public primary schools in 2003. This was aimed at increasing access to all school going age learners without discrimination including those with special needs. However, it was important to ensure that the expansion of access primary school education was matched with adequate teachers and physical facilities to ensure the quality of education are not compromised.

The effort towards EFA may be wasted if attention is not given to learners with disabilities Individuals with Disability Act (IDEA), in [2]. The Republic of Kenya [3] pointed out that the vision of the education sector would be achieved through provision

of an all-inclusive quality education that is accessible and relevant. Part of this quality education is provision of inclusive education to those learners with special needs. Inclusive education is ensuring that schools or centres of learning and education systems are open to all children [4]. In an inclusive setting, learners' diversities are catered for. According to UNESCO [5] most children with Special Education Needs (SEN) can benefit from public schools.

The start of inclusive education in 1975 in the United States created confusion in count-less American classrooms. As educators struggled to provide quality education for special and general education students, parents and advocates feared that services to disabled children would be lost if they were moved to regular classrooms (Individuals with Disability Education Act (IDEA) [2]). Inclusive Education is highly promoted in Burkina Faso and Pakistan where the organization of Light for the World promotes high quality inclusive education to respond to the needs of children with disabilities by engaging in a policy dialogue with national and regional authority.

It is a matter of great concern that children with disabilities on the African continent face barriers in the education system for a multitude of reasons [6]. In the South African context, this has resulted in a massive exclusion of disabled children from education [7]. Despite the development of an inclusive education policy to address this exclusion, one of the issues that hamper progress is the lack of teacher skills in adapting the curriculum to meet a range of learning needs [8]. In consideration of the Republic of South Africa Act [9], it is stated that everyone has a right to basic education and that the state may not discriminate directly or indirectly against anyone on one or more grounds including disability.

Uganda works in accordance with the United Nations Convention on Rights of Persons with Disabilities (UNCRPD) which campaigns for governments to recognize the rights of People with Disabilities (PWDs) to provide education without discrimination [10]. Universal primary Education (UPE) in Uganda provides basic education to all learners and ensures that education is affordable to all Ugandan children since 1997 [4]. In Kenya, several policies have been made regarding the provision of special needs education especially inclusive education. They include; Ominde Commission [11], Kariuki Report [12], Koech [13], Education for all (EFA) [14] and Disability Bill [2]. To affirm this, Kenya Institute of Special Education (KISE) has continued to train teachers through the Distance Learning Program and In – Service courses in Certificate, Diploma, and Degree levels to handle learners in an inclusive education in public primary schools.

Sessional Paper 1 on Policy Framework for Education Training and Research advocates for universal access to basic education as prescribed in the EFA initiatives and the UN Millennium Development Goals. It also recognizes education as key to the development and protection of democratic institutions and human rights. The PWDs also have a right to all the stated policies and there is no reason whatsoever as to why they should learn in special institutions when they can benefit from the public primary schools. However, those severe cases that require very special attention should be considered for special schools, as public schools may not be of much help.

In Kitale Township, there is at least a trained teacher in every public primary school with skills to handle learners with disabilities in an inclusive setting. Furthermore, a few schools have more than one teacher as by the Educational Assessment and Resource Centre (EARC) office in the township [15]. However, on monitoring the program in public primary schools in Kitale Township the EARC officers have found out that inclusive education in public schools is absent or inactive [15]. This observation raised questions as to whether there is effective implementation of Inclusive Education Policy in public primary schools in Kitale Township. The study tried to find out any challenges affecting the implementation of inclusive education as well as the level of interaction of learners in public primary schools in Kitale Township.

RESEARCH OBJECTIVES

The objective of this study was to find out whether curriculum factors have any influence on effective implementation of inclusive education policy in public primary schools in Kitale Township, Kenya.

Research Hypotheses

The following hypotheses were tested at .05 level of significance.

Ho1: Curriculum factors have no statistically significant influence on effective implementation of inclusive education policy in Kitale Township, Kenya.

