

**IMPLEMENTATION AND INCLUSIVE EDUCATION IN  
BARINGO DISTRICT KENYA**

**A Research Report Submitted to the Institute of Continuing  
and Distance Studies in Partial Fulfillment  
of The Degree Of Bachelors of Education Special  
Needs Education of Kampala  
International University  
(Uganda)**

**By**

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## DECLARATION

I KIPLAGAT R. KIGEN REG. NO. BED / 8925 / 51 / DF declare that this research report is my own original work. It is not a duplicate of similarity published work of any scholar for academic purpose nor has been submitted to any other institution of higher learning for the award of a certificate, diploma or degree in special needs education. I also declare that all materials cited in this report which are not my own, have been dully acknowledged.



DATE

KIPLAGAT R. KIGEN



## APPROVAL

This is to certify that the research report has been submitted in partial fulfillment of the requirement for the degree of Bachelor of Education with my approval as a university supervisor.



.....  
KULE JULIUS WARREN

KAMPALA INTERNATIONAL UNIVERSITY

DATE

12/09/2020  
.....

## **ACKNOWLEDGMENT**

The researcher would like to thank all people who lent their ideas towards the success of this research report. It is vital to notice the wisdom of the following ladies and gentlemen who took the lead in shaping the researcher.

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## **ABSTRACT**

The study addresses such issues on the factors promoting and demoting the implementation and inclusive education in Baringo district. The researcher examines the fact that the disability is not inability hence learners requires special education needs services in the main stream classes and by doing so they are prepared psychologically towards a bright better land future.



## **CHAPTER ONE**

### **INTRODUCTION AND BACK GROUND TO THE STUDY**

#### **INTRODUCTION**

In this chapter, the researcher introduced the implementation and inclusive education in Baringo district where learners with disabilities and those without are taught in one class by one teacher regardless of their deformities. The system of education would benefit many pupils in homes far from special schools which the government of Kenya has put in place.

The researcher covered what had already been in the district in providing services to learners with special needs education. He has also discussed the resources, teachers relevant schools and methods of teaching these learners with disabilities.

#### **BACK GROUND TO THE STUDY**

Implementation and inclusive education in Baringo district was practiced least and in this regard, the researcher investigated in finding out the cause of least in implementation and inclusive educational programs in Baringo district.

The researcher used designed a structured questionnaire to collect the data to determine the problem. He also used random sampling of schools and used five schools to represent the larger group. The researcher also narrowed himself and used 15 teachers, 3 teachers from every school to fill every questionnaire.

## **STATEMENT OF THE PROBLEM**

In Baringo district, special needs to education have not been implemented fully, and in this regard, the researcher wanted to investigate the courses. The system of education would assist students with deformities or disabled learn with others in the same classroom taught by one teacher. In the past children with disabilities were marginalized and therefore, they were neglected hence not to receive any education. The government of Kenya had put up special schools for the learners but they were not enough in the district. The government also has decided to use primary schools to implement inclusive education but it is peeling up. Therefore, the researcher investigated the adequacy of facilities, resources, teachers' knowledge and skills, support from parents and teachers. These may have contributed to the failure of implementation and inclusive education in this district.

## **OBJECTIVES**

### **General**

The study will determine the significant and relationship of implementation and inclusive education in Baringo district and possible solution.

### **SPECIFIC**

1. To determine the teacher's knowledge and skills in implementation and inclusive education.
2. To determine the significant relationship between attitude in implementing and inclusive education.
3. To determine the teacher's parent support in implementation and inclusive education.

4. To determine the adequacy of facilities and resources in implementation and inclusive education.
5. To identify relevant teaching methods in implementation and inclusive education.

#### **SIGNIFICANCE OF THE STUDY**

- The results of the study will be used to sensitize the community on the need of accepting the implementation of inclusive education in their schools, to provide education opportunity to learners with special needs education.
- The results of the study will be used by teachers and the community to notify the learning environment to barrier free learners with special needs in education.
- The results will be used to enlighten teachers to realize the need and importance of inclusive education in their schools.
- The outcome of this study will provide parents with learners in special needs in education information on medical care, referrals, guidance and counseling.
- The results will be used to assist school administration and other stakeholders to improve on learning strategies, which are focused to boost the implementation of inclusive education in their schools.
- The results also will help learners with special needs education to utilize their little functioning parts to achieve the educational goals.
- The results of the study will be used to improve the attitudes of teachers and children in the community towards implementation of inclusive education in their respective schools.

