

**A COMPARATIVE ANALYSIS OF PERCEIVED EFFECTIVENESS OF SPECIAL
NEEDS EDUCATION POLICY IMPLEMENTATION IN PUBLIC SECONDARY
SCHOOLS: A CASE STUDY OF RUIRU AND RARIEDA SUB-COUNTIES, KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements
for the Award of Master of Education Degree in Educational Foundations of Egerton
University**

EGERTON UNIVERSITY

SEPTEMBER, 2025

DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for examination in this or any other university for the award of a degree.

Signature



Date: 24th, September, 2025

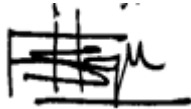
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DEDICATION

This thesis is dedicated to the Almighty Father, my dear wife Lillian, children; Ruth, Joy, Vivian, Vision and Faith and all those who supported me in my academic journey.

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I owe special gratitude to my Lord and Saviour Jesus Christ for walking with me throughout this long academic journey. Thank you, Father for Divine Presence, in every step I have taken since the journey commenced. Thank you for the gift of the Holy Spirit the great teacher for your presence in all my endeavours. I gratefully acknowledge my supervisors Prof. Fred Barasa and Prof Ezra Maritim for going beyond professional commitment to make my Master's Degree journey a delightful experience. They provided admirable supervision and incredible support, which made the success of this research. I would also wish to express my deep, sincere and heartfelt gratitude to the Academic Staff of Egerton University especially the Chairman Department of Psychology, Counseling and Education Foundations for their support during my studies. I extend my sincere appreciation to my fellow students and friends of Egerton University for their academic and moral support.

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ABSTRACT

Learners with disabilities have experienced a myriad of challenges in the education sector ranging from lack of access, inclusion and inadequate trained teachers with relevant skills to meet their unique educational needs. The Special Needs Education Policy (SNEP) was developed to enhance access, inclusion and teacher training of Special Needs Learners (SNLs) among other policy interventions. The policy seems to have not achieved these objectives as evidenced by unsatisfactory provision of education to people with disabilities in Sub-Counties like Ruiru and Rarieda and Kenya in general. This study conducted a comparative analysis of perceived effectiveness of the implementation of SNEP on access, inclusion and training of special needs education teachers between public secondary schools in Ruiru and Rarieda. The study adopted the causal comparative research design. The target population was 33 head teachers, 595 teachers and 261 SNLs. A sample of 10 principals, 82 SNLs and 57 teachers selected using purposive, stratified, proportionate and simple random sampling techniques participated in the study. Data was collected using Four instruments; the Principals' Interview Guide (PIG), Teacher Questionnaire (TQ), Special Needs Learners Questionnaire (SNLQ) and an Observation Check List (OCL). Construct and face validity of these 4 instruments were checked by experts from the department of Psychology, Counseling and Educational Foundations, Egerton University. The reliability of the teachers' and students' questionnaire were estimated and found to be 0.835 and 0.799 respectively using Cronbach Alpha method. The method helped to ensure the items are related and measure the intended construct, contributing to the reliability of research findings. Statistical Package for Social Science version 25 was used to analyze the data. Quantitative and qualitative data was described and summarized by use of frequencies and percentages. Testing of Hypotheses at the .05 level of significance were done using the t-test. The findings showed that the difference in effectiveness of SNE policy in promoting SNLs' access to education between Rarieda and Ruiru Sub-Counties was statistically significant, $t(42) = 2.075, p = .044$. However, the difference by Sub-County in effectiveness of SNE implementation in enhancing inclusion of SNLs in regular schools [$t(42) = .601, p = .551$] and promoting professional training of teachers [$t(42) = .084, p = .934$] was not statistically significant. The study concluded that some improvements have been achieved in provision of education to SNLs. Improvement in access to education by SNLs in Ruiru was higher compared to Rarieda. However, inclusion of SNLs in regular schools and professional training of SNE teachers in Ruiru and Rarieda were comparable. The expectation is that the study findings would provide insight to the Education stakeholders on the strengths and the weaknesses of the SNE policy in promoting provision of education. Further the study findings is expected to be used as by researchers in the future as baseline data

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LIST OF ABBREVIATIONS AND ACRONYMS

CBC	Competency Based Curriculum
CDE	Convention Against Discrimination in Education
CRPD	Convention on the Rights of Persons with Disabilities
ECDE	Early Childhood Development Education
EFA	Education for All
EUREC	Egerton University Review Ethics Committee
FBO	Faith Based Organization
FDSE	Free Day Secondary Education
FPE	Free Primary Education
FPE	Free Primary Education
HTQ	Head Teacher Questionnaire
ICESCR	International Covenant on Economic, Social and Cultural Rights
KISE	Kenya Institute of Special Needs Education
KPHC	Kenya Population and Housing Census
MoEST	Ministry of Education, Science and Technology
NACOSTI	National Commission of Science and Technology and Innovation
NGOs	Non-Governmental Organizations
OCL	Observation Check List
OECD	Organization of Economic Cooperation and Development
PIG	Principal's Interview Guide
PLWDs	Persons Living with Disabilities
PTE	Primary Teacher Education
RoK	Republic of Kenya
SCDE	Sub-County Director of Education
SDGs	Sustainable Development Goals
SNE	Special Needs Education
SNEP	Special Needs Education Policy.
SNLQ	Special Needs Learners Questionnaire
SNLs	Special Needs Learners
SPSS	Statistical Package for Social Science
TQ	Teacher Questionnaire

TVET	Technical and Vocational Education and Training
UDPK	United Disabled Persons of Kenya
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNRC	United Nations office of the Resident Coordinator
WB	World Bank
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is essential because it aids learners' knowledge acquirement, skills and promotes their mental, social, moral and spiritual development which empowers them to be all-round persons (Lessa et al., 2018). Education further, enhances individuals ability to preserve and utilize the environment gain, and plays a significant part in the nation's economic development (Brown, 2020; United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2017). According to Behlol et al. (2019), the progress and prosperity of nations depend upon the quality of education provided to their citizens. The role of education in promoting individual development and enabling people to enjoy their rights could perhaps explain why it is considered as a fundamental human right. The right to education is outlined in many international treaties such as Convention on the Rights of Persons with Disabilities, (CRPD, 2006). This right has been affirmed in treaties, such as the Convention against Discrimination in Education (CDE), the International Covenant on Economic, Social and Cultural Rights (1966) and the Convention on the Elimination of All forms of Discrimination against Women (UNESCO, 2018). These treaties make it mandatory for governments to provide education to all children. It means that People Living with Disabilities (PLWDs) have a right to education like other members of society.

Most countries in Africa, special needs education policy implementation has failed to achieve significant improvements during the last decade due to a myriad of cultural, socio-economic, and political constraints (Mukhopadhyay, 2009). South Africa had up to seventy percent of school-going age children with disabilities absent from school (Danohue & Bornman, 2014). Those attending schools, most of them are still in detached special schools for SNLs. The Department of Basic Education has made improvement to warranting the children with disabilities access to basic education, established on the policy of inclusive education. This state prevails despite the drive for educational inclusion of persons with disabilities in South Africa. Zimbabwe has no specific policy document on special needs (Danohue & Bornman, 2014). It has special needs education linked policies like the Education Act of 1996 besides the Zimbabwe Disabled Persons Act of 1996 that advocate for non-discrimination of people with disability. In fact, most countries in Africa have not fully embraced special needs education (Mittler, 2010). Special needs education in Africa is seen as a new perception to several countries. The slow pace of advancement to special needs

education has initiated stresses for additional essential changes in various African countries (Booth et al., 2012).

The Republic of Kenya (RoK) (2018) defines PLWDs as those who lack or have restricted capability to achieve an activity in a way that is considered usual within the cultural setting of the human beings. PLWDs include those with physical, visual, hearing, speech, mental or socio-economic challenges. According to the Disability Report by the Kenya Population and Housing Census (2019), the country had a population of 43,739,906 of which 918,217 were projected to have numerous forms of disabilities ranging from visual, hearing, Kenya National Bureau of Standards (KNBS, 2019), A report by UNESCO (2021) puts the number of persons with disability at 15% of the general population. This means the number of persons living with disabilities in Kenya could even be higher. Data from 154 sub-counties under the devolved Government for the year 2019 shows that Rarieda Sub-County with a population of 134,558 had a high disability rate (4.2%) whereas Ruiru Sub-County with a population of 371,518 had a low rate at (1.2%) (KNBS, 2019). Provision of education to persons living with disabilities require modification of curriculum, and a fundamental shift in its planning and implementation, hence the need for Special Needs Education (SNE).

SNE has been defined as suitable reform in curriculum delivery methods, teaching-learning resources, medium of communication and learning setting to provide for individual changes in learning (Republic of Kenya [RoK], 2009). Provision of education to this category of persons requires that it is packaged such that it accommodates their impairments. Provision of SNE therefore demands adjusting curricula in use, availing teaching-learning resources, and making an atmosphere in institutions that suit the requirements of learners and apprentices with disabilities (Mbiti, 2021). It moreover calls for employment of technical and support staff and retooling of teachers already in service to enhance their competencies in managing Special Needs Learners (SNLs).

SNE dates back to the 1940s and was provided by religious organization for example the Salvation Army, Methodist and Catholic Churches (Kirui, 2018). These churches provided both education and care to PLWDs. Since then, many events have occurred and organizations formed, which have played key roles in providing of education toward persons with disabilities. These includes the Kenya Institute of Special Education (KISE) which was put in place in 1986 under the Ministry of Education (MoE) and the United Disabled Persons of Kenya (UPDK) formed in 1989 (KISE, 2016). Special needs education in Kenya is now provided in special schools and as special components or special classes in public schools (Adoyo, 2015). Special units are unique classes where students with disabilities obtain

training distinctly from their peers without disabilities whereas a special class is a regular class that has SNLs (Mabele, 2019). A report by the Kenya Government (RoK, 2005) showed that the number of school-age children with disabilities who had no access to education in Kenya was high. It means that at that time of the survey there were few special schools and schools with special units or special classes. Development of the 2009 SNE policy was among the strategies implemented by the government to address this challenge (RoK, 2009).

Extant literature showed that provision of education to people with disabilities in Kenya due to lack of clear policy framework has been problematic and an education system which has been characterized by lack of facilities and trained professional necessary in teaching special needs learners (KISE, 2018; Kari, 2018). To address these problems, the government set up a SNE taskforce chaired by Dr. Kochung (RoK, 2003), which examined the challenges and made recommendations that resulted to launch of the SNE policy in 2009. A public policy is a guide to action and connotes a broader framework to operationalize a philosophy, principle, vision, decision or mandate which is translated into various programs, projects and actions (Khan, 2016). A policy contains the broad statement of future goals and actions, and expresses the ways and means of attaining them. It details what the government, school administrators, parents and other education stakeholders should do to ensure that the necessary provision are made for learners with disability and those needs are made known to all who are likely to teach them (Special Educational Needs Code of Practice, 2001).

