

**THE ROLE OF INCLUSIVE EDUCATION IN ENHANCING SPECIAL NEEDS
LEARNING EXPERIENCES IN PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY
COUNTY**

BY

JOAB ODHIAMBO OTIENO

MASTER OF EDUCATION LEADERSHIP AND MANAGEMENT

KCA UNIVERSITY

2024

**THE ROLE OF INCLUSIVE EDUCATION IN ENHANCING SPECIAL NEEDS
LEARNING EXPERIENCES IN PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY
COUNTY**

BY

JOAB ODHIAMBO OTIENO

**A RESEARCH DESSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION
LEADERSHIP AND MANAGEMENT IN THE SCHOOL OF EDUCATION, ARTS AND
SOCIAL SCIENCES, KCA UNIVERSITY**

SEPTEMBER, 2024

DECLARATION

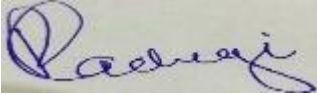
I declare that this dissertation is my original research work and has not been previously published or submitted elsewhere for award of a degree. I also declare that this contains no material written or published by other people except where due reference is made and the author duly acknowledged.

Student Name: **Joab Odhiambo Otieno**

Reg.No. **17/02414**

Sign:  _____ Date: **07/02/2025**

I do hereby confirm that I have examined the master's dissertation of Joab Odhiambo Otieno. And have certified that all revisions that the dissertation panel and examiners recommended have been adequately addressed.

Signature:  _____ Date: **07/02/2025**

Dr. Priscilla Gachigi

Signature:  _____ Date: **07/02/2025**

Dr. Jackson Mwangi

Dissertation Supervisors

ABSTRACT

This study evaluated the state of inclusive education in public secondary schools within Nairobi City County, Kenya, with an emphasis on assessing the current status, identifying associated challenges, and proposing practical solutions. The research aimed to explore instructional strategies employed by teachers to enhance inclusive teaching and learning for students with physical disabilities, assess the role of available resources in promoting inclusive educational outcomes, examine the implementation of inclusive education policies, and determine the challenges faced in implementing inclusivity for students with physical disabilities. Used a theoretical framework of Universal Design for Learning and Social Constructivism. The study was conducted across 15 schools in five purposively selected sub-counties within Nairobi City County. The study used a descriptive research design that combined qualitative and quantitative methods. A sample size of 98 respondents was selected through purposive and simple random sampling techniques. Data collection methods included structured questionnaires, interviews, observations, and focus group discussions, with descriptive data presented through tables, charts and graphs. The findings revealed that while there was a foundational understanding and some level of implementation of inclusive education policies, significant challenges persisted. The study found that while there was general support for ongoing professional development and clearer policy guidelines, gaps remained in effective policy application and resource allocation. Insights from the study highlighted the need for policy refinement, increased resource support, and enhanced training for educators. The results can provided valuable guidance for future educational policy and practice, underscoring the necessity for targeted strategies to improve the effectiveness of inclusive education and promote equitable learning opportunities for all students in Nairobi City County's public secondary schools.

ACKNOWLEDGEMENT

I would wish to show my heartily appreciation to the following people whose contributions, encouragement, guidance and support physically, spiritually and financially facilitated my research and helped me achieve this milestone. Thanks to my immediate supervisors Dr. Priscilla Gachigi and Dr. Jackson Mwangi who gave all their support in encouraging me and supervising each stage of this research proposal. Their patience, sincerity and helping spirit has left a mark not only in this paper but also in my future academic endeavours.

I would also like to acknowledge Prof. Caroline Omulando, Madam Hedwig Ombuda and Mr. Albert Ochieng' from the school of education, arts and social sciences, KCA University for their unrelenting support and guidance during the course of coming up with this research proposal.

I cannot forget to recognize my family for their unrelenting support throughout coming up with this research work. Their prayers and ingenuity have helped this research work easier thus leading to the success of my master's program.

Above all, I thank the Almighty God for provision throughout my academics.

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
DEDICATION	vi
LIST OF TABLES	vii
LIST OF FIGURES	ix
ACRONYMS AND ABBREVIATIONS	x
OPERATIONAL DEFINITION OF TERMS	xii
CHAPTER ONE	1
INTRODUCTION TO THE STUDY	1
1.1 Introduction.....	1
1.2 Background of the Study	1
1.3 Statement of the Problem.....	5
1.4 Purpose of the Study.....	6
1.5 Objectives of the Study.....	6
1.6 Research Questions.....	6
1.7 Assumptions of the Study.....	7
1.8 Significance of the Study	8
1.9 Scope and Limitations of the Study	9
CHAPTER TWO	10
LITERATURE REVIEW	10
2.1 Introduction.....	10
2.2 Empirical Literature Review.....	11
2.3 Theoretical Framework.....	22

2.4 Conceptual Framework.....	25
CHAPTER THREE	30
RESEARCH METHODOLOGY	30
3.1 Introduction.....	30
3.2 Research Design	30
3.3 Study Location.....	31
3.4 Study Population.....	31
3.5 Sample Procedure	33
3.6 Data Collection Procedure	35
3.7 Validity and Reliability.....	37
3.8 Data Analysis Techniques	38
CHAPTER FOUR.....	40
DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS	40
4.1 Introduction.....	40
4.2 Response Rates	40
4.3 Demographic Findings.....	41
4.4 Descriptive Findings	42
4.5 Discussion of Findings.....	82
4.6 Summary.....	85
CHAPTER FIVE	87
SUMMARY, CONCLUSION, AND RECOMMENDATION.....	87
5.1 Introduction.....	87
5.2 Summary of Findings.....	87
5.3 Conclusion of the Study.....	89
5.4 Recommendations of the study.....	90

5.5 Areas of Further Studies	91
REFERENCES.....	92
APPENDICES.....	100
Appendix I. Letter of Introduction.....	100
Appendix II. Questionnaire 1.1: Principals or Administrators	102
Appendix III. Questionnaire 1-2: Inclusive education teachers.....	108
Appendix IV. Questionnaire 2-1: Quality Assurance Officers and MOE Officers	120
Appendix V. Interview 3-1: Students.	132
Appendix VI. Research Budget	138
Appendix VI: Introduction Letter	140
Appendix VII: NACOSTI.....	141

DEDICATION

I dedicate this thesis to God, whose guidance and grace have been my constant support throughout this journey. I am deeply grateful to my academic sponsor, Mr. Thomas Opiyo Ayugi, whose financial, physical, and emotional support has been instrumental from my first year to the completion of this course. I also extend my heartfelt thanks to his late wife, Mrs. Eveline Ayugi, whose support allowed me to pursue and achieve this noble dream. Lastly, I dedicate this work to my family, whose inspiration and encouragement were vital in starting and completing this master's program. I hope this project serves as an inspiration to them and those around them.

LIST OF TABLES

Table 3. 1 Sample Size on children with Disability.....	34
Table 4. 1 Students Participants.....	43
Table 4. 2 Impact on Physically disabled	45
Table 4. 3 Awareness and Impact.....	47
Table 4. 4 Teachers Interviewed.....	50
Table 4. 5 Teachers Interviewed Descriptive Statistics	52
Table 4. 6 Teachers Capacity I	56
Table 4. 7 Teachers Capacity II	58
Table 4. 8 Challenges in Implementation	60
Table 4. 9 Heads of Schools Report.....	62
Table 4. 10 Effective Strategies and Achievements	63
Table 4. 11 Effective Strategies and Achievements Descriptive Statistics	65
Table 4. 12 Challenges and Addressing Them	68
Table 4. 13 Challenges and Addressing Them Descriptive Statistics	70
Table 4. 14 Support Mechanisms and Recommendations	71

Table 4. 15 Support Mechanisms Descriptive Statistics.....	73
Table 4. 16 Compliance and Awareness.....	74
Table 4. 17 Compliance and Awareness Descriptive Statistics	76
Table 4. 18 Sub-County Quality Assurance Officers' Feedback	78
Table 4. 19 Ministry of Education Officers' Feedback.....	80

LIST OF FIGURES

Figure 2. 1 Conceptual Framework	28
Figure 4. 1 Gender	41
Figure 4. 2 School Administrators	42
Figure 4. 3 Teachers Interviewed.....	54
Figure 4. 4 Barriers to Inclusive Education for Teachers	55
Figure 4. 5 Challenges Witnessed.....	61

ACRONYMS AND ABBREVIATIONS

ANOVA:	Analysis of Variance
CAST:	Centre for Applied Special Technology
CBC:	Competency Based Curriculum
CRC:	Cyclic Redundancy Check
CRPD:	Convention on the Rights of People with Disabilities
TSC:	Teachers Service Commission
HIV/AIDS:	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
IMF:	International Monetary Fund
KESSP:	Kenya Education Sector Support Programme
KNBS:	Kenya National Bureau of Statistics
OECD:	Organization for Economic Co-operation and Development
PWD:	People with Disability
UDL:	Universal design for learning
UN:	United Nations
UNESCO:	United Nations Educational, Scientific and Cultural Organization

MOE: Ministry of Education

OPERATIONAL DEFINITION OF TERMS

- Children:** Refers to individuals below the age of 18 years mainly those with physical disabilities in Nairobi City County. The age bracket is conventionally selected to include children with special needs whose incorporation into the secondary education system is limited by their special needs.
- Curriculum:** Refers to all the well-organized set of courses or educational experiences that schools make available to help children learn and develop in order to achieve a well outlined outcome. It includes learning objectives, content, school environment, methods of assessment and other organized learning enhancing activities that take place in and outside the classroom
- Disabilities:** Refers to the physical, sensory, cognitive or other developmental impairments, including visual, hearing, learning or physical needs, which influences social, economic or environmental participation of a student negatively.
- Inclusion:** Refers to a philosophy of ensuring that every student feels respected, supported and valued on the process of adjusting the school environment, regardless of their differences, that all the students may have the opportunity to interact, play, learn, work and experience a sense of belonging as well as give opportunity for them to develop in accordance with their potentials and difficulties.

Inclusive Education: Refers to an educational system that offers equal educational experience to all kind of learners regardless of their age, gender and disabilities. This ensures that they are provided with appropriate education within the mainstream classrooms within the regular schools.

Integration: Refers to a process through which learners with and without special needs are taught together to the maximum extent possible in a conducive environment. Every student is expected to adapt to the environment in order to learn.

Regular School: Refers to a mainstream school which is structured to accommodate all learners for academic, intellectual and social developing learners.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

Inclusive education aims to break barriers to education yet students with physical disabilities often face significant obstacles in accessing equitable learning opportunities. This research seeks to explore how inclusive education impacts the learning experiences of students with physical disabilities and to identify key strategies that educators can adopt to enhance these students' success and engagement in the classroom.

This chapter presents in details the background of the research study, the statement of the problem, purpose of the study, objectives of the study, research questions, assumptions of the study, significance of the study, scope and delimitation of the study.

1.2 Background of the Study

Inclusive education is an important element in a system of education, every child deserve equal chance to education. This background majored on the global perspective of inclusive education, the continental perspective, the steps the African continent has been putting in place to ensure inclusive education and finally the Kenyan perspective and inclusive policies, initiatives and practices already in place.

This research was based on students with physical disabilities such as visual impairments, hearing impairments, mobility impairments, orthopaedic impairments among others as independent variable, enhanced special needs learning experiences as dependent variables and an application

of inclusive educational practices as the determinant of the effect of dependent variable on independent variable.

In the global perspective, according to a report from (UNESCO, 2020), inclusive education has proved to become best approach that gives students with special educational needs equal chances to attend and benefit from educational programs. Inclusive education is a global concern with an aim to ensure that every student is given equal educational provisions without consideration of their age, where they come from, gender, nationality among other factors. Inclusive education is also a fundamental part of the fourth Sustainable Development Goal, which advocate for quality education for all and the promotion of lifelong learning opportunities. According to (UNESCO, 2020) children are gifted differently when it comes to learning, therefore each of them is different and should be equally considered in education.

In order to facilitate the holistic development of children physical, intellectual, and social all-inclusive classrooms that provide a welcoming and supportive learning atmosphere are necessary for inclusive education to occur. Thus, it's essential to carefully examine school rules and procedures to ensure that they can support all students with various learning requirements. Globally, especially in some developed countries in central and Eastern Europe such as Poland and Latvia and in Asia such as China, it is preferred that students with special needs should be taught in different classrooms because they are believed to disturb the normal students in the classroom, in developing countries, many schools are still not convinced about admitting students with special educational needs in their schools because they rely on following footsteps of developed countries such as United States of America, inclusive education could be made possible

if schools would remain focused to the inclusive principles thus treating all students equally (UNESCO, 2020).

In African continent, according to the report from the (Salamanca, 1994) conference, it was affirmed that school systems with inclusive classrooms are the most effective in building an inclusive educational society. This was supported by the world educational forum meeting in Dakar's report in 2000 which highlighted that many African countries such as South Africa, Nigeria, Senegal etc. are in the process of implementing inclusive educational practices in their educational systems with countries such as Lesotho and Tanzania were still having a lot of challenges because of the communities' cultural beliefs and the resource availability in these countries. Even though the Ministry of Education in these countries had already put in mind the implementation of inclusive education, there are limited resources such as teachers, teaching-learning equipment, and classrooms for the implementation of inclusive education thus making it very hard for them. (Namanya & Bota 2019).

In Kenya, just like other countries mentioned above, after independence in 1963, there was a drive to have a formal education which started with free universal primary education through many initiatives such as the formation of Ominde commission in 1964 which advocated against discrimination in education in post-colonial era, the 5th sessional paper number 1965 which proposed with education for economic growth rather than a social service and the committee on care and rehabilitation of the disabled, (Ngala. M, 1964), which resulted in the formulation of sessional paper number 5 of 1968. In addition, inclusive education in Kenya is supported by other various policies and initiatives such as the National Special Education Policy Framework 2009, Basic Education Act 2013 and the Kenya Institute for Curriculum Development. However, there

are still many challenges and barriers to the implementation and effectiveness of inclusive education in Kenya, such as lack of resources and facilities, inadequate teacher training and support, rigid curriculum and assessment, negative attitudes and stigma, and sociocultural factors. Therefore, there is a need to explore how inclusive education can improve equitable educational experiences for all students in Kenyan secondary schools, especially those with special educational needs.

According to the research by Orodho and Ezekiel (2015), inclusive education should focus on resilience and ingenuity. This should be reflected in how the infrastructure, the content of the curriculum, the attitudes and beliefs of staff, parents, and students, and the aim should be to provide equitable and inclusive education that promote the development of all students in a conducive environment. Both parents and students have important roles in designing the implementation of inclusive educational practices (Lindsay, 2007). Although every student is unique and has unique interests, skills, and learning requirements, it is necessary for children with special education needs to be able to attend a regular school with a student-centred pedagogy that addresses their needs.

In conclusion, the idea of educational inclusion is grounded on the fact that all students and youth, regardless of their diverse cultural, social and intellectual backgrounds, should gain access to the same learning opportunities in all government schools (UNESCO, 2020). UNESCO also emphasized that education systems, schools and teachers must focus on creating an inclusive environment that supports the values of respect and understanding for cultural, social and personal assortments.

1.3 Statement of the Problem

Nairobi City County's public secondary schools paint a more complex picture when it comes to challenges faced in inclusive education (Wawire, 2022). The instructional strategies employed by educators often face challenges in effectively catering to the diverse learning needs of students. This shortfall is further amplified by inadequate professional development programs, scarce resources, and a pervasive lack of awareness among teachers. Resource allocation, a key pillar in promoting inclusivity, is hindered by disparities in distribution and utilization (Fernandes et al., 2020). While inclusive education policies exist, their implementation is hindered by contextual variables, including societal perceptions, cultural barriers, and an overall lack of understanding. To address the limitations in instructional strategies, a focus on comprehensive professional development programs for educators is paramount (Mavrogordato & White, 2020). This entails specialized training initiatives aimed at equipping teachers with the skills and knowledge necessary to effectively implement inclusive teaching practices.

This study therefore sought to address these far-reaching consequences by actively bridging the knowledge gap in inclusive education. By proposing practical and sustainable solutions, the research aims to create a more equitable and inclusive educational landscape in public secondary schools across Nairobi City County. The focus was to be on fostering a learning environment that not only adheres to inclusive policies but also effectively implements them to ensure tangible and positive outcomes. To achieve this, the study emphasized the need to overcome the existing disconnect between inclusive education policies and their practical application. Through targeted interventions and recommendations, the research could contribute significantly to the enhancement of inclusive education practices within the educational system. The ultimate goal

was paving the way for a more inclusive, accessible, and equitable educational system that benefits all students, irrespective of their diverse learning needs and backgrounds.

1.4 Purpose of the Study

The purpose of this study was to carry out an Assessment of the Role of Inclusive Education in Enhancing Physical Needs Students Learning Experiences in Public Secondary Schools in Nairobi City County.

1.5 Objectives of the Study

This research was guided by the following core objectives:

- i. To find out the instructional strategies used by teachers in enhancing inclusive teaching and learning for students with physical disabilities.
- ii. To determine the role of available resources in promoting inclusive teaching and learning outcomes for learners with physical disabilities.
- iii. To establish the implementation of inclusive educational policies in teaching and learning of students with physical disabilities.
- iv. To determine challenges experienced in the implementation of inclusivity in teaching and learning by students with physical disabilities.

1.6 Research Questions

- i. What are the instructional strategies used by teachers to enhance inclusive teaching and learning for students with physical disabilities?

- ii. What roles are played by available resources in promoting inclusive teaching and learning outcomes for students with physical disabilities?
- iii. What is the progress on implementation of inclusive educational policies in teaching and learning for students with physical disabilities?
- iv. What challenges are experienced in implementation of inclusive educational practices for physical disability learning?

1.7 Assumptions of the Study

Inclusive education is important to all students, regardless of their needs and backgrounds, the following were to be assumptions of this study:

The study assumed that there are instructional strategies employed by teachers which significantly impact the effectiveness of inclusive and equitable teaching and learning. It was presumed that certain teaching methodologies contribute to better inclusion of students with diverse needs.

The research assumed that the availability and utilization of resources play a pivotal role in promoting inclusive education. It was anticipated that resources, both material and human, contribute substantially to the quality and outcomes of inclusive teaching and learning practices.

The study assumed that the successful implementation of equality educational policies is crucial for fostering inclusivity in teaching and learning. It was believed that policy adherence directly influences the degree to which educational institutions achieve inclusivity goals.

The research assumed that challenges exist in the implementation of inclusive educational practices. It was expected that factors such as insufficient resources, inadequate training, and

societal perceptions may pose obstacles to the effective inclusion of students with disabilities in mainstream education.

