Influence of Schools' Inclusiveness on the Learning Environment in Public Primary Schools in Nandi North Sub County

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Abstract
The purpose of the study was to establish the effects of schools' inclusiveness on learning environment in Public Primary schools in Nandi North Sub County. The study adopted Albert Bandura's Social Learning Theory and based on pragmatic philosophical research paradigm. It employed concurrent mixed methods research design. Stratified simple random, Purposive and snow-ball sampling techniques were used to select schools and respondents who took part in the study. The questionnaire, interview guide and observation schedule were used in data collection. The findings showed that schools did not screen children with special needs; lacked appropriate teachers, inclusive learning materials and physical facilities. For the benefit of learners with special needs, the study recommended; the need for the government to provide more funds to upgrade teachers' knowledge on handling such children, construct appropriate and enough physical facilities and also employ more officers who would do the screening and assessment of the affected learners.
Key words: inclusive school, child Friendly School, Learning Environment, screening, physical facilities, special needs.

1. Introduction

"Inclusive schools" are those schools which accommodate all types of learners, that is, those with varied forms of disabilities, the poor, or any other kind of challenge. It also accommodates all learners irrespective of their gender. [1] these schools are said to be Child friendly school (CFS) because they rely on the tenets of the children's rights as stressed by United Nations Convention on the Rights of the Child (UNCRC), a convention which was adopted by the United Nations Assembly in 1989.

The parents and the entire community in the Kenyan society in such a case have been entrusted with the responsibility of making sure that all children of school going age are enrolled in school and

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[1] Ndani , M.(2009).Child Rights and Protection. Nairobi: Sasa Sema

also ensure their stay there[2]. To this effect therefore, an inclusive school puts the individual learner at its heart; it nurtures and supports their learning through teaching methodologies and approaches that are effective and encourages high expectations and achievement by all learners[3]. The nurture and support given to children with special needs is not enough in most schools since majority of such children are still at home, some start school late and even those who attend school are not given proper attention.

For several years in the United Kingdom (UK) the terms 'inclusive' and 'inclusion' have been used in contexts of education and was incorporated into the 1981 Education Reform Act, this idea of inclusion needed schools to think about how they would supplement their standard provision with higher rates of support targeted at the learners who required it most [4]. Since the introduction of the legislation, many teachers and researchers have moved away from the notion that inclusion is concerned with only learners with special needs and a backlash against the categorizations, segregation and discrimination that became associated with its implementation[5]. This has not taken root in Kenya since it is still having schools which are labeled as "Special Schools" this according to the current study tends to create categorizations and segregation.

Alternative interpretation, such as that offered by [6]posits that, inclusive education is concerned with overcoming barriers to participation which may be experienced by any learners in a school setting. It farther defines it as processes of making the participation rate of learners in school go up and also ensures that their exclusion from it minimized. Inclusive learning and teaching in schools refers to the ways in which methods of teaching, curricula and assessment are designed and delivered to engage learners in learning which is meaningful, relevant and accessible to all [7]. This view is very important because when learners are put away from an inclusive set up, they will have a feeling of "the odd ones out" that is, they will feel as if they cannot perform like the others yet in reality this is not always the case. Inclusion is occasionally seen as a blend of mainstream and special education.

A global assessment was done in Guyana, Nicaragua, Nigeria, Philippines, South Africa, and Thailand. It used mixed methods to describe how CFS concepts were implemented and also establish the extent to which the principles of CFS were being realized[8]. Additionally, the assessment was also expected to serve as a measure to examine the effectiveness of UNICEF's CFS programme efforts in the areas of inclusiveness, pedagogy, architectural designs, participation and governance. The assessment was also intended to provide some information on the cost of the CFS

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[2] MOE (2010).*Child Friendly Schools Manual* (UNICEF) Kenya.

[3] Limo, A. (2013). A study of Socio-Administrative Influence on the Implementation of Child-Friendly Schools Initiative in Public Primary schools in Kenya. Unpublished Doctoral Thesis: Moi University

[4] Nutbrown.C. and Clough. P.(2013). Inclusion in the Early Years.London:Sage

[5] Dyson, A. (2006). *Improving Schools, Developing Inclusion*. London: Routledge.

[6] UNESCO (2009).Policy Guidelines on Inclusion in Education. Paris: UNESCO.

[7] Dyson, A. (2006). *Improving Schools, Developing Inclusion*. London: Routledge.