## **DEFINITION OF TERMS**

### **1. INCLUSIVE EDUCATION**

The process of educating the learners' needs within the main stream of education using all available resources hence creating opportunity for learners in preparing them for life.

### **2. IMPLEMENTATION**

To put into or effect

### **3. RESEARCH**

An exercise planned and designed to solve or alleviate a problem.

### **4. SPECIAL NEEDS EDUCATION**

Education which provides appropriate modification in curriculum teaching. Methods teaching learning resources mode of communication in order to meet individual special education needs.

### **5. RESEARCHER**

A person who carry our out the research.

### **6. LEARNING RESOURCES**

Anything that can be turned for help support or consultation when needed they are rather teaching learning aids.

## **SCOPE OF THE STUDY**

The researcher restricted himself to 128 schools in Baringo district. He has also narrowed himself to five schools to represent the larger group and also make easy study well manageable and easy to carry out.

## **LIMITATIONS OF THE STUDY**

Although all was done to make the report / research successful, the researcher would like to point out some of the constraints he experienced.

- Time factor. As a distant learner the study was a problem in that there were so many other activities which needed my attention at the same time.
- As a school manager, the study was very much squeezed by other vital office functions like meetings, delivering services in class just to mention a few.
- Funds. There was a lot of money to be incurred to make the exercise successful. Making questionnaires, traveling from school A to school B, typing the report and binding all theses needed funds.

## CHAPTER TWO

### LITERATURE REVIEW

According to Alan and Louis 1970 states that the inclusion must be seen as a challenge to provide better special education within diverse settings which is acceptable not only to the parents but also to the children who are direct consumers of these services.

What was called integration in most countries has been changed to inclusion and finally to inclusive. The term change suggests transitions or steps towards providing better services to marginalized groups such as disabled. The researcher viewed at inclusion and integration to mean almost the same thing, but most writer acknowledge important difference in meaning and conceptual levels.

The move from the period of neglect that was "a societal outcast" the time the society held negative image and denied special services to learners with special needs education. Safford and Rosen (1981) highlights the private move towards inclusion to be integrated in main stream classes in the name of inclusion.

Inclusive education dated wayback to Education Act 1981 where learners received a better special services with learning environment which was acceptable to parents, children who were direct consumers.

Inclusive education suggests the process of addressing the learner's needs within the mainstream of education using all the available resources thus creating opportunities to obtain a job. Inclusive education emphasizes a change and viewing schools rather than changing learners.

At past there were several initiatives and philosophies, which emerged with a total aim to explain the changes. Madeleine (1986) emphasized education rather than special.

In the period of inclusion just after international year for the disabled in 1981, these were organizations "of and for" persons with disabilities. They organized themselves and provide a quality education to the deserving learners. The climaxing philosophy of Salamanca statement during the world conference in Spain in 1994 on special needs education talked on changes to inclusive education.

Institutions for the special needs education learners in USA, dated back to 1829 where new Asylums for the blind was started Massachusetts schools for the idiots among others was opened in 1859.

As the Asylums and poor houses were turned into residential special schools. Integration in USA was fully implemented in 1900 through units within regular schools and this brought many learners into regular educational system and community based setting. This later was termed as inclusive education.

Historical development of special needs education module 18 by Randiki F (2002). The education was initiated by the governor of Uganda Andrew Cohen in 1952. He had a visually impaired relative and through his initiatives, other organizations emerged, for instance:

- Uganda Foundation for the blind
- Uganda Society for the deaf (U.S.D)
- Uganda Spastic society (U.S.S)
- Uganda Association for the Mentally Handicapped (U.A.M.H)

All the above organizations worked closely for the betterment of their learners. As a result of hardworking, they started Uganda National Institute of Special Education (U.N.I.S.E.).