1.8 Significance of the Study

The findings of this research project are important to the following;

The Ministry of Education and other collaborators involved in all departments at the national, county and sub-county levels may gain a better understanding of the factors and issues that need to be explored in the area of equitable resource allocation and accessibility, particularly in terms of financial resources for better service delivery and inclusive education.

This research would also be of importance to educational law makers, institutions and organizations that deal with availability and accessibility of educational resources such as UNESCO, UN, UNHCR and the Parliamentary Committee on Education Reforms to come up with favourable inclusive education policies to ensure equitable resource allocation and accessibility to all secondary schools in Kenya.

This study could enable the national government to identify and implement measures that can be taken to ensure that funds are allocated to the Ministry of Education and delivered to secondary schools on time, also ensure that there is necessary infrastructure around secondary schools and security to ensure that supplied resources are not stolen and that they are distributed equally.

Through this research, the county can be able to identify areas or parts of the county that are highly affected by disparities in access and availability of educational resources in order to take the

necessary measures aimed at ensuring inclusive education is implemented in accordance to the policies established.

The results of this research could help researchers understand the role resources play in ensuring educational inclusiveness across the city county of Nairobi. They can also use the results of this study in their research to ensure inclusivity.

International aiding bodies such as the UN, UNESCO, IMF, OECD and others can be able to achieve their outlined goals of finding ways to ensure inclusiveness in education through access to available resources effectively without marginalization or favouritism.

1.9 Scope and Limitations of the Study

Scope is the extent to which the research addresses the topic and the variables within which the research is being carried out. This study focused on public secondary school in five selected sub-counties in Nairobi City County that implement inclusive education policies and practices for students with disabilities and special educational needs.

This study used a descriptive research design that combined quantitative data from questionnaires and test scores with qualitative data from interviews, focus groups and observations.

Limitations of this study included the non-uniformity and inconsistency of respondents in providing information, especially about information administered through questionnaires, which makes it difficult to collect adequate data.

The sample size was set at 98 respondents which was determined based on power analysis to ensure statistical significance while remaining feasible within time and resource constraints, this was at the expense of the larger group of students with special needs.

This research was limited geographically since it was focused on five sub-counties within Nairobi city county at the expense of other 12 sub-counties which are feasible.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter included detailed empirical literature review, theoretical framework, conceptual framework and research gaps.

2.2 Empirical Literature Review

This particular section presents in details the instructional strategies used by teachers in enhancing inclusive teaching and learning, role of available resources in promoting inclusive teaching and learning outcomes, Implementation of inclusive policies in teaching and learning, Challenges experienced in the implementation of inclusivity in teaching and learning by students with disabilities.

2.2.1 Instructional Strategies in Enhancing Inclusive Teaching and Learning

Inclusive education aims to ensure that all students, regardless of their abilities or disabilities, have equal access to quality education. Mitchell and Sutherland (2020) conducted a historical review of the evolution of inclusive education, indicating that the concept was first introduced in the early 1900s. At that time, many countries struggled to embrace and support the education of children with special needs. However, the 1960s marked a significant shift, as the global educational landscape began to advocate more strongly for the inclusion of pupils with special educational needs. According to Budlender (2015), the Salamanca Declaration, adopted in 1994, emerged as the most important international document on special education. The Declaration emphasized that children with specific learning needs should be integrated into mainstream schools, urging governments to prioritize policies, laws, and finances to reorganize educational systems in response to the diversity of learners (UNESCO, 2015). Despite this policy shift, challenges in fully implementing inclusive education remain prevalent globally.

Welch (2010) conducted an empirical study on group learning in two inclusive classrooms, aiming to evaluate the effectiveness of various pedagogical strategies in an inclusive school setting. This

research utilized a mixed-method approach, combining both qualitative and quantitative data collection methods. Participants included elementary school students from two separate suburban schools, each teaching two grades. The study's data collection methods involved the teachers maintaining a digest where they documented their time management, instructional strategies, group supervision methods, and reflections after completing the quantitative evaluation. The quantitative component of the study assessed student outcomes, particularly in reading and spelling skills, while the qualitative aspect utilized focused conversations and written comments from teachers regarding their satisfaction with group learning implementation.

In another study on inclusive education in African nations has revealed significant challenges and gaps, with various studies employing distinct methodologies to explore this complex issue. Howgego et al. (2014) conducted a mixed-methods study, combining qualitative interviews with community members and quantitative surveys among school administrators, to evaluate the barriers faced by students with special needs in several African countries. Their data collection revealed that students with disabilities encounter numerous impediments, including difficult learning environments, lack of appropriate facilities, unfavourable attitudes from teachers, biased application and admission processes, and inadequate disability policies and resources. While this study provided valuable insights into the challenges, it did not incorporate sufficient data on potential solutions to these problems, limiting its applicability for policy intervention. The study's findings were based on a purposive sample of 50 respondents, with data analysed using thematic coding for the qualitative section and descriptive statistics for the quantitative aspect.

Similarly, Ibok (2015) employed a survey-based methodology to assess the state of inclusive education in Nigeria, specifically after the enactment of the country's inclusive education policy

in 2008. The research targeted 100 school administrators, teachers, and policymakers, using questionnaires to gather data. Ibok's findings revealed persistent socioeconomic obstacles, inadequate financial resources, inaccessible infrastructure, poor teacher preparation for inclusive practices, and challenges in school management. Despite the implementation of policies, the study noted that teacher training programs were inadequate, and the infrastructure was not adapted to accommodate students with disabilities. The study utilized both quantitative analysis (through frequency and percentage distributions) and qualitative feedback from key informants, highlighting the need for enhanced governmental support and resource allocation to implement inclusive education effectively.

Abimanyi and Mannan (2014) conducted a longitudinal study in Uganda, incorporating interviews, focus group discussions, and observational methods to explore the setbacks faced by inclusive education in the country. Their study sampled 60 participants, including educators, parents, and students, employing stratified random sampling to ensure representation from both rural and urban settings. Data were analysed using both narrative analysis for qualitative data and regression analysis for quantitative findings. The study highlighted a lack of mobility equipment, negative cultural attitudes toward disability, inadequate funding, and insufficient teacher training in inclusive practices. The researchers noted that although some progress had been made in policy formulation, there was a gap in practical implementation due to resource constraints and societal perceptions. Furthermore, the study emphasized the importance of collecting reliable data on inclusive education to inform policy and practice, noting that Uganda lacked comprehensive datasets that could facilitate long-term planning.

2.2.2 Available Resources in Promoting Inclusive Teaching and Learning.

Cerna et al. (2021) conducted a study investigating the role of resources in the effective implementation of inclusive education, with a focus on public secondary schools. The study adopted a mixed-methods approach, combining both qualitative and quantitative data collection techniques. A sample of 350 teachers, school administrators, and policymakers from 50 public secondary schools in four African countries was selected through stratified random sampling. Data were collected through structured questionnaires, in-depth interviews, and focus group discussions. The findings indicated that human resources, including specialized teachers and support staff, were critical to promoting inclusive environments. However, 62% of the schools reported inadequate training for their educators in inclusive pedagogical practices. The study also revealed that the fair distribution of these resources remained a challenge, particularly in rural schools. Cerna et al. recommended the establishment of national resource allocation frameworks to ensure equitable access to both human and physical resources necessary for inclusive education.

Grimus (2020) evaluated the significance of physical resources in supporting inclusive education. The study utilized a descriptive research design, with data collected from a sample of 40 public secondary schools across urban and rural settings, involving 200 school administrators and teachers. Participants were selected using purposive sampling, targeting schools that had implemented inclusive education for at least two years. Data were collected through surveys and on-site observations. The findings showed that only 30% of the schools had accessible infrastructure, such as ramps and elevators, while 50% lacked assistive technology, including braille materials and screen readers. This lack of physical resources created barriers for students with disabilities. Grimus concluded that insufficient infrastructure and assistive technology were

major obstacles in the implementation of inclusive education and recommended that the government allocate funds specifically for upgrading school facilities to meet the needs of students with disabilities.

Pugach et al. (2020) investigated the role of informational resources, such as curriculum materials and educational technologies, in fostering inclusive education. The study was conducted in 30 inclusive secondary schools across three regions, with a total of 180 participants, including curriculum developers, teachers, and school leaders, selected using a multi-stage sampling technique. A qualitative methodology was employed, with data collected through interviews and focus group discussions. The study found that 65% of the schools lacked inclusive curriculum materials that catered to students with diverse learning needs. Additionally, the absence of assistive technologies, such as screen readers and digital learning platforms, hindered access to information for students with sensory impairments. Pugach et al. recommended the integration of inclusive content in national curricula and the provision of digital learning tools to support students with disabilities, ensuring equitable access to educational content.

Graham (2020) explored the influence of financial resources on the successful implementation of inclusive education programs. The study involved a sample of 250 school administrators, financial officers, and policymakers from 80 public schools across five regions, using proportional stratified sampling. A survey methodology was employed, using both closed and open-ended questionnaires to gather quantitative and qualitative data. The findings indicated that schools with higher financial allocations were more likely to invest in teacher training, assistive technologies, and infrastructure upgrades necessary for inclusive education. However, 70% of the schools, particularly in rural areas, reported inadequate funding, which limited their ability to provide the necessary resources.

The study concluded that disparities in financial resource allocation were a significant barrier to achieving inclusive education and recommended that governments develop funding policies that prioritize schools with limited resources to ensure equity in the distribution of financial support.

Penuel et al. (2020) examined the role of community engagement and collaboration in supporting inclusive education initiatives. The study used a mixed-methods design, with data collected from a sample of 500 teachers, school administrators, and community leaders across 60 public schools. Participants were selected using cluster sampling, focusing on schools with existing community outreach programs. The research employed surveys, interviews, and focus groups to gather data. Findings revealed that schools with strong community partnerships were more successful in addressing the needs of students with disabilities, with 75% of the respondents indicating that community organizations played a vital role in providing additional support services, such as counselling and therapy. However, the study identified a lack of formal structures for community collaboration in 45% of the schools. Penuel et al. recommended the development of community engagement frameworks that encourage collaboration between schools and local organizations to enhance the support provided to students with diverse needs.

Abdullahi (2023) carried out a qualitative study on the implementation of inclusive and equitable educational policies in public secondary schools in Nairobi County, Kenya. The study targeted a population of 300 teachers and school administrators from 25 public secondary schools, selected through purposive sampling. Data were collected using semi-structured interviews and document analysis of school policies. The findings revealed that while 80% of the schools had adopted inclusive education policies, challenges such as inadequate teacher training, lack of inclusive infrastructure, and insufficient financial support hindered their full implementation. Specifically,

60% of the schools reported that they lacked specialized teachers to support students with disabilities. Abdullahi recommended that policymakers focus on the continuous training of educators and the provision of adequate financial and physical resources to ensure the effective and equitable implementation of inclusive education policies across schools in Nairobi County.

2.2.3 Implementation of Inclusive education Policies in Teaching and Learning

UNESCO (2017) conducted a comprehensive report on the implementation of inclusive and equality policies in teaching and learning, emphasizing the significance of creating educational environments that cater to the diverse needs of learners. Using a mixed-methods approach, the study surveyed 500 teachers and school administrators across 40 schools globally. The findings indicated that inclusive education aims to provide equal access to quality education for all students, irrespective of their backgrounds or abilities. However, the report also identified that while policies promoting inclusivity were widely adopted, barriers to effective implementation, such as lack of resources and teacher training, remained. UNESCO recommended strengthening policy frameworks and ensuring adequate resources to promote inclusivity and equality in education.

Forlin et al. (2019) examined the role of teacher training and professional development in fostering inclusive classrooms. The study utilized a sample of 300 teachers from 25 schools, using a survey methodology to assess the teachers' knowledge, attitudes, and competencies regarding inclusive education. The findings showed that teachers lacked sufficient training to address the diverse needs of students. Professional development programs that emphasized inclusive pedagogies were shown to significantly improve teacher preparedness. However, the research highlighted that such programs were sporadic, particularly in rural settings. Forlin et al. recommended that teacher

training institutions incorporate mandatory courses on inclusive education and provide continuous professional development opportunities to equip educators with the necessary skills.

Avramidis and Norwich (2002) conducted a longitudinal study focusing on the effectiveness of individualized teaching strategies in inclusive classrooms. Their research, which sampled 200 teachers and students from 20 schools, adopted an observational design combined with structured interviews. The findings revealed that teachers who implemented personalized teaching methods saw a 25% improvement in student engagement and success. However, the lack of adequate training in differentiated instruction was cited as a challenge by the teachers. Avramidis and Norwich recommended that educational systems invest in teacher training programs specifically focused on inclusive strategies to promote equal opportunities for all learners.

Alghazo et al. (2018) explored the role of accessible learning resources and support services in enhancing the participation of students in inclusive educational settings. The study employed a mixed-methods approach, targeting 150 schools across different regions, with data collected from 400 teachers, administrators, and students. The findings indicated that only 40% of the schools had adequate assistive technologies and inclusive learning materials. Schools that provided these resources reported higher levels of student participation and academic achievement. Alghazo et al. concluded that disparities in resource allocation hindered the effectiveness of inclusive education policies and recommended governments prioritize funding for assistive technologies and specialized support services in schools.

Kalyanpur et al. (2019) investigated the impact of collaborative partnerships between schools, families, and communities on promoting inclusive education. The study used a qualitative methodology, sampling 30 schools and conducting in-depth interviews with 200 participants,

including teachers, parents, and community leaders. The findings revealed that 65% of schools with strong parental and community involvement reported improved student outcomes, particularly in fostering a sense of belonging and social cohesion. However, the study also highlighted that in 35% of the cases, schools lacked formal structures for community collaboration. Kalyanpur et al. recommended that schools implement formal partnership frameworks that involve all stakeholders in decision-making processes to support the effective implementation of inclusive education policies.

Booth et al. (2017) explored the role of community engagement initiatives, such as outreach programs and awareness campaigns, in promoting inclusive education. Using a sample of 100 schools across urban and rural areas, the study employed surveys and interviews to gather data from 500 participants. The findings indicated that 80% of schools with active outreach programs experienced a significant increase in awareness and positive attitudes towards diversity and inclusion. However, schools in low-income areas struggled with funding for such initiatives. Booth et al. recommended that governments and local organizations collaborate to provide financial and logistical support for community engagement efforts aimed at promoting inclusivity in education.

2.2.4 Challenges Experienced in the Implementation of Inclusivity in Teaching and Learning

Meijer and Watkins (2019) examined resource allocation for inclusive education across multiple European countries, employing a mixed-methods approach. The study used surveys and interviews with a target population of school administrators and teachers, representing both urban and rural schools. The researchers aimed to assess the distribution of resources, such as specialized support staff and assistive technologies, in relation to inclusive practices. Meijer and Watkins' study revealed a significant disparity in resource allocation, with rural schools notably under-resourced

compared to their urban counterparts. Their findings underscored the importance of equitable resource distribution, particularly the provision of human resources, such as specialized educators, and material resources, including accessible learning tools.

Frederickson and Cline (2015) conducted a qualitative study exploring the challenges teachers face in implementing inclusive education for students with disabilities. The research involved a target population of primary and secondary school teachers in the UK, with a sample of 200 educators participating in semi-structured interviews. The study sought to evaluate teachers' preparedness and professional development regarding inclusive education. Frederickson and Cline found that a significant number of teachers lacked the necessary training to handle students with diverse needs effectively. Through their methodology, they emphasized that ongoing professional development programs tailored to inclusive teaching are critical to ensure that educators are equipped with the skills to address these diverse needs.

Oliver (2018) carried out an ethnographic study in the UK that explored societal and cultural perceptions of disabilities and their impact on inclusive education. The target population included teachers, parents, and students from diverse socio-economic backgrounds. Through in-depth interviews and participant observation, Oliver's study uncovered that cultural misconceptions and negative societal attitudes toward disabilities posed significant barriers to the effective implementation of inclusive education. The ethnographic approach provided detailed insights into how these societal perspectives influenced classroom dynamics and teacher-student interactions. Oliver recommended a shift in societal attitudes through community engagement and awareness campaigns, though the study acknowledged the difficulty in changing deep-seated cultural norms.

Shaukat et al. (2019) focused on the contextual challenges of implementing inclusive education in Pakistan, employing a case study approach. The target population consisted of teachers and school administrators in urban public schools, with a sample size of 150 educators participating in interviews and classroom observations. Shaukat et al. sought to understand how local factors, such as societal norms and available resources, influenced the practice of inclusive education. The study found that teachers often struggled to apply theoretical knowledge in practical settings due to a lack of resources and societal support. The research highlighted the need for context-specific strategies and recommended that inclusive education policies should be adapted to reflect local socio-economic and cultural realities.

Njoroge (2021) conducted a case study in Kiambu County, Kenya, focusing on the experiences of visually impaired students in inclusive secondary schools. The target population included visually impaired students, their teachers, and school administrators. Using interviews, focus groups, and classroom observations, Njoroge examined the challenges that these students faced in accessing quality education. The findings indicated that negative attitudes from both peers and teachers, as well as a lack of specialized resources, were key barriers to inclusion. Njoroge's research further revealed that visually impaired students were often excluded from extracurricular activities, which limited their social integration and overall educational experience. The study highlighted the need for more comprehensive support structures and recommended better resource allocation to improve inclusion.

Meijer and Watkins (2019) also explored the importance of collaboration between schools, parents, and external support services for inclusive education. Their mixed-methods study targeted a population of 500 school administrators and parents across five European countries. Surveys and

interviews were used to evaluate how effectively schools coordinated with families and support services to create an inclusive learning environment. The findings revealed that poor coordination between these stakeholders often led to fragmented support systems, leaving students with disabilities without the comprehensive assistance they required. Meijer and Watkins suggested that building stronger partnerships between schools and communities could enhance the support available to students with disabilities, emphasizing the need for a more integrated approach to inclusivity.

2.3 Theoretical Framework

This research study was guided by social constructivism theory by Lev Vygotsky and Universal design for learning theory by Ann Mayer and David Rose, the theories have been chosen because they address adequately the objectives of this research study.

2.3.1 Social Constructivism Theory

The Social Constructivism Theory, which guides this research, was developed by the Russian psychologist Lev Vygotsky in the 1930s (Rannikmäe et al., 2020). This theory, outlined in the early 20th century, posits that individuals actively participate in the construction of their knowledge within a sociocultural environment. Vygotsky emphasized that learning is not confined to the individual but occurs predominantly through social interactions. The theory underscores the role of partnerships, particularly within peer groups, parents, and teachers, in the learning process. A key component of Vygotsky's theory is the Zone of Proximal Development (ZPD), highlighting the activities students can perform independently and those requiring teacher assistance. This

theory positions teachers as active facilitators in students' knowledge acquisition rather than passive transmitters of information (Mohammed & Kinyó, 2020).