The overall objectives of SNE policy 2009 are to ensure that SNLs gets equal access to education services and further boost the country's goal of achieving Education for All (EFA) (RoK, 2009). The SNE policy framework aims to address the following key areas; assessment and intervention, access to quality and relevant education, favorable environment, health and safety, specialized facilities and technology inclusive education, curriculum development, capacity building and development, participation and involvement, advocacy and awareness, partnership and collaboration, gender mainstreaming in SNE, research and documentation, disaster preparedness, resource mobilization and guidance and counseling. Development of the policy was a critical step towards provision of education to SNLs in Kenya. However, success of a policy depends on its implementation.

Implementation refers to employing a result or plan into effect, implementation or act or placing a plan into action or of starting to use something (Khan, 2016). With regard to government policies, implementation is the phase where several agencies and departments, responsible for particular policy areas, are officially made liable for actualization of related policy actions (Bullock & Lavis 2019). The key players in implementation of SNE policy are

government itself through the Ministry of Education, KISE, School Boards of Management and education stakeholders for example, Faith Based Organizations (FBO), Non-Governmental Organizations (NGOs) and development partners (Kiru, 2018).

The success of a policy is often expressed in terms of realization of its objectives. With regard to SNE policy, they include advocacy and awareness creation, a conducive environment, promotion of access and inclusive education, specialized facilities and technology, adjustments in curriculum among others (Ireru et al., 2020). Despite the implementation of SNE policy, Kenya still experiences challenges and obstacles that limit access to educational chances for students with disabilities (KISE, 2018). According to Chomba et al. (2014), the challenges experienced during implementation of the policy were inadequate physical facilities and instructional materials modified to accommodate needs of PLWDs, curriculum and assessment. Other challenges encountered were unsatisfactory promotion of SNLs' access to education, inclusion in regular secondary schools and professional training of SNE teachers. This suggests that the policy was not effective in promotion of SNLs access to education, inclusion in regular secondary schools and professional training of SNE teachers.

One of the aims of the SNE policy was to improve SNLs access to education (RoK, 2009). Karanja (2021) refers to access as the process of identifying people living with disabilities and enhancing their enrolment, class attendance, active participation in learning, retention, progression and transition. Some improvements on SNLs' access to education have been observed in countries where SNE policies have been enacted and implemented. Kurniawan and Rofiah (2018) noted a rise in the number of SNLs in inclusive schools in Indonesia after introduction of SNE policies. A study by Muhombe et al. (2015) revealed that majority of the respondents in Nandi County were aware of the SNE policy 2009 and felt that it had positively affected learners' enrolment and transition in schools, but its effect on retention was marginally small. However, access to education is still a challenge to many SNLs despite policy initiatives. Limaye (2016) noted that majority of children with disabilities in India did not have access to education despite availability of policies that promoted provision of SNE. The low access was attributed to parents' negative perceptions and difficulties in supporting children with disabilities at home and in schools. A study by Kenya Institute of Special Education (KISE) (2018) revealed that (11.4%) of children aged between 3 and 21 years in Kenya had disabilities. A substantial sum of these children were joined in schools but the dropout rate was high. Onsomu et al. (2022), Mbiti (2021) and Kiriba (2020), Rarieda Sub-County Director of Education (SCDE) (2020) and Ruiru SCDE

(2020) observed that SNLs' access to education remain low across all levels of education and Sub-Counties such as Ruiru and Rarieda.

Inclusion was one of the strategies of enhancing provision of education to SNLs advanced by the SNE policy. Inclusion in education refers to a methodology where learners and trainees with disabilities are provided with appropriate educational interventions within regular institutions of learning with appropriate accommodations and support (RoK, 2018). It is about adjusting learning institutions so that all the individuals, regardless of their differences, can have the opportunity to interact, play, learn, work and experience the feeling of belonging, and experiment to develop in accordance with their potentials and difficulties (RoK, 2009). It entails adjustments in school environments to accommodate SNLs in terms of physical facilities, instructional materials, classroom management, content delivery and assessment (Mbiti, 2021).

Studies on effectiveness of policies in promotion of inclusion of SNLs in regular learning institutions have generated mixed results. ElZein (2009) found that parents in Lebanon felt that offering their children with inclusive education stayed equal to providing high quality education to their children that was similar to that given to students without disabilities. Hayes and Bulat (2017) noted that funding and absence of resources for all-encompassing education stayed significant challenges in Namibia, South Africa, Zambia, and Zimbabwe. Damiani et al. (2021) noted that Kenya had made considerable progress in provision of inclusive education as evidenced by national and international implements, declarations, and policies associated to inclusive education, resources allocation and professional training of SNE teachers. Manzi's (2011) noted that there was need for awareness creation among local communities, a curriculum for pupils with special needs, a clear policy framework on SNE implementation, teachers training and funds for the inclusive education programme. These mixed results imply that there were weaknesses in the SNE policy implementation with regard to successful inclusion of SNLs in regular schools.

Successful implementation of SNE programme needs the services of various specialists who can support in identification, referral, and establishment of education to persons with disabilities (Kulabula, 2012). Absence of skilled teachers who can handle SNLs in learning institutions remains the biggest challenge of all in the spectrum of integrating students with disability in regular schools (UNESCO, 2011). Another challenge is that secondary school teachers are trained for either general education, or special education (Mabele, 2019). This practice has led to training of teachers without the essential skills to

teach SNLs in an broad setting. This perhaps explains why professional training was one of the objectives of SNE policy.

Kinuthia (2018) defines training as the process of facilitating a trainee's acquisition of knowledge, skills and attitudes towards a discipline through well-structured study and instruction programme. Teacher training in Kenya falls under the following categories; early childhood development and education (ECDE), primary, diploma, and graduate teacher education (Tabot & Too, 2017). Teacher training can also be through less formal activities such as workshops, seminars and conferences (MoE, 2009). These programmes are offered by teacher training colleges and universities and lead to the award of a certificate, diploma or a degree.

Professional improvement is essential in warranting that teachers have the ability to manage and teach SNLs in an inclusive environment (Donath et al., 2023). Daniela and Ecaterina (2022) noted that many teachers were trained with no expectation of having students with disability in their classes, making related policy implementation a nightmare. Yuwono and Okech (2021) found that curriculum design and large classes with SNLs posed a serious challenge to primary school teachers in Uganda who are not well trained. Tabot and Too (2017) concluded that integration of SNE content in the primary teacher education curriculum was inadequate in providing SNE skills to teacher trainees. Longore et al. (2023) study equally noted that very little content on SNE is covered during training of primary school teachers. These challenges affect effectiveness of the SNE policy and calls for remedial measures if its objectives are to be realized.

This background shows that the general objective of the SNE policy of 2009 was to improve access, conversion rates and retaining of learners with special needs in proper learning institutions. It also shows that implementation of the policy has not been effective as evidenced by unsatisfactory achievement of its objectives such as the low figure of SNLs who have access to education, inadequate provision of resources and unsatisfactory adjustments in regular schools to accommodate needs of SNLs, and shortage of trained SNE teachers. The background further shows that Rarieda Sub-County in Siaya County and Ruiru Sub-County in Kiambu County were among the Sub-Counties which have been experiencing problems implementing the policy. This study carried out a comparative analysis of perceived effectiveness of SNE policy implementation in public secondary schools in Ruiru and Rarieda Sub-Counties, Kenya. The two Sub-Counties have contrasting demographic composition, Rarieda had a population of 152, 570 whereas that of Ruiru was 371,111. In addition, Rarieda had a disability rate of (4.2%) while Ruiru's rate was (1.2%). Ruiru is urban

and cosmopolitan whereas Rarieda is rural with a high number of public day secondary schools. The effectiveness of disability inclusive policies may differ significantly between urban and rural areas due to factors such as government attention, resource allocation and the County government capacities, (Nyambura, 2020). In urban areas like Ruiru, government and NGOs tend to focus more on disability related interventions due to higher population density and visibility. In contrast, rural areas like Rarieda may receive less attention, resulting in gaps in policy implementation and resource allocation. A comparative study can help identify how these policies are experienced by PLWDs in different settings and suggest ways to improve equity in policy enforcement. These two sub-counties therefore provide an ideal setting for an intra-national comparative study to determine the effectiveness of the SNE policy implementation, specifically with respect to SNLs access to education and inclusion and professional training of teachers.

1.2 Statement of the Problem

Education is not only a fundamental human right but also plays a key role in imparting skills and knowledge, which enables beneficiaries to operate as agents of social and economic change. Provision of secondary school education to PLWDs in Kenya has been a challenge as evidenced by the low number of SNLs enrolled in regular and special needs institutions, high drop-out rates, and low progression and transition rates. The SNE policy was introduced in 2009 in Kenya as a strategy to address the requirements of learners with disabilities in the education sector. The policy was expected to provide clear guidance and create awareness among education stakeholders on the unique needs of persons with disabilities. It was also envisaged that the implementation of SNE policy would enhance the provision of education to people with disabilities. Despite the enactment of the SNE policy, no significant development in provision of education to SNLs in terms of access, inclusion in regular secondary schools, and coaching of special needs education teachers have been realized in Ruiru and Rarieda sub-counties. The unsatisfactory improvements in the provision of education to SNLs could perhaps be due to ineffectiveness of SNE policy. This study conducted analysis on perception of the effectiveness of SNE policy with regard to access and inclusion of SNLs' in regular secondary schools, and coaching of special needs education teachers in Ruiru and Rarieda sub-counties. The study was deemed necessary because literature search revealed that there was dearth in literature on effectiveness of SNE policy in provision of education to SNLs in public secondary school in both sub-counties.

1.3 Purpose of the study

The study purpose was to determine the perception, through a comparative analysis, the effectiveness of SNE policy on SNLs inclusion, access and the training of special needs education teachers.

1.4 Objectives of the Study

The following specific objectives guided the study:

- i. To compare the perceived effectiveness of SNE Policy in SNLs' access to education in public secondary schools in Ruiru and Rarieda Sub-Counties.
- ii. To examine the perceived effectiveness of SNE Policy in the inclusion of SNLs in the public secondary schools in Ruiru and Rarieda Sub-Counties.
- iii. To evaluate the perceived effectiveness of SNE Policy in the training of special needs education teacher in public secondary schools in Ruiru and Rarieda Sub-Counties.