[8] UNICEF (2009).*Child Friendly Schools Manual* retrieved from http://www.unicef.org/education on 15-1- 2014.

intervention[9]. The findings established showed that very little had been done to meet the needs of the special needs learners in the areas that were under the study.

In Thailand, the School Management Information System (SMIS) tool was developed and this was viewed critical in helping to meet its inclusiveness goals and was greatly supported under the CFS initiative. Schools needed to monitor a learner's development and tailor interventions for the unique needs of each one of them through SMIS. Additionally, CFS used training on SMIS provided by Education Area Support Offices (EASOs) to create awareness and understanding of inclusion issues and to help teachers at the school input learner data, including academic achievement data and family characteristics[10]. This aspect is still amiss in the Kenyan situation; there is need for the teachers to screen their learners at school level, in addition to this, the officers qualified to do the assessments are few and so this makes it hard to reach all children with special needs.

The inclusive learning program then helps the school identify high risk learners, which in turn will allow teachers and school directors to target special support to these learners hence ensuring a consistent pattern of inclusion. SMIS provides a great opportunity for schools to address the unique and special needs of children[11]. This enabled the teachers explain how the system helped the school and they said that; their school did home visits, and used learner data support system (SMIS) to monitor all learners. The information obtained also guided in the provision of scholarships to learners who came from poverty stricken homes as farther supported by FAWE 2006. For life skill education, teachers also provide counseling for their learners[12]. Life skills in this case will help them learn to cope with their daily challenges especially those that make the vulnerable children or learners feel that school is not a favorable place for them. [13] Raises the concern and points out that a learning environment should conform to the diverse learners and their individual needs. This means that a special environment should be designed to cater for individual learners' needs in school. This kind is that which provides the social, psychological and physical comfort. The use of information in SMIS is an area for CFS to continue to prioritize and provide training to help support children with special needs. School heads, teachers, and parents should value inclusiveness and view it as a major component of the CFS concept. However, some challenges and barriers, particularly around serving children with special needs and other vulnerable groups are still common in many schools.

[14] Points out that, studies done in Nepal reveal that, most girls do not access education due to cultural factors; this is supported by the fact that the Constitution of the Nepal Kingdom declares its country a Hindu Kingdom whose philosophy regards women as submissive to men. This therefore means that, women are put in a subservient position to male members of the family throughout their life and hence making it a constraint to education access. Poverty is another factor which contributes to keeping girls and women backward in Nepal. This therefore has resulted to making

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[9] UNICEF (2009).*Child Friendly Schools Manual* retrieved from http://www.unicef.org/education   on   15-1- 2014.

[10] UNICEF (2009).*Child Friendly Schools Manual* retrieved from http://www.unicef.org/education   on   15-1- 2014.

[11] UNICEF (2009).*Child Friendly Schools Manual* retrieved from http://www.unicef.org/education   on   15-1- 2014.

[12] MOE (2010).*Child Friendly Schools Manual* (UNICEF) Kenya.

[13] UNESCO (2014). Global Citizenship Education: Preparing learners for the challenges of the 21st century. Paris, UNESCO Publishing.

[14] UNESCO (2014). Global Citizenship Education: Preparing learners for the challenges of the 21st century. Paris, UNESCO Publishing.

most of the families fail to send their girls to school. Additionally, girls due to their submissive nature are more burdened with household chores than boys; they start working at an early age of 6 years. They work for four to seven hours a day depending on the prevailing economic condition of the family.

According to [15] School-going girls in Nepal tend to spend more time in domestic chores than their male counterparts. This in turn makes them lug behind and therefore have a feeling that the school is unfriendly and also not gender responsive. The Nepal philosophy makes girls lack role models in school since only 25% of the teaching staff comprise female. This will also have an impact on girls if majority of the teaching staff is dominated by males; hence the need for balance in such case. A report from Indonesia shows that schools' unfriendliness is contributed by gender disparity evident in books and other learning materials which exhibit differentiated gender roles. Girls are illustrated in domestic and care-giving roles while boys are shown as powerful, intelligent, assertive, and brave and leaders in the society[16].

In South Africa, UNICEF began supporting some schools in 2005 and the number was expanded in 2007 and 2008. The programme was implemented in KwaZulu-Natal, Limpopo and Eastern Cape provinces, since they were identified as the provinces with the highest concentrations of poverty in the country[17]. South Africa was specifically concerned with access, safety, gender sensitivity, acceptance of orphans and vulnerable children, and also provision of emotional development and life skills lessons.