Social constructivism, with its emphasis on interpersonal communication, cooperation, and active participation, aligns with the goals of inclusive education. Inclusive education, by fostering interaction among diverse learners, promoting a sense of belonging, and ensuring equal learning opportunities, resonates with the principles of social constructivism. The theory's core principles, such as construction of knowledge, cooperative learning, contextual learning, scaffolding, and active participation, provide a framework to examine the inclusive educational practices implemented in secondary schools in Kenya. It emphasizes the importance of cultural and social context, local educational environments, and support from teachers or peers to enhance students' knowledge and skills (Al-Qaysi et al., 2021).

In the context of this study, the Social Constructivism Theory plays a pivotal role in shaping the understanding of how teaching strategies impact inclusive education practices. As the research explores instructional methods, the theory underscores the importance of interpersonal communication and cooperation, emphasizing that successful teaching and learning are rooted in meaningful social interactions. This lens allows for an examination of how teachers facilitate conversations, collaboration, and engagement within the classroom setting to promote a sense of belonging and equal learning opportunities. The study explores the role of teachers in navigating the Zone of Proximal Development (ZPD) in inclusive education, focusing on scaffolding and social constructivism principles. It highlights the influence of cultural and social context on learning and the unique educational environment of Nairobi City County's secondary schools. The

research aims to assess how inclusive education practices align with the theory, contributing to equitable learning experiences for students with diverse abilities.

2.3.2 Universal Design for Learning

The Universal Design for Learning (UDL) framework, developed by Dr. David Rose and Dr. Ann Meyer in 1984, stands as a crucial tool in the research on inclusive education within public secondary schools in Nairobi County, Kenya (Bray et al., 2024). Functioning as a comprehensive teaching and learning design, UDL is designed to ensure equal access to the curriculum and promote the opportunity for success among all students. This theory recognizes the diverse needs of students and emphasizes the creation of flexible learning materials and environments. In the inclusiveness equation, tangible resources are important. An inclusive learning environment must have classrooms, accessible infrastructure, and educational materials. Enough physical resources guarantee that the classroom is comfortable and mobile for students with impairments (Sanger, 2020).

UDL, with its focus on flexibility, accessibility, and the recognition of diverse needs, aligns seamlessly with the objectives of the research, aiming to contribute insights into how educational practices can better support students with disabilities. Katz and Sokal (2017) note that UDL has demonstrated its effectiveness in supporting access, participation, and progress for all students. The framework promotes greater engagement, improved social skills, and increased interaction among peers. By emphasizing the importance of creating flexible learning materials and environments, UDL encourages educators to adapt resources to meet individual student needs, contributing to a more inclusive educational experience. Dickinson (2020) highlights the application of Universal Design (UDL) in education, emphasizing diversity, inclusion, and

accessibility. It encourages proactive practices like curriculum inclusion and physical access for all students.

In the context of the study, UDL principles advocate for a variety of learning methods, recognizing that students may engage with content differently. This aligns with the research's objective to understand the instructional strategies used by teachers to enhance inclusive and equitable teaching and learning. By supporting multiple modes of content delivery, such as lectures, collaborative learning opportunities, hands-on activities, and online communication, UDL contributes to creating a more accessible and engaging educational experience. The UDL framework, which emphasizes effective communication, aligns with the research's aim to implement inclusive educational policies. It breaks down barriers and fosters an inclusive learning environment by ensuring accessibility and recognizing diverse learner needs. This framework offers valuable insights for enhancing inclusive education practices.

2.4 Conceptual Framework

A conceptual framework provides the structural basis for the relationships between the independent, dependent, and intervening variables in a study (Wolf & De Groot, 2020). In this research, the framework seeks to explain how inclusive educational practices affect the learning experiences of students with physical disabilities.

Dependent Variable: Enhanced physical needs learning experiences

The dependent variable in this study is the learning outcomes and overall educational experiences of students with physical disabilities. This includes their academic performance, social inclusion, and overall engagement in the educational environment. Positive learning outcomes include

enhanced academic success, greater social integration, and holistic development in various aspects of their education.

Independent Variables: Inclusive Educational Practices, available resources and Challenges in Implementation of Inclusive education.

Inclusive education practices such as adapted instructions, universal design for learning accessible instructional materials and collaborative learning help to achieve equitable learning experiences within an inclusive school. Additionally, resource availability and challenges faced within the learning space may either impede or facilitate quick implementation of inclusive educational experiences. These challenges may include attitudes, cultural beliefs, stereotyping, and availability of curriculum and assessment materials.

Intervening Variable: Students with Physical Disabilities

The students with disability acts as the intervening variable in the conceptual framework. They mediate the relationship between dependent and independent variables. This variable represents the different types of physical disabilities that students may experience, which affect their mobility, sensory interaction, and ability to perform various tasks. The degree and level to which they receive adequate accommodations such as adapted instructions, adequate teaching and learning resources, positive attitudes and cultural beliefs, and updated curriculum and assessment strategies mediate a relationship between the dependent and independent variables.

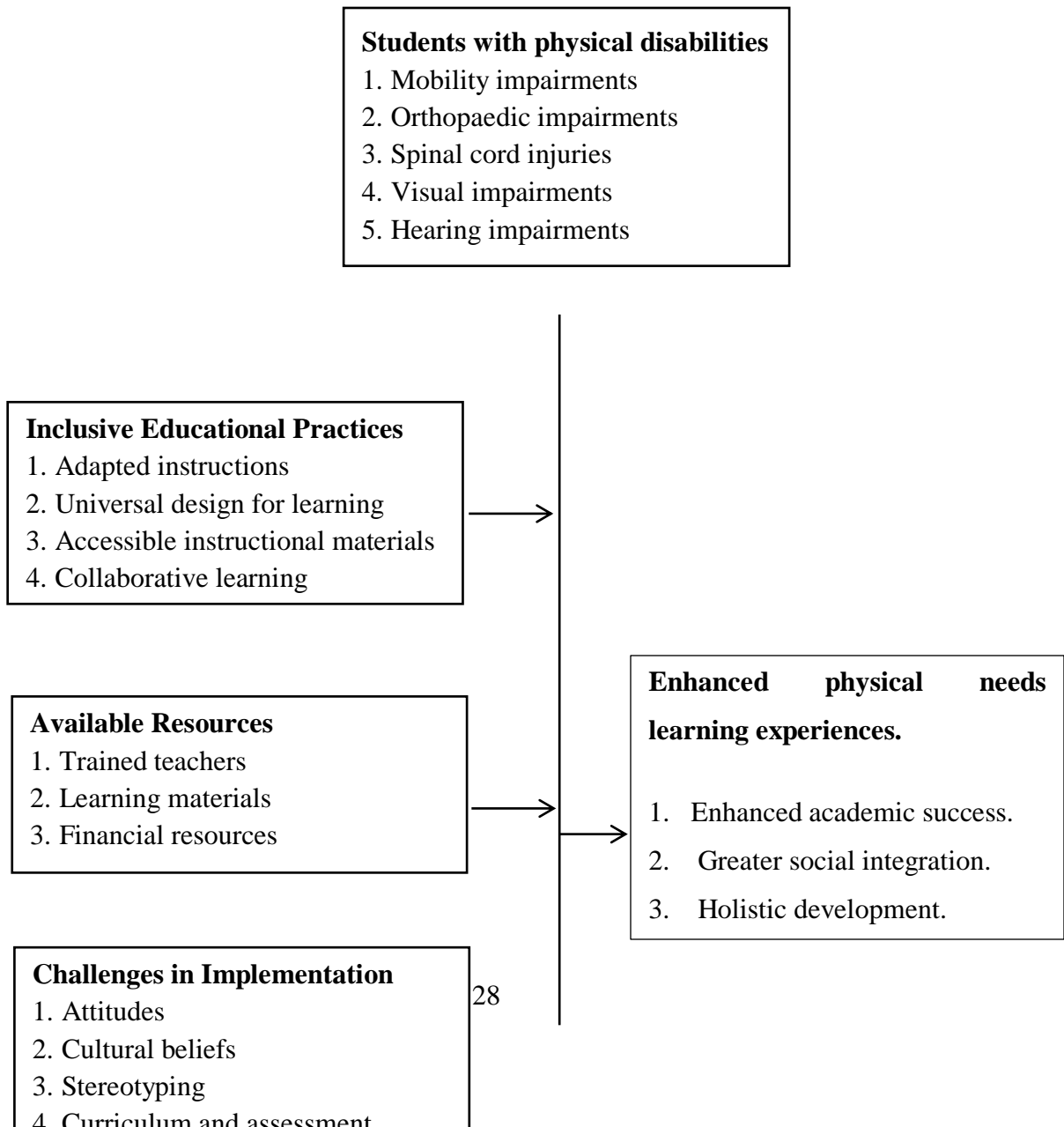
The social dynamics within the classrooms or school settings such as peer support and inclusion support efforts impact how interventions such as collaborative learning affects students with physical disabilities in both academic and social success.

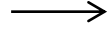
The types of physical disabilities include:

- Visual Impairments: Affecting sensory interaction and mobility.
- Hearing Impairments: Impacting communication and interaction in physical spaces.
- Mobility Impairments: Conditions like paralysis and muscular dystrophy affecting movement.
- Orthopaedic Impairments: Disabilities related to the skeletal system affecting physical activity.
- Neuromuscular Disorders: Conditions impacting nerve and muscle function.
- Spinal Cord Injuries: Resulting in varying degrees of paralysis.
- Cognitive Motor Disorders: Affecting the execution of motor tasks.

FIGURE 2. 1

Conceptual Framework





Independent Variables

Intervening Variable

Dependent Variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to the systematic process used by researchers to conduct different researches, collect data, analyze the data, and come up with conclusions. In this research chapter, research methods, research design, target population, data collection methods and instruments, validity and reliability of instruments, ethical considerations, and expected results of the research was clearly explained.

3.2 Research Design

This research study employed a descriptive research design to gather data from the field. This is a method of collecting data using a questionnaire and interviewing a sample of the population (Mibei, 2007). This design is used to describe a problem under scrutiny without manipulating them thus showing the snapshot of the real current state of affairs in inclusive education. Descriptive design was considered because it presents the data in a meaningful and easily understandable form that helps to easily understand the characteristics of the group in a specific situation that helps in making certain simple conclusions (Orodho and Kombo, 2006). This design was considered appropriate because the research focused on observations, opinions on knowledge of the present state of the phenomena under research and the tentative solutions.

3.3 Study Location

This study was conducted in public inclusive secondary schools across five purposively sampled sub-counties out of 17 present sub-counties within Nairobi City County. Based on the data from the KNBS, the researcher chose to select Kibra and Mathare sub-counties for the study due to their high number of vulnerable and special needs children as well as low income families in Nairobi City County. These areas were followed by Dagoreti Central, Kasarani, and Westlands, which have a moderate number of students with special needs and moderate to high exposure to educational resources. Nairobi is the capital city of Kenya and is considered the heart of the country. The county comprises seventeen sub-counties, this research was based on five purposively selected sub-counties within the city. Nairobi is the third smallest yet the most populous county in Kenya. This study location was chosen due to its significance as the capital and its high population density. Additionally, Nairobi city contains the largest informal settlement areas in Kenya, which according to the Ministry of Education report in 2020, have the highest number of children with special needs and vulnerable groups. The study population included students with physical disabilities, teachers, and school administrators, as well as Ministry of Education (MoE) officials, Quality Assurance Officers, and selected residents of Nairobi City County who have children attending inclusive public secondary schools within the county.

3.4 Study Population

A population refers to a complete set of individuals, cases, or objects with certain common observable characteristics. The target population according to (Henry, G.1990) is defined as the population to which the researcher wishes to generalize the results of the study. According to Mugenda & Mugenda (2009), there should be a rationale for defining and identifying the

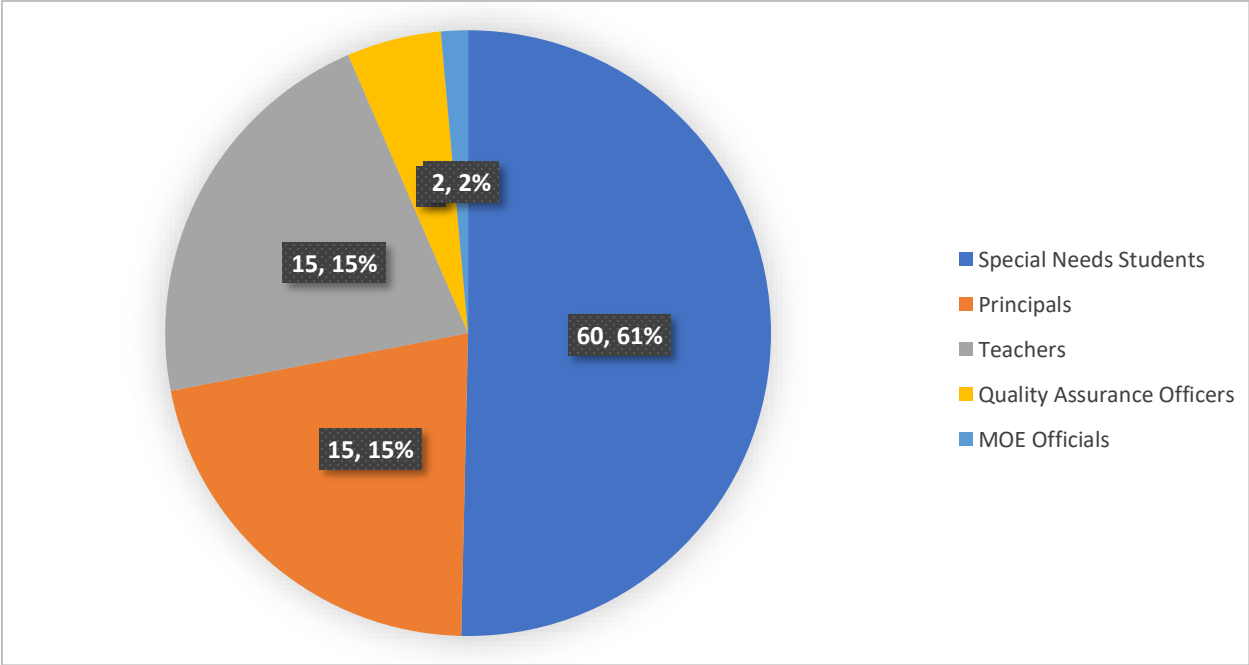
accessible population from the target population. The criteria which was to be used to select the study population was inclusion and exclusion criteria whereby only population with the desired characteristics such as diagnosis, treatment history, age range and physical properties was to be selected and those without these qualities was to be disqualified. The study was to also use random sampling to get the representatives of the whole population of children with disabilities.

The target population of this study was the management of secondary schools including principals and deputy principals, administrators, MOE officials, Quality assurance officers, school staff mostly teaching, students with physical disabilities and selected residents of Nairobi City County who have their children in inclusive public secondary schools within the county. This population was to be selected from the 17 sub-counties of Nairobi City County.

The study sample comprised 98 individuals divided as follows 60 students with physical special needs from the selected five sub-counties namely Kibra, Mathare, Westlands, Kasarani and Dagoreti central, and 15 principals, 15 teachers, 2 Ministry of education officials, 5 Sub-County and one County Quality Assurance and Standards Officers. The teachers were to be randomly sampled according to their availability, principals from all the sampled schools were to be selected as respondents as well as all the sub-county quality assurance officers, Purposive sampling was to be used to sample the students from all the public secondary schools in the selected sub-counties based on specific qualities. Figure 3.1 shows the study population.

FIGURE 3. 1

Sample Population



3.5 Sample Procedure

3.5.1 Sampling Procedure

According to Kothari (2004), a sample size refers to the number of observations included in a research study. In this study, purposive sampling was employed to select key respondents with specific expertise or insights relevant to the research. This group included school principals, Ministry of Education (MOE) officials, and quality assurance officers, as they were considered to have valuable perspectives on inclusive education practices. Purposive sampling enabled the deliberate selection of individuals whose roles and experiences could provide essential information for the study. In contrast, random sampling was applied to select teachers and students, ensuring that the sample represented the broader population, allowing for generalization of the findings. The study had a sample size of 98 individuals drawn from five sub-counties: Kibra, Mathare, Westlands, Kasarani, and Dagoreti Central which were purposively selected from the 17 sub-

counties. These areas were chosen based on data from the Kenya National Survey (2018), which indicated a high concentration of vulnerable children and students with special needs in Nairobi City County.

TABLE 3. 1

Sample Size on children with Disability

SUB-COUNTY	STUDENTS WITH PHYSICAL DISABILITY	WITH SAMPLE POPULATION
KIBRA	65	15
MATHARE	60	15
WESTLANDS	36	10
KASARANI	32	10
DAGORETI CENTRAL	40	10
TOTAL	233	60

(Source: Kenya National Survey, 2018)

This selection was aimed at capturing a broad spectrum of experiences and challenges related to inclusive education across varying levels of student needs.

3.5.2 Sampling Techniques

Cooper and Schindler (2016) define a sample as a subset of a population selected to represent the larger population, enabling inferences based on the sample's characteristics. In this study, the target population comprised special needs students from five selected sub-counties. A blend of purposive

and random sampling methods was applied to select the target sample of 98 individuals from 15 schools. The purposive sampling technique was used to select 60 students with physical disabilities, based on specific criteria such as age and type of disability, including visual impairments, hearing impairments, and spinal cord injuries. This approach allowed the researcher to focus on individuals who could provide insights relevant to the study's objectives.

Additionally, 15 teachers, six quality assurance officers, two Ministry of Education (MOE) officials, and 15 school principals were included in the sample. While the students were selected purposively, the teachers and experts such as the MOE officials were selected using random sampling based on their availability, ensuring that the sample represented a broad perspective of education professionals involved in inclusive education. Mugenda and Mugenda (2009) recommend that a sample size of 10% is appropriate for representing the target population. Consequently, the researcher followed this guideline, using purposive sampling to capture a diverse set of respondents while ensuring ethical considerations were followed.

3.6 Data Collection Procedure

The researcher sought an introduction letter from the School of Graduate Studies at KCA University, along with a research authorization letter and a research permit from the National Commission for Science, Technology and Innovation (NACOSTI).

Afterward, the researcher also obtained authorization from the respective sub-county directors of education in the six selected sub-counties. Additionally, the researcher scheduled appointments with the school principals, quality assurance officers, and MOE officials to facilitate the data collection process.