1.5 Research Hypotheses

The study tested the following hypotheses:

H0₁: There is no statistically significant difference in the perceived effectiveness of SNE policy in promoting SNLs' access to education between public secondary schools in Rarieda and those in Ruiru Sub-Counties.

H0₂: There is no statistically significant difference in the perceived effectiveness of SNE policy in enhancing inclusion of SNLs in public secondary schools between Rarieda and Ruiru Sub- Counties.

H0₃: There is no statistically significant difference in the perceived effectiveness of SNE policy in the professional training of teachers between the public secondary schools in Rarieda and those in Ruiru Sub- Counties.

1.6 Significance of the study

The study findings were expected to provide an insight to Ministry of Education, School Principals, teachers and other education stakeholders on the SNE policy strength and the weaknesses. This would assist them come up with policies and strategies of implementing the policy effectively. These finding may broaden school managers' knowledge of the SNE policy. This could also assist them make appropriate adjustments in terms of infrastructure, instructional materials, classroom management, content delivery and assessment in respective schools to achieve the requirements of learners living with disabilities. The expectations of

the findings is to encourage teachers without special needs education to seek training and or attend in-service courses. The finding may also be used by the MOE when reviewing the SNE policy in its endeavor to enhance its effectiveness. Further the study was expected to be used as baseline data and knowledge in future by other researchers.

1.7 Scope of the Study

The study was carried out in public secondary schools in Rarieda and Ruiru sub-counties. The study investigated the perceived effectiveness of the special needs education policy in promoting access and inclusion of SNLs in regular secondary schools, and training of SNE teachers in these two sub-counties. The respondents comprised head teachers, teachers, and learners with special needs. The study focused solely on public secondary schools that had students with physical, hearing, and visual impairments, which were in place before the implementation of the 2009 special needs education policy.

1.8 Limitations of the Study

The study was conducted in Ruiru and Rarieda sub-counties, Kenya. Therefore, findings generalisation to other sun-counties in Kenya should be done with thoughtfulness because of variances in economic, social, and environmental locations, which are predictors of provision of SNE.

1.9 Assumptions of the Study

It was presumed that data provided by the respondents was objective, not biased and accurate.

1.10 Definition of Terms

Access: Chances learners and trainees are offered to obtain education (Ministry of Education [MOE], 2018). In this study, it refers to opportunities granted to SNLs to enroll in regular secondary schools, attend classes, actively participate in learning and be assessed, and ensuring their retention, progression and transition.

Effectiveness: It is the level to which something is successful in producing anticipated results (Oxford Dictionary, 2018). In this study, effectiveness was expressed in terms of the success of SNE policy implementation in improving SNLs access to education and inclusion in secondary schools and regular training of SNE teachers.

Implementation: The term has been defined as the process of actualizing, operationalizing or enacting a plan, policy, process or idea (Collin's English Dictionary, 2018). In this study, it meant actualizing the SNE policy leading to enhancement of SNLs access to education, their inclusion in regular secondary schools and training of SNE teachers.

Inclusion: It is a philosophy that emphasizes on the procedure of changing the home, the school, and the society so for all the individuals, irrespective of their variances, can have the chance to interrelate, play, learn, work and experience the feeling of fitting and experiment to develop in accordance with their abilities and difficulties (MOE, 2009). In this study it refers to adjusting regular public secondary schools so that SNLs have the chance to learn, interact, play, experience the feeling of belonging and develop.

Inclusive education: It refers to a method where learners and trainees with disabilities are offered with suitable educational interventions within regular institutions of learning with reasonable accommodation and support (MOE, 2018). In this study, it refers to the adjustments done to assist students with disabilities to partake in all curriculum and co-curriculum accomplishments in regular secondary schools.

Special needs education: Refers to an education model which offers suitable adjustment in infrastructure, curriculum delivery procedures, teaching-learning resources, medium of communication and learning environment to cater for individual differences in learning (UNESCO, 2012). In this study, it refers to the adjustments done in regular secondary schools to accommodate the needs of learners with disabilities during provision of education.

Perception: It is the capability to see, hear, or be conscious of something through the intelligences or a way of concerning, thoughtful, or understanding something, (Oxford Dictionary, 2018). It refers to the opinion of SNLs, Teachers and Principals on the adjustments in this study, done in regular secondary schools to accommodate learners with disabilities.

Policy: This is described as a commanding declaration by a government, organization or body about its intension, (Althaus, et al., 2007). In this study, it denotes the Special Needs Education Policy document of 2009.

Teacher training: Denotes to the policies and measures intended to equip potential and in-service teachers with the information, attitudes, behaviors and skills they need to achieve their tasks efficiently in the classroom, school and broader community (UNDP, 2013). In this study, it refers to teachers' exposure to formal SNE training in a college or in-service as evidenced by enhancement in their knowledge, skills, attitudes and capability to teach SNLs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents reviewed literature on the effectiveness of implementation of the SNE policy. The review has been conducted under four themes. The first two themes are on provision of education and special needs education. The subsequent two sections are on special needs education policy and effectiveness of SNE policy in provision of education to special needs learners. The chapter also presents the theoretical and conceptual frameworks of the study.

2.2 Provision of Education

Education is essential in the lives of individual because it prepares them with knowledge and abilities and helps them improve mentally, socially and spiritually so that they are all-round persons (Lessa et al., 2018). It moreover improves the capability of individuals to utilize and preserve the environment for fruitful improvement and maintainable livelihood (Brown, 2016). Further, education plays an important role in the socio-economic and political development of nations (Nyenze, 2016). Behlol et al. (2019) contend that the advancement and success of a nation depends upon the value of education upheld by its educational institutions. Education is well-thought-out as a human right since it plays a role in upholding human progress and aiding one to practice and enjoy other human rights efficiently (UNESCO, 2017). Moreover it is considered as the most effective instrument that can be used to liberate the socially and economically marginalized people, living in the shackles of poverty and subsequently include them fully into all facets of life (Karanja, 2021).

According to Ndemwa and Otani (2020) formal education in most countries is provided at five levels, namely, pre-primary (pre-school, Early Childhood Education [ECDE]), primary, secondary, tertiary (colleges, vocational) and university. This is the current education system in Kenya. The objective of pre-school is to provide backing and upkeep to children from 3 to 6 years. This ensures that their rights to safeguard, care, endurance, and preparation for school education through play, enjoyment, and also introduces them to literacy and numeracy (Akala, 2021).

Primary school education is the initial stage of formal education in Kenya. Pupils start primary school education at the age of six years under the 8-4-4- system as the country transcends to the current Curriculum Based Competency (CBC). The CBC system is organized into a 2-6-3-3-3 education series, with each learner transiting through a minimum

of 17 stages, each lasting for one year. The aims of primary school education are to assist learners obtain literacy, proficiency, imagination, and communication skills, and enjoy education, cultivate desire to remain learning, increase in value and reverence the poise of work. This level of education also aims at developing appealing values and recognize own and other people's principles. Further, it aims at promoting individual talent, desirable social standards; moral and religious values, social responsibility and making appropriate use of free time and appreciate the part played by technology in society.

Secondary school education aims to equip learners with knowledge, skills, and attitudes to meet the needs of both students who leave education after secondary school and those progressing to higher education (Mackatiani et al., 2023). It is crucial because it provides the understanding, skills, and capabilities necessary for economic growth and national development (Lessa et al., 2018). Secondly, it is at this level that youngsters consolidate basic knowledge gained in primary school and adopt cultures that help them become valuable members of society.

The general objective of Technical and Vocational Education and Training (TVET) is to produce a critical mass of well-trained human resources for the country's socio-economic development as envisioned in Kenya's Vision 2030 (Aluoch, 2021). This is achieved by facilitating trainees' acquisition of skills and knowledge and attitudes they require to succeed in their chosen careers. Tertiary institutions not only train new persons but also re-train those already trained to assist them meet the demands of an ever-changing labour market (Cheruyiot et al., 2022). The primary objective of university education on the other hand is to advance knowledge through teaching, scholarly research, and scientific investigation (Odhiambo, 2018).

Access to quality education is a vital human right to every child, outlined in many international treaties (CRPD, 2006; UNESCO, 2017). This right has since been affirmed in numerous human right treaties, which include the Convention against Discrimination in Education (CDE), the international convention on economic, social and cultural rights (1966) and the Convention on the Exclusion of All practices of Discrimination against Women (UNESCO, 2018). These treaties make it mandatory for governments to put in place measures that ensure education is accessible to all children (Hayes & Bulat, 2017). It means that people living with disabilities, have a right to education like other members of society. These categories of persons have physical, visual, hearing, speech, mental or socio-economic challenges. Because of these challenges, provision of education to such learners requires a

fundamental shift in its planning and implementation hence the need for special needs education.

2.3 Special Needs Education

Delivery of education to persons with disabilities requires that it is packaged such that it accommodates their impairments. The term special needs education refers to appropriate modification in curriculum delivery methods, teaching-learning resources, medium of communication or the learning environment to cater for individual differences in learning (MoE, 2018). Provision of SNE therefore, entails adoption of a curriculum, availing teaching-learning resources, and creating an environment in institutions that suit the needs of learners and trainees with disabilities. It also calls for employment of technical and support staff and the retooling of teachers already in service to enhance their competencies in managing SNLs.

Historically, SNE dates back to the 1940s and was provided by religious organization such as the Anglican, Catholic, Methodist, and Salvation Army, among other churches (Kirui, 2018). The churches provided care and education to persons with visual, physical, hearing, speech, and intellectual impairments. Since then, many events have taken place and organisations have played key roles in the provision of education to persons with disabilities. The Kenya Institute of Special Education (KISE) was established in 1986 under the MOE, to provide teacher training and instructional materials for students identified with disabilities (KISE, 2016). In 1989, the disabled persons' organisations, the Kenyan Union of the Blind, the National Association of the Deaf, and the Association of the Physically Handicapped merged to form the United Disabled Persons of Kenya. The Kenyan government formed a task force on persons with disabilities which headed to implementation of the Persons with Disabilities Act No. 14 in the year 2003 (Muhombe et al., 2015). This Act led to the creation of the National Council for Persons with Disabilities, whose mandate was to improve policies and guarantee that people with impairments were granted equivalent chances in education, employment, and recreation. The government also prepared the SNE policy framework in 2009 as a way of boosting provision of education to SNLs (RoK, 2009).

SNE in Kenya is provided in special schools, as special units or special classes in public schools (Adoyo, 2015). Special units are unique classes where students with disabilities receive teaching independently from their peers without disabilities whereas a special class is a regular class that has SNLs (Mabele, 2019). A report by the Kenya government (RoK, 2005) showed that a high number of school-age children who had disabilities and had no access to educational services in Kenya. It means that at that time of

the survey, there were few special schools and schools with special units or special classes. Development of the 2009 SNE policy was among the policies implemented by the government to address this challenge (RoK, 2009).