An Inclusion Action Plan Report of 2010 has it that; an inclusive school is not designed to support the few at the expense of the many; it is designed to support everyone. This idea will not work in isolation; there is need for the provision of an environment that will favor their stay in school, this means that; the environment at school should be supportive. Inclusive education is the philosophy of ensuring that schools are open to all children. Inclusive education entails identifying, reducing or removing barriers within and around the school that may hinder learning. [18]. This can be achieved if schools can serve all children in their communities by practicing inclusive education.

Inclusive education will always take place when children with and without any sort of challenges participate and learn together in the same class. When a child with disabilities or some kinds of challenge attend classes alongside peers who do not look like him or her, some advantages are observed[19]. Such advantages are that learners will acquire social skills. For a long time, children with disabilities were educated in separate classes or in separate schools. People got used to the idea that special education meant separate education; but when children are educated together they

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[15] UNESCO (2014). Global Citizenship Education: Preparing learners for the challenges of the 21st century. Paris, UNESCO Publishing.

[16] UNESCO (2014). Global Citizenship Education: Preparing learners for the challenges of the 21st century. Paris, UNESCO Publishing.

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[18] Kenya Institute of Special Education (2009). *Management of Special Needs Education Programmes.* Nairobi: KISE.

[19] Nutbrown.C. and Clough. P. (2013). Inclusion in the Early Years. London: Sage

develop both academically and socially[20]. [21]On the other hand, argued that there is a shortage of specialized teachers and other support staff to handle children with severe special needs and this has caused their exclusion   from school due to the inability of regular schools to meet their physical and educational needs. Identification of children with special needs remains a challenge, since the Education Assessment Resource Centres (EARCs) have inadequate specialized equipment and human   resource to enable them to discharge their services effectively. This view agrees with [22] who argue that there only few trained SNE teachers in Primary schools. Costs associated with children with disabilities, such as medical treatment, special diets and assistive devices raise the unit cost of special education. Inappropriate and inadequate physical facilities and lack of equipment contribute to the difficulties being faced in this area. This therefore constricts the provision of CFS environments for those learners with special needs in the inclusive schools[23]. [24] advocates for the Carrying out of such activities as leadership, group- work, bell ringing and collecting books for marking as those which help to promote the participation of girls and boys on equal basis in school. An inclusive school is one in which the academic, social and physical environment and its surrounding community take into account the specific needs of both girls and boys. This implies that the teachers, parents, community leaders and members of parliament need to be aware of and practice gender equality. It also assumes that school management systems, policies and practices should recognize and address the gender or sex-based needs of both girls and boys. [25] shows that girl's mostly start working at an earlier stage than boys. This means that they are given more work in the home than boys. Because of such   cultures and gender myth many girls are denied their rights to an education or may be victims of the multiple afflictions of housework, schoolwork and work outside home. Many girls in Africa are forced to drop out of schools because school administrators are insensitive to gender issues, including sexual abuse which makes them victims of circumstance. The presence of female teachers in a school will always help to make the school environment a safer place for girls. In addition, the presence of female in positions of responsibility and leadership in schools is important factor in creating gender role concepts. Behavioral theories indicate that curriculum content transmission become useless when teachers fail to practice by example what they are advocating[26]. This means that teachers should serve all children without showing any sort of partiality.

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[20] UNESCO (2014). Global Citizenship Education: Preparing learners for the challenges of the 21st century. Paris, UNESCO Publishing.

[21] MoE (2012). A Policy Framework for Education: *Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and beyond*: Nairobi: Government Printers

[22] Bota K., Nanyama E., and Naomi, K. (2017). What Works in an Inclusive Classroom? Research-Based Evidence. *An International Journal of Humanities and Social Studies,5(1) 12-138*

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[24] MOE (2010). *Child Friendly Schools Manual* (UNICEF) Kenya.

[25] UNICEF (2015, May 19-22) Equitable and inclusive quality education and lifelong learning for all by 2030.Transforming lives through education accessed from http://en.unesco.org/world-education-forum-2015/5-key-themes/inclusive-education on 18-5 2017

[26] Ministry of Education (2007). *Gender Policy in Education.* Nairobi: Government Press.

Female teachers or male teachers in any school set up should serve as role models since learners feel good when they have people in their learning environment to emulate. According to [27], education is recognized as basic right of children and EFA goals can be achieved by embracing inclusive education philosophy. [28]Considers inclusive education as an approach in which learners with diverse needs are provided with education within mainstream schools it emphasizes hand-on activities in learning. This means that if there is a slow learner in a classroom, teachers should give them more time to manipulate the concrete materials since this will provide them an opportunity to learn at their own pace and also get a chance to discover and self-correct themselves.