Historical development of special needs education by Randike F. (2000). Special needs education in Kenya dated back to 1945 during Second World War when army officers returned home from the war and they were rehabilitated. The churches like Salvation Army and Lutheran Church played a vital role in providing medical care in the name of sponsorship. Since then, many schools emerged to cater for the learners with special needs education. Some of the societies and associations sprung up to assist the education.

Kenya Institution of Special Education (K.I.S.E.) started in 1986 and trained teachers who could offer the services or teach effectively learners with special needs education among other functions. Kenya also had policies and legal framework on special needs education, which was paramount. The document governing special needs were adopted from presidential directive cabinet papers education commissions and legal notices from the Ministries of Education, Science and Technology (M.O.E.S.T.).

The following are Kenya's Educational Commissions which has emphasized on special services towards special learners with special needs education.

- Committee (Ngala Mwendwa 1964) the Care and Rehabilitation of Disabled.
- Kenya Educational Commission (Ominde report 1964).
- National Committee (Gachathi 1976) on Educational Objectives and Policies.
- Presidential work party Kamunge report 1988 Education and Manpower Training.



- Koech report 1999 on total integrated quality education and training.
- Children Act 2001.

By Randiki F. (2002)

The above documentation point to the development of special needs education. These events can be traced back in 1948 which was the year of the United Nations Universal declaration of Human rights which focus all the spheres of human dignity and equal rights of all.

Other international policies and conventional advocating the same include:-

- World Programme of Action 1983
- Children's Rights Charter 1989
- World conference on Special Needs Education 1994
- The conference on education for all Dakar 2000 among others.

Implementation of inclusive education in Kenya took root slowly and has adapted approach in formulating the earlier stated policies to initiate work. The Ministry of Education Science and Technology currently developing and implementing inclusive education policies. It also budgeted funds allocation for the staff development assessment of placement opportunities.

The training of professionals in Kenya has taken place with bias word inclusive education. The current training institutions are:-

- Jomo Kenyatta University
- Meseno University
- Kenya Institute of Special Education (K.I.S.E.)

These colleges aimed at eliminating barriers to learning opposed by disabilities. The trained teachers worked with learners having special needs education of any setting. The ministry of education preferred to train the regular teachers because

they are already with learners of different diversities. Historical Development of Special Needs Education module 18 by Randiki F. 2002.

To ensure quality education to all children in Kenyan schools, the government of Kenya through Kenya institute of special education (K.I.S.E.) in the year 2000 embarked on aggressive nation wide distance learning training programmes for primary school teachers and any other interested persons working with the children. It is hopefully that by the year 2015 all schools in Kenya will have at least one trained teacher in special needs as a resource person for learners with special needs education.

The institute administrators selected some specific colleges to use in training. Despite the nation wide programmes in initiated by K.I.S.E. to train teachers, there are other challenges that might hinder the implementation of inclusive education in Kenyan schools. It is this point that the researcher would like to investigate factors that hinder implementation of inclusive education in Baringo district. Teachers are required to attain skills so as to identify the diverse needs and exercise partiality in exchange services. Lack of appropriate skills brings limitations to deliver services in their classrooms. Alan and Louis (1970).

*"At present majority of staff in main stream schools have received little or no training in teaching learners with special needs education".*

The training institutions are in rush age to instill skills to trainees so that they may implement inclusive education in their schools. According to Koech's Commission (1990) he recommended that Kenya institute of special education (K.E.S.E.) should expand and upgrade multi-level status so-as to offer training of certificate, diploma and degree to teachers as a way of quickening the

implementation of inclusive education. Lack of skilful teachers resulted in poor or no impartment of knowledge to learners with different diversities.

French (1974) states that there was no dissent from the view that the sensitive period for acquiring language begins early and failure to acquire speech and language constitutes serious hazard to the intellectually, social and emotional development. Piddington (1962).

..... *"Teacher must be well chosen and trained"* .....