2.4 Special Needs Education Policy in Kenya

Educational opportunities for learners with physical disabilities have been a significant challenge in Kenya due to the education's lack of facilities necessary to accommodate these learners (KISE, 2018). A commission of Inquiry in to the Education systems identified the absence of a guiding framework, budget constraints, and a lack of political goodwill as key factors behind this challenge (RoK, 1998). This prompted the establishment of a special needs education taskforce chaired by Dr. Kochung (RoK, 2003). The taskforce examined the difficulties faced by learners with disabilities in Kenya and made recommendations that led to the introduction of the SNE policy in 2009.

According to Khan (2016), a public policy is a directional guide that denotes a wider framework to operationalize an idea, principle vision decision or mandate that is translated into various programmes, project and actions. It contains the wide declaration of future aims and activities, and articulates the means and ways of achieving them. The SNE policy is thus a powerful declaration by a government on its intent to nature education of PLWDs (Althaus et al., 2007). It details how the government, school administrators, NGOs and parents will do their best to guarantee that the essential provision are set for leaners with disability and those requirements are identified to all who are expected to teach them (Special Educational Needs Code of Practice, 2001).

An education policy should provide a shared thoughtful, arrangement and a plan for realizing enhanced educational outcomes (Mingat, 2003). The epitome of good inclusive education practices demands that the policy ought be established or adapted in partnership through all education stakeholders, including affiliates of the school community, students, parents, teachers and staff. The policy should be consistent with international standards, is expressed at the top level (government), and is reflected in related policies at the school level (Loreman et al., 2014). The policy should also articulate processes for identifying special needs learners and provision of suitable resources to maintain comprehensive education. Further, implementation of a SNEP should eliminate obstacles and perception, and make all members of the educational community accountable for achieving the identified outcomes.

SNE Policy aim at identifying, addressing and answering to range of learners requirements by improving learners culture participation, communities by reducing exclusion

within and from education (UNESCO, 2012). According to RoK (2009) the general objectives of SNE policy should:

- i. Facilitate early identification, assessment, intervention, habitation, placement and rehabilitation of learners with special needs and disabilities, effective management, assessment, intervention, placement, habitation, and rehabilitation of learners with special needs and disabilities, effective management and coordination of SNE with other related services.
- ii. Promote awareness of the educational requirements and ability of persons with special needs and disabilities and facilitate inclusion of children with special needs in formal and non-formal education and training.
- iii. Put in place methods to promote barrier free environment for learners with special needs and in all learning institutions.
- iv. Provide and promote the use of specialized facilities, services, assistive devices and technology, equipment and teaching/learning materials.
- v. Promote quality, relevant and holistic education that promotes spiritual growth and value development in all learning institutions for learners with special needs and disabilities.
- vi. Improve ability of SNE professionals, specialists and essential service providers to deliver quality services to learners with special needs and disabilities.
- vii. Enhance partnership and networking strategic partnerships and participation of stakeholders including learners with special needs and disabilities in provision of SNE services.
- viii. Support research and development on SNE, documentation and dissemination of related information.

Based on the objectives, the policy provides a comprehensive framework to direct the work of all segments involved in providing of special needs education to guarantee reliability and coordinated enactment; elimination of discrepancies and improvement of equity and equality for all learners, particularly with special needs in education system. It can thus be said that the core mandate of the special needs education policy is to provide an enabling and supportive inclusive education which is a critical foundation for successful provision of education to PLWDs.

The SNE policy demands that learning atmospheres and educational methods meet the varied needs of all learners regardless of their learning hitches and disabilities. This is in line with the United Nations (UN) convention which declared SNE as a legal and human

right (UN, 1999). Even though SNE is a right, less than five percent of children with disabilities in most parts of the world complete primary school education (Action Aid, 2014). The low access and completion of this stage of education suggests that there are issues with implementation of the policy.

2.4.1 Special Needs Education Policy Implementation

The goals of the SNE policy can only be realized if it is implemented effectively. Implementation has been defined as the process of tapping a resolution or plan into conclusion, implementation, or act of driving a plan into achievement, or of beginning to use something (Khan, 2016). Implementation therefore signifies the phase when government implements an accepted policy as stated by the legislation or policy act. During implementation phase, numerous government agencies and sections, accountable for particular policy areas, are officially made accountable for application of related policy actions (Bullock & Lavis, 2019). With regard to implementation of SNE policy, the key players are the government through the MoE, KISE, board of management of schools, Faith Based Organizations (FBO) and Non-Governmental Organizations (NGOs) and development partners (Kiru, 2018).

Policy implementation process takes into account four main components namely, the problem documentation, policy preparation, policy application and policy assessment (UNESCO, 2015). Policy enactment is normally the most deserted stage of the policy creating and is occasionally perceived as separated from the first two phases (Tatto, 2015). Nevertheless, this is the greatest perilous phase since it determines the policy outcomes. The aim to actual application lies in the capability to develop a arrangement in which the underlying associations between setting objectives and the succeeding engagements designed to achieve them are flawless and vigorous (UNESCO, 2015). Objectives should be noticeably defined and agreed by personnel who are charged with the mandate of ensuring the required resources are available. Establishment of a chain of command from the centre to the periphery should not be ignored. Effective implementation equally demands communication and control systems to keep the whole system on course.

The execution of a new policy is a complex procedure, owing to the encounters, interests, predicaments and insights from numerous actors and organizations that are engaged during the enactment procedure (Stofile, 2008). Policy application may succeed or flop if no merit is made amid constructions of amendment and how the system affects modification (Fullan, 2007). Most education policies are rolled out by experts who rarely have the grasp of

the complexity on the ground not considering the geographical and the demographic factors. The disconnect between the education experts and the implementers (school board of management, principals, teachers and parents) often lead to implementation failures.

The goal of SNE policy 2009 was to support and enable provision of education to children with special requirements in formal and non-formal education and training institutions. Some progress has been made to this end as evidenced by several studies. Mbiti (2021) noted that Free Primary Education (FPE) had empowered a lot of children with physical disabilities to admittance and be retained in schools. Similarly, Muhombe et al. (2015) saw that enactment of the Special Needs Education Policy had resulted to a minor development on change of learners with hearing impairments. However, majority of previous studies have pointed out that realizing the goal of the policy was a challenge due to hindrances encountered during its implementation.

Nanyama and Bota (2019) noted that Kenyan government supports SNE in the country through legal frameworks but inadequate resources were a major bottleneck to actualizing inclusion of SNLs in regular schools. A study by Karanja (2021) indicated that Kenyatta University had a disability policy which was partly implemented. However, Jomo Kenyatta University of Agriculture and Technology has a policy for students with disabilities but had not operationalised it due to shortage of funds. Egerton University has made significant progress in implementing its Disability Mainstreaming Policy, focusing on creating an general academic environment for persons with disabilities. The University has established a Disability Mainstreaming Department and improved infrastructure and scholarship programs, such as TAGDev 2.0, to support PWDs. Additionally, quarterly reports track the policy's progress and ensure transparency in its implementation, (Egerton University, 2025). Despite these significant strides there are significant challenges related to funding, resources and consistent application across departments (Egerton University, 2025). Moving forward, the university needs to strengthen its policies, expand the availability of assistive technologies, and continue raising awareness to generate a more comprehensive environment for students with disabilities. The study concluded that public universities in Nairobi had inclusive polices, which were not effectively implemented.

Mutugi (2018) found that most schools were lacking appropriate and acceptable teaching -learning resources, and physical amenities, therefore disadvantaging a number of children with special needs in society. Longore et al. (2023) denotes that financial sustenance for special needs education provided by the government was insufficient and untimely. A study by Chitiyo et al. (2019) specified that the teachers felt inadequately equipped to teach students with disabilities in comprehensive classrooms. These studies (Mbiti, 2021, Muhombe et al., 2015; Nanyama & Bota, 2019) suggest that the SNE policy has not been

effective given the limited success in achievement of its objectives. This calls for an inquiry that examines its effectiveness.

2.5 Effectiveness of SNE Policy in Provision of Education to Special Needs Learners

The term effectiveness has been defined as the point to which something is effective in generating preferred results (Oxford English Dictionary, 2018). With regard to policy, it is considered effective if its implementation leads to attainment of its objectives. These include enhancing early documentation, calculation, intervention, assignment, habilitation and rehabilitation of learners with special needs and disabilities and putting in place actions to promote barrier free environment for learners with special needs in all learning institutions. Provision and promotion of use of particular facilities, services, assistive devices and technology, equipment and teaching / learning materials is also one of the objectives among others. In the context of this study, effectiveness was expressed in terms of how successful the SNE policy was in promoting SNLs access to education, inclusion in regular schools and professional training of SNE teachers.

2.5.1 Effectiveness of SNE Policy in Promoting SNLs Access to Education

One of the purposes of the SNE policy was to increase SNLs' access to quality and relevant education at all levels (RoK, 2009). Access refers to opportunities learners and trainees are given to acquire education (RoK, 2018). It entails making all stakeholders aware of the SNE policy and opportunities for enrolling SNLs in special and regular schools, identifying people living with disabilities and enhancing their enrolment (Karanja, 2021). It also entails improving school attendance, active participation in learning, retaining, development and transition of all learners and trainees with disabilities at all levels of education and training.

Studies show that application of the SNE policy has steered to a slight improvement on SNLs' access to education (Ireru et al., 2020; Kiru, 2018). Kurniawan and Rofiah (2018) study noted that quite a number of children with special needs had been admitted in inclusive elementary schools in Indonesia. The numbers accessing education were however low due to lack of knowledge and insight on inclusive education, inadequate environmental support outside the school, physical facilities, teaching-learning materials and staff, and persistence factor of the guardians of special needs students.

Limaye (2016) observed that a massive majority of children with disabilities in India did not have access to education despite availability of policy that promote provision of

education to SNLs. Limaye's study attributed the low access to education to negative opinions of the parents having children who have disabilities and challenges in supporting them at home and in learning institutions. Study done by Muhombe et al. (2015) on the effect of Special Needs Education policy on access to secondary school education by learners with hearing impairments in Nandi County, the results displayed awareness of the bigger number of the respondents were on the SNE policy framework of 2009 and understood that it was being applied. Majority of the respondents also felt that application of the policy had positively affected learners' enrolment and transition in schools, but its effect on retention was marginally small. The findings further revealed that there existed circumstances of learners dropping out of school due financial difficulties, absence of inspiration to be in school and cultural factors, amongst others.