Children with challenges are often stigmatized and excluded from education due to a mixture of fear, shame, and ignorance. In addition, inadequate policy regarding children in need of special attention and government resources lead to an educational environment that is unfriendly for such children. To arrest the situation of marginalization of children with disabilities, and its limiting outcomes, the Kenyan government and the concerned ministry committed themselves to Inclusive Education[29]. This is a process of addressing and responding to the diversity of educational needs, by ensuring access to learning for all groups of children within mainstream education. Inclusion has been advocated as the most effective way of curbing discriminatory attitudes, creating community involvement, building an inclusive society and therefore a step towards the achievement of education for all[30]. This raises the question on whether these laid down strategies have been implemented to allow schools be child friendly.

The CFS work plan should include actions that the school ought to undertake in order to enhance teaching of reading, writing and life skills. This should include targets for provision of appropriate teaching and learning materials, the preparation of lesson plans that take care of learners with diverse backgrounds and abilities, selection of varied interactive teaching methodologies and assessment methods[31]. When this kind of holistic approach is used, the problems will be minimized since the strategy based on will look at the whole issue from the eyes of friendliness which is a solution to many problems witnessed in any environment that does not consider diversity of learners. To implement inclusive education in classrooms, it is important that teachers provide an effective and stimulating educational environment for all pupils. In addition, teachers experience and their training significantly influence their attitudes[32]. Despite the fact that it is essential to staff inclusive classes with skilled and trained teachers, there is a shortage of enough inclusive teacher training programs. This is a major problem to be solved if the quota of trained teachers is to be

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[27] Republic of Kenya (2005). *Kenya Education Sector Support Programme*. Nairobi: Government Printer.

[28] Ministry of Education (2009). *The National Special Needs Education Framework Policy.* Nairobi: Government Printer.

[29] Ministry of Education (2007). *Gender Policy in Education.* Nairobi: Government Press.

[30] UNICEF (2009). *Child Friendly Schools Manual* retrieved from http://www.unicef.org/education   on   15-1- 2014.

[31] MOE (2010). *Child Friendly Schools Manual* (UNICEF) Kenya.

[32] Meng, D. (2008). The attitudes of primary school teachers toward inclusive education in rural and urban China.Frontiers of Education in China, 3(4), 473-492.

met[33]. The way children with special needs are handled in the current Kenyan schools and the general community is not up to the required standard this therefore prompted the current study to find out whether the launched CFS bore any fruits.

1.1 Theoretical framework

The study was underpinned by Albert Bandura's Social Learning Theory (SLT). This theory was coined in the 1960s and was later developed into the Social Cognitive Theory (SCT) in 1986. SCT posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. [34] Points out that, children learn in their environment as they interact and observe those living in that same environment. The unique feature of SCT is the emphasis on social influence and its emphasis on external and internal social reinforcement. SCT considers the unique way in which individuals acquire and maintain behavior, while also considering the social environment in which individuals perform the behavior. [35].

The theory takes into account a person's past experiences, which factor into whether behavioral action will occur. These past experiences influence reinforcements, expectations, and expectancies, all of which shape whether a person will engage in a specific behavior and the reasons why a person engages in that behavior. The aim of SCT is to explain how people regulate their behavior through control and reinforcement to achieve goal-directed behavior that can be maintained over time. With the implementation of external and internal factors, people regulate their behavior from a combination of both cognitive processes and environmental manipulation. The theory presents four factors that affect observation learning and these are: attention, retention, production and motivation. If past reinforcements have led someone to pay attention to a concept, then future reinforcements will selectively engage in a behavior that was observed and finally repeat it over and over[36].

Social Cognitive Theory was significant to this study because if learners are presented with any social environment which in this study is friendly learning environment, they will analyze it then emulate by paying attention to those aspects that provide the friendliness. When the schools, which form the learning environment are safe, caters for all categories of learners, are health providing and have a community that support their activities, the learners will therefore view them as conducive aspects for their learning. The mentioned aspects will make the children to be motivated and therefore like school and all other service providers in it hence encouraging regular school attendance. This will in turn lead towards the achievement of the third millennium goal which advocates for Education for All.