The statement above reveals that not all teaches have positive attitudes to teach pupils with different diversities. Kenya Institute of Special Education (K.I.S.E.) have started distance learning programmes which well chosen teachers and any other person working with the child having special needs education, are absorbed to the training or programme. The first group of teachers to graduate was in 2002 in Nakuru High School North Rift. This refers to education offered to learners who have disabilities of a body and mind calling for a special education treatment.

Alan and Louis (1970) according to U.N.E.S.C.O. (1999) states that purposeful curriculum refers to a set of guidelines based on a set of objectives providing educational opportunities and experiences for all learners.

Purposeful curriculum prepares learners to face challenges in learning situations in school and societies hence assume their roles. Apple (1979) observed that in the absence of curriculum education lacks transport and has nothing to transmit its message to convey its meaning and qualify its values. The researcher has found our that unsuitable curriculum to spell out inclusive education goals may become hindrances to all learning institutions in Baringo district. Alan and Louis (1970) highlighting that pupils with learning difficulties associated with general

impurity who may have required curriculum continuously related to their developing special needs.

The research have found out that the targeted teachers in Baringo district have received little or no skills on how to modify the curriculum to enable them to implement inclusive education in their schools. The research have also calculated statistics of teachers undergoing training in the district and come up with one hundred and fifteen out of three hundred teachers in the district.

Another factor is learning teaching aids. These are anything that can be turned to for help, support or consultation when needed. They are rather teaching learning aids. Different learners use different resources in learning process which are to be obtained. Lack of these resources may hinder implementation of inclusive education in Baringo district. It is clear that resources enhance mobility such as wheel chairs, crutches that are too expensive to purchase. Other ideological equipment such as audiometers and typanometer which are total difficult even for the government to supply to every school in Kenya. Dahama and Bhatagane (1982).

*".....We speak different language so many times communication becomes difficult....."*

This is true because failure to use appropriate equipment suitable, the communication would be distorted.

The researcher also found out that there was non-educational resources that could pool several schools together like resources center.

According ot Mushoriwa (2001) asserted that many educational inclusion programmes failed due to teachers' attitudes. The study conducted in Harare Zimbabwe in 2002 about teachers' attitudes the researcher therefore was

compelled to take interest because a failure remains similar even in Kenya particularly in Sacho zone.

The researcher also contended that in studies involving inclusive education, it is absolutely imperative for the researcher to specify the type of special needs education of the learners and the extent of instructional adaptation required in order to handle such learners.

Before the conception of inclusion, it seemed those teachers' attitudes of significance and need to be addressed. The researcher turned the factor to be crucial and affecting success of inclusive implementation in the educational zone. Reese (1995) Nolan Turken (1988) states that there are teachers who may have individualistic approaches towards the learners in their classes within the teaching environment. Although teaching methods are many as there are teachers, the intrinsic motivation to achieve a set goal remains mystery. The researcher therefore, considerate teachers attitudes as a significant factor hindering implementation of inclusion of inclusive education in Sacho education zone.

Since time of memorial societal beliefs, practices, the world had been cruel to persons with diverse disabilities. Then we viewed as objects of bad Omens and were either killed, abandoned or offered as sacrifices to appease the gods. According to Ngewgo (1996)

*"..... the causes of handicapped traditionally are taught arise from ancestral spirit, witches or malevolent gods who must be offended ....."*

The handicapped are viewed as helpless creatures who are to be pitied and handled delicately.

With intension of developing strategies to promote inclusion in school AINSCOW (1990) observed that teaching and planning for diversity to meet the needs of learners is of paramount. There are aspects that seemed essential to respond to actual needs. Teachers knowing their pupils in terms of their existing skills which is a real problem to most teachers who have not attained training and more so in Baringo district which most teachers have not attained their in-service or a full training. With this view, implementation of inclusive education in the district is almost impossible.

Again pupils to be helped by their teaches to establish a sense of personal meaning about the work and activities they engaged in. Organizing the classrooms in a way that encourages involvement and offer by the pupils. Teachers need to be skilled enough. With the above stated problem of unskillful teachers the researcher found that Baringo district teachers contributed a lot in failure of implementation of inclusive education. To conclude, the researcher wish to say that there exists confusion if the schools do not spell out their policies regarding education and inclusion.