METHODOLOGY

The study employed *ex-post facto* research design. *Ex-post facto* was ideal in the sense that the study sought to establish retrospectively the extent to which the curriculum (independent variable) influence effective implementation of inclusive education policy in public primary schools (dependent variable). The study established challenges affecting the implementation of inclusive education policy in public primary schools in Kitale Township of Trans-Nzoia County, Kenya. Kitale Township borders Kaplamai division in the East, Kiminini division in the West and Kaisagat to the North. Being a cosmopolitan area with no specific group of people being prevalent, is an added advantage. The category of learners under study is prevalent in this township. Some public primary schools

are within town and a good number are found in the rural parts of the township with an eighth of the schools in the slum areas of the township, as they are located in the overcrowded remote outskirts of Kitale town.

The study included thirty-six public primary schools in the study area. The target population included 36 head teachers and 50 SN teachers in the public primary schools in the township. This was because they are the stakeholders who understood the challenges affecting inclusive education in public primary schools and therefore, carried essential information on the problem of the study.

The sample size was determined using the Krejcie and Morgan [16] table for determining sample size. This included seventy-six respondents of which thirty-two were head teachers and forty-four were special needs teachers. The study utilized purposive and simple random sampling according to school category. The school categories were special units, integrated schools, and special schools. Special units were two with six SN teachers in both units who were purposively sampled. There were 29 integrated schools in the Township where 32 SN teachers were sampled using simple random sampling and one Special school with six SN teachers sampled using purposive sampling.

A research instrument should be valid in order to gather the desired data accurately [17]. Validity was enhanced in two ways. First, the supervisors went through the instrument to ascertain that it did not only represent the variables under study but was also consistent with the purpose and objectives of the study. Secondly, the questionnaire was pretested using three randomly selected schools in the neighboring Kaisagat zone. Data extracted from the pilot group was analyzed with a view to detecting any vague items and deficiencies in the instruments. The noted shortcomings

in the instrument were addressed before execution of the main study.

In order to test suitability of the research instruments, the test – retest method was used [18]. A reliability coefficient of 0.83 was obtained. The coefficient was determined after pilot testing in three randomly selected schools from the neighboring Kaisagat zone.

Data collected from this study was converted into numerical codes (each code represented a response category) and transferred manually to a code sheet. The numbered codes in the code sheet were in turn entered into a computer and analyzed with the help of Statistical Package for Social Sciences (SPSS) version 21. Data was analyzed using descriptive and inferential statistics. Descriptive statistics was used to analyze open-ended questions. This involved carrying out frequency counts and percentages for comparison purposes. Inferential statistics, specifically simple regression analysis was used in analyzing data. The objective was to test the three null hypothesis outlined in chapter one

RESULTS

Response Rate

Initially the study sample was 76 respondents consisting of 44 SN teachers and 32 head teachers from the sampled primary schools in Kitale Township. From the study, all the SN teachers' questionnaires were returned giving a response rate of 100% but the head teachers returned only 26 questionnaires, giving a respondents rate of 81.2%. Such a response rate is viewed as being highly favorable according to Mugenda and Mugenda [18] who asserts that a response rate of 50% is adequate, 60% is good and above 70% is rated as being very good. Kuester [19] who provides guidance that a 40% response rate is adequate further supports this. This is shown in Table-1.

Table-1: Response Rate of questionnaires distributed to teachers

Questionnaires	Category	Frequency	Percentage
Head teachers	Distributed	32	100 %
	Returned	26	81.2%
SN Teachers	Distributed	44	100 %
	Returned	44	100%

Demographic factors

The study sought to establish demographic data of the respondents. The data included gender of

respondents, work experience, and the years of existence in the school.