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[33] Hossain, D. (2004). Inclusive education: context Bangladesh. *Journal of the Faculty of Arts*, *6*(1), 22-31, Kibria, G. (2005). Inclusion education and the developing countries: The case of Bangladesh. *The Journal of the International Association of SpecialEducation*, *6*(1), 43-47.

[34] Kabiru, M. and Njenga, A. (2009). *General Psychology and personality development*. Nairobi. Focus publishers limited.

[35] Bandura A. (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Englewood Cliffs, NJ: Prentice-Hall.

[36] Kabiru, M. and Njenga, A. (2009). *General Psychology and personality development*. Nairobi. Focus publishers limited.

2. Research Methodology

This study was based on pragmatic philosophical research paradigm whose approach applies pluralistic means of acquiring knowledge about a phenomenon[37]. [38] Supports this and argues that, pragmatism makes it possible to work within the positivist and interpretivist approach. This integrated point of view allows the usage of multiple ways to answer research questions at hand. The pragmatic approach adopted in this study rejects a position between which views oppose each other. Mixed methods research design used in this study strongly goes in line with pragmatic views of tackling issues with a view of acquiring in-depth information.

This study based on mixed methods research designs which according to [39]adopts the concurrent approach. It involves integration of philosophical assumptions, by using both quantitative and qualitative approaches in a study. It is thus more than simply collecting and analyzing both kinds of data concurrently; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either one of the two approaches[40]. A major advantage of using the mixed methods research in this study enabled the researcher to answer confirmatory questions with regard to the research problem in question through the administration of both open and closed ended questionnaires and interviews.

This study was carried out in Nandi North Sub County, in Nandi County. The Sub County and its surroundings enjoy the best weather which is relatively moderate in terms of rainfall and temperatures; compared to other parts of the country. Nandi North Sub-County was selected for the current study because it is one of those sub-counties where CFS was launched.   It is therefore believed that the study area gave a wide and varied view of the problem under study just like any other areas in Kenya.

Target population of a study is a group of individuals taken from the general population who share a common characteristic, such as age, beliefs, interests and sex. The study targeted all the one hundred and seventy-five Public Primary schools, the eight zonal QASOs, Public Primary school head-teachers, Public Primary school teachers and all parents in the area selected for the study.

Sampling means selecting a given number of subjects from a defined population as representative of that population [41].The study used Yamane formula to get a sample size of 94 Public Primary schools. Stratified sampling technique was used to select schools from the eight zones then Simple random sampling technique was employed to select the 94 Public Primary schools to take part in the study. Purposive sampling technique was used to select 94 head-teachers from the sampled schools, and all the 8 Zonal Quality Assurance and Standards Officers. Simple random sampling technique

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[37] Morgan, D. (2007). Paradigms Lost and Paradigms Regained: Methodological Implications of combining qualitative and quantitative methods. *Journal of mixed Research,* 1(1), 48-76.

[38] Creswell, J. W. (2013). Research Design: Qualitative, Quantitative and Mixed Approaches. New York: Sage Publications.

[39] Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Approaches 4th ed. New York: Sage Publications.

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[41] Orodho J.A. (2008). Techniques of Writing Research Proposals and Reports in Education and Social Sciences.Maseno: KanezjaHpEnterprises.OSCE.

was used to obtain 94 teachers from the sampled schools and finally, snow-ball sampling was used to select one parent from the sampled schools.

The research tools which were used in data collection are questionnaires, observation schedule and interview guide. A questionnaire was preferred in the study for collecting data because the questions, wordings and sequence are fixed and identical to all respondents. The questionnaires were administered to a section of teachers and head-teachers as this was meant to comply with requirements of the research design in use.

An interview is a particular type of conversation between two or more people. Usually the interview is controlled by one person who asks questions. This ensured that answers were reliably aggregated and allowed comparisons to be made. In this, participants can discover, uncover or generate the rules by which they are playing this particular game. A structured interview guide was used to gather information from all QASOs and parents and also the remaining section of the head-teachers and teachers as this was deemed to go in line with the research design adopted.

After all the data was collected, it was cleaned; this involved identification of incomplete or inaccurate responses in the research tools. The cleaned data was collated, coded and entered in the computer for analysis using the Statistical Package for Social Sciences. The research results yielded both qualitative and quantitative data since the study adopted mixed methods approach. Qualitative data was analyzed using content analysis based on themes emanating from respondents information. Finally, Pearson product moment correlation was used to analyze the relationship between the independent and dependent variable; this helped evaluate the influence of school inclusiveness on learning environment in Public Primary schools in Nandi North-Sub County. After analysis, data was presented in tabular form using frequencies and percentages and   bar   graphs.

