

Influence of Teaching and Learning Approaches on Implementation of Inclusive Education in Public Primary Schools in Kanduyi Sub-county, Kenya

Abstract.

Despite the apparent familiarity with the concept of inclusive education (IE), there is still inconsistency in integrating it at the level of policy development and implementation. The objective of the study therefore, was to establish the extent to which teaching and learning approaches influence the implementation of IE programme among 6-9 years old pupils in public primary schools in Kanduyi sub-county, Bungoma County, Kenya. This study was guided by social disability theory. It employed the descriptive survey research design and targeted 275 respondents comprising of 99 head teachers, 40 Special Needs Education (SNE) teachers and 136 lower primary class teachers. The study sampled 30% of the 275 respondents to get a sample of 83 respondents. In this study, the research instruments used were questionnaires and interview guides. The study tested the tools' content, criterion and construct validity while the reliability of the questionnaire was determined through the Cronbach's alpha coefficient to measure the internal consistency. The findings of the pilot study showed that all the three scales were reliable as their reliability values were above the prescribed threshold of 0.7. Quantitative data was analyzed using such descriptive statistics as frequency counts, percentages and means while inferential statistics, including correlation and regression analysis was employed. Qualitative data was put into various categories and reported in an ongoing process as themes and sub-themes emerged for each of the objectives. Analyzed data was presented using charts, graphs and tables. The findings indicated that there was a strong positive and significant relationship between teaching approaches and implementation of inclusive education programme in lower public primary schools. Based on the study results, it was recommended that there is need to ensure that effective learning approaches suitable for implementing IE are used. Also, the curriculum should be made flexible and avail adequate facilities and visual aids.

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