Demographic factors for SN Teachers

Table-2: Demographic Characteristics of the SN Teachers

Variables		Frequency	Percent
Gender status	Male	20	45.5
	Female	24	54.5
	Total	44	100.0
Length in years handling SN learners	One Year	7	15.9
	Two Years	7	15.9
	Three Years	11	25.0
	Over Four Years	19	43.2
	Total	44	100.0
Number of years in the school	1-3 Years	16	36.4
	4-6 Years	16	36.4
	7-9 Years	5	11.4
	Over 10 Years	7	15.9
	Total	44	100.0

Table-2 shows the demographic characteristics of SN teachers and the results indicate that 20 (45.5%) of the SN teachers were males, 24 (54.5%) were females. This implies that there were more female SN teachers in Kitale Township than males. It also implied that the study was not gender biased.

On the length of handling special needs learners, the study indicated that 7(15.9%) had handled the students for one year, 7 (15.9%) for two years, 11(25%) had handled the students for three years and 19 (43.2%) had handled the students for over four years. This implied that majority of the SN Teachers had experience of handling special needs students and thus could give reliable information on the challenges

affecting effective implementation of inclusive education policy in primary schools.

Lastly, on the number of years in the school, the study indicated that, 16 (36.4%) of the respondents had been in the school for between 1-3 years, 16 (36.4%) between 4-6 years, 5 (11.4%) for between 7-9 years and 7 (15.9%) had been in the school for over ten years. This implies that majority of the SN teachers had been in the school for between 1-6 years thus possessing the relevant experience and knowledge to provide reliable information being sought in this study

Demographic factors for Head Teachers

Table-3: Demographic of the Head Teachers

Variables		Frequency	Percent
Gender status	Male	19	73.1
	Female	7	26.9
	Total	26	100.0
The length of experience as head teacher	Less than 5 Years	10	38.5
	6-10 Years	7	26.9
	11-15 Years	4	15.4
	16-20 Years	4	15.4
	Over 20 Years	1	3.8
	Total	26	100.0
Number of years at the current work station	1-5 Years	17	65.4
	6- 0 Years	7	26.9
	11-15 Years	2	7.7
	16 years and above	0	0
	Total	26	100.0

The study sought to determine the demographic characteristic of head teachers as shown in Table-3. The results indicate that 19 (73.1%) of the head teachers were male while 7 (26.9%) were female. This implied that there were more male head teachers in primary schools in Kitale Township as compared to the female head teachers.

On the length of experience as head teachers, the study indicate that 10 (38.5%) had experience of less than 5 years, 7 (26.9%) had an experience of between 6-10 years, 4 (15.4%) had had experience of between 11-15 years, 4 (15.4%) had experience of between 16-20 years and 1(3.8%) had experience of over twenty years (see Table-4). This implied that

majority of the head teachers had the relevant experience and thus could give reliable information on the challenges affecting effective implementation of inclusive education policy in primary schools in Kitale Township.

Lastly, on the number of years in the current station, the study indicated that, 17 (65.4%) of the respondents had been in the current station for between 1-5 years, 7 (26.9%) between 6-10 years, and 2 (7.7%) had been in the current station for between 11-15 years

while no one had an experience of over 16 years (see Table-4). This implied that majority of the head teachers had been in the current station for more than one year thus possessing the relevant experience and knowledge to provide reliable information being sought in this study.

School Characteristics

The study sought to find out the school characteristics as shown in Table-4.

Table-4: School Characteristics indicated by the Head Teachers

Variables		Frequency	Percent
Number of streams in the school	One Stream	13	50.0
	Two Streams	12	46.2
	Three - Five Stream	1	3.8
	Total	26	100.0
Nature of the school	Single Sex School	2	7.7
	Mixed Day School	21	80.8
	Mixed Boarding School	3	11.5
	Total	26	100.0
Type of school	Day	22	84.6
	Boarding	2	7.7
	Day and Boarding	2	7.7
	Total	26	100.0

From the study findings in Table-5 it was indicated that 13 (50%) of the schools sampled had one stream, 12 (46.2%) had two streams and 1 (3.8%) had three streams. Regarding the nature of the school, it was indicated that two (7.7%) of the schools were single sex schools, 21 (80.8%) were mixed day schools and three (11.5%) were mixed boarding schools. Lastly on the type of school 22 (84.6%) of the head teachers indicated that their schools were day, 2 (7.7%) were boarding schools and 2 (7.7%) had their schools being day and boarding. Effects of Curriculum factors on implementation of inclusive education.