2.2 Research Paradigm

During the undertaking of any research, it is very important to consider different beliefs which according to [42] are called philosophical assumptions. [43] Points out that philosophy is important in research because it shapes the way researchers formulate the research problem. [44] on the other hand say that a philosophical paradigm is a constituting way of looking at the world and making interpretations of what is to be studied. Research paradigms therefore, are patterns of beliefs which regulate inquiry within a discipline by providing lenses, frames and processes through which investigations are to be accomplished.

This study based on pragmatic research paradigm whose approach applies pluralistic means of acquiring knowledge about a phenomenon[45]. [46] Supports this and argues that, pragmatism makes it

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[42] Creswell, J. W. (2003). Research Design: Quantitative, Qualitative and Mixed Methods approaches (2nd). Califonia: Thousand Oaks

[43] Creswell, J. W. (2003). Research Design: Quantitative, Qualitative and Mixed Methods approaches (2nd). Califonia: Thousand Oaks

[44] Jwan J. O and Ong'ondo C.O (2011).Qualitative Research: An Introduction to Principles and Techniques. Eldoret: Moi University Press.

[45] Teddlie, C. and Tashakkori, A. (1998). Mixed Methodology: Combining Qualitative and Quantitative Approaches. Thousand Oaks: Sage Publications. Morgan, D. (2007). Paradigms Lost and Paradigms Regained: Methodological Implications of combining qualitative and quantitative methods. *Journal of mixed Research,* 1(1), 48-76.

[46] Creswell, J. W. (2013). Research Design: Qualitative, Quantitative and Mixed Approaches. New York: Sage Publications.

possible to work within the positivist and interpretivist hence allowing the usage of multiple ways to answer research questions at hand.

3. Results

The influence of School Inclusiveness on the learning environment was established using both qualitative and quantitative statistics. The head-teachers and teachers had various views on the school inclusiveness as shown in table 1. From the study, most 55(74.4%) head-teachers and 62(83.8%) teachers agreed that learners received equal time and attention regardless of their background, with 14(18.9%) head-teachers and 9(12.2%) teachers disagreeing. This showed that learners in Public Primary schools are given equal time and attention without partiality. The results indicated that 62(83.8%) of the head-teachers and 57(77%) teachers agreed that both boys and girls attend schools frequently, with 11(14.9%) heads and 11(14.9%) disagreed. This implies that boys and girls attend schools frequently. The views obtained were in support of[47]which postulates that an inclusive education promotes equal participation of all learners regardless of their social, intellectual, physical or economic backgrounds thereby promoting their self esteem, creativity and independence as suggested by [48].

Table 1 views of Head-teachers and teachers on School Inclusiveness

Statement	Category	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Learners receive equal time and attention regardless of their background	Head-teachers	17	23.0	38	51.4	5	6.8	10	13.5	4	5.4
	Teachers	21	28.4	41	55.4	3	4.1	9	12.2		
Both boys and girls attend schools frequently	Head-teachers	13	17.6	49	66.2	1	1.4	8	10.8	3	4.1
	Teachers	12	16.2	45	60.8	6	8.1	9	12.2	2	2.7
The school screens learners for learning disabilities	Head-teachers	7	9.5	3	4.1	9	12.2	10	13.5	45	60.8
	Teachers	12	16.2	4	5.4	8	10.8	12	16.2	38	51.4

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[47] Ministry of Education (2008). Safety Standards Manual for Schools, Nairobi: Ministry of Education No. G911/169 (2001). Health and Safety Standards in Educational Institutions: Nairobi.
[48] MOE (2010). *Child Friendly Schools Manual* (UNICEF) Kenya.

All teachers have been specially trained to work with learners with disabilities	Head-teachers	4	5.4	8	10.8	10	13.5	46	62.2	6	8.1
	Teachers	19	25.7			17	23.0	11	14.9	27	36.5
Members of this school go out into the community to encourage the enrolment of children with disabilities	Head-teachers			13	17.6	2	2.7	50	67.6	9	12.2
	Teachers	6	8.1	21	28.4	18	24.3	27	36.5	2	2.7
The physical facilities in the school are designed to accommodate all learners	Head-teachers	17	23.0	3	4.1	10	13.5	6	8.1	38	51.4
	Teachers	17	23.0	2	2.7	8	10.8	10	13.5	37	50.0

Source: Field data

Majority of the head-teachers 55(74.3%) and 50(54.1 %) teachers disagreed that their school screen learners for learning disabilities, with 10(13.5%) head-teachers and 16(21.6%) teachers agreeing. This indicated that schools do not screen learners for learning disabilities. Most of the head-teachers 52(70.3%) and 38(51.4%) teachers disagreed that all teachers had been trained to work with learners with disabilities, with 12(16.2%) heads and 19(25.7%) agreed. This implies that teachers had not been trained to work with learners with disabilities as pointed out by[49],[50] who argued that; there was need to train more teachers in special education in matters.