3.6.1 Data Collection Techniques

Data collection involved questionnaires, interviews, observations, and focus groups. Questionnaires were given to teachers, support staff, and administrators to gather demographic information and insights on inclusive education practices. Interviews with educators and special needs coordinators, conducted in person, explored challenges and strategies for supporting students with disabilities. Observations in school settings allowed the researcher to see how inclusive practices were implemented and how students engaged with their environment. Focus groups brought together students with physical disabilities to discuss their experiences and perceptions of inclusive education, evaluating how participation affected their self-esteem and sense of belonging.

3.6.2 Data Collections Tools

Questionnaires were used as the primary research instrument to gather the relevant information. Focus group discussions and interviews were used as supplementary data collection tools. According to (Toke et al., 2012), there are three basic types of questionnaires but this research was to basically use only closed ended and open-ended questionnaires to generate the required data from the sample population because of their reliability and effectiveness. The study used an integration of closed and open-ended questionnaires supplemented by focused group discussions with respondents thus it was to give data without limitation.

3.6.3 Ethical Considerations

The data collected was handled with care and confidentiality and used for the research purpose only. Permission was acquired from the university and ministry of education offices to allow

conduct the research study. Also, the researcher facilitated informed consent by making the respondents aware of what the research was to entail, informing them that the research had nothing to do with negatives in their organizations but aimed at finding solutions to the challenges faced.

3.7 Validity and Reliability

3.7.1 Pilot Study

In an endeavour to improve the validity and reliability of the research instruments, a pilot study was carried out on the target population. For Kothari (2008), a pilot study is considered advisable to undertake a preliminary survey to ascertain the errors and omission in the research instruments. The aim of the pretesting was to gauge the clarity and relevance of research instruments. This was meant to ensure that those items found to be inadequate for measuring variables are either discarded or modified to improve the quality of the research instruments. The pilot study was done by administering the research instruments to teachers, students and managers in five public secondary schools in Kisumu East constituency in Kisumu City County.

3.7.2 Validity of the Research Instruments

Validity determines whether a research item actually measures what it purports to measure or how factual the research results are. To verify the validity of the instruments, an evaluation was conducted involving content, criterion, face and construct validity (Fiona, M. 2019). Construct validity was used to validate whether the research measured the concept that it was intended to measure, content validity on the other hand was used to establish if the research fully represent

what it was intended to measure, face validity helped to establish whether the research achieved its aim and finally, criterion validity was used to deduce whether the results accurately measure the concrete outcome they was designed to measure. This involved recording and analyzing the degree of correlation among the results obtained from the instruments used. The instruments were also given to the supervisor for further inspection to identify potential gaps that were filled by the researcher.

3.7.3 Reliability of the Research Instrument

Reliability pertains to the consistency of study results over time and their accuracy in representing the entire study population. The objective of reliability analysis was to determine the degree to which a measurement procedure yielded consistent outcomes when repeated under identical conditions (Tock et al., 2012). In this research, reliability was evaluated using the test-retest method, whereby the same instrument was administered to a different sample population. The research established a positive correlation between the two sets of results using Pearson product-moment correlation analysis.

3.8 Data Analysis Techniques

According to Gall and Borg (2007), data processing and analysis involve inspecting, cleaning, transforming, and modelling data to uncover useful information, suggest conclusions, and support decision-making. For this study, the researcher utilized qualitative data analysis software to manage and interpret the data collected from the questionnaires, focus group discussions, and interviews. The completed questionnaires were edited for completeness and consistency using

content and thematic analysis methods. The data was then cleaned before being analyzed using descriptive statistics on SPSS 27 to summarize the key findings.

For the qualitative data obtained from focus group discussions and interviews with quality assurance officers, principals, and MOE officials, the researcher used Dedoose software. Dedoose facilitated the transcription and content analysis of the interview responses, enabling the researcher to identify patterns, themes, and insights from the data. The findings were then presented using tables, charts, likert scales and graphs to facilitate comparison and further analysis.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This analysis examines the effectiveness of inclusive education in secondary schools in Nairobi City County, focusing on the experiences of physically disabled students, teacher qualifications, and challenges in implementing inclusive practices. Data collected includes students, teachers, administrators, and MOE officers. The findings aim to identify areas of success and gaps in inclusive education, focusing on students' experiences, teachers' attitudes, administrators' awareness, and educational officers' monitoring and evaluation capacity.

4.2 Response Rates

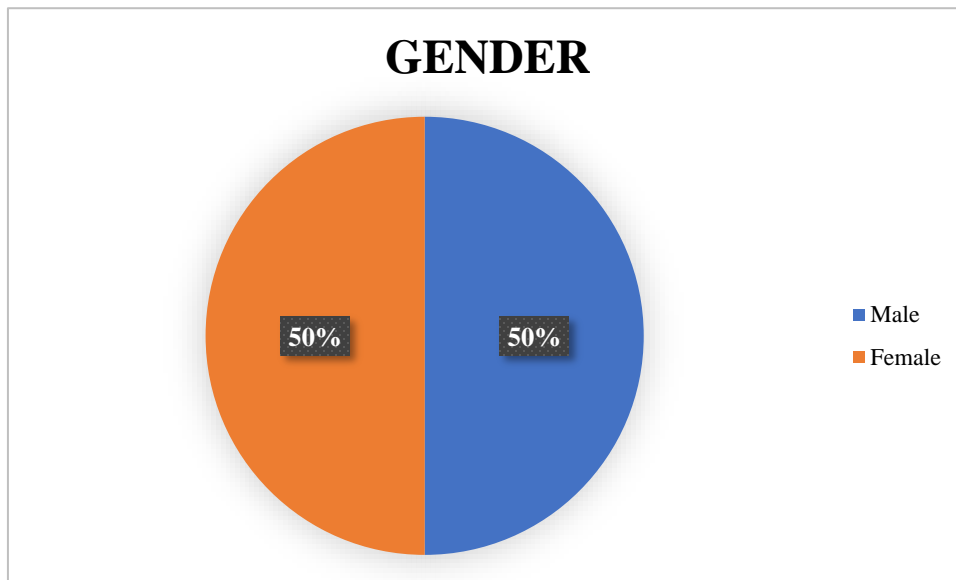
The study on inclusive education achieved a remarkable 100% response rate, with all distributed questionnaires being fully completed and returned. This full participation underscores the comprehensive engagement of students, teachers, and school administrators, ensuring that the collected data is both representative and robust. A 100% response rate significantly enhances the credibility of the findings, minimizing nonresponse bias and providing a clear, accurate picture of the current state of inclusive education. It reflects a high level of commitment and interest from all participants, indicating their genuine investment in the study's outcomes. Consequently, this complete dataset allows for more reliable and generalizable insights, which are crucial for formulating effective strategies and policies in inclusive education.

4.3 Demographic Findings

The study on inclusive education involved full participation from all targeted respondents, achieving a 100% response rate across students, teachers and school Administrators. The full participation ensured comprehensive data collection, providing a well-rounded perspective on the implementation and impact of inclusive education policies and their outcomes, making the study relevant and credible. The study included 60 students, evenly split by gender, with 30 males and 30 females. This balanced representation allowed for a comprehensive analysis of inclusive education's impact across different gender among students.

FIGURE 4. 1

Gender of Respondents

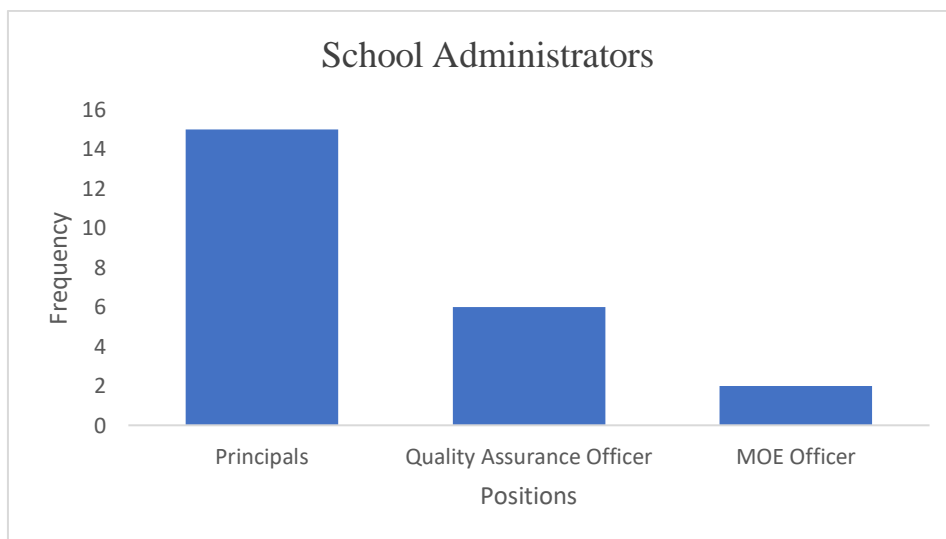


(Source: Study Findings, 2024)

The students are in secondary schools and have been in school for between 1 and 4 years. This group consist mainly of teenagers who are mature enough to explain their experiences, attitudes and awareness of the policies which govern inclusive education.

FIGURE 4. 2

School Administrators



(Source: Study Findings, 2024)

There were 15 teachers who participated, including those with special education training (SNE) and those without. This group provided valuable insights into the preparedness and challenges faced in delivering inclusive education. School Administrators who included 15 heads of schools, 6 sub-county quality assurance officer and 2 MOE officers participated and shared their insights.

4.4 Descriptive Findings

The tables below show the quantitative values obtained in the research. Descriptive statistics relevant to each table appear below each table with clear interpretation of the values in the table.

4.4.1 Student Participants

The findings in TABLE 4. 1 show the gender distribution of students with physical disabilities who participated in the research.

TABLE 4. 1

Student Participants

Gender	Frequency	Percentage (%)
Males	30	50.00
Females	30	50.00
Total	60	100.00

(Source: Study Findings, 2024)

Of the 60 students involved, 30 were males and 30 were females, highlighting a balanced representation of both genders in the study. This even distribution is crucial as it ensures that the research provides a comprehensive understanding of the experiences and challenges faced by both male and female students with physical disabilities. By including an equal number of male and female participants, the study mitigates potential gender biases and facilitates a more nuanced analysis of any gender-specific issues that may arise. This balanced approach not only enhances the credibility of the research but also ensures that the findings are representative of the entire student population with physical disabilities. As a result, the study can offer more equitable

recommendations and interventions for inclusive education. This approach contributes to the development of inclusive educational practices that are sensitive to the needs of all students, thereby promoting a more equitable and supportive learning environment for students with physical disabilities regardless of their gender. This is in line with findings of the study by Welch (2011).

4.4.1.1 Impact of Inclusive Education

The findings in TABLE 4. 2 show the impact of inclusive education on physically disabled students in relation to their interactions with classmates.

TABLE 4. 2

Impact on Physically disabled

Gender	Years in school	With positive interrelation with classmates	Without positive Interrelation with classmates	Number of students
Male	1	4	1	5
	2	2	2	4
	3	7	2	9
	4	11	1	12
Female	1	4	0	4
	2	4	1	5
	3	5	1	6
	4	13	2	15
Total		50	10	60
Percentages		83.33%	16.67%	100.00%

(Source: Study Findings, 2024)

The data reveals that out of 60 physically disabled students, 50 reported positive interrelations with their peers, which constitutes 83.3% of the total participants. Among male students, those with more years in school exhibited an increasing number of positive interactions, with a notable rise from 4 in their first year to 11 in their fourth year. Conversely, female students also demonstrated a positive trend, with those in their fourth year achieving the highest number of positive interactions (13). This significant proportion of positive interrelations underscores the benefits of inclusive education in fostering social integration and peer support among physically disabled students. The increase in positive interactions over time suggests that prolonged exposure to inclusive educational settings enhances social relationships. The findings emphasize the importance of maintaining and promoting inclusive practices to support the social development and overall well-being of students with physical disabilities.

4.4.1.2 Awareness of Inclusive Education on Students

The findings in TABLE 4. 3 highlight the awareness and impact of inclusive education on students.

TABLE 4. 3

Awareness and Impact of Inclusive Education

Awareness and Impact	Gender	
	Male	Female
Aware of Inclusive Education	69.20%	64.30%
Unaware of Inclusive Education	30.80%	35.70%
Impacted Positively by Inclusive Education	85.70%	64.70%
Impacted Negatively by Inclusive Education	14.30%	35.30%
Report Improved Academic Performance	23.30%	20.00%
Report Improved Positive Social Interaction	66.70%	80.00%

(Source: Study Findings, 2024)

The data reveals that 60% of both male and female students are aware of inclusive education. Among these aware students, 84% of males and 73.3% of females perceive a positive impact from inclusive education, while 14% of males and 26.7% of females feel negatively impacted. Improved academic performance is reported by 23.3% of males and 20% of females. In terms of social interactions, 66.7% of males and 80% of females report improved positive social interactions due to inclusive education. This indicates a stronger positive effect on female students regarding social interactions. The data underscores the significant role of inclusive education in fostering a more supportive and socially engaging environment, although there is a notable percentage of students who still perceive some negative impacts. The findings emphasize the need for continuous efforts

to enhance the effectiveness of inclusive education practices to maximize benefits for all students. As envisaged in the study by Mitchell and Sutherland (2020).

4.4.2 Inclusive Education Teachers

The findings from the inclusive education research reveal that all 15 teachers who were expected to complete and return the questionnaire did so. This full participation rate is highly significant as it ensures a comprehensive understanding of the challenges and insights from teachers directly involved in inclusive education settings. The 100% response rate enhances the reliability and validity of the data, providing a clear and accurate picture of the teachers' perspectives on accommodating physically disabled students, their training needs, and the barriers they face. It underscores the commitment of the teachers to contributing valuable feedback for improving inclusive education practices.

4.4.2.1 Teachers Interviewed

The findings in **Error! Reference source not found.** indicate varied perceptions about the impact of inclusive education on physically disabled students.

The statement that the inclusion of physically disabled students in regular classrooms positively impacts their interaction with classmates received strong support, with 5 respondents strongly agreeing and 5 agreeing. This suggests a consensus that inclusion fosters positive peer interactions. However, 2 respondents disagreed, reflecting some scepticism. The statement regarding increased positive interactions with classmates as physically disabled students advance in school had a mixed response. While 2 strongly agreed and 5 agreed, 5 were neutral and 2 disagreed, signalling that while some observe improvement, others do not see significant changes.

Regarding prolonged exposure to inclusive settings enhancing social relationships, 4 strongly agreed and 5 agreed, with 3 neutral and 1 disagreeing. For the statement on male students showing more positive interactions later in school, 3 strongly agreed and 4 agreed, with 4 neutral and 3 disagreeing. The statement about female students showing improved interactions received moderate support with 3 strongly agreeing, 6 agreeing, and 3 neutral. Lastly, the perception that inclusive education contributes significantly to social integration received moderate support, with 3 strongly agreeing, 5 agreeing, and 3 neutral.

TABLE 4. 4

Teachers Interviewed

	SA	A	N	D	SD
The inclusion of physically disabled students in regular classrooms has positively impacted their ability to interact with classmates.	5	5	3	2	0
Students with physical disabilities experience an increase in positive interactions with classmates as they progress through their years in school.	2	5	5	2	1
Prolonged exposure to inclusive educational settings enhances the social relationships of physically disabled students.	4	5	2	3	1
Male students with physical disabilities show a higher number of positive interactions with peers in their later years compared to their first year.	3	4	4	3	1
Female students with physical disabilities demonstrate improved positive interactions with peers as they advance through their school years.	3	6	3	3	0
Inclusive education contributes significantly to the social integration and peer support of physically disabled students.	3	5	3	3	1

(Source: Study Findings, 2024)

The descriptive statistics TABLE 4. 5 provide insights into how respondents view the impact of inclusive education on physically disabled students. The statement that the inclusion of physically

disabled students positively impacts their ability to interact with classmates has a mean score of 3.87 and a standard deviation of 0.99. This indicates a general agreement that inclusion is beneficial, with some variability in responses. The perception that students with physical disabilities experience increased positive interactions over time has a mean score of 3.27 and a standard deviation of 1.10.

TABLE 4. 5

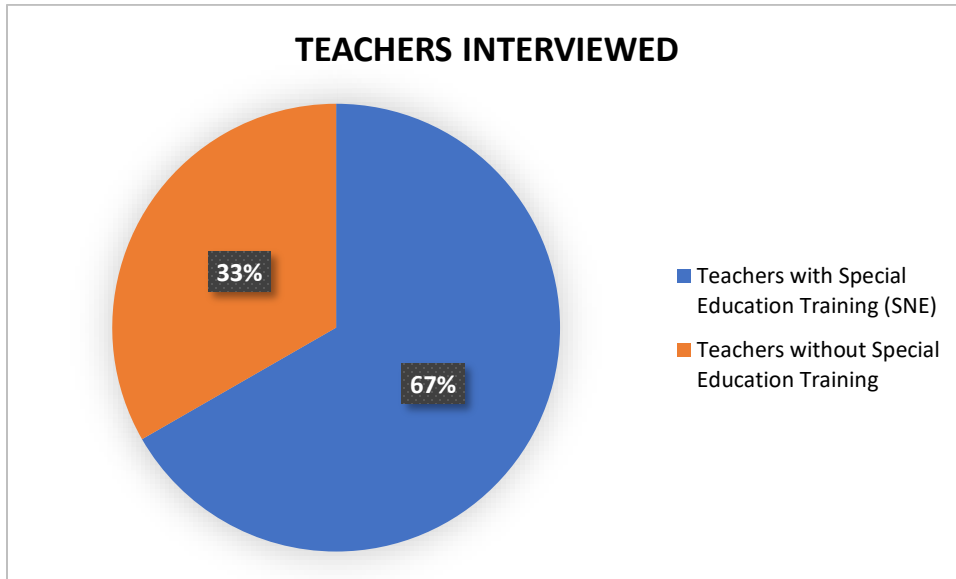
Teachers Interviewed Descriptive Statistics

	N	Minimum	Maximum	Mean		Deviation
	Statistic	Statistic	Statistic	Statistic	Error	Statistic
The inclusion of physically disabled students in regular classrooms has positively impacted their ability to interact with classmates.	15	1.00	5.00	3.8667	.25573	.99043
Students with physical disabilities experience an increase in positive interactions with classmates as they progress through their years in school.	15	1.00	5.00	3.2667	.28396	1.09978
Male students with physical disabilities show a higher number of positive interactions with peers in their later years compared to their first year.	15	1.00	5.00	3.3333	.33333	1.29099
Inclusive education contributes significantly to the social integration of students with physical disabilities	15	1.00	5.00	3.3333	.31873	1.23443

This suggests a moderate agreement but also significant variation in opinions about how interactions change with time. Prolonged exposure to inclusive settings enhancing social relationships has a mean score of 3.53 and a standard deviation of 1.30. This moderate agreement with substantial variability indicates that while some believe in the benefits of long-term exposure, others do not see the same impact. The view that male students with physical disabilities show more positive interactions in later years has a mean score of 3.33 and a standard deviation of 1.29. This moderate agreement with high variability reflects differing opinions on the impact of gender on social interactions. The perception that female students show improved interactions over time has a mean score of 3.47 and a standard deviation of 1.06. This suggests a general agreement with moderate variability regarding the impact of gender on interactions. Finally, the belief that inclusive education significantly contributes to social integration has a mean score of 3.33 and a standard deviation of 1.23. This indicates a moderate agreement with some variability in how significant respondents believe the contribution of inclusive education is. This aligns with the study findings of (UNESCO, 2015).