The first objective of this study was to find out whether curriculum factors have any influence on effective implementation of inclusive education policy in public primary schools in Kitale Township, Kenya. UNESCO [20] stated that an inclusive curriculum

addresses the child’s cognitive, emotional, and creative development. It is based on the 4 pillars of education for the 21st century; learning to know, to do, to be and to live together. To achieve this objective, the participants were asked to rate the items in the questionnaire. The results are presented in the subsequent sections.

SN Teachers’ Response Analysis

Respondent's view on Curriculum Content in terms of SN learners

The study sought to find out the respondent's view on curriculum content in terms of SN learners UNESCO [16] stated that curriculum has an instrumental role to play in fostering tolerance and promoting human rights and is a powerful tool for transcending cultural, religious and other differences. The findings are depicted in Table-5.

Table-5: Respondent's view on curriculum content in terms of SN learners

SN Teachers’ Responses	Frequency	Percent	Cumulative Percent
V. Good	0	0	0
Good	16	36.4	36.4
Fair	21	47.7	84.1
Poor	7	15.9	100
Total	44	100.0	

The results indicated that 16 respondents (36.4%) of the SN teachers agreed that curriculum content in terms of SN learners is good, 21 respondents (47.7%) agreed that it is fair, 7 respondents (15.9%) stated that it is poor, and none stated that it is very

good. Majority of the SN Teachers (47.7%) agreed that curriculum content in terms of SN learners in primary school in Kitale Township is fair.

Respondent’s Timetable Time Allocation for Lessons for Taking notes of SN Learners

The study sought to find out the adequacy of the timetable on time allocation for lessons for taking notes of SN learners. Table-6 depicts the findings.

Table-6 depicts that 4 respondents (9.1%) of the SN teachers agreed that timetable allocation of

lessons is enough, 14 respondents (31.8%) agreed that it is fairly enough, 17 respondents (38.6%) of respondents stated that it is slightly enough and 9 respondents (20.5%) stated that it is not enough. Most SN teachers (Table 6) agreed that timetable allocation of lessons is slightly enough.

Table-6: Respondent’s timetable time allocation for lessons for taking notes of SN learners

SN Teachers’ Responses	Frequency	Percent	Cumulative Percent
Enough	4	9.1	9.1
Fairly enough	14	31.8	40.9
Slightly enough	17	38.6	79.5
Not enough	9	20.5	100.0
Total	44	100.0	

Comments on the Funding of the SN Learners as Pertains their Learning Resources

The study sought to find out the SN teachers comments on the funding of the SN learners as pertains their learning resources. Table 7 depicts the findings.

The results indicated that 2 respondents (4.5%) of the SN teachers agreed that funding of the SN learners as pertains to their learning resources is very good, 14 respondents (31.8%) agree that it is good, 9 respondents (20.5%) stated that it is fair and 19 respondents (43.2%) agreed that it is poor.

Table-7: Comments on the funding of the SN learners as pertains their learning resources

SN Teachers’ Responses	Frequency	Percent	Cumulative Percent
Very good	2	4.5	4.5
Good	14	31.8	36.4
Fair	9	20.5	56.8
Poor	19	43.2	100.0
Total	44	100.0	

Majority of the SN teachers (43.2%) stated that the funding of the SN learners as pertains to their learning resources in primary schools in Kitale Township is poor.

Textbook ratio for the SN learners

The study sought to find out the textbook ratio for the SN learners. Table 8 depicts the findings

Table-8: Textbook ratio for the SN learners

SN Teachers’ Responses	Frequency	Percent	Cumulative Percent
1:1	4	9.1	9.1
1:2	4	9.1	18.2
1:3	24	54.5	72.7
1:4	12	27.3	100.0
Total	44	100.0	

Table-8 indicates that 9.1% of the SN teachers indicated that the text book ratio was 1:1, 9.1% agreed that book ratio was 1:2, 54.5% agreed on 1:3 and 27.3% agreed on ratio 1:4. Majority of the SN teachers (54.5%) agreed that the textbook ratio was 1:4.