Majority of the head-teachers 59(79.8%) and 29(39.8%) teachers disagreed that they reach out to the community to encourage on the enrolment of children with disabilities, with 13(17.6%) heads and 27(36.5%) agreed. This showed that the school does not reach out to the community to encourage on the enrolment of children with disabilities. This as earlier pointed out concurs with

[49] MoE (2012). A Policy Framework for Education: *Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and beyond*: Nairobi: Government Printers

[50] Kibria, G. (2005). Inclusion education and the developing countries: The case of Bangladesh. *The Journal of the International Association of Special Education*, 6(1), 43-47.

[51],[52] whose views supported teachers training in special education as this will enable them cater for such learners' needs and therefore making the learning environment be friendly to them. Most of the head-teachers 44(59.5%) and 47(63.5%) teachers disagree that physical facilities in the school are designed to accommodate all learners. This indicated that physical facilities in the school were not friendly to those learners that need special facilities to cater for their needs.

From the interview results, the head-teachers agreed that boys and girls were treated equally in their school. They responded that; school catered for the learners' differences by allowing NGOs and other stakeholders to provide sanitary towels to needy girls. In addition, they also responded that their schools made direct contact with the parents whose children missed school. When themes were derived to analyze these responses, it was evident that the respondents' views agreed with[53] which supports the idea that an inclusive education promotes equal participation of all learners regardless of their social, intellectual, physical or economic backgrounds thereby promoting their self-esteem, creativity and independence as suggested by[54].

Very few of the head teachers said that they encouraged the community to take the children with special needs to school when farther asked to substantiate, they responded that the children with special needs were always referred to special schools. The idea of special schools does not agree with the views of[55] who pointed out that schools should move out of segregation as this segregated or categorized notion makes the affected children not fit well with their peers. This idea will always make the children in a special unit feel as if they are odd from the rest and therefore causing a social distance which makes the school to be unfriendly to such children.

The interview results from teachers showed various ways in which the school has used to eradicate gender discrimination. They ensured prefects' body consisted of boys and also the provision of guiding and counseling for the same. They also ensure there was equal representation in school enrollment to school. They ensured that every child is in an environment that is physically safe and psychologically enabling. They constructed separate toilets/latrines for boys and girls. The zonal QASOs established that there are various strategies laid to ensure that learners with diverse needs were in school. These include some schools having special units for physically challenged learners and integrating normal and children with special needs in their classroom. These officers' responses also indicated that, there were few schools with structures to cater for such learners. Some responses obtained about school inclusive from the QASOs also showed that few teachers have been trained on SNE. From the parents' interview results, it was established that the schools were inclusive. This indicated that both boys and girls were given equal access to the physical facilities. From the

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[51] MoE (2012). A Policy Framework for Education: *Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and beyond*: Nairobi: Government Printers

[52] Hossain, D. (2004). Inclusive education: context Bangladesh. *Journal of the Faculty of Arts*, *6*(1), 22-31.

[53] Ministry of Education (2008). Safety Standards Manual for Schools, Nairobi: Ministry of Education No. G911/169 (2001). Health and Safety Standards in Educational Institutions*:* Nairobi.

[54] MOE (2010). *Child Friendly Schools Manual* (UNICEF) Kenya.

[55] Dyson, A. (2006). *Improving Schools, Developing Inclusion*. London: Routledge.