According to Randike (200)

*"..... Education is the responsibility of the Ministry Education Science and Technology (M.O.E.S.T.) ....."*

Learners with special needs education should be supported by the multi-sect oral if their

My documents ink full participation has to realize. The failure of professionals, the community, stakeholders and the ministry of education science and technology and others not mentioned would resulted in poor or no implementation in the district. In mainstream classrooms as in any educational

setting, one key factor successful in inclusive implementation, the positive attitude of the following is of paramount.

- Teachers
- Community
- M.O.E.S.T
- Professional among other educationalists who are believed to be sharing ideas, understanding and one other's differences.

Other factors which are the core subjects of this study will be discussed in the next chapter.

As much as primary education is FREE in most countries in the world, Kenya also is included, including special education but according to Hearty (1984), states that parents needs to purchase hearing aids, batteries and cater for medical bills for their hearing impaired children. Boarding also is required to meet boarding expenses because the government did not honor them to give grants. The researcher found out that all these made parents relaxed when their children are supported by the government to lessen the burden in the name of economic status. At the same time the learners with special needs who are not supported hence constitute to the high rate dropouts on children with special needs as to be able to meet the special needs of learners in their classrooms.

The study also discussed the suitability of curriculum that can be used to suit the education system that is inclusive education the modification of curriculum the learning environment to motivate the learning conditions of students with disabilities the promotions after evaluation and based on standards and should account for diversity; also exams should adapt to learners with special needs.

The study will also discuss how effective is parental say in monitoring the participation of their children with disabilities in inclusive society. In this case parents are entitled to support, motivate and assist in all aspects of life in

educational levels. According to Randiki (2002), historical development of special needs education page 64 the study will discuss the government policies in important implementation of inclusive education in Kenya that is important of this education system that parents to admit their children to schools of their choice also learners access education program of their choice in their community.

The study will also examine the facilities and the equipments required to be used to pave way for the implementation of inclusive education in Baringo these are adequately of classrooms, text above mobility earning and visual equipments.

The study will also discuss the adequacy of manpower in Baringo this are trained and qualified teacher to man the exercise.

The study will also discuss other barriers to inclusive education like societal beliefs and religion norms. This is how society beliefs on a person with disability that is had omens.

The study will discuss on the economic status of the people of Baringo at large. This is an indication that parents with students with disabilities are not able to purchase equipments needs by the learners.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **RESEARCH DESIGN**

The researcher employed descriptive survey method in determined the collection of the data on the information. The researcher used survey method because it involves information collected from people to determine the status of the problem. The researcher also used it because it is a common method used in educational research to establish the situation of a problem on the ground.

#### **AREA AND POPULATION OF THE STUDY**

The researcher conducted his research in schools where the possible information can be obtained. The researcher targeted five schools with a population of 40 teachers.

#### **SAMPLING SELECTION AND SIZE**

With the population of 40 teachers, the researcher used random sampling to get 3 teachers in every school representing the larger population. These 3 teachers filled questionnaires.

#### **INSTRUMENTS OF DATA COLLECTION**

The researcher utilized devised instruments which are structured questions. The questionnaires are comprised of five questions with five options each only to be ticked the correct option by the respondent. They were taken to each school by the researcher to be filled well.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS

#### INTRODUCTION

The researcher used tables to analyze the data collected. The researcher used the formula as

$$\frac{\text{No of respondents} \times 100}{\text{No of questionnaire}} = \%$$

**Table 1: Number of questions dispatched.**

Despondence	Actual questionnaires sent	No. of questions received
Teachers	15	15
Total	15	15

Out of 15 questionnaires dispatched, all of them were received dully filled so 100% no low return rate.

$$\frac{15 \times 100}{15} = 100\%$$

Therefore, no low return rate

**Table 2: Adequacy of facilities and resources in implementation and inclusive education**

<b>TEACHERS' RESPONSES</b>	<b>Frequency</b>	<b>Percentage</b>
Better the implementation Of inclusive education	12	80
Make learning easy in implementation and inclusive education	2	13
It is the work to implement and inclusive education.	1	7
Support the ministry of education in implementation and exclusive education.	nill	nill
Make learners pass at some examinations in implementation and inclusive education	nill	nill

The table indicates that there are adequate facilities and resources. This is shown by 12 teachers saying that having enough facilities and resources creates an easy implementation and inclusive education in their schools. 2 teachers said that adequate of facilities and resources creates opportunity in implementation and inclusive education while one teacher said that adequacy of facilities and resources creates time for implementation and inclusive education.