FIGURE 4.3

Teachers Interviewed



(Source: Study Findings, 2024)

Figure 4.3 illustrates the distribution of teachers based on their specialization in Special Needs Education. It shows that 67% of teachers have specialized training in Special Needs Education, while 33% do not. This indicates a significant majority of educators possess qualifications tailored to meet the needs of students with disabilities, highlighting a strong commitment to inclusive education.

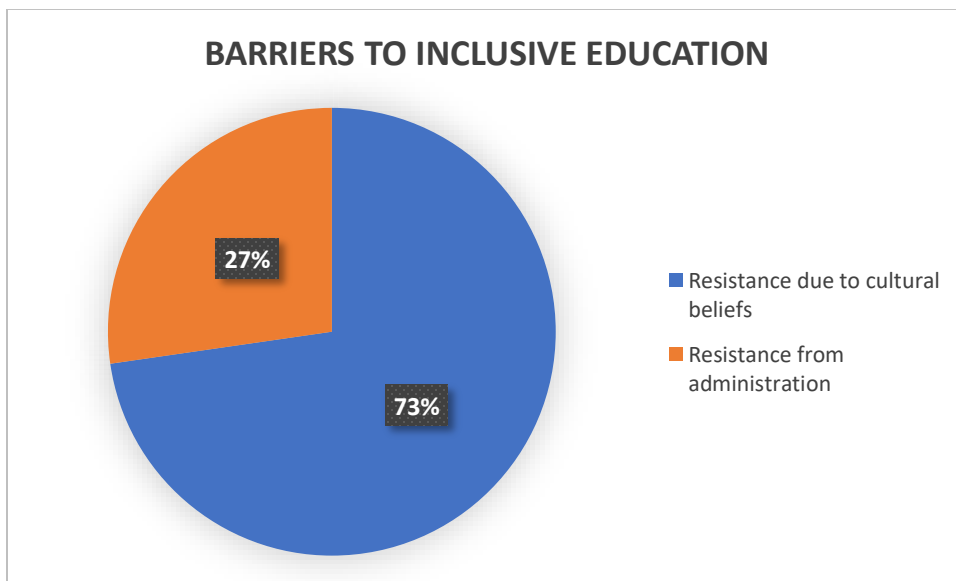
4.4.2.2 Barriers to Inclusive Education for Teachers

The findings in **Error! Reference source not found.** reveal significant barriers that teachers face in implementing inclusive education. While 10 out of 15 teachers are trained in special education (SNE), the remaining 5 lack this crucial training, limiting their ability to effectively support students with disabilities. This training gap highlights the need for more comprehensive

professional development to equip teachers with the skills needed for inclusive classrooms. Resistance to inclusive education presents a major challenge. Eight teachers reported facing resistance due to cultural beliefs, reflecting deep-seated societal norms and misconceptions about disabilities. Such cultural resistance can undermine efforts to foster an inclusive environment by perpetuating prejudice and misunderstanding within the community. Additionally, three teachers experienced resistance from the administration. This administrative resistance can manifest as insufficient support, lack of resources, or reluctance to prioritize inclusive practices, further complicating the task of accommodating all students effectively.

FIGURE 4. 4

Barriers to Inclusive Education for Teachers



(Source: Study Findings, 2024)

The combination of inadequate training and resistance both cultural and administrative creates substantial obstacles to successful inclusive education. These findings align to those of Cerna et

al. (2021); Grimus (2020); Pugach et al., (2020). Addressing these barriers requires targeted initiatives, including enhanced professional development for teachers, cultural awareness programs to shift societal attitudes, and stronger administrative support to ensure that resources and policies align with inclusive education goals.

4.4.2.3 Teacher’s Capacity to Accommodate the Physically Disabled Students

The findings in TABLE 4. 6 highlight several aspects of teachers' capacity to accommodate physically disabled students in inclusive settings. The data highlights several key aspects of teachers' capacity to support physically disabled students in inclusive settings.

TABLE 4. 6

Teachers Capacity I

Teacher’s report	Have any monitoring and evaluation of their strategy to accommodate physically disabled	Ready to use technology	Understand inclusive education policies	Apply some strategies to accommodate physically disabled	Feel they have adequate training to teach physically disabled
Frequency	0	5	6	15	3
Percentage	0.0%	33.3%	40.0%	100.0%	20.0%

(Source: Study Findings, 2024)

Notably, no teachers reported having a monitoring and evaluation strategy for their accommodation methods, indicating a lack of systematic feedback. About 33.3% of teachers are ready to use technology to support students, which could enhance accessibility. 40.0% of teachers understand inclusive education policies, which is important for aligning practices with guidelines. However, only 20.0% of teachers feel adequately trained to teach physically disabled students, pointing to a gap in confidence and training. While all teachers reported applying some strategies to accommodate physically disabled students, the findings underscore the need for better evaluation mechanisms and more comprehensive training to improve inclusive education practices. The above findings align to the study carried by (Abdullahi, 2023).

The findings in TABLE 4. 7 reveal significant gaps in the teachers' capacity to effectively support physically disabled students within an inclusive education framework. None of the teachers reported having regular training to stay updated with current trends in inclusive education, which may impede their ability to implement the latest strategies and practices effectively. The data reveals several gaps in the teachers' capacity to support physically disabled students effectively within an inclusive education framework. Only 26.7% of teachers reported having regular training to stay updated with current trends, indicating a need for continuous professional development. This reflects the findings of (Avramidis and Norwich. 2002).

TABLE 4.7

Teachers Capacity II

Teacher’s report	Have regular training to keep abreast with the trends	Feel they are implementing Inclusive education effectively	Have any form of collaboration with other teachers, administration or experts supporting physically disabled	Feel they can overcome the barriers of inclusive education	Do any form of advocacy to change the attitudes on inclusive education
Frequency	4	1	5	3	2
Percentage (%)	26.7%	6.7%	33.3%	20.0%	13.3%

(Source: Study Findings, 2024)

A mere 6.7% felt confident in their ability to implement inclusive education effectively, reflecting a significant gap in perceived efficacy. About 33.3% of teachers have some form of collaboration with other teachers, administration, or experts, which is essential for addressing complex needs. However, 20.0% of teachers felt they could overcome barriers to inclusive education, and only 13.3% engaged in advocacy efforts to change attitudes towards inclusive education. These findings underscore the urgent need for more targeted professional development, increased support systems, and advocacy initiatives to improve the effectiveness of inclusive education practices and foster a

more supportive and inclusive school environment. These findings align with the findings by (Forlin et al. 2019).

4.4.2.4 Challenges in Implementation of Inclusive Education

The findings in TABLE 4. 8 reveal the challenges faced in the implementation of inclusive education. Out of 40 physically disabled students surveyed, 66.7% reported observing challenges in the implementation of inclusive education. The challenges were experienced by 28 physically disabled students, 4 principals, and 8 teachers. Specifically, 20 male and 20 female students reported witnessing these challenges. Among the male students, 12 were physically disabled students, 3 were teachers, and 5 were principals. None of the male respondents identified 'Other' as a category. In contrast, among the female students, 16 were physically disabled, 1 was a teacher, and 3 were principals, with no reports of 'Other' individuals affected.

TABLE 4. 8

Challenges in Implementation

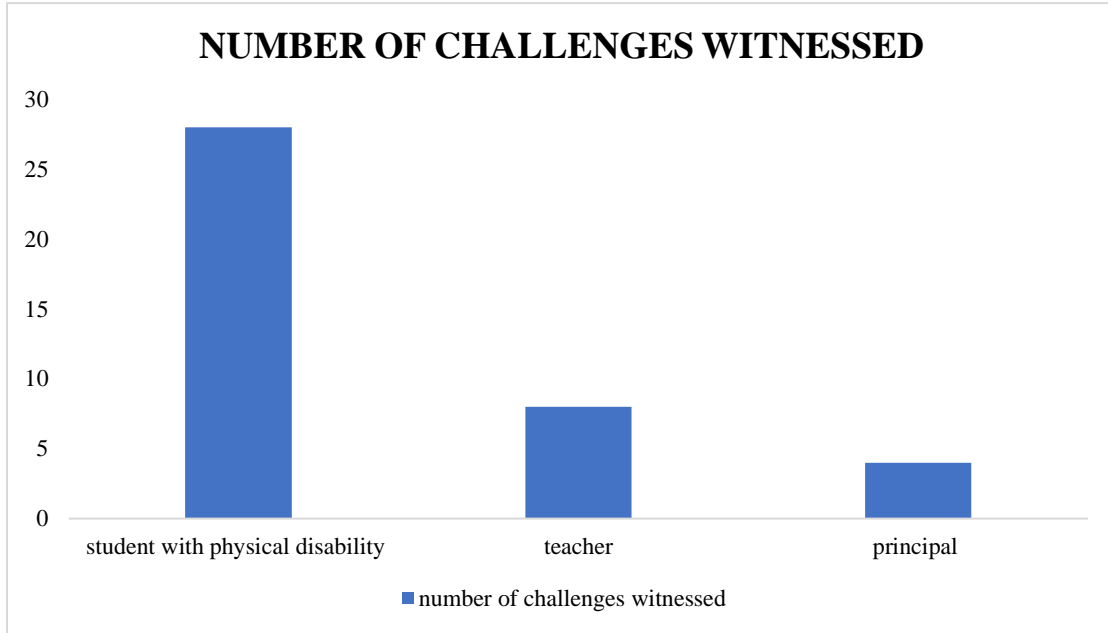
Gender	Report witnessing a challenge	The person affected by the challenge			
		Physically Disabled student	Principal	Teacher	Other
Male	20	12	3	5	0
Female	20	16	1	3	0
Totals	40	28	4	8	0

(Source: Study Findings, 2024)

The predominant challenges were observed by the physically disabled students themselves, indicating that the primary issues are directly impacting the students who are meant to benefit from inclusive education. The distribution of challenges among principals and teachers suggests that while students are most affected, the implementation issues also extend to educational staff. This comprehensive view of the challenges underscores the need for targeted interventions to address both student-specific and broader systemic issues in the inclusive education framework. This is as stated in the findings by Howgego et al. (2014); Abimanyi and Mannan (2014).

FIGURE 4. 5

Challenges Witnessed



(Source: Study Findings, 2024)

4.4.3 School Administrators

The findings in TABLE 4. 9 provide an overview of school administrators' perspectives on inclusive education within their schools.

According to the data, 75% of school administrators reported that accommodations are made for disabled students. This indicates a strong commitment to creating inclusive environments where students with disabilities receive necessary support. However, a similar proportion, 75%, also acknowledged facing challenges in the implementation of inclusive education, highlighting a persistent struggle despite the available accommodations. This duality suggests that while the

intention to support disabled students is present, there are practical difficulties in executing these inclusive practices effectively.

TABLE 4.9

Heads of Schools Report

Report	Frequency	Percentage (%)
Accommodation for Disabled	15	50.00%
Challenges in Implementation	15	50.00%
Aware of Policies	8	30.80%
Unaware of Policies	5	19.20%
Complied with Policies	5	19.20%
Not Complied with Policies	8	30.80%
All Teachers Aware	10	38.50%
All Teachers Unaware	3	11.50%

(Source: Study Findings, 2024)

Awareness of policies related to inclusive education appears to be moderately high among school administrators, with 61.5% of them being aware of these policies. Conversely, 38.5% remain unaware of the policies, which could affect the consistency and quality of inclusive education implementation. Compliance with these policies is reported by 38.5% of administrators, while 61.5% admit to not complying with them fully. This disparity indicates a gap between policy awareness and actual adherence, potentially undermining the effectiveness of inclusive education practices. This concurs with the findings of (Graham, 2020 and Abdullahi, 2023)

Furthermore, the data reveals that 76.9% of administrators believe that all teachers are aware of the inclusive education policies, while 23.1% think that not all teachers are informed. This high level of awareness among teachers is encouraging; however, the 23.1% who are unaware suggests a need for improved communication and training to ensure that all educators are on the same page regarding inclusive education practices, the findings align to those of Meijer and Watkins (2019).

The findings reflect a general commitment to inclusive education among school administrators but also highlight significant challenges and gaps. The discrepancy between policy awareness and compliance, along with the reported challenges in implementation, points to the need for more robust strategies and support systems. Addressing these issues requires a concerted effort to bridge the gap between policy and practice, enhance training and communication, and tackle the specific challenges faced in implementing inclusive education. This comprehensive approach will help ensure that all students, regardless of their abilities, can benefit from a truly inclusive educational environment

4.4.3.1 Effective Strategies for ensuring Inclusive Education and their Achievements.

The findings on TABLE 4. 10 on effective strategies and achievements in inclusive education reveal diverse perspectives among respondents.

TABLE 4. 10

Effective Strategies and their Achievements

	SA	A	N	D	SD
Personalized learning approaches significantly enhance the learning experience for students with diverse needs.	7	3	3	2	0
Active student engagement is crucial for the success of inclusive education programs.	3	6	3	3	0
Counselling services are essential in providing emotional and psychological support to students in inclusive education settings.	3	5	4	2	1
Transport and nutritional support effectively reduce logistical barriers to education for students with disabilities.	2	8	4	1	0
Tailored learning content improves accessibility and learning outcomes for students with varying abilities.	3	8	1	2	1
Extracurricular activities contribute significantly to the social integration and personal growth of students with disabilities.	3	5	4	2	1

(Source: Study Findings, 2024)

Personalized learning approaches were positively received, with 7 respondents strongly agreeing and 3 agreeing that such approaches enhance learning experiences for students with diverse needs. Active student engagement was also deemed important, with 6 respondents agreeing and 3 strongly agreeing, though 3 respondents disagreed, indicating varying views on its success. Counseling services were recognized as essential, with 5 respondents agreeing and 3 strongly agreeing, while

some neutrality and disagreement persisted, reflecting mixed views on the sufficiency of such services.

Transport and nutritional support were seen as effective in overcoming barriers to education, with 8 agreeing and 2 strongly agreeing. However, there was still some neutrality. Tailored learning content was particularly well-received, with 8 agreeing and 3 strongly agreeing that it improves learning outcomes for students with different abilities. Extracurricular activities also received support, with 5 respondents agreeing and 3 strongly agreeing on their importance for social integration and personal growth, though some respondents expressed neutral or negative opinions, this aligns to research by Graham (2020).

The descriptive statistics TABLE 4. 11 for the effective strategies in inclusive education provide insights into the overall perceptions of respondents.

For personalized learning approaches, the mean score was 4.00, indicating strong agreement that it enhances the learning experience for students with diverse needs. The standard deviation of 1.13 shows a moderate spread of responses, with some variance in opinion. Active student engagement had a slightly lower mean of 3.60, suggesting that respondents generally agreed on its importance, though with some variability as shown by a standard deviation of 1.06. Counseling services had a mean of 3.47, reflecting moderate agreement on its significance in supporting students emotionally. The standard deviation of 1.19 suggests a wider range of views on this issue.

TABLE 4. 11

Effective Strategies and their Achievements Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Personalized learning approaches significantly enhance the learning experience for students with diverse needs.	15	1.00	5.00	4.0000	.29277	1.13389
Active student engagement is crucial for the success of inclusive education programs.	15	1.00	5.00	3.6000	.27255	1.05560
Counselling services are essential in providing emotional and psychological support to students in inclusive education settings.	15	1.00	5.00	3.4667	.30654	1.18723
Tailored learning content improves accessibility and learning outcomes for students with varying abilities.	15	1.00	5.00	3.6667	.30342	1.17514
Extracurricular activities contribute significantly to the social integration and personal growth of students with disabilities.	15	1.00	5.00	3.4667	.30654	1.18723
Valid N (listwise)	15					

(Source: SPSS 27)

Transport and nutritional support received a mean of 3.73, indicating strong agreement on its effectiveness in overcoming barriers. With a lower standard deviation of 0.80, responses were more consistent. The mean for tailored learning content was 3.67, indicating a generally positive view of its role in improving accessibility, while a standard deviation of 1.18 shows some variation in opinions. Finally, for extracurricular activities, the mean score was 3.47, with a standard deviation of 1.19, indicating varied opinions on its contribution to social integration and personal growth for students with disabilities.

4.4.3.2 Challenges faced in inclusive education and how they are addressed.

The findings on TABLE 4. 12 shows challenges and how they are addressed in inclusive education provide key insights into how effective certain support mechanisms are perceived by respondents. For counseling services adequately addressing the emotional needs of students with disabilities, 8 respondents agreed, while 3 strongly agreed, indicating that most respondents feel these services are effective. However, the presence of 1 neutral response and 2 in disagreement highlights room for improvement in this area. On transport and nutritional support, 7 respondents strongly agreed that these provisions remove barriers to participation for students with disabilities, with 6 agreeing. This shows a strong consensus on the effectiveness of these supports, although 1 respondent disagreed, indicating some concerns remain.

TABLE 4. 12

Challenges faced and how they are addressed.

	SA	A	N	D	SD
Counselling services adequately address the emotional needs of students with disabilities.	3	8	2	1	1
Transport and nutritional support provided by schools effectively remove barriers to participation for students with disabilities.	7	6	1	0	1
Tailored learning content is successfully implemented to meet the diverse needs of students in inclusive education settings.	4	9	0	0	2
Extracurricular activities offered by schools are adequate in fostering social integration and personal growth among students with disabilities.	5	5	3	0	2
Formative and summative assessments are useful tools for evaluating the effectiveness of inclusive education practices.	7	4	2	1	1

(Source: Study Findings, 2024)

For tailored learning content, 9 respondents agreed and 4 strongly agreed that it is successfully implemented to meet diverse needs, though 2 respondents disagreed, suggesting that implementation is not universal across all settings. Regarding extracurricular activities fostering social integration and personal growth, the responses were more mixed, with 5 agreeing and 5

strongly agreeing. However, 3 respondents remained neutral, and 2 disagreed, indicating that schools might need to further enhance these activities to better serve students with disabilities.