observations made on the presence of inclusive facilities the findings show that it was available in 3 (15%) schools and not available in 17 (85%) schools. This is as presented in Figure 1.
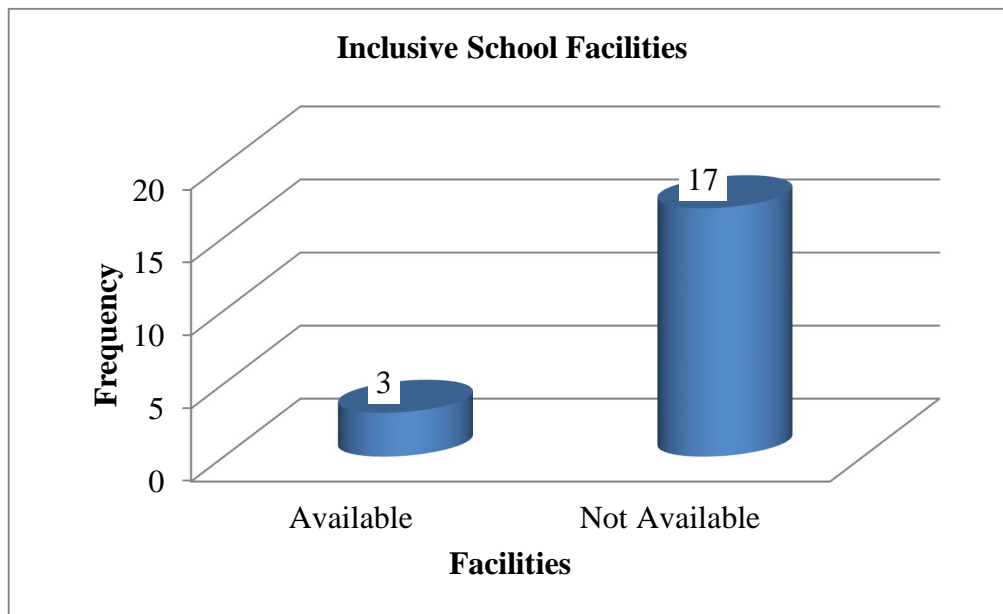
Figure 1: Observation on Inclusive school facilities
Source: Field data (2016)

The findings from the interview guide administered to section head-teachers, teachers, and to all QASOs and parents identified that schools were inclusive in the sense that learners received equal time and attention regardless of their background additionally, they responded that both boys and girls attended school frequently. This concurs with[56], which points out that education is recognized as basic right of children and highlights that EFA goals can be achieved by embracing inclusive education philosophy.

It is also in agreement with [57] which considers inclusive education as an approach in which learners with disabilities and special needs are provided with education within mainstream schools. But these findings were not exhaustive enough because they farther responded when probed that children with special needs were taken to special school. These findings response from the QASOs agree with [58] that there is a shortage of inclusive teacher training programs and specialized teachers in Nandi North Sub-County. It is essential that inclusive classes should have trained teachers with skills to manage diverse learners. When teachers are not competent in managing learners with special needs, it will always make the affected learners feel as if they are rejected in school and hence making their learning environment to be unfriendly to them.

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[56] Republic of Kenya (2005). *Kenya Education Sector Support Programme*. Nairobi: Government Printer.

[57] Ministry of Education (2009). *The National Special Needs Education Framework Policy*.Nairobi: Government Printer.

[58] MoE (2012). A Policy Framework for Education: *Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and beyond*: Nairobi: Government Printers

3.1 Correlation between School Inclusiveness and school learning environment

The influence of school inclusiveness on school learning environment was investigated using Pearson product moment correlation; this was to establish the relationship between the two variables as summarized in Table 2. There was a positive relationship between the school inclusiveness and school learning environment [r=.509, *n*=74, p<.05]. This indicated that an increase in school inclusiveness leads to improved school learning environment. Thus, the more the school adopted inclusiveness the more the learning environment becomes conducive.

Table 2: Correlation betweenSchool Inclusiveness and its learning environment

		Environment	Inclusiveness
Environment	Pearson Correlation	1	.504[**]
	Sig. (2-tailed)		.000
Inclusiveness	Pearson Correlation	.504[**]	1
	Sig. (2-tailed)	.000	

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

N=74

Source: Field data (2016)

4. Conclusions

Basing on obtained results, both boys and girls attend schools frequently. The school was welcoming place for all types of learners. Schools reported that they always reached out to the community to encourage the enrolment of children with disabilities. However, this same results on the other hand showed that schools were not ready enough to accommodate all learners since a large proportion of them lacked inclusive learning facilities and the teachers were not trained enough to manage a learners with special needs and those available were just few. There was a positive relationship between the school inclusiveness and school learning environment. This indicated that an increase in school inclusiveness the more improved school learning environment.

5. Recommendation

The government needs to review the teacher training programme in such way that teachers are taught to handle all categories of learners. Together with this, it should also provide more officers who would help in the assessment of such children. Finally more funds should be set for the construction of physical facilities to cater for the special children in school. The government through ministry of education should provide funds for provision of inclusive learning materials.