A study by Mbiti (2021) revealed that the Free Primary Education policy had supported several children who have physical disabilities to admission and be reserved in schools to a certain extent in Mvita, division, Mombasa County. However, there were drawbacks due to limited financial maintenance to FPE platform, absence of assistive devices, appropriate environmental and architectural adjustments, skilled and inadequate number of personnel and teachers, and shortage at the house hold levels. A survey by KISE (2018) indicated that 11% of the children that are between the age of 3 and 21 years in Kenya possessed special needs and disabilities. The survey also showed that a significant number of the children were registered in the schools. Though, the dropout rate among this category of learners was high.

The literature review of this theme reveals that determinations devise existed to promote admittance to education though policy frameworks such as FPE, awareness campaigns, provision of facilities and other initiatives. Some progress in promoting access to education has been witnessed in Indonesia, (India Limaye, 2016; Kurniawan & Rofiah, 2018; Mombasa County Mbiti, 2021 and Nandi County Muhombe et al., 2015). However, SNLs' admission to education remains small across all stages of education in Kenya and Sub-Counties such as Ruiru and Rarieda (Onsomu et al., 2022). Access to education by SNLs is one of the goals of the SNE policy. Its unsatisfactory enactment could perhaps explain low levels of access to education of SNLs in the two sub-counties. The study done in Narok North showed that unsatisfactory implementation of a policy can derail realization of its objectives (Kiriba, 2020). An examination of published works done in Kenya revealed dearth in literature with regard to evaluation of effectiveness of SNE policy in enhancing SNLs

access to education in Ruiru and Rarieda. Filling the literature gap was one of the reasons of the study.

2.5.2 Effectiveness of SNE Policy in Promoting Inclusion of SNLs in Regular Public Secondary Schools

Inclusion in education refers to a method that trainees and learners with disabilities with disabilities are given a suitable educational mediations within well-organized institutions of learning with sensible accommodations and maintenance (RoK, 2018). The philosophy is embedded in the principle of regulating school, home and society so that all the individuals, irrespective of their differences, can have the chance to interrelate, learn, play, work and experience the sentiment of experiment and belonging to improve in agreement with their abilities and challenges (RoK, 2009). The strategies to enhancing provision of education to SNLs given that it is a human right. UNESCO's policy guideline on inclusion in education emphasizes that education is a basic human rights and the foundation for a fair and equal society (UNESCO, 2021). The constitution of Kenya (2010) also views education as an essential right to each citizen, and is delivered free in primary and secondary schools to learners in public schools (RoK, 2010).

One of the aims of SNE policy 2009 was to address the critical issues associated to education for learners that have special needs in Kenya (RoK, 2009). The main aim of the policy was to give clear guidance to the Ministry of Education employees and other stakeholders in the provision of education of the learners. Its aimed at making sure that learns that have special needs fully participated and were treated similarly in learning undertakings at all educational stages through inclusion. This called for adjustments in environments in regular schools to accommodate SNLs in terms of physical facilities, instructional materials, classroom management, content delivery and assessment (Mbiti, 2021).

Creation of a disability friendly and accommodative learning environment and effective education and learning in a regular educational institutions were among the objectives of the SNE policy (RoK, 2009). Studies on effectiveness of policy in promotion of inclusion of SNLs in regular learning institutions have generated mixed results. A study by ElZein (2009) in Lebanon indicated that parents had affirmative approaches in the direction of complete education. The parents remained receptive to the idea because they felt that offering their children with comprehensive education was equal to giving high quality education to their children that was similar to that given to students without disabilities. Damiani et al. (2021) noted that Kenya had made considerable progress in provision of

inclusive education as evidenced by national and international policies, mechanisms, and statements related to comprehensive education, resources allocation and professional training of SNE teachers.

Even though some progress has been made, there are still many challenges in implementing inclusive education. Hayes and Bulat (2017) noted that funding for comprehensive education was a major issue for many governments in Africa. The study found that Namibia, South Africa, Zambia and Zimbabwe had to delay enactment of comprehensive education systems because of absence of resources. A study done in Uganda by Yuwono and Okech (2021) showed that teachers had problems implementing the curriculum because of the way it was designed. The study also found that teachers had also problems managing large classes with SNLs and normal students. The resources available were inadequate and class room environments were not accommodative to SNLs.

A study by Boit (2016) in Kericho revealed that all primary schools had inadequate facilities and resources for inclusive education while the few that were available were inappropriate. The study also revealed that most schools had shortage of teachers qualified on special educational requirements and those present were not able to handle individual educational needs of SNLs, as a result inclusion and illusion. Manzi's (2011) study in Mwingi district noted that some effort had been made to implement the inclusive education policy. However, there was need for awareness creation among local communities, a flawless policy structure on enactment, coaching of SNE teachers and funds for inclusive education programme. The study also observed that there was need for a program aimed at pupils with distinctive requirements so as to implement comprehensive education efficiently.

Owuor (2014) conducted a study among learners with special requirements in the public primary schools in Kisumu County. The results showed that 92% of the teachers possessed positive attitudes and appreciated inclusion of learners with special requirements in the regular schools. Although, 65% of the teachers had problems accommodating distinctive requirements learners in their classrooms. Additionally, the study discovered that the program did not maintain inclusive education in regular school settings.

These challenges in the implementation of inclusion mean that the Ministry of Education (MoE) and the schools need to arise with strategies of overcoming the physical obstacles that hindered the enactment of comprehensive education, adjusting the curriculum and preparing teachers to handle SNLs in both special and regular schools. Moreover it is significant to take into consideration that past emerging policies in wide-ranging education,

educationists should arise with application approaches and also implementation strategies for effective approval in schools.

2.5.3 Effectiveness of SNE Policy in Professional Training of Teachers'

The Republic of Kenya acknowledges the need for trained teachers because of their role in development of human capital necessary for achievement of vision 2030 and sustainable socio-economic growth (RoK, 2012). Training refers to the process of expediting a trainee's gaining of skills, knowledge, and attitudes towards a discipline through well-structured study and instruction programme (Kinuthia, 2018). In Kenya, teacher coaching falls under the following categories, early childhood development and education (ECDE) primary, diploma, and graduate teacher education (Tabot & Too, 2017). These programmes are offered by teacher training institutions, colleges and universities. Teacher training takes place through formal study that leads to award of a certificate, diploma or a degree. That through less formal activities for example workshops, conferences and seminars teachers training is done (MoE, 2009). Teacher professional development can be achieved through both the early teacher training and improvement that is done all through a teacher's career (Nanyama & Bota, 2019). The early training known as preservice teacher training and the continuous after training is referred to the post-service or in-service training.

The demand for coaching teacher on special needs education still remains an area of great concern. The National Committee in Education Purposes and Procedures (RoK, 1976) attempted to address this by emphasizing the importance of SNE teacher training. Kulabula (2012) argue that successful special needs educational programme requires the facilities of various experts who can help in identifying, referring and provision of education to persons with disabilities. Barbara et al. (2012) concur by asserting that teaching SNLs in inclusive classrooms require special skills. Teacher training for special needs learners is vital for making sure that learners with disabilities get the backing and education they need to flourish in wide-ranging educational environments (Simpson et al., 2018). Well-trained teachers can adapt teaching methods, utilize specialized resources, and create helpful education environments that meet the varied requirements of special needs learners.

The World Bank (2018) contends that nearly all the encounters encountered by teachers' who handle SNLs in schools are connected to inadequate information on in what way to deal with such learners. The World Bank is of the view that such issues can be addressed through mentoring teachers at pre-service and in-service levels; so that teachers are better equipped to undertake responsibilities in an exceptional requirements environment. Alper (2010) argues that for successful realization of SNE policy objectives, education

officers, principals and teachers in ordinary schools must agree with their philosophy and demands. Further, training sessions should be organized, experienced staffs employed to provide teaching and motivations offered to teachers to participate in them. This may go a long way in addressing inadequacies in training programmes and shortage of qualified teachers which is a major challenge facing the education sector in developing countries.

Shortage of teachers who have been trained to handle SNLs in the learning institutions stays to be the major task in the range of integrating students with disability (UNESCO, 2011). Of all the encounters the major one encountered by secondary school teachers is that, they are coached to train either over-all education or special education whole (Mabele, 2019). This practice has led to training of teachers that lack the required skills to undertake SNLs in a wide-ranging setting. Depending on gaps in their professional training, such teachers should be supported by providing them with teaching at in-service and /or pre-service levels.

Professional development is essential in ensuring that teachers have the ability to manage and teach SNLs in an inclusive environment (Donath et al., 2023). Implementers of the SNE policy should possess the requisite training, knowledge, skills and attitudes for its effectiveness. However, most teachers are ill equipped to teach and provide support to SNLs to allow achievement of meaningful educational outcomes (Onsomu et al., 2022). Daniela and Ecaterina (2022) noted that most teachers are coached with no expectation of getting students with disabilities in their teaching set up , making related policy implementation a nightmare. Wolfberg et al. (2009) observed that special needs class teachers were burdened because no enquired professional support is provided to them, coaching in embracing the teaching curricula, handling the students having disability, and have low accepting of a variety of disabilities and what they imply in a practical term for the individual learner in a learning set up.

Extant literature show that many teachers have challenges carrying out their professional roles in situations where they have SNLs in regular school settings, thus affecting implementation of SNE policy (Kurniawan & Rofiah, 2018; Mwoma, 2017). Yuwono and Okech (2021)) examined the influence of a coached special requiremnts education teacher in nominated primary schools in Uganda. The study findings indicated that teachers who had not been well trained had challenges managing large classes that had SNLs. Almost all the participants in a study carried out in Ghana by Chitiyo et al. (2019)noted that professional development was important. The findings also noted that the teachers felt that they were not adequately equipped to teach students with disabilities in an inclusive

classroom. These findings imply that inadequacies in professional training impacted negatively on implementation of SNE Policy (Chitiyo et al., 2019).

Tabot and Too (2017) investigated integration of special needs education in Primary Teacher Education (PTE) curriculum and teacher trainees' skills for instructional efficacy in Kenya. The study concluded that incorporation Of SNE in the primary teacher education curriculum was inadequate in providing SNE skills to teacher mentors. It recommended incorporation of the SNE in PTE curriculum to be enhanced to ensure teacher trainees are equipped with management skills of handling SNLs in regular classrooms. Longore et al. (2023) study on the effects of government support and teacher coaching on the teaching of special needs students in Kenya's public primary schools also concluded that there existed a training gap between teachers on the SNE. Further the study findings of these imply that there are weaknesses during pre- service training of teachers.