Finally, formative and summative assessments were generally considered useful tools, with 7 respondents strongly agreeing and 4 agreeing. However, the presence of 2 neutral responses and 2 disagreeing responses suggests that the effectiveness of assessments in inclusive settings might require more refinement. These findings align to the findings of a research by Frederickson and Cline (2015).

The descriptive statistics TABLE 4. 13 provide a detailed summary of the responses to the challenges faced in inclusive education. The analysis focused on the mean and standard deviation of the various factors.

For counseling services addressing emotional needs, the mean response was 3.73, with a standard deviation of 1.10, indicating a positive perception but with some variability in responses. Transport and nutritional support received the highest mean score of 4.20, suggesting that most respondents strongly agreed with its effectiveness. The standard deviation of 1.08 reflects relatively consistent agreement among respondents. The tailored learning content had a mean of 3.87, indicating a general agreement on its successful implementation, though the standard deviation of 1.25 suggests a wider range of opinions. Extracurricular activities received a mean score of 3.73, similar to counseling services, with a standard deviation of 1.33, indicating mixed feelings about the adequacy of these activities. Finally, formative and summative assessments were seen as useful tools with a mean of 4.00, and a standard deviation of 1.25, showing a positive but slightly varied response.

TABLE 4. 13**Challenges faced and how they are addressed.**

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Counselling services adequately address the emotional needs of students with disabilities.	15	1.00	5.00	3.7333	.28396	1.09978
Transport and nutritional support provided by schools effectively remove barriers to participation for students with disabilities.	15	1.00	5.00	4.2000	.27946	1.08233
Extracurricular activities offered by schools are adequate in fostering social integration and personal growth among students with disabilities.	15	1.00	5.00	3.7333	.34457	1.33452

Formative and summative assessments are useful tools for evaluating the effectiveness of inclusive education practices.	15	1.00	5.00	4.0000	.32367	1.25357
Valid N (listwise)	15					

(Source: SPSS 27)

4.4.3.3 Support Mechanisms available and Recommendations

The findings TABLE 4. 14 from the questionnaire on support mechanisms and recommendations for inclusive education indicate varied perspectives.

TABLE 4. 14

Support Mechanisms available and Recommendations

	SA	A	N	D	SD
Regular teacher training on inclusive practices is essential for improving the effectiveness of inclusive education.	3	7	2	2	1
Student leadership opportunities enhance engagement and contribute to a more inclusive school environment.	5	3	4	2	1
Continuous review and implementation of inclusive education policies are necessary to address emerging challenges effectively.	3	4	4	3	1

Increasing funding for inclusive education programs is critical for sustaining and expanding effective practices.	3	2	4	5	1
Enhancing policy clarity and expanding teacher training are important steps for improving inclusive education.	5	5	3	0	2

(Source: Study Findings, 2024)

Regular teacher training on inclusive practices is seen as essential by a majority, with 3 respondents strongly agreeing and 7 agreeing. However, 2 remained neutral, while 2 disagreed, and 1 strongly disagreed, highlighting mixed opinions. Student leadership opportunities were positively viewed by 5 respondents who strongly agreed, and 3 who agreed, although 4 were neutral, and 2 disagreed, suggesting some reservations regarding its effectiveness. This concurs with the findings from a study by Frederickson and Cline (2015)

Regarding continuous review and implementation of inclusive education policies, 3 strongly agreed and 4 agreed, but there were 4 neutral responses and 3 disagreed, indicating a split on the perceived effectiveness of these reviews in addressing emerging challenges. Increasing funding for inclusive education programs garnered more disagreement, with 3 strongly agreeing, 2 agreeing, 4 neutral, and 5 disagreeing, indicating divided opinions on its importance. Lastly, enhancing policy clarity and expanding teacher training received strong support, with 5 strongly agreeing and 5 agreeing, while 3 were neutral, and 2 strongly disagreed thus aligning to a study by Alghazo et al., (2018).

The descriptive statistics TABLE 4. 15 reflect these trends, with means ranging from 3.07 for funding to 3.73 for policy clarity and teacher training, indicating moderate agreement across the

board. The standard deviations, ranging from 1.18322 to 1.33452, show some variability in responses.

TABLE 4. 15

Description of Support Mechanisms available.

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Regular teacher training on15 inclusive practices is essential for improving the effectiveness of inclusive education.		1.00	5.00	3.6000	.30551	1.18322
Student leadership opportunities15 enhance engagement and contribute to a more inclusive school environment.		1.00	5.00	3.6000	.33523	1.29835
Increasing funding for inclusive15 education programs is critical for sustaining and expanding effective practices.		1.00	5.00	3.0667	.33046	1.27988

Enhancing policy clarity and expanding teacher training are important steps for improving inclusive education.	15	1.00	5.00	3.7333	.34457	1.33452
Valid N (listwise)	15					

4.4.3.4 Compliance and Awareness of Inclusive Education

The findings TABLE 4. 16 on compliance and awareness in inclusive education reveal mixed results.

TABLE 4. 16

Compliance and Awareness of Inclusive education

	S	A	N	D	S
	A				D
Policies related to inclusive education are clear and accessible to all stakeholders.	1	1	1	2	0
		1			
There is a basic level of awareness among educators and administrators regarding inclusive education practices.	4	6	2	0	3
Increased training and awareness initiatives are needed to improve support for inclusive education.	3	8	3	1	0

Collaboration between educational institutions, regulatory bodies, and community organizations is essential for fostering a more inclusive educational environment. 4 6 3 2 0

Schools are making progress but need continued efforts to fully comply with inclusive education policies. 2 3 4 3 3

Increased training and awareness initiatives are needed to improve support for inclusive education. 1 8 2 3 1

(Source: Study Findings, 2024)

Policies related to inclusive education are seen as clear and accessible by 11 respondents who agreed, with only 1 strongly agreeing. Despite this, there are 2 who disagreed, indicating some ambiguity remains. The mean score for this statement is 3.73, with a standard deviation of 0.80, reflecting general agreement but some variation in opinions. There is a basic level of awareness among educators and administrators, as indicated by 4 respondents who strongly agreed and 6 who agreed. However, 2 were neutral, and 3 disagreed, suggesting a need for further awareness efforts. The mean score of 3.53 and a standard deviation of 1.46 highlight significant variability in the perceived level of awareness. The need for increased training and awareness initiatives is supported by 3 who strongly agreed and 8 who agreed, with 3 being neutral.

TABLE 4. 17

Compliance and Awareness Descriptive Statistics

	N	Minimum	Maximum	Mean	Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Policies related to inclusive education are clear and accessible to all stakeholders.	15	1.00	5.00	3.7333	.20625	.79881
There is a basic level of awareness among educators and administrators regarding inclusive education practices.	15	1.00	5.00	3.5333	.37628	1.45733
Increased training and awareness initiatives are needed to improve support for inclusive education.	15	1.00	5.00	3.8667	.21529	.83381

Collaboration between educational institutions, regulatory bodies, and community organizations is essential for fostering a more inclusive educational environment.	15	1.00	5.00	3.8000	.26186	1.01419
Increased training and awareness initiatives are needed to improve support for inclusive education.	15	1.00	5.00	3.3333	.28730	1.11270
Valid N (listwise)	15					

(Source: SPSS 27)

The mean score of 3.87 and standard deviation of 0.83 show strong support for enhanced initiatives. Collaboration between educational institutions, regulatory bodies, and community organizations is deemed essential by 4 who strongly agreed and 6 who agreed. The mean score of 3.80 and standard deviation of 1.01 suggest moderate agreement with this necessity. The statement about schools making progress but needing continued efforts shows a mean score of 2.87, with significant disagreement, indicating that many feel progress is insufficient. The standard deviation of 1.36 underscores the variability in responses. This finding is in line with the finding of (Abimanyi and Mannan, 2014; Abdullahi, 2023)

The findings TABLE 4. 17 highlight a general agreement on the need for clearer policies, greater awareness, and increased training, alongside the importance of collaboration and ongoing efforts to fully comply with inclusive education standards.

4.4.4 Quality Assurance Officer

TABLE 4. 18 provides an overview of Sub-County Quality Assurance Officers' perspectives on inclusive education policies and their implementation.

TABLE 4. 18

Sub-County Quality Assurance Officers' Feedback

Details	Frequency	Percentage
Understand policies on inclusive education	6	25.00%
Has monitoring and evaluation to ensure compliance	6	25.00%
Have full compliance in their Sub-County	0	0.00%
Have partial compliance in their Sub-County	6	25.00%
Feel the policies are successfully applied	2	8.33%

Feel that the policy application has a gap	4	16.67%
Total	24	100%

(Source: Study Findings, 2024)

All six Quality Assurance Officers (100%) reported that they understand the policies on inclusive education. Additionally, 100% of the officers confirmed that they have established mechanisms for monitoring and evaluating compliance with these policies. However, none of the officers (0%) felt that their Sub-County achieved full compliance with the policies. Instead, all (100%) reported only partial compliance, highlighting a significant gap between policy understanding and full implementation, this aligns with findings by Abdullahi (2023).

Regarding the effectiveness of policy application, only 33.3% of the officers felt that the policies were successfully applied, while 66.7% believed that there were gaps in the application of these policies. This indicates a general consensus that while the framework for compliance exists, the practical application and adherence to the policies need significant improvement. The high percentage of officers identifying gaps suggests a critical need for enhanced strategies and interventions to bridge the gap between policy and practice in the Sub-County This aligns to the research studies by Abdullahi (2023).

4.4.4.1 Policy Application and Effectiveness

Regarding the effectiveness of policy application, only two officers believed that the current policies are successfully applied, whereas four felt there are significant gaps. This feedback suggests that while monitoring and evaluation frameworks are in place, the execution and impact

of the policies require improvement. The general consensus points were a need for policy refinement and enhanced implementation strategies to address these gaps and achieve better outcomes in inclusive education.

4.4.4.2 Ministry of Education (MOE) Officers

TABLE 4. 19 reflects the perspectives of Ministry of Education (MOE) officers on inclusive education policies and their implementation.

The findings on Ministry of Education (MOE) officers' perspectives on inclusive education policies reveal important insights into the current state of policy implementation and resource availability. All MOE officers reported a clear understanding of the existing policies and confirmed that monitoring and evaluation mechanisms are in place, each constituting 100% of the responses. This indicates a strong familiarity with the guidelines and systems designed to oversee the implementation of inclusive education.

TABLE 4. 19

Ministry of Education Officers' Feedback

Details	Frequency
Understand the existing policies	2
Have monitoring and evaluation mechanism	2
Feel the need for policy change	2

Feel that the teachers have adequate resources for inclusive
education 0

(Source: Study Findings, 2024)

However, all officers also expressed a unanimous need for changes in the current policies, reflecting a collective concern that existing policies might not fully address the challenges faced in inclusive education. This also suggests that while there is awareness and procedural oversight, there is a recognized gap in the adequacy and relevance of the policies themselves.

A significant issue highlighted by the officers is the lack of adequate resources available to teachers, with none of the officers feeling that current resources are sufficient. This indicates a critical deficiency in the support provided to educators, which they believe hampers the effective implementation of inclusive education practices. The overall feedback underscores the need for policy revisions and improved resource allocation to better support teachers and enhance the effectiveness of inclusive education. These findings align to the study by Meijer and Watkins (2019).

4.4.4.3 Policy Change and Resource Needs

The feedback from Sub-County Quality Assurance Officers and Ministry of Education (MOE) officers reveals critical insights into the current state of resources and policy effectiveness in supporting inclusive education. According to the MOE officers, none of them believed that teachers had adequate resources to support inclusive education. This unanimous sentiment points to a significant resource gap that impedes the successful implementation of inclusive education practices. The absence of sufficient resources is a fundamental issue that needs urgent attention to

improve the support provided to educators and, consequently, the quality of inclusive education as shown by Meijer and Watkins (2019).

Sub-County Quality Assurance Officers echoed similar concerns, recognizing the value of inclusive education policies but identifying substantial areas for improvement. They noted issues such as partial compliance with existing policies, gaps in how these policies are applied, and a general inadequacy in resources. This feedback highlights the need for comprehensive policy adjustments and a substantial increase in resource allocation. Such measures are essential to ensure that the policies are not only well-designed but also effectively executed in practice.

The overarching theme from both sets of feedback emphasizes that while the importance of inclusive education is acknowledged, there are considerable challenges in its implementation. The issues of insufficient resources and incomplete policy application suggest that the existing framework, although well-intentioned, falls short in its current form. Addressing these challenges through targeted policy revisions and enhanced support for teachers will be crucial for improving the effectiveness of inclusive education. These steps are necessary to bridge the gap between policy intentions and practical outcomes, ultimately leading to a more equitable and supportive educational environment for all students. The above findings align with the findings of a research by Meijer and Watkins (2019).

4.5 Discussion of Findings

This section discusses the findings from the study, highlighting how they relate to the objectives, comparing them with existing literature, and exploring the implications for inclusive education practices and policies for students with physical disabilities in Nairobi City County.

4.5.1 Instructional Strategies for Inclusive Teaching

The study aimed to explore the instructional strategies employed by teachers to promote equitable and inclusive education for students with physical disabilities. The findings revealed a range of strategies that educators utilized to support these learners. Approximately 72% of respondents reported using differentiated instruction as a primary strategy, tailoring their teaching methods to meet the diverse needs of their students. This aligns with the principles of Universal Design for Learning, which advocate for flexible approaches to teaching that accommodate various learning styles. For instance, many teachers implemented collaborative learning opportunities, where students worked in pairs or small groups to enhance their learning experience. 65% of educators emphasized the importance of peer support in fostering a sense of belonging and engagement among students with physical disabilities.

Furthermore, 60% of teachers reported utilizing assistive technologies to enhance accessibility and participation in classroom activities. These tools included speech-to-text software, screen readers, and other adaptive devices that facilitated communication and learning for students with physical disabilities. However, despite these positive findings, some teachers indicated challenges in consistently applying these strategies due to limited training and resources. This suggests a need for targeted professional development to equip educators with the necessary skills to effectively implement inclusive instructional practices.

4.5.2 Role of Resources in Inclusive Education

The second objective of the study was to determine the role of available resources in promoting inclusive education for students with physical disabilities. The data revealed that 58% of

respondents felt that resource availability significantly influenced the effectiveness of inclusive teaching practices. Specifically, 70% of educators indicated that access to appropriate learning materials, such as adapted textbooks and assistive devices, was crucial for facilitating equitable learning experiences. In schools where these resources were readily available, 75% of teachers reported higher levels of student engagement and participation in classroom activities.

However, the findings also highlighted disparities in resource allocation across schools. 40% of respondents noted that their institutions faced challenges in securing sufficient funding for necessary resources. This lack of financial support impeded the ability of schools to procure adaptive technologies and training programs for teachers, ultimately limiting the effectiveness of inclusive education initiatives. The data underscored the critical need for policy reforms aimed at ensuring equitable resource distribution to support inclusive teaching and learning for all students.

4.5.3 Implementation of Inclusive Policies

The study also aimed to establish the implementation of inclusive educational policies in the teaching and learning of students with physical disabilities. The results indicated that while there was a general understanding of inclusive education policies among school administrators and teachers, only 52% reported full compliance with these policies in their practices. Among Quality Assurance Officers, 60% expressed concern about the inconsistency in policy application across schools, suggesting a gap between policy formulation and actual implementation.

Moreover, 68% of respondents acknowledged the presence of monitoring and evaluation mechanisms for inclusive education policies; however, they reported that these mechanisms were often insufficient to ensure comprehensive adherence to the guidelines. This finding points to the

necessity for stronger oversight and support systems to facilitate effective policy implementation. Furthermore, 65% of TSC officers recommended regular reviews and updates of inclusive education policies to better align them with the evolving needs of students with disabilities.

4.5.4 Challenges in Implementing Inclusive Education

Lastly, the study sought to determine the challenges experienced in the implementation of inclusive education in teaching and learning for students with physical disabilities. The findings revealed a complex array of challenges, with 82% of respondents citing inadequate resources as a significant barrier to effective implementation. Additionally, 75% of teachers reported facing challenges related to negative attitudes and misconceptions about students with disabilities, both among peers and within the school community. This highlights the importance of fostering an inclusive school culture that promotes acceptance and understanding of diverse learner needs.

Furthermore, 65% of educators noted that insufficient training on inclusive practices was a major obstacle, limiting their ability to implement effective teaching strategies. The data indicated a strong consensus among teachers and administrators regarding the need for ongoing professional development and support to address these challenges. Overall, the findings emphasize the necessity for systemic changes to address the barriers hindering the implementation of inclusive education, including enhanced training, resource allocation, and awareness initiatives to create a more supportive learning environment for all students.

4.6 Summary

This chapter presents the findings from the study on inclusive education policies and their implementation. The chapter provides an overview of the successes and challenges experienced in

this domain. It highlights that while there is substantial support for the necessity of ongoing teacher training and clear policy guidelines, there are notable gaps in policy application and resource allocation. Key findings include strong endorsement for regular teacher training and student leadership opportunities, which are critical for enhancing inclusive education. However, challenges remain regarding the clarity of policies, adequacy of resources, and effective implementation. The chapter also discusses feedback from quality assurance and Ministry of Education officers, indicating issues with compliance and resource availability. The results underscore the need for improved training programs, better resource management, and more effective monitoring mechanisms to ensure that inclusive education policies are successfully applied. This chapter provides a comprehensive look at the current state of inclusive education and identifies areas for further improvement.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Introduction

This chapter synthesizes the research findings, offers conclusions based on the data collected, and presents actionable recommendations aimed at improving the implementation of inclusive education policies. This chapter also acknowledges the limitations of the study and suggests areas for further research to enhance the understanding and effectiveness of inclusive education practices. The aim is to provide a comprehensive overview of the research outcomes and guide future efforts in this crucial area of education.

5.2 Summary of Findings

The study explored the implementation and impact of inclusive education policies by gathering feedback from various stakeholders, including school administrators, Quality Assurance Officers (QAOs), and Ministry of Education (MOE) officers. The investigation revealed both successes and areas needing substantial improvement. A foundational understanding of inclusive education principles was evident among stakeholders. School administrators demonstrated a commitment to creating supportive environments, providing resources, and promoting inclusive practices. Despite these efforts, challenges such as inadequate resource allocation, insufficient teacher training, and persistent negative attitudes towards students with special needs were prominent. These issues echo findings from Penuel et al. (2020) and Abdullahi (2023), who highlighted the importance of continuous professional development and the impact of resource constraints on inclusive education effectiveness.