**Table 3: Relevant teaching methods and implementation and inclusive education**

Teachers' responses	Frequency	Percentage
Makes more real implementation and inclusive education	2	13
Makes hard implementing and inclusive education	nill	nill
Makes effective in implementing and inclusive education.	9	60
Makes appropriate in implementing and inclusive education.	4	27
Makes theoretical in implementing and inclusive education.	nill	nill

9 teachers say that relevant teaching methods makes effective in the implementation and inclusive education. And two teachers point out that the relevant teaching method makes learning more real in implementation and inclusive education. Also four teachers say that relevant teaching methods makes learning appropriate in implementation and inclusive education.

**Table 4: Teachers knowledge and skills in implementation and inclusive education**

<b>Teachers' response</b>	<b>Frequencies</b>	<b>Percentages</b>
Resulted in effective teaching and implementation of inclusive education	8	54
Resulted in good ways of teaching learners with disabilities	1	6
Resulted in ways for implementation and inclusive education	2	13
Resulted in success in implementing and inclusive education	4	27
Resulted in good methods of implementation and inclusive education.	nill	nill

8 teachers said that teacher knowledge and skills resulted in effective teaching in implementing and inclusive education and 1 teacher said that teachers' knowledge and skills resulted in good ways of teaching learners with disabilities while two teachers said that teachers' knowledge and skills resulted in good methods. 4 teachers also said that teachers' knowledge and skills resulted in easy ways of implementation and inclusive education.

**Table 5: Teachers attitudes in implementation and inclusive education**

Teachers' responses	Frequency	Percentage
They facilitate and create an atmosphere for every one to implementation and inclusive education.	5	34
They hinder the implementation and inclusive education.	nill	nill
They create a positive change in implementation and inclusive education	8	53
They cooperate with other stake holders implementing inclusive education	2	13
They can purchase materials to implement inclusive education.	nill	nill

The table indicates that 5 teachers chose attitudes makes learning successful because they facilitate and create atmosphere for every one to implement and inclusive education. And it also shows that 8 teachers point attitudes makes learning successful because they create positive change in implementation and inclusive education while 2 teachers said that teachers attitudes makes earning successful because they cooperate with the stake holders in implementing and inclusive education.

Pint out that teacher's attitude makes learning successful because facilities create an atmosphere for everyone to implement inclusive education. The remaining 10 teacher's did not understand. Teacher's attitude is a very important element in education.

**Table 6: Teachers and parents support in implementation and inclusive education**

<b>Teachers' response</b>	<b>Frequency</b>	<b>Percentage</b>
To better implementation and inclusive education	3	20
To make learning easy in implementation and inclusive education.	12	80
It is their work to implement inclusive education	nill	nill
To support the ministry of education in implementation and inclusive education	nill	nill
To make learners pass examination in implementing and inclusive education.	nill	nill

The table indicates that 12 teachers said that teachers and parents' support makes learning easy in implementation and inclusive education. While 3 teachers say that teachers and parents support in order to cater the implementation and inclusive education.

## **CHAPTER FIVE**

### **Conclusion and Recommendation**

#### **Conclusion**

The researcher explored the general learning in Baringo district schools, but special reference to the learners with special needs education in the mainstream classes. He noted that the proponents of inclusive education attached to importance to educational needs of learners who have been marginalized.