Mutugi (2018) conducted study on the learning challenges meet by the special needs education students in the public primary schools in Mvita division, Mombasa County. It established that a fairly high percentage (44.4%) of the sampled teachers strongly agreed that they had no skills with regards to the SNE learning. The teachers perceived that their professional skills and knowledge were not enough to efficiently teach students with disabilities in ordinary schools. The Adoyo's (2019) study on the enactment status of wide-ranging education practices in an ordinary primary schools in Siaya County, observed that the number of trained teachers were considerably low. These findings mean that inadequacies in training and number of trained SNE teachers are major issues in learning institutions in Kenya.

The deficiencies in training and number of trained SNE teachers observed in learning institutions in Kenya affect effectiveness if the SNE policy and call for remedial measures if its objectives are to be realized. Kiru (2018) proposes well structure regular in-service programmes as a way of ensuring a steady supply of skilled special education experts to efficiently adresss the needs of learners with disabilities. Nanyama and Bota (2019) call for revision in education to capture the special education coaching in all the teachers training colleges and further facilitate teachers to attend the in-service trainings so as to develop their attitudes, skills and advance their knowledge of inclusivity.

These discussions have demonstrated that professional training is mandatory for effective implementation of the SNE policy and promotion of SNLs access to education and their inclusion in regular schools. The discussions have also shown that there are inadequacies in professional training of SNE educators, leadings to difficulties in effective

implementation of SNE policy and achievement of its objectives. The difficulties in implementing the SNE policy experienced in Ruiru and Rarieda Sub-Counties could be due to its shortcomings in professional training of teachers. Review of studies done in the past show that there is dearth in literature which examined effectiveness of SNE policy in the professional training of teachers in the two Sub-Counties, hence the need for this inquiry.

2.6. Theoretical Framework

The study was grounded on two main theories; the Social Model of Disability Theory and Classical Liberal Theory of Equal Opportunities. Both theories were selected because the study was concerned with creating an enabling environment and removing barriers that hinder provision of education to SNLs. The underlying principle of the Social Model of Disability Theory is that it's the society, which bases persons that are physically or psychologically different to be persons that are disabled by creating barriers within the society that does not take into considerations their exceptional needs. Classical Liberal Theory of equal opportunities emphasizes that chances should be made accessible for individuals including the SNLs to go over all stages of the educational systems by removing the learning challenges to individuals with unique needs. Some of these challenges are limited access to learning facilities, policy on inclusion, training of special needs professionals and variations in SNE policy implementation.

2.6.1 Social Model Disability Theory

The theory is an advanced by Oliver (1983) recognizes that disability is not primarily a singular difficult rooted in person's deficiencies or health situations. In its place, disability is viewed as a social construct arising from the interaction among persons with impairment and a society that does not embrace diversity and difference. In education context, the Social Model of Disability challenges traditional views that place the burden of adjustment solely on the individual with a disability. Instead, it emphasizes the need to change societal configurations, policies, and practices to be inclusive and accessible for all students, regardless of their abilities or impairments.

The theory postulates that a student on wheelchair is only disabled if the surrounding is not intended for persons on wheelchairs. The model identifies three main categories of barriers that hinder full participation: environmental, economic, and cultural. Environmental barriers include the absence of ramps, narrow doorways, inaccessible toilets, and absence of assistive technology, which inhibit SNLs not physically accessing educational facilities (Shakespeare, 2013). Economic barriers arise when schools lack funding for specialized

teaching materials, assistive devices, and trained teachers, ultimately limiting the quality of education that SNLs receive. Cultural barriers, such as negative attitudes and discrimination against SNLs by teachers, peers, and communities, further exclude them from the education system (Barnes & Mercer, 2010).

Further the theory postulates that a disability favouring building would be fitted with such as lights, ramps, wide corridors and doorway accessible and accessibility fittings such as door knobs and lights switches that are placed just a meter high from the floor. It further states that lack of resources is regarded as another source of disability, often, society does not provide opportunities to people with impairment and this actually starts at school and continues throughout an individual's life. In schools, creation of barrier free environment is critical as it does not just support mobility of learners but also teachers' and school visitors. This theory was selected because it emphasizes the need to change societal policies, structures and practices should be inclusive and accessible to all learners irrespective of their abilities or impairments. The implementation creates school environment that is disability friendly, embraces inclusive practices and progress teachers with required skills to manage SNLs (RoK, 2013). Further, the social model can also be used as an instrument for promoting the rights of persons with disabilities and ensuring that they enjoy entirely the privileges granted by society.

Disability emphasizes the need for inclusive education systems that adapt to the requirements of all the students and not expecting SNLs in conforming into a rigid structure. It highlights the importance of creating a barrier free learning environment that supports mobility, communication, and learning for the entire students. A disability-friendly school, according to this theory, should have accessible infrastructure, trained teachers, inclusive teaching methods, and a supportive social environment that promotes the full participation of SNLs (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2010).

In this study, the Social Model of Disability is highly relevant as it provides a lens through which to evaluate the effectiveness of the SNE policy in addressing access and inclusion barriers. By applying this theory, the study examines how environmental, economic, and cultural factors impact the success of the SNE policy in Ruiru and Rarieda Sub-Counties. The theory moreover emphasizes the significance of mentoring teachers in order to adopt inclusive teaching strategies, ensuring that SNLs are not just present in schools but are actively engaged in learning (RoK, 2013).

2.6.2 Classical Liberal Theory of Equal Opportunities

The study also adopted the Classical Liberal Theory Equal Opportunities as advanced by Sherman and Wood (1982) is grounded in the belief that all individuals should have an same opportunities to succeed based on individuals capacity and efforts, rather than being hindered by external factors such as social background, gender, or race. This theory aligns with classical liberal ideals, which emphasize individual rights, personal freedom, and meritocracy. The theory advocates equal opportunities to access education for all. The theory states that all individuals including PLWDs were born with a certain amount of capability. Therefore, education systems must be designed with a view to remove obstacles of any nature within them that may impede equal chances to education. The theory emphasizes that opportunities to access education should be given to all persons whether disabled or not based on individual capabilities. In this way, education provides social and economic mobility to all, irrespective of class, races, gender, physical or mental condition (Sherman & Wood, 1982).

The theory is appropriate to this study because it advocates for an education system where all the learners are given an equivalent chance to advance founded on their individual abilities and efforts, free from discrimination and bias, in a fair and competitive environment. Successful policy implementation therefore means presence or availability of clear policy guidelines, disability friendly physical facilities which manifest in availability of ramps, adapted furniture, spacious classrooms and adapted playgrounds. It also means that once the SNLs are accommodated in the regular schools, they can interact with other community members and are maintained by trained instructors in the education progression.

Three key principles define this theory's approach to education: equal access, fair treatment, and merit-based advancement. Equal access requires that every learner, including SNLs, has an equal opportunity to enroll in school, access learning materials, and participate in academic and extracurricular activities. Fair treatment emphasizes that schools should not discriminate against students based on their disabilities but should instead provide reasonable accommodations such as assistive devices, modified learning materials, and trained teachers (Rawls, 1971). Merit-based advancement ensures that SNLs receive the necessary support so that they can compete fairly with their peers and progress through the education system based on their abilities (Tomlinson, 2014).

2.6.3 Relevance of the Two Theories to the Study

The Social Model of Disability highlights the challenges that hinder students that have disabilities from fully taking part in education. The Classical Liberal Theory of Equal Opportunities provides a framework for understanding how to remove those barriers to create a level playing field. Together, they reinforce the idea that education systems should be structured to remove societal and institutional obstacles that prevent full inclusion. Both theories promote the addition of individuals with disabilities in ordinary education (Mbiti, 2021). While Social Model stresses on the importance of addressing physical, social, and attitudinal barriers, the Classical Liberal Theory advocates for equal access to resources and opportunities guaranteeing that all learners, irrespective of individuals' disabilities, get the chance to thrive (Republic of Kenya, 2009)

The integration of both theories in teacher training programs can lead to a more comprehensive approach. Teachers can be trained to understand and address the specific requirements of learners with disabilities (Social Model), while further learning how to make an equitable classroom atmosphere where the entire learners get equal opportunities to thrive (Classical Liberal Theory), (KISE, 2018; Kiru, 2018). In terms of policy, the Social Model influences the design of inclusive educational policies by advocating for the removal of barriers, while the Classical Liberal Theory supports the implementation of these policies in ways that ensure fairness and equivalent chance to the whole learners. This can lead to practical changes in classroom performance, such as distinguished tutoring, accessible learning materials, with appropriate accommodations for students with disabilities (Nyambura, 2020).

The Social Model Theory and the Classical Liberal Theory of Equal Opportunities complement each other by offering complementary perspectives on inclusion, access, and training in education. The Social Model helps identify and dismantle barriers, while the Classical Liberal Theory emphasizes equal opportunity for all individuals, regardless of their circumstances. Together, they provide a holistic approach to creating inclusive, equitable educational environments and highlight the significance of a teachers training is in ensuring all learners, including those that are with disabilities, get the sustenance and chances they require to progress (OECD, 2018).

2.7 Conceptual Framework

The study conceptual framework was grounded on the premise that actual enactment of the SNE policy would enhance SNLs' access and inclusion in regular school systems, and

professional training of teachers. The relationship between the study variables is illustrated in Figure 1.

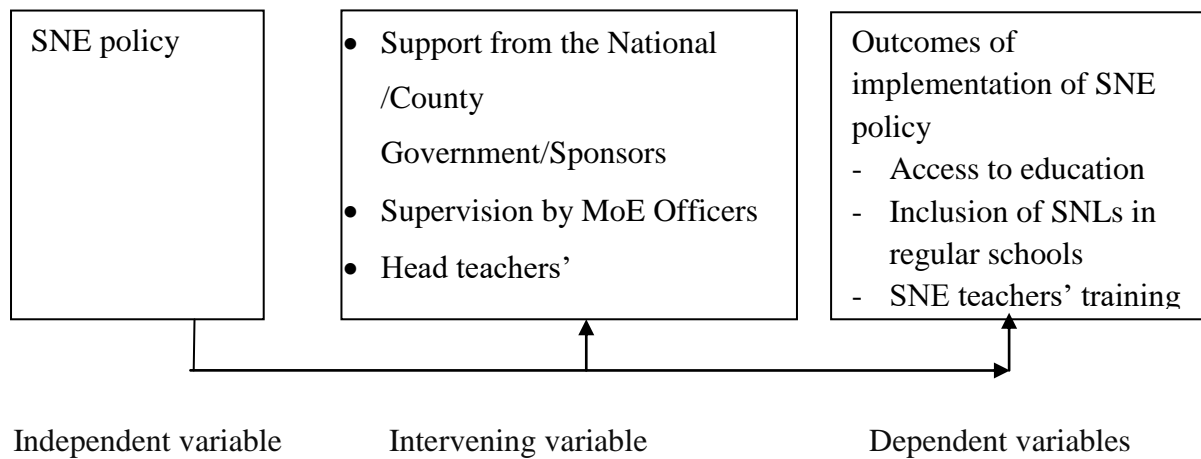


Figure 1: The conceptual framework showing relationship between variables.