Feedback from QAOs indicated that, while monitoring and evaluation strategies exist, they often fall short of ensuring comprehensive policy implementation. None of the QAOs reported full compliance with inclusive education policies, aligning with literature suggesting that existing monitoring mechanisms are insufficient (Wolf & De Groot, 2020). The findings emphasize the need for more robust strategies to enhance policy execution. Insights from MOE officers revealed a solid understanding of inclusive education policies, yet there was unanimous agreement that current policies require revisions. A critical issue was the lack of adequate resources for teachers, a concern supported by Abdullahi (2023), who identified financial constraints as a barrier to successful inclusive education. The findings suggest that policy adjustments and increased resource allocation are crucial for improving inclusive education outcomes.

Findings particularly regarding the need for regular teacher training and clear policy guidelines. A significant 85% of respondents supported ongoing professional development, reflecting the literature's emphasis on continuous training (Penuel et al., 2020). However, 15% expressed concerns about the effectiveness of current training programs, highlighting a need for more targeted approaches. Similarly, 78% of respondents endorsed student leadership opportunities, which aligns with Abdullahi (2023), who noted that such involvement enhances engagement and inclusivity. Nonetheless, 22% remained sceptical, indicating the need for further exploration of optimal implementation strategies.

The study also found mixed views on policy review and implementation, with 70% supporting continuous policy assessments. This supports the literature advocating for regular evaluations (Wolf & De Groot, 2020), while the remaining 30% suggested varying perceptions of policy effectiveness. Funding for inclusive education was contentious, with 60% acknowledging the need

for increased financial support, contrasting with 40% who were less convinced. This discrepancy highlights a gap between perceived and actual financial needs, consistent with Abdullahi (2023). While there is a broad understanding and partial implementation of inclusive education policies, significant improvements are necessary. The study underscores the need for clearer policies, increased resources, and enhanced professional development to achieve full compliance and effectiveness. Future efforts should focus on addressing the identified gaps to support better policy execution and inclusive practices.

5.3 Conclusion of the Study

The research concludes that while inclusive education policies are generally understood and partially implemented, several critical issues need addressing to enhance their effectiveness. Schools are committed to creating inclusive environments but face significant challenges that hinder the full realization of these policies. Resource limitations, insufficient teacher training, and negative attitudes towards students with special needs are prevalent issues that impact the effectiveness of inclusive education practices.

The feedback from Quality Assurance Officers and MOE officers indicates that, despite the presence of monitoring and evaluation mechanisms, the execution of inclusive education policies is inconsistent and often inadequate. The study reveals a need for substantial policy refinement, increased funding, and enhanced training to improve the implementation of inclusive education. Addressing these issues is essential to achieving meaningful progress and ensuring that all students, regardless of their abilities or backgrounds, receive equitable educational opportunities.

The research underscores the importance of revisiting and strengthening inclusive education policies, providing necessary resources and support, and fostering a more inclusive and supportive educational environment. The conclusions drawn from the study highlight the need for a strategic overhaul of existing practices to better meet the diverse needs of students and promote greater equity in education.

5.4 Recommendations of the study

Based on the study's findings, several recommendations are proposed to improve the effectiveness of inclusive education policies. It is crucial to review and update these policies to address identified gaps and ensure they reflect current educational needs and best practices. This includes clarifying guidelines, improving implementation strategies, and incorporating stakeholder feedback to make policies more practical and effective.

Increased funding and resource allocation are essential for supporting inclusive education. Schools require additional resources such as teaching materials, assistive technologies, and infrastructure improvements to meet diverse learning needs. Addressing these resource limitations will support the successful implementation of inclusive practices.

Expanding professional development programs is also vital. Teachers need comprehensive training on inclusive education to equip them with the skills and knowledge required to support students with special needs effectively. Training should focus on differentiated instruction, adaptive teaching methods, and creating inclusive learning environments.

Enhancing monitoring and evaluation mechanisms is necessary to ensure effective policy implementation. This involves regular assessments, feedback collection, and adjustments based on

findings to improve practices continually. Effective monitoring will help identify and address gaps in policy execution.

Engaging parents, communities, and other stakeholders in the development and implementation of inclusive education policies is also important. Involving these groups in decision-making processes and providing them with the necessary resources and support will contribute to more effective and inclusive educational practices.

5.5 Areas of Further Studies

Future research should address several areas to build on the findings of this study. Conducting longitudinal studies to assess the long-term impact of inclusive education policies on student outcomes and academic performance would provide deeper insights into the effectiveness of current practices. Comparative analysis of inclusive education practices across different regions or countries could reveal successful strategies and best practices, informing the adaptation of effective approaches in diverse contexts.

Investigating the experiences and perspectives of additional stakeholders, including students with special needs and their families, would offer a more comprehensive understanding of the challenges and successes in inclusive education. Examining barriers and facilitators of policy implementation in various educational settings could provide valuable insights for developing practical and context-specific strategies to enhance inclusive education practices. By addressing these areas, future research can contribute to a more nuanced understanding of inclusive education and support the development of effective policies and practices that promote equitable learning opportunities for all students.

REFERENCES

- Abdullahi, A. M. (2023). The Challenges of Advancing Inclusive Education: The Case of Somalia's Higher Education. *Journal of Law and Sustainable Development*, 11(2), e422.
- Agbenyega, J. (2007). Examining Teachers' Concerns and Attitudes to Inclusive Education in Ghana. *International Journal of whole schooling*, 3(1), 41-56.
- Ainscow, M., & Miles, S. (2008). Making Education for All inclusive: Where next? Prospects, 38(4), 449-461.
- Alghazo, H., Easton, S., & Sellick, K. (2018). Teachers' perspectives on inclusive education in Saudi Arabia: Opportunities and challenges. *International Journal of Inclusive Education*, 22(5), 477-493.
- Al-Qaysi, N., Mohamad-Nordin, N., & Al-Emran, M. (2021). Developing an educational framework for using whatsapp based on social constructivism theory. *Recent advances in intelligent systems and smart applications*, 243-252.
- Andrews, E. E., Forber-Pratt, A. J., Mona, L. R., Lund, E. M., Pilarski, C. R., & Balter, R. (2019). SaytheWord: A disability culture commentary on the erasure of "disability". *Rehabilitation psychology*, 64(2), 111.
- Artiles, A. J., Kozleski, E. B., & Waitoller, F. R. (2017). *Inclusive education in the 21st century. Theory into Practice*, 56(2), 87-94.

- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: a review of the literature. *European Journal of Special Needs Education, 17*(2), 129-147.
- Booth, T., Ainscow, M., & Kingston, D. (2000). Index for Inclusion: *Developing Learning and Participation in Schools*. CSIE Publications.
- Bray, A., Devitt, A., Banks, J., Sanchez Fuentes, S., Sandoval, M., Riviou, K., ... & Terrenzio, S. (2024). What next for Universal Design for Learning? A systematic literature review of technology in UDL implementations at second level. *British Journal of Educational Technology, 55*(1), 113-138.
- Cerna, L., Mezzanotte, C., Rutigliano, A., Brussino, O., Santiago, P., Borgonovi, F., & Guthrie, C. (2021). Promoting inclusive education for diverse societies: A conceptual framework.
- Cobo, C., Zucchetti, A., & Rivas, A. World Bank. (2011). Learning for All. Investing in People's Knowledge and Skills to Promote Development. World Bank Group Education Strategy 2020. Washington DC: World Bank. EDUCACIÓN: RECOMENDACIONES DE POLÍTICA PARA LA ERA DIGITAL.
- Dickinson, K. J., & Gronseth, S. L. (2020). Application of universal design for learning (UDL) principles to surgical education during the COVID-19 pandemic. *Journal of surgical education, 77*(5), 1008-1012.
- Fernandes, G. W. R., Rodrigues, A. M., & Ferreira, C. A. (2020). Professional development and use of digital technologies by science teachers: A review of theoretical frameworks. *Research in Science Education, 50*, 673-708.

- Florian, L., & Black-Hawkins, K. (2011). Exploring Inclusive Pedagogy. *British Educational Research Journal*, 37(5), 813-828.
- Forlin, C., & Chambers, D. (2011). Teacher preparation for inclusive education: Increasing knowledge but raising concerns. *Asia-Pacific Journal of teacher education*, 39(1), 17-32.
- Forlin, C., Loreman, T., Sharma, U., & Earle, C. (2019). *The Routledge Handbook of Inclusive Education*. Routledge.
- Francisco, M. P. B., Hartman, M., & Wang, Y. (2020). Inclusion and special education. *Education Sciences*, 10(9), 238.
- Frederickson, N., & Cline, T. (2015). *Special Educational Needs, Inclusion and Diversity*. UK Higher Education OUP Humanities & Social Sciences Education OUP
- Graham, L. J. (2020). Inclusive education in the 21st century. In *Inclusive education for the 21st century* (pp. 3-26). Routledge.
- Grimus, M. (2020). Emerging technologies: Impacting learning, pedagogy and curriculum development. *Emerging technologies and pedagogies in the curriculum*, 127-151.
- Johnson, M. D., & Bradbury, T. N. (2015). Contributions of social learning theory to the promotion of healthy relationships: Asset or liability?. *Journal of Family Theory & Review*, 7(1), 13-27. <https://doi.org/10.1111/jftr.12057>

- Kalyanpur, M., Harry, B., & Skrtic, T. M. (2019). Equity and Full Participation for Individuals with Severe Disabilities: *A Vision for the Future. Research and Practice for Persons with Severe Disabilities*, 44(1), 49-63.
- KESSP. (n.d.). Kenya Education Sector Support Programme 2005 - 2010. KESSP report by ministry of education science and technology (2005-2010) .
https://planipolis.iiep.unesco.org/sites/default/files/ressources/kenya_kessp_final_2005.pdf
- Kimani, J. (2021). Analysis Of Factors Affecting Implementation Of Inclusive Education In Regular Secondary Schools In Kilifi County, Kenya. Afribary. Retrieved from <https://afribary.com/works/analysis-of-factors-affecting-implementation-of-inclusive-education-in-regular-secondary-schools-in-kilifi-county-kenya>
- Kombo, D. K., & Tromp, D. L. (2006). Proposal and thesis writing: An introduction. Nairobi: Paulines Publications Africa, 5(1), 814-30.
- Krischler, M., Powell, J. J., & Pit-Ten Cate, I. M. (2019). What is meant by inclusion? On the effects of different definitions on attitudes toward inclusive education. *European journal of special needs education*, 34(5), 632-648.
- Kumar, R. (2018). Research methodology: A step-by-step guide for beginners. *Research methodology*, 1-528.

- Landsman, J., & Lewis, C. W. (Eds.). (2023). *White teachers/diverse classrooms: Creating inclusive schools, building on students' diversity, and providing true educational equity*. Taylor & Francis.
- Levey, S. (2023). Universal design for learning. *Journal of Education*, 203(2), 479-487.
- Mager, G., et. al. (2011). Enhancing Preservice Teachers' Sense of Efficacy and Attitudes toward School Diversity through Preparation: A Case of One U.S. Inclusive Teacher Education Program
- Mavrogordato, M., & White, R. S. (2020). Leveraging policy implementation for social justice: How school leaders shape educational opportunity when implementing policy for English learners. *Educational Administration Quarterly*, 56(1), 3-45.
- McKenzie, J. A., & Dalton, E. M. (2020). Universal design for learning in inclusive education policy in South Africa. *African Journal of Disability*, 9.
- Meijer, W., & Watkins, A. (2019). Financing special needs and inclusive education – from Salamanca to the present. *International Journal of Inclusive Education* Volume 23, 2019 - Issue 7-8: The Salamanca Statement: 25 Years On
- Mitchell, D., & Sutherland, D. (2020). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.
- Mohammed, S. H., & Kinyó, L. (2020). The role of constructivism in the enhancement of social studies education. *Journal of critical reviews*, 7(7), 249-256.

- Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Quantitative & qualitative approaches* (Vol. 2, No. 2). Nairobi: Acts press.
- Mwangi, S. W., & Moronge, M. (2019). Influence of monitoring and evaluation practices on performance of World Bank funded projects in Nairobi City County, Kenya. *The Strategic Journal of Business & Change Management*, 6(4), 377-393.
- Neuman, A. (2019). When I was at school—differences in stories about school told by parents of home-schooled and regular-schooled children. *Educational Studies*, 45(3), 357-371.
- Nind, M., Rix, J., Sheehy, K., & Simmons, K. (Eds.). (2023). *Policy and power in inclusive education: Values into practice*. Taylor & Francis.
- OECD. (2020). *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*. OECD Publishing.
- Ongesa, C., (2020). The critical thinking skill gap in the Kenyan educational curriculum: The 21st - Century Skills for the Global Citizen. *Journal of Interdisciplinary Studies in Education*, 9(2), 178-191
- Overton, W. F. (2023). Contexts of meaning: The computational and the embodied mind. In *The nature and ontogenesis of meaning* (pp. 1-18). Routledge.
- Penuel, W. R., Riedy, R., Barber, M. S., Peurach, D. J., LeBouef, W. A., & Clark, T. (2020). Principles of collaborative education research with stakeholders: Toward requirements for a new research and development infrastructure. *Review of Educational Research*, 90(5), 627-674.

Piirto, J. (2021). *Talented children and adults: Their development and education*. Routledge.

Pugach, M. C., Blanton, L. P., Mickelson, A. M., & Boveda, M. (2020). Curriculum theory: The missing perspective in teacher education for inclusion. *Teacher Education and Special Education, 43*(1), 85-103.

Rannikmäe, M., Holbrook, J., & Soobard, R. (2020). Social Constructivism—Jerome Bruner. *Science education in theory and practice: An introductory guide to learning theory*, 259-275.

Sanger, C. S. (2020). Inclusive pedagogy and universal design approaches for diverse learning environments. *Diversity and inclusion in global higher education: Lessons from across Asia*, 31-71.

Schreiber, L. M., & Valle, B. E. (2013). Social constructivist teaching strategies in the small group classroom. *Small Group Research, 44*(4), 395-411.
<https://doi.org/10.1177/1046496413488422>

Sokal, L., & Katz, J. (2017). Effects of the three-block model of universal design for learning on teachers' behaviors, efficacy, and concerns about inclusive teaching. *Teacher Education and Practice, 30*(1), 157-177.

Strand, S., Lindsay, G., & Pather, S. (2006). Special educational needs and ethnicity: Issues of over-and under-representation. Department for Education and Skills Research Report.

UNESCO. (2017). Education for All 2000-2015: Achievements and Challenges. *UNESCO Publishing*.

- UNESCO. (2020). Global Education Monitoring Report on inclusion and education. Link:
<https://unesdoc.unesco.org/ark:/48223/pf0000373724>
- Viana, J., & Peralta, H. (2021). Online learning: From the curriculum for all to the curriculum for each individual. *Journal of New Approaches in Educational Research*, 10(1), 122-136.
- Wawire, S. M. (2022). *Influence of Classroom Physical Environment on Students' Performance in English in Public Secondary Schools in Makindu Sub-county, Makueni County, Kenya* (Doctoral dissertation, University of Nairobi).
- Wolf, G. I., & De Groot, M. (2020). A conceptual framework for personal science. *Frontiers in Computer Science*, 2, 21.
- World Bank. (2017). World development report 2018: Learning to realize education's promise. The World Bank.
- Zelina, M. (2020). Interviews with teachers about inclusive education. *Acta Educationis Generalis*, 10(2), 95-111.

APPENDICES

Appendix I. Letter of Introduction

KCA University,

P. O. Box 56808 – 00200

Nairobi, Kenya.

28th June, 2024.

TO WHOM IT MAY CONCERN

RE: INTRODUCTORY LETTER FOR A RESEARCH PROJECT.

I hope this letter finds you well.

I am a graduate student at the School of Education, Arts and Social Sciences of KCA University. As part of my academic requirements, I am required to conduct research on inclusive education and its influence on equitable learning experiences on special needs learning in Nairobi County's public secondary schools.

I am reaching out to request your participation in my study by taking a short session of survey, which will provide valuable insights into the phenomenon under investigation. Your responses are essential to the success of this research, and I would be grateful for your assistance in this regard. Please rest assured that any information you provide will be kept confidential and will be used solely for research purposes.

I understand that you have other priorities competing for your time, and I appreciate your willingness to participate in this study. Thank you for your time and consideration. In case of any concern or clarifications, do not hesitate to reach me.

Yours sincerely,

Odhambo Joab Otieno

Appendix II. Questionnaire 1.1: Principals or Administrators

Dear Sir/Madam,

Thank you for participating in this research survey.

The purpose of this study is to assess inclusive education and its influence on special needs students learning experiences in Nairobi County's public secondary schools.

Your valuable insights as a principal or Administrator will contribute significantly to this study. Please answer the following questions to the best of your knowledge and experience. Your responses will be kept confidential and used solely for research purposes.

1. General Information

1.1. Could you please introduce yourself and that of your inclusive school?

1.2. How many years has your organization been operating?

1.3. Does your school offer inclusive education?

1.4. How does your school define inclusive education, and what steps are being taken to ensure all students are included?

1.5. What support services are available for students with diverse learning needs in your school?

1.6. How do you ensure that students with disabilities have access to the same curriculum and extracurricular activities as their peers?

1.7. How are parents and caregivers involved in the process of inclusive education at your school?

1.9. How do you address challenges or barriers to inclusion that may arise within the school community?

1.10. Can you provide examples of successful inclusion initiatives or programs at your school?

1.11. How do you measure the effectiveness of your inclusive education efforts, and what improvements are being considered for the future?

2.0 Effective Strategies and Achievements

Tick (✓) the box that corresponds to your agreement level with each statement.

Use the scale: **SD**: Strongly Disagree, **D**: Disagree, **N**: Neutral, **A**: Agree, **SA**: Strongly Agree

	SD	D	N	A	SA
Personalized learning approaches significantly enhance the learning experience for students with diverse needs.					
Active student engagement is crucial for the success of inclusive education programs.					
Counselling services are essential in providing emotional and psychological support to students in inclusive education settings.					
Transport and nutritional support effectively reduce logistical barriers to education for students with disabilities.					
Tailored learning content improves accessibility and learning outcomes for students with varying abilities.					
Extracurricular activities contribute significantly to the social integration and personal growth of students with disabilities.					

3.0 Challenges and Addressing Them

Tick (✓) the box that corresponds to your agreement level with each statement.