He also concluded that every child in the district has a right to access to education regardless of disabilities or societal backgrounds subjected to. However, the new system of education that is inclusive education if given time would be implemented. From the data collected, the researcher found out that three quarters of teachers in the district had not been exposed to inclusive education skills and approaches that they may be competent in handling learners with different disabilities. The researcher noted that in Baringo district schools to implement and inclusive education, they have to consider the need of individual such as teachers, learning support, assistance and pupils themselves. However, the attitudes towards accepting each other depends on teachers adapting the learning environment they are involved in.

#### **RECOMMENDATION**

For the inclusive education to be implemented in Baringo district, the researcher recommended the following to be addressed;

- There is need to train teachers skills on how to handle learners with special needs education in Baringo district.
- Awareness to the general public the importance of supporting learners with special needs education.



- There is need to motivate teachers with good salary so as to eradicate the negative attitudes in handling learners with special needs education.
- There is need for the government to meet the provision of learning – teaching materials to all schools in Baringo district to make learning easy for handicapped learners.
- There is need for the government to employ more trained teachers to curb the high rate of retirees which has created acute shortage of manpower in the district.

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## **APPENDICES**

### **TRANSMITTAL LETTER FOR THE HEAD TEACHER**

SEPTEMBER 3, 2007

MR. BEN KIPLAGAT  
HEAD TEACHER OCHII PRIMARY SCHOOL  
P.O. BOX 6 KIPTAGICH KABARNET KENYA

Dear sir,

I am a graduating student of Kampala International University (UGANDA) and I wish to ask kindly for permission to use your institution to collect information or data in implementation and inclusive education. Assist me to fill structured questionnaires.

I will be grateful for your assistance.

Yours respectfully,

.....  
KIPLAGAT R. KIGEN

**Noted by**

KULE JULIUS WARREN

Supervisor

## QUESTIONNAIRE

Please kindly teachers, I request you to assist me in completing these research questionnaire by ticking ( ✓ ) options for each question.

Thank you in advance for your cooperation.

1. Teachers and parents give support in order to? \_\_\_\_\_

- \_\_\_\_\_ Better the implementation of inclusive education.
- \_\_\_\_\_ Make learning easy in implementation and inclusive education.
- \_\_\_\_\_ It is their work to implement and inclusive education
- \_\_\_\_\_ Support the ministry of education in implementation and inclusive education
- \_\_\_\_\_ Make learners pass examinations in implementing and inclusive education.

2. Adequacy of facilities and resources creates?

- \_\_\_\_\_ Time for implementation as inclusive education.
- \_\_\_\_\_ Easy way of implementation and inclusive education.
- \_\_\_\_\_ Hindrance to implementation and inclusive education.
- \_\_\_\_\_ Opportunity in implementation and inclusive education.
- \_\_\_\_\_ Chances of doing away of implementation and inclusive education.

3. Relevant teaching methods makes learning?

- \_\_\_\_\_ More real in implementation and inclusive education.
- \_\_\_\_\_ Hand in implementation and inclusive education.
- \_\_\_\_\_ Effective in implementation and inclusive education.
- \_\_\_\_\_ Appropriate in implementing and inclusive education.
- \_\_\_\_\_ Theoretical in implementing and inclusive education.

4. Teachers relevant knowledge and skills resulted in?

- \_\_\_\_\_ Effective teaching in implementing and inclusive skills.

- \_\_\_\_\_ Good way of teaching learners with disabilities in implementation of inclusive education.
- \_\_\_\_\_ Good methods of implementation and inclusive education.
- \_\_\_\_\_ Easy way of implementation and inclusive education.
- \_\_\_\_\_ Success implementation and inclusive education.

5. Teachers attitudes makes learning successful because they?

- \_\_\_\_\_ Facilitate and create an atmosphere for everyone to implementation and inclusive education.
- \_\_\_\_\_ Hinder the implementation and inclusive education.
- \_\_\_\_\_ Create a positive change in implementation and inclusive education.
- \_\_\_\_\_ Co-operate with other stakeholders in implementing and inclusive education.
- \_\_\_\_\_ Can purchase materials to implementation and inclusive education.

## **RESEARCHER'S BACKGROUND**

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## **RESEARCH EXPERIENCE**

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