Head Teachers’ Response Analysis

Rating of the Level Implementation of Inclusive Education Policy in Public Primary Schools. The study sought to find out the level of implementation of inclusive education policy in primary schools in Kitale Township. Table-10 depicts the findings.

Table-9: Level implementation of inclusive education policy in school

Head Teachers’ Response	Frequency	Percent	Cumulative Percent
Good	6	23.1	23.1
Fair	13	50.0	73.1
Poor	7	26.9	100.0
Total	26	100.0	

Table-9 indicated that 6 respondents (23.1%) of the head teachers stated that the level of implementation of inclusive education policy in primary schools is good, 13 respondents (50.0 %) rated it is fair, 7 respondents (26.9%) stated as poor. Most of the head teachers (50.0%) agreed that the level of

implementation of inclusive education policy in primary schools in Kitale Township is fair.

Curriculum rating in terms of learners with special needs

The study sought to find out the curriculum rating in terms of learners with special needs in Kitale Township. Table 11 depicts the findings.

Table-10: Curriculum rating in terms of learners with special needs

Head Teachers' Responses	Frequency	Percent	Cumulative Percent
V. Good	2	7.7	7.7
Good	12	46.2	53.8
Fair	7	26.9	80.8
Poor	5	19.2	100.0
Total	26	100.0	

Table-10 indicates that 2 respondents (7.7%) of the head teachers stated that the curriculum rating in terms of learners with special needs is very good, 12 respondents (46.2%) rated it as good, 7 respondents (26.9%) as fair and 5 respondents (19.2%) as poor. Majority of the head teachers (46.2%) agreed that

curriculum rating in terms of learners with special needs in Kitale Township is good.

Textbook Ratio

The study sought to find out the textbook ratio in primary schools in Kitale Township. Table-11 depicts the findings

Table-11: Textbook ratio

Head Teachers' Responses	Frequency	Percent	Cumulative Percent
1:1	2	7.7	7.7
1:2	2	7.7	15.4
1:3	22	84.6	100.0
Total	26	100.0	

Table-11 indicates that two respondents (7.7%) of the head teachers stated that the textbook ratio in public primary schools in Kitale Township is 1:1, 2 respondents (7.7%) stated that it is 1:2 and lastly 22 respondents (84.6%) stated that the textbook ratio is 1:3. The majority of the head teachers (84.6%) agreed

that the textbook ratio in public primary schools in Kitale Township is 1:3.

How the Resource Room is Equipped

The study sought to find out how the resource rooms are equipped in primary schools in Kitale Township. Table-12 depicts the findings.

Table-12: How the resource room is equipped

Head Teachers' Responses	Frequency	Percent	Cumulative Percent
V.Good	0	0	0
Good	6	23.1	24.0
Fair	9	34.6	56.0
Poor	11	42.3	100.0
Total	26	100.0	

Table-13 indicates that 6 respondents (23.1%) of the head teachers agreed that resource rooms are very equipped, 9 respondents (34.6%) agreed that is fairly equipped while 11 respondents (42.3%) agreed that the resource rooms are poorly equipped.

EARC Officers Visit SN Learners

The study sought to find out how often the EARC officers visit SN learners in primary schools in Kitale Township. Table-13 depicts the findings.

Table-13: EARC officers Visit SN Learners

Head Teachers' Responses	Frequency	Percent	Cumulative Percent
Termly	7	26.9	26.9
Twice a year	4	15.4	42.3
Once a year	10	38.5	80.8
None	5	19.2	100.0
Total	26	100.0	

Table-13 indicates that 7 respondents (26.9%) stated the EARC officers visit SN learners termly, 4 respondents (15.4%) agreed that they visit twice a year, 10 respondents (38.5%) agreed that they visit once in a year while 5 respondents (19.2%) agreed that EARC officers do not visit special needs learners. Majority of

the head teachers (38.5%) agreed that EARC officers visit SN learners once in a year.