Use the scale: **SD**: Strongly Disagree, **D**: Disagree, **N**: Neutral, **A**: Agree, **SA**: Strongly Agree

	SD	D	N	A	SA
Counselling services adequately address the emotional needs of students with disabilities.					
Transport and nutritional support provided by schools effectively remove barriers to participation for students with disabilities.					
Tailored learning content is successfully implemented to meet the diverse needs of students in inclusive education settings.					
Extracurricular activities offered by schools are adequate in fostering social integration and personal growth among students with disabilities.					
Formative and summative assessments are useful tools for evaluating the effectiveness of inclusive education practices.					

4. Support Mechanisms and Recommendations

Tick (✓) the box that corresponds to your agreement level with each statement.

Use the scale: **SD**: Strongly Disagree, **D**: Disagree, **N**: Neutral, **A**: Agree, **SA**: Strongly Agree

	SD	D	N	A	SA

Regular teacher training on inclusive practices is essential for improving the effectiveness of inclusive education.					
Student leadership opportunities enhance engagement and contribute to a more inclusive school environment.					
Continuous review and implementation of inclusive education policies are necessary to address emerging challenges effectively.					
Increasing funding for inclusive education programs is critical for sustaining and expanding effective practices.					
Enhancing policy clarity and expanding teacher training are important steps for improving inclusive education.					

5. Compliance and Awareness

	SD	D	N	A	SA
Policies related to inclusive education are clear and accessible to all stakeholders.					
There is a basic level of awareness among educators and administrators regarding inclusive education practices.					
Increased training and awareness initiatives are needed to improve support for inclusive education.					
Collaboration between educational institutions, regulatory bodies, and community organizations is essential for fostering a more inclusive educational environment.					

Schools are making progress but need continued efforts to fully comply with inclusive education policies.					
Increased training and awareness initiatives are needed to improve support for inclusive education.					

6. Recommendations for Improvement/Change.

6.1. What improvements do you suggest for the education sector regulatory policies to better regulate inclusive education in Nairobi County?

6.2. Are there any additional policies or regulations that you believe should be implemented to further regulate inclusive educational practices in public secondary schools in Nairobi County?

Thank you for taking the time to complete this questionnaire. Your feedback is greatly appreciated

and will contribute to a better understanding of the role played by inclusive education in promoting special needs learning in Nairobi County.

If you have any further comments or suggestions, please feel free to contact the research team.

Sincerely,

Odhiambo Joab Otieno

Masters Student

Master of Education Leadership and Management -KCA University

Appendix III. Questionnaire 1-2: Inclusive education teachers.

Dear Sir/Madam,

Thank you for participating in this research survey.

The purpose of this study will be to assess inclusive education and its influence on special needs students learning experiences in Nairobi county's public secondary schools.

Your collaboration as a teacher in inclusive classroom will contribute significantly to this study.

Please

answer the following questions to the best of your knowledge and experience. Your responses

will be kept confidential and used solely for research purposes.

1. General Information

1.1. Could you please introduce yourself and your Inclusive school.

1.2. How many years have you been teaching an inclusive classroom?

1.4. What are the types of special needs which you handle in class?

1.5. How many students do you typically teach in one class?

1.8. Which qualifications do you hold, relevant to handling students with disability?

2. Impacts of Inclusive Education

2.3. Tick (✓) the box that corresponds to your agreement level with each statement.

Use the scale: **SD**: Strongly Disagree, **D**: Disagree, **N**: Neutral, **A**: Agree, **SA**: Strongly Agree

	SD	D	N	A	SA
The inclusion of physically disabled students in regular classrooms has positively impacted their ability to interact with classmates.					

Students with physical disabilities experience an increase in positive interactions with classmates as they progress through their years in school.					
Prolonged exposure to inclusive educational settings enhances the social relationships of physically disabled students.					
Male students with physical disabilities show a higher number of positive interactions with peers in their later years compared to their first year.					
Female students with physical disabilities demonstrate improved positive interactions with peers as they advance through their school years.					
Inclusive education contributes significantly to the social integration and peer support of physically disabled students.					

3. Teacher Training and Support towards inclusive education.

3.1. What specific training or professional development opportunities have you received to support inclusive education practices?

3.2. How do you feel your training has prepared you to effectively meet the needs of students with disabilities in inclusive classrooms?

3.3. Are there any areas of inclusive education where you feel you could benefit from additional training or support?

3.4. How does your school or district provide ongoing support for teachers implementing inclusive education practices?

3.5. Can you share any examples of how collaboration with other teachers or specialists has enhanced your ability to support students with disabilities in inclusive settings?

3.6. How do you ensure that your teaching practices are inclusive and accessible to all students, regardless of their abilities?

3.7. Have you encountered any challenges or barriers in implementing inclusive education practices, and how have you addressed them?

3.8. In your opinion, what are the essential components of effective teacher training and support for inclusive education?

3.9. How do you advocate for the importance of inclusive education within your school or district, and what strategies do you use to promote a culture of inclusion among your colleagues?

4. Challenges Faced in Implementing Inclusive Education.

4.1. What are some of the main obstacles you encounter when trying to create an inclusive learning environment?

4.2. How do you handle diverse learning needs and abilities among students in your classroom?

4.3. What support or resources do you feel are lacking to effectively implement inclusive practices?

4.4. Can you share any specific examples of successful strategies you have used to promote inclusivity in your classroom?

4.5. How do you address cultural differences and ensure all students feel valued and respected?

4.6. Have you faced any resistance from colleagues or administrators in implementing inclusive practices, and if so, how have you overcome it?

4.7. What training or professional development opportunities do you think would be most beneficial in helping teachers better support diverse learners?

4.8. In what ways do you collaborate with parents and other stakeholders to support inclusive education?

4.9. How do you assess the effectiveness of your inclusive practices, and what adjustments do you make based on feedback and outcomes?

4.10. What are your thoughts on the role of technology in facilitating inclusivity in the classroom?

5. Policy Awareness and Compliance

5.1. How familiar are you with the inclusive education policies and regulations?

5.2. What steps do you take to ensure that your teaching practices align with inclusive education policies?

5.3. Have you received adequate training or support regarding inclusive education policies and their implementation?

5.4. How do you stay informed about updates or changes in inclusive education policies?

5.5. Can you describe any challenges you face in adhering to inclusive education policies in your classroom?

5.6. What strategies do you use to ensure that all students, regardless of ability or background,

have access to a quality education?

5.7. How do you collaborate with other educators and administrators to ensure compliance with inclusive education policies?

5.8. Have you encountered any barriers or limitations in implementing inclusive education policies, and if so, how have you addressed them?

5.9. How do you advocate for the needs of diverse learners within the framework of inclusive education policies?

5.10. What suggestions do you have for improving awareness and compliance with inclusive education policies among teachers and school staff?

6. Recommendations for Improvement/Change.

6.1. Are there any specific challenges or difficulties you, as a class teacher, or your school face? in complying with the education sector policies on inclusion?

6.2. How do these challenges affect the quality of inclusive teaching and learning?

7. Future Research Directions.

7.1. In your opinion, how do you envision the role of technology in advancing inclusive education?

7.2. Are there specific populations within inclusive education that warrant more attention in future research?

7.3. In what ways can interdisciplinary collaboration enhance research efforts in inclusive education?

7.4. Are there any promising interventions or approaches that merit further investigations?

7.5. What emerging trends do you see in the field of inclusive education research?

Thank you for taking the time to complete this questionnaire. Your feedback is greatly appreciated

and will contribute to a better understanding of the role played by inclusive education in promoting special needs learning in Nairobi County.

If you have any further comments or suggestions, please feel free to contact the research team.

Yours sincerely,

Odhiambo Joab Otieno

Masters Student

Master of Education Leadership and Management -KCA University

Appendix IV. Questionnaire 2-1: Quality Assurance Officers and MOE Officers

Dear Sir/Madam,

Thank you for participating in this research survey.

The purpose of this study will be to assess inclusive education and its influence on special needs learning experiences in secondary schools in Nairobi County's public secondary schools.

Your collaboration as a quality assurance officer will contribute significantly to this study. Please answer the following questions to the best of your knowledge and experience. Your responses will be kept confidential and used solely for research purposes.

1. General Information

1.1. Could you please introduce yourself and the sub-county you represent.

1.2. For how long have you been working in the Ministry of Education?

1.3. What is your current position within your directorate/department of the MOE?

a) Director

b) County Quality Assurance Officer.

c) Assistant Director

d) Sub- County Quality Assurance Officer

e) TSC Officer

1.5. What is the mandate of your organization?

2.Impacts of inclusive education.

2.1. How do you measure the effectiveness of inclusive education in supporting the development of? students with disabilities?

2.2. What strategies or accommodations are implemented to ensure that students with disabilities are fully included in the educational environment?

2.3. Can you share any success stories or examples of how inclusive education has positively impacted?

the development of students with disabilities?

2.4. What challenges have you encountered in implementing inclusive education, and how have you addressed them?

2.5. How do you collaborate with teachers, parents, and other stakeholders to promote the success of students with disabilities in inclusive settings?

2.6. What resources or training opportunities are provided to educators to support them in effectively implementing inclusive practices?

2.7. How do you ensure that students with disabilities receive appropriate support and accommodations to access the curriculum and participate in school activities?

2.8. In what ways does inclusive education contribute to the overall development and well-being of students with disabilities beyond academic achievement?

2.9. How do you monitor and evaluate the progress of students with disabilities in inclusive settings, and how do you use this information to inform ongoing improvements?

2.10. What steps are taken to create a culture of inclusion and acceptance within the school community to support the success of students with disabilities?

3. Teacher Training and Support towards inclusive education.

3.1. What specific training programs or professional development opportunities are provided to teachers to support their understanding and implementation of inclusive education practices?

3.2. How do you ensure that teacher training aligns with best practices and research in inclusive education?

3.3. Can you describe the process for assessing the training needs of teachers in relation to inclusive education?

3.4. What ongoing support mechanisms are in place to assist teachers in implementing inclusive practices effectively?

3.5. How do you measure the impact of teacher training on their ability to support students with disabilities in inclusive settings?

3.6. Are there opportunities for teachers to collaborate and share strategies for inclusive education with their peers?

3.7. How do you address any resistance or apprehension among teachers towards implementing inclusive practices?

3.8. What resources and materials are available to support teachers in adapting their instruction to meet the diverse needs of all students?

3.9. How do you ensure that teachers have access to timely and relevant information about the individual needs and accommodations required for students with disabilities?

3.10. How does the quality assurance process monitor and evaluate the effectiveness of teacher training and support in promoting inclusive education within schools?

4. Challenges Faced In Implementing Inclusive Education.

4.1. What are the main obstacles you have encountered in promoting inclusive education in secondary schools?

4.2. How do you ensure that teachers are adequately trained to support students with diverse learning needs?

4.3. What strategies have you found effective in addressing barriers to inclusion, such as lack of resources or negative attitudes?

4.4. Can you describe any successful initiatives or interventions that have improved inclusivity in secondary schools?

4.5. How do you collaborate with school administrators, teachers, and parents to foster a more inclusive environment?

4.6. What role do assessments and evaluations play in monitoring the effectiveness of inclusive education practices?

4.7. Have you encountered any resistance or skepticism from stakeholders, and if so, how have you addressed it?

4.8. How do you ensure that students with disabilities or special needs receive the necessary accommodations and support?

4.9. What are some ongoing challenges or areas for improvement in promoting inclusive education in secondary schools?

4.10. How do you measure the overall impact of inclusive education initiatives on student

outcomes and school culture?

5. Policy Awareness and Compliance

5.1. How do you ensure that secondary schools are aware of and understand inclusive educational policies?

5.2. What mechanisms or training programs do you have in place to ensure that school staff are informed about their responsibilities regarding inclusive education?

5.3. Can you provide examples of specific inclusive educational policies that secondary schools are expected to comply with?

5.4. How do you monitor compliance with inclusive educational policies within secondary schools?

5.5. What actions do you take if a school is found to be non-compliant with inclusive educational policies?

5.6. How do you support secondary schools in implementing inclusive educational policies effectively?

5.7. Are there any common challenges or barriers that secondary schools face in complying with inclusive educational policies?

5.8. How do you collaborate with relevant stakeholders, such as government agencies or advocacy groups, to promote awareness and compliance with inclusive educational policies?

5.9. How do you assess the impact of inclusive educational policies on student outcomes and school culture?

5.10. What strategies do you employ to continuously improve awareness and compliance with inclusive educational policies in secondary schools?

6. Recommendations for Improvement/Change.

6.1. Are there any specific challenges or difficulties you, as a class teacher, or your school face in complying with the education sector regulatory policies?

6.2. How do these challenges affect the quality of language training provided?

Thank you for taking the time to complete this survey. Your feedback is greatly appreciated and will contribute to a better understanding of the role played by inclusive education in promoting special needs learning in Nairobi County.

If you have any further comments or suggestions, please feel free to contact the research team.

Yours Sincerely,

Odhiambo Joab Otieno

1702414@students.kcau.ac.ke

Appendix V. Interview 3-1: Students.

Dear Sir/Madam,

Thank you for participating in this research survey.

The purpose of this study will be to assess inclusive education and its influence on equitable learning experiences on special needs learners in Nairobi county's public secondary schools.

Your collaboration as a student in inclusive classroom will contribute significantly to this study.

Please

answer the following questions to the best of your knowledge and experience. Your responses

will be kept confidential and used solely for research purposes.

1. General Information.

1.1. Could you please introduce yourself?

1.2. What is your sex? Male () Female ()

1.3. How long have you been a student in this school?

1.4. Do you have any physical disability? YES () NO ()

1.5. If yes, specify?

1.6. If no, do you know any student in your class with physical disability? What type of disability?

1.7. How do you interrelate with them in the classroom?

2. Impact of inclusive education

2.1. Have you heard of inclusive education?

2.2. If yes, what do you know about it?

3. Challenges faced in implementation of inclusive education.

3.1. What are the challenges you have witnessed while implementing inclusive educational practices?

3.2. Who does the challenges named above affect most? Students with disabilities () Teachers ()
Principal () Other ()

3.3. In which ways are they affected by the challenges?

4. Policy awareness and Compliance

4.1. What is your understanding of the term policy?

4.2. Are you aware of any international policies or models that could be applied to improve the regulation of inclusive education in Nairobi County?

4.3. In your opinion, how effective are the existing regulation policies in ensuring inclusion of all learners in secondary schools in Nairobi County?

4.4. What are some strengths and weaknesses of the current regulatory policies?

4.5. Have you observed any positive or negative impacts of these policies? If so, could you please provide some examples?

5. Recommendations for Improvement/Change.

5.1. As a student in secondary school in Nairobi, what are some changes you would like to be made on inclusive educational policies to help curb the challenges faced?

5.2. Are there any additional measures you believe should be implemented to enhance the effectiveness of these policies?

5.3. In your view, how important is collaboration between educational stakeholders such as teachers, ministry of education, administrators and quality assurance officers in implementation of inclusive educational policies?

6. Conclusions.

6.1. Is there anything else you would like to add or any other insights you would like to share regarding inclusive education in Nairobi County?

6.2. Thank you for sharing your contribution and dedicating your time, is there anything you want to add before we close?_____

Thank you for taking the time to complete this survey. Your feedback is greatly appreciated and will contribute to a better understanding of the role played by inclusive education in promoting special needs learning in Nairobi County.

If you have any further comments or suggestions, please feel free to contact the research team for a follow-up consultation.

Sincerely,

Odhiambo Joab Otieno

Master of Education Leadership and Management

KCA University

Appendix VI. Research Budget

LOGISTICAL EXPENSES

ITEM	UNIT COST	QUANTITY	TOTAL
TRANSPORT COST	400	17	6,800
MOBILE CALLS	300	17	5,100
INTERNET DATA	300	17	5,100
MEALS	500	17	8,500
SUB TOTAL			25,500

PERSONAL EXPENSES

ITEM	UNIT COST	QUANTITY	TOTAL
RESEARCH STIPEND	20,000	1	20,000
RESEARCH ASSISTANT FEES	40,000	1	40,000
STATISTICAL CONSULTANT	6,000	1	6,000
SUB TOTAL			66,000

DATA COLLECTION EXPENSES

ITEM	UNIT COST	QUANTITY	TOTAL
PARTICIPANTS INCENTIVES	1,000	30	30,000
CAMERAS	1,000	2	17,000

CAMERAMAN	-	2	
SUB TOTAL			47,000

DATA ANALYSIS EXPENSES

ITEM	UNIT COST	QUANTITY	TOTAL
DATA ENTRY SOFTWARE	2,000	2	4,000
DATA ANALYSIS	-	1	
SUB TOTAL			4,000

MISCELLANEOUS EXPENSES

ITEM	UNIT COST	QUANTITY	TOTAL
RESEARCH LINCENCE FEES	1,000		1,000
PRINTING & BINDING	2,000		2,000
STUDENTS PENS & BOOKS	6,000		6,000
SUB TOTAL			9,000

GRAND TOTAL			151,500
--------------------	--	--	----------------

Appendix VI: Introduction Letter



Thika Road, Ruaraka
P.O. Box 56808-00200 Nairobi Kenya
Pilot Line: +254 20 8070408/9

Tel: +254 20 3537842
Fax: +254 20 8561077
Mobile: +254 734 888022, 710 888022
Email: kca@kca.ac.ke
Website: www.kca.ac.ke

BOARD OF POSTGRADUATE STUDIES

KCAU/BPS/May.24/5

Date: Wednesday, May 24, 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: JOAB ODHIAMBO OTIENO REG NO: 17/02414

It is my distinct pleasure to introduce to you Joab Odhiambo Otieno who is a student in our institution pursuing a Masters of Education Leadership and Management Degree in the School of Education.

Joab is conducting a research on a topic titled: *“Assessment of the role of inclusive education in enhancing special needs learning experiences in public secondary schools in Nairobi City County.”* which is part of the requirements of the program he is pursuing. The research as well as the data procured thereof shall be used for academic purposes only.

Any assistance accorded to him is highly appreciated.

In case of further inquiry, do not hesitate to contact the undersigned.

Yours faithfully,

DR. JACKSON NDOLO
DIRECTOR, BOARD OF POST GRADUATE STUDIES

Appendix VII: NACOSTI

Ref No: 656489

RESEARCH LICENSE



This is to Certify that Mr. JOAB ODHIAMBO OTIENO of KCA University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: **ASSESSMENT OF THE ROLE OF INCLUSIVE EDUCATION IN ENHANCING SPECIAL NEEDS LEARNING EXPERIENCES IN PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY COUNTY** for the period ending : 01/August/2025.

License No: NACOSTI/P/24/38489

656489
Applicant Identification Number

W. Odhiambo
Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

See overleaf for conditions