Figure 1 shows that SNE policy was the independent variable while the dependent variables were SNLs' access, inclusion, and training of teachers as the outcomes. The study conceptual framework is grounded on the assumption that the effective enactment of the Special Needs Education (SNE) policy leads to improved access, inclusion, and professional training of teachers in regular school systems for students with special learning needs (SNLs). The outline illustrates the relationship among these study variables, categorized as independent, dependent, and intervening variables.

The study independent variable is the SNE policy, that outlines the strategies and the measures aimed at ensuring equitable education for SNLs. This policy provides guidelines for the adaptation of learning environments, the development of the inclusive teaching methods and professional development of educators to capture the exceptional needs of students with disabilities. Ideally, if implemented effectively, the SNE policy should result in improved educational experiences for SNLs by increasing their access to education, ensuring their inclusion in regular school settings, and enhancing the training of teachers to support them. The dependent variables include SNLs' access to education, their inclusion in regular schools, and the professional training of teachers. Access denotes the capacity of the SNLs to enroll and participate in the school programs without barriers. Inclusion entails integrating these students into mainstream classrooms, fostering an environment where they can learn alongside their peers. Professional training of teachers involves training teachers through the necessary abilities to upkeep and to accommodate learners with exceptional requirements in

an general setting. Under ideal conditions, these outcomes would be directly and solely influenced by the application of the SNE policy.

However, the reality of relationship between the SNE policy and these outcomes is influenced by intervening variables. These include support from the national and county governments, financial and material assistance from sponsors, supervision by Ministry of Education (MoE) officers, and the management skills of head teachers. Government support plays a crucial role in providing adequate funding, infrastructure and other resources to facilitate in the implementation of the general education. Sponsorship acquired through private organizations and non-governmental entities further enhances access by providing necessary learning aids and financial assistance. Regular supervision by MoE officers ensures that schools comply with policy guidelines and implement inclusive practices effectively. Additionally, the leadership and management skills of head teachers determine how well schools can integrate SNLs into mainstream classrooms and assign resources for exceptional teaching curricula. In order to minimize the influence of these intervening variables, the study concentrated with the public secondary schools with similar characteristics in terms of administration, management, and facilities. This approach helped ensure that variations in outcomes were primarily due to the SNE policy implementation rather than differences in the schools resources or management styles.

The conceptual framework provides a structured approach to understanding the relationship between the SNE policy and its intended educational outcomes for SNLs. While the policy serves as the foundation for inclusive education, external factors may either facilitate or hinder its implementation. By examining these relationships, the aim of the study was to evaluate the SNE policy effectiveness in improving educational access, inclusion, and teacher training while acknowledging the role of external influences.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the research design, the location, and study target population, sampling procedure and sample size of the study. It moreover outlines instrumentation, data collection procedures and analysis, and ethical considerations.

3.2 Research Design

The study embraced the causal-comparative research design. The causal-comparative design is about identifying cause-effect relationships between independent and dependent variables or examining consequences or causes of differences among or between groups (Shongwe, 2022). The design is recommended for identifying and analyzing causal relationships between variables in situations where there is no manipulation of variables, and examining existing differences between or among groups to derive causes (Higuera, 2023).

In terms of effectiveness of policy implementation between Ruiru and Rarieda Sub-Counties, the researcher compared the outcomes of policy that had been implemented in both contexts. By comparing urban and rural settings, the research was able to identify how varying resources, infrastructure and socio-economic factors impact policy effectiveness. This design allowed the researcher to understand the broader contextual influences that affect policy outcomes and made recommendations for improving future policy interventions. The design was considered suitable since this study did not involve some manipulation of variables. Further, the study entailed examining effectiveness of SNEP and comparing its effectiveness on SNLs' access to education and inclusion in a regular secondary school, and teaching of SNE teachers between Ruiru and Rarieda Sub-Counties.

3.3 Location of the Study

This study was done in Ruiru and Rarieda Sub-Counties in Kenya. Rarieda is one of the Sub-counties of Siaya and is 398 square kilometres in area. It borders Busia Sub-County to the North West of the Kisumu Sub-County to the East of Homabay and Suba Sub-Counties through the Lake on the South and Southeast. As indicated by the Kenya Population and Housing Census (KPHC), Rarieda population was 152,570 (KPHC, 2019). Ruiru, one of the Sub-Counties in Kiambu County and located at 22 kilometres east of Nairobi. The Sub-County envelops an area of 292 km² and had a population of 371,111 (KPHC, 2019). The

two sub-counties were chosen because provision of secondary school education to SNLs is unsatisfactory evidenced by low numbers, inadequate facilities and conditions that are not accommodative to their needs (Kenya National Bureau of Statistics 2019). Selection existed also based on the fact that Rarieda is rural and has a high number of SNLs as opposed to Ruiru which is semi urban and has a low number of SNLs. This situation where one Sub-County situated in a rural region that has a big number of SNLs while the other is in a semi urban area, and has a low number of this category of learners presented an ideal condition for a comparative analysis of the effectiveness of SNE policy on provision of education to SNLs.

3.4 Population of the Study

During the study time, Rarieda Sub-County had 23 public secondary schools and Ruiru had 10 with SNLs. Both the Sub-Counties had an overall of 33 public secondary schools that have SNLs. The overall number of the principals and teachers from the two Sub-Counties were therefore 33 and 595 respectively (Rarieda Sub-County Director of Education [SCDE], 2020; Ruiru SCDE, 2020). The study target populations were 33 principals, 595 teachers and all the 261 SNLs. These were the entire group that the researcher was studying that met the specific criteria relevant to the objectives of the study. The accessible population included 10 principals, 189 teachers and 82 SNLs in 10 schools which existed before the enactment of the SNE policy in 2009. These were the respondents that the researcher could realistically reach. The population was determined by practical considerations on geographic location, time constraints and available resources to the researcher. This category of schools was chosen as a way of ensuring that only institutions that were in existence prior to implementation of the SNE policy 2009 were involved in the study. The principals were selected because they are the persons in charge of each detail of maintaining and running the schools (Bakhda, 2006). Those targeted were the teachers since they stand as the implementers of the curriculum and frequently interact with the SNLs. They are therefore in a better position individuals to give data on effectiveness of SNE policy. The SNLs were chosen because they are direct beneficiaries of the SNE policy implementation. The dispersal of the reachable populace by Sub-County is summarized in Table 1.

Table 1***Distribution of the accessible population by sub-county***

Respondent	Sub-County		Total
	Ruiru	Rarieda	
Principal	3	7	10
Teacher	53	136	189
SNL	15	67	82

3.5 Sampling Procedures and Sample Size

Three clusters of respondents took part in the study, namely principals, teachers and SNLs. All the 10 principals and 82 SNLs took part in the study, meaning that the census method employed to select them. The number of teachers that participated in the study was determined using Kerlinger's formulae (Kerlinger, 1983), which recommends 30% of the accessible population. Given the accessible population of the teachers was 189, the sample size of this group was:

$$n = 30/100 \times 189$$

$$n = 57 \text{ (rounded up to a full number)}$$

Stratified proportional selection employed to determine teachers' numbers in each Sub-County using Thompson (2002) formula. The formula is:

$$n_h = n \frac{N_h}{N}$$

Where

h was the stratum

n was the sample size,

n_h was the subsample for each stratum,

N_h was the population of the stratum

N was the accessible population.

For example, the number of teachers that were drawn from Ruiru was calculated as follows:

$$57 \times \frac{53}{189} = 16 \text{ teachers.}$$

$$189$$

The number of teachers drawn from Rarieda was 41 given that 16 were from Ruiru. The number of teachers from each school at the sub-county level was determined using the stratified proportionate sampling. Lastly, the simple random sampling methods were used at

the school level to choose those who participated in the study. Table 2 presents the sample distribution.

Table 2

Distribution of the samples population by sub-county

Respondent	Sub-County		Total
	Ruiru	Rarieda	
Principal	3	7	10
Teacher	16	41	57
SNL	15	67	82

3.6 Instrumentation

Four instruments; the Principals’ Interview Guide (PIG), Teacher Questionnaire (TQ), Special Needs Learners Questionnaire (SNLQ) and an observation check list (OCL) were used during data gathering. The questionnaire was selected due to its efficiency, economical and practically allows administering to a big sample (Eduwem & Ekoiso, 2021). Zelt et al. (2018) contends that the instrument is ideal for surveying people who are spread over a widespread geographical area, where travelling demands on the researcher would be excessive. The interview guide was chosen because conducting interviews utilize less time, and minimizes bias and subjectivity (Doody & Noonan, 2017). Further, interview guides enable researchers to effectively focus on the topic and control format of discussion. OCL was preferred because it provided the researcher with the opportunity to document what was on the ground and use that data to counter check the information provided by the principals, students and teachers.

The teachers’ questionnaires contained five parts; A to E. Part A gathered the details of the respondents’ bio-data whereas section B was for eliciting information on their awareness of SNE policy. Sections C generated data on access, while D was for capturing data on inclusion. The last section (E) of the instrument yielded data on training of SNE teachers. The teachers’ questionnaire contained both the closed-ended and open-ended items. Close-ended objects were used for rating the effectiveness of SNE policy in enhancing SNLs access and inclusion in education and training of SNE teachers. They were based on a 5 points scale, namely; Very successful (5), Successful (4), Moderately Successful (3), Somehow Successful (2) and Not Successful. (1).The closed-ended objects were involved in the instruments since they permit consistency of replies and are coded easily thus simplifying

data analysis (Ansar et al., 2022). Items that were open-ended were also added to the instruments since they allow the researcher to gain a relationship and inspire partaking of respondents throughout data collection (Ramil et al., 2020). The other advantage associated with open-ended items is that they allow researchers to get additional information by asking follow-up questions (Canals, 2017). The open-ended items were for capturing the respondents' perspectives on the success of SNE policy in the provision of education to SNLs, challenges faced in the implementation of the policy and suggestions on ways of improving access and inclusion in education of SNLs and training of SNE teachers.