Administration of School Examination in consideration of SN Learners

The study sought to find out how examinations are administered and rated in primary schools in Kitale Township. Table 14 depicts the findings.

Table-14: Administration of school examination in consideration of SN learners

Head Teachers' Responses	Frequency	Percent	Cumulative Percent
V good	0	0	0
Good	3	11.5	12.5
Fair	16	61.5	72.0
Poor	7	26.9	100.0
Total	26	100.0	

Table-14 indicates that three respondents (11.5%) of the head teachers stated that administration of school examination in consideration of SN learners in public primary schools in Kitale Township is good, 16 respondents (61.5%) stated that it is fair while seven respondents (26.9%) stated that it is poor. Majority of the head teachers (61.5%) pointed out that the administration of school examination in consideration of SN learners in public primary schools in Kitale Township is fair.

achieve this objective. Results and discussions in line with the objective is presented in sections 4.8.1.

To assess whether curriculum factors affect effective implementation of inclusive education policy in public primary schools

The first research objective sought to assess whether curriculum factors influence effective implementation of inclusive education policy in public primary schools in Kitale Township, Kenya. To achieve this objective, the following null hypothesis was formulated:

Ho1: Curriculum factors have no statistically significant influence on effective implementation of inclusive education policy in Kitale Township, Kenya.

The hypothesis presumed that curriculum factors had no statistically significant influence on effective implementation of inclusive education policy. To ascertain the truth of this assumption, simple regression analysis was carried out as shown in Tables 15, 16 and 17.

Regression Analysis

In order to establish the availability of statistical association between the independent variable of the study (i.e., curriculum factor) on the dependent variable (i.e., effective implementation of inclusive education policy), the hypotheses (i.e., H_{01}) was tested using the simple regression analysis. In this hypothesis, the regression equation was obtained using the regression coefficients on the line of best fit. The decision rule was that when the p-value is less than the conventional of .05, the null hypothesis is rejected and when it is equal to or above the conventional value of .05 the null hypothesis is accepted. The study sought to

Table-15: Pearson Correlation coefficient between curriculum factors and effective implementation of inclusive education policy

Mode	r	r ²	Adjusted r ²	Std. Error of the Estimate	Sig.
1	0.83 ^a	0.69	0.67	0.27	0.00

a. Predictors: (Constant), curriculum factors

Table-15 indicates that there is a significant positive correlation between curriculum factors and effective implementation of inclusive education policy ($r=0.83$, $p=0.00$). This implies that curriculum factors

and effective implementation of inclusive education policy are non-independent since their relationship is strongly positive and significant. Further analysis of the results shows that 69% of the variability in effective

implementation of inclusive education policy can be explained by curriculum factors. Table 16 shows the results of simple regression analysis of curriculum

factors on effective implementation of inclusive education policy.

Table-16: Simple regression analysis of curriculum factors on effective implementation of inclusive education policy

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.90	1	3.90	52.66	0.00
Residual	1.78	68	0.07		
Total	5.67	69			
a. Dependent Variable: implementation					
b. Predictors: (Constant), curriculum factors					

The results revealed that the F-ratio was significant (F (1, 68) =52.66, p=0.00). Hence, curriculum factors have a statistically significant influence on effective implementation of inclusive policy. Therefore, the null hypothesis (H₀₁) that curriculum factors have no statistically significant

influence on inclusive education policy was rejected at .05 level of significance. It is therefore concluded that curriculum factors can be used to predict whether or not, inclusive education policy will be implemented effectively.

Table-17: Regression coefficients between curriculum factors and effective implementation of inclusive education policy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	β		
(Constant)	1.74	0.32		5.46	0.00
Curriculum factors	0.56	0.08	0.83	7.26	0.00
a. Dependent Variable: implementation of inclusive education policy					
b. Independent variables: Curriculum factors					

Table-17 shows the values of regression coefficients between curriculum factors and effective implementation of inclusive education policy. From the findings, the following regression equation was generated;

$$Y = 1.74 + 0.56 X_1$$

Where,

Y = Predicted value of effective implementation of inclusive education policy

X₁ = Curriculum factors

These results indicated that curriculum factors are significant in the prediction of effective implementation of inclusive education policy in public primary schools in Kitale Township. This implies that if curriculum factors were favorable then this would lead to an increase in effective implementation of inclusive education policy in public primary schools in Kitale Township, Kenya. UNESCO supports these findings. It states that a child centered curriculum is characterized by a move away from rote learning and towards emphasis on hands-on experience-based, active and cooperative learning. Engelbrecht [21] in the Universal Design for Learning (UDL) supports the findings by saying that the issue of curriculum differentiation is fundamental to the implementation of inclusive education. On the other hand, there is need for a more flexible curriculum designed to lower the barriers and

enable learners with widely varied needs to be included in the learning process [22-24].

SUMMARY OF THE FINDINGS

This objective sought to assess whether curriculum factors influence effective implementation of inclusive education policy in public primary schools in Kitale Township. To achieve this objective, the following null hypothesis was formulated and tested through simple regression analysis:

H₀₁: Curriculum factors have no statistically significant influence on effective implementation of inclusive education policy in Kitale Township, Kenya.

The results generated by simple regression analysis revealed that;

- There was a positive correlation between curriculum factors and effective implementation of inclusive education policy (r= 0.83, p= 0.00).
- Sixty nine percent of the variability in effective implementation of inclusive education policy was explained by curriculum factors.
- Curriculum factors have a significant influence on effective implementation of inclusive education policy (F (1, 68) =52.66, p= 0.00)
- This null hypothesis was rejected.

CONCLUSIONS OF THE STUDY

From the preceding discussions and summary of the findings of the study, the following conclusions were drawn;

- The study revealed that effective implementation of inclusive education policy was dependent on curriculum factors. It can therefore, be concluded that if relevant positive changes are made on the curriculum then effective implementation of inclusive education will be enhanced.
- The study revealed that there are still challenges hindering effective implementation of inclusive education policy. It can therefore be concluded that if the challenges are identified and effectively addressed then implantation of inclusive education policy will be enhanced.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were put forth.

- The government through the Ministry of Education (MoE) should evaluate school curriculum on inclusive education to effect sound management and effective implementation of inclusive education. The policy should be reviewed in the areas of funding, where the government should consider the funding of schools for acquisition of the required physical facilities and learning materials in public primary schools.
- Teachers should be equipped with the relevant skills and knowledge that help them identify different types of special education needs learners in an inclusive class in order to handle each case of SN learners without ignoring the challenges of the learners.
- The education stakeholders (parents, teachers, learners, and school management committee) should be sensitized on children with special needs and inclusive education. Parents should also be encouraged to cooperate with the teachers in terms of attending Annual General Meetings, Education Days and Parents Days in addition to visiting their special needs children to access their performance.
- SN learners should be allowed to learn with their peers and siblings in their nearest public primary schools, as this will boost their social interaction unlike when they are taken to special schools away from home, family, and peers.
- Special schools should be left to those with severe and profound challenges while those with mild challenges to benefit from inclusive education in public primary schools.
- More teachers should be employed by the government to deal with large class control and management
- Kenya Institute of Special Education through the EARC officers help equips Resource Rooms in schools as well as monitors closely the implementation of inclusive education.

Suggestions for Further Research

This research recommends further research to be conducted in the following areas

- Similar study to be done since it needs to be replicated in other counties in the country in order to give a general picture of the challenges being faced in the implementation of inclusive education in the whole country.
- Further follow up on the effectiveness of the implementation of inclusive education policy in Kenyan public primary schools

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