The SNLs questionnaire had three sections, A, B and C. Section A was used to elicit their bio-data. Section B generated data on SNLs' access to education while C was used to gather inclusion data. This instrument also contained both open and close-ended items. The close ended items were for rating the effectiveness of SNE policy in enhancing SNLs access and inclusion in education. The participants' responses to these items were scored as follows; Very Satisfied (4). Satisfied (3), Moderately Satisfied (2), and Not Satisfied (1). The open-ended items enabled the researcher to capture the respondents' perspectives on the success of SNE policy in the provision of education to SNLs, challenges faced in implementation of the policy and suggestions on ways of improving SNLs access and inclusion in education, and training of SNE teachers.

Interview guide comprised of some items that guided discussions on 9 thematic areas. Item 1 provided the interviewer with the opportunity to describe the principals as the drivers of the knowledge and pursue consent while item 2 was for gathering the respondents' biodata. Item 3 was used to collect data on awareness of SNE policy while item 4 and 5 were for eliciting data on SNLs access and inclusion in education. Item 6 generated data on teacher training while item 7 was for capturing the principals' perspectives of the success of SNE policy in provision of education to SNLs. Item 8 elicited data on challenges faced in implementation of the policy while item 9 was for capturing suggestions on ways of improving access and inclusion in education of SNLs and training of SNE teachers.

The OCL was used for gathering data on resources in schools and their appropriateness with reference to training of SNE teachers, SNLs access and inclusion in schools and mechanisms put in place to accommodate them. This instrument had items for eliciting data on infrastructure, instructional materials, and assistive devices, adjustments in the program, co-curriculum and school environment to accommodate the requirements of SNLs.

3.6.1 Validity

The four data collection instruments namely; teachers and SNLs questionnaires, principals interview guide and the observation checklist were validated before they were used to collect data. The validity is a degree to which results gotten after investigation of information represent the definite occurrences in the study (Ramírez-Trujillo et al., 2021). Checking the validity of instrument ensures that there exists no biasness, and that the language used and the layout of data collection too to be used is appropriate (Mohamad et al., 2014). Validation of the instrument was done through specialists in the department of Psychology, Counselling and Educational Foundations, Egerton University. The two types of validity that were checked were construct and face. The measure of the degree to which a tool is organised and confirms that an instrument measures the appropriate concept is the face validity (Miller, 2019). Whereas construct validity is concentrated with the degree to which a measure communicates to other procedures in a way that is reliable per the theoretically resulting hypothesis (Mohajan, 2017). The experts recommended that the items in the teachers' questionnaire be reordered to enhance their face value and two ambiguous items in the SNLs' questionnaire be deleted to avoid overburdening respondents with unnecessary items. The descriptions of the specialists were combined in the tools prior to the use to collect data from the field.

3.6.2 Reliability

The teachers and SNLs' questionnaires reliability were estimated before they were used to gather data. Reliability denotes to the point to which a tool gives dependable outcomes or information after recurrent trials (Danner, 2016). Reliability estimation was conducted to ensure that the instruments gave the same measures over repeated trials. A sample of 6 teachers and 8 SNLs from schools within Nakuru East Sub-County were engaged during the dependability approximation. Orodho (2009) recommends 10% of the projected sample size of a study during reliability estimation. The reliability of the two tools was projected by means of the Cronbach Alpha method. The technique quantifies the internal consistency of measurement instruments, helps ensure the items are related and measure the intended construct, contributing to the reliability of research findings. It is suggested when a test instrument is directed only once and is built by means of both close and open-ended multiple response objects (Bryman, 2012). The reliability coefficient of the teachers' questionnaire was 0.835, while that of the students' questionnaire was 0.799. The tools were

believed dependable since their measurements were above the 0.7 threshold commended by Quansha (2017).

3.7 Data Collection Procedure

The research permit was sought from the National Commission for Science, Technology and Innovation (NACOSTI) after getting a recommendation letter from the Board of Postgraduate Studies, Egerton University to conduct study. After the permit was granted, permission to gather data was gotten from the Sub-County Directors of Education of the two sub-counties and educated them on the purpose of data collection. The researcher then formally contacted the respondents through their respective education officers and principals of the schools. The aim of the study was described to the respondents and their consensus to partake in the study sought. The dates, venues and time for administering the questionnaires and making observations were also fixed. The drop and pick method were used to administer questionnaires to the teachers and principals. For the special needs learners, the investigator sought the support of the educators who helped him to identify the SNLs in regular classes and gather data from them. The researcher also made observations in 10 schools that took part in the study and filled the observation check list. The filled questionnaires and check lists were organized by sub- county awaiting analysis.

3.8 Data Analysis

A codebook was organised and used to programme the information. Data records were prepared using the Statistical Package for Social Science (SPSS version 25) computer application and the coded information input into them. The files cleaning was done by correcting data record errors, labelling of the missing data and removing improbable values. Descriptive statistics, percentages, means and frequencies were used to summarize and describe information. Comparison in access, inclusion of the SNLs and training of the special needs education teachers by Sub-County was conducted using the t-test at .05 level of significance. The t-test was chosen due to its recommendation for comparing means measured at interval or ratio scale, of two independent sample groups (Pallant, 2016). Information generated from the open-ended items were structured in subjects relevant to the learning objectives then summarized by use of percentages and frequencies. A summary of the statistical techniques that were employed to analyze information are tabulated in Table 3.

Table 3*A Summary of data analysis techniques used during the study*

Hypotheses	Independent variable	Dependent variable	Statistics
There is no statistically significant difference in the perceived effectiveness of SNE policy on SNLs' access to education between public secondary schools in Rarieda and those in Ruiru Sub-Counties	SNE policy	SNLs' access to education	Means, standard deviation and t-tests
There exists no statistically significant difference perceived in the effectiveness of SNE policy implementation on presence of SNLs in education between public secondary Schools in the Rarieda and Ruiru Sub-Counties.	SNE policy	Inclusion of SNLs in education	Means, Standard deviations and t-test
There is no statistically significant difference on the perceived effectiveness of SNE policy implementation on training of the teachers between the public secondary schools in Rarieda and Ruiru Sub-Counties	SNE policy	Training of SNE teachers	Means, Standard deviation and t-test

3.9 Ethical Considerations

Ethics denotes the systems of proper values that societies use to distinguish between acceptable and unacceptable behaviour (Resnik, 2020). These principles comprise, permission, politeness, privacy, respect and safety of themes, and handling people rightfully, fairness, honesty, sincerity, reverence for logical property, confidentiality, responsible publication, non-discrimination and validity. Ethics in investigation is concerned by the dos and don'ts as a way of certifying that respondents are safe, treated fairly and with courtesy

and respect (Fleming & Zegwaard, 2018). The researcher followed the moral rules of the Egerton University Review Ethics Committee (EUREC). The permit for research was acquired from NACOSTI and clearance pursued from the County commissioners and directors of education of Siaya and Kiambu. The participants were formally contacted through their respective SCDEs, the aim of the study described to them and consent sought. Dates and places for administering the questionnaires and making observations were fixed after discussion with the respondents. During data collection, those participating were urged to be truthful and honest when answering to objects in the tools. Participants were also treated with respect, and equitably and not exposed to harm. Their privacy and confidentiality were ensured through numbers in place of the names, and recording only combined data. Plagiarism was reduced through citation of all sources mentioned in the thesis in the references while integrity was ensured by not altering or modifying the data given by the partaking the research to suit the researcher's opinion.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The section represents outcomes and the study discussions. It comprises of five sections. The first segment presents the instrument yield rates whereas the second segment provides summary of the respondents' characteristics. Third and fourth sections are on effectiveness of SNE policy in gaining access and the inclusion of SNLs in the public Secondary Schools. The fifth section examines SNE policy effectiveness in the training of special requirements learning teachers.

4.2 Instruments Return Rates

The study used three tools, including principals interview guide, teachers' and SNLs' questionnaires to gather data. The return rates of these instruments were examined to ascertain whether the study suffered from low return rates. Lavidas et al. (2022) contends that low return rate is a corporate problem with the research that employ questionnaires in collecting information. The low rate of returns portrays that the number of subjects who partook in a study was fewer than the expected. Bumgardner et al. (2017) argue that this may disrupt the data quality and the study conclusions since the reduced size of the sample may not be the populations' representation. The accessible population of the study was 10 principals, 57 teachers and 82 SNLs, consequently, the same number of instruments were administered their return rates are summarized as in Table 4.

Table 4

Return Rates of the study instruments

Instrument	Administered/Interviewed	Returned	Return rate (%)
Principals' Interview guide	10	8	80.0
Teachers' questionnaire	57	44	77.2
SNLs' questionnaire	82	67	81.7
Observation check list	10	10	100.0

The return rates of teachers as in Table 4 above is (77%) and SNLs' (81%) questionnaires, and the principals' interview guide (80%) were high. The results further indicate that observations were made in all the 10 targeted schools, meaning the observation check list posted a 100.0% return rate. These results confirm that there was no suffering from

low return rate in the study. The rates of response were above 70% mark and were deemed adequate for analysis and generalization of results to the entire population, as per the recommendations of Bland and Allen (2017).

4.3 Respondents Characteristics

An analysis for the characteristics of the respondents was conducted before the testing the hypotheses for the study as a way of checking whether the study samples had characteristics of the population. Analysis of characteristics of respondents also provided a framework where collection of data was done and this enhanced the understanding of evidence collected and the study results (Muasa, 2022). The analyzed features belonged to the principals, teachers and SNLs.

4.3.1 Characteristics of Principals

Data on the features of the 8 principals that partook in the study were captured during interviews. The information was on gender, Sub-County, highest level of education, duration as head of the school and training on SNE. Analyses of this data revealed that majority (62.5%) of the principals were female and the remaining (37.5%) the male. The study results showed gender bias in favour of the females. These findings contradicted those of Kiptum (2018) and Nyakan (2018) which indicated that majority of secondary school heads were males. The results also revealed that three quarters (75.0%) of the principals were from Rarieda. With regard to the highest level of education, majority (62.5%) principals had acquired a Bachelor's degree, while some principals held either a masters (25.0%) or higher diploma (12.5%). The findings showed that the administrators had the qualifications required for one to be a school principal. For one to be a school head, TSC (2011) recommends a Bachelor's degree or diploma in education and formal training in school administration and some management experience. Majority of the principals had remained in their current work stations for between 6 to 10 years (62.5%) whereas the remainder had stayed in the schools for five years and below (25.0%) and between 11 to 15 years (12.5%). These findings imply that the principals had stayed in the schools they head for a considerable period of time and had been actively involved in the implementation of SNE policy in those institutions. All (100%) the principals were aware and conversant with the SNE policy and started implementing it immediately after its launch in 2009.

4.3.2 Teachers' Background Characteristics

Data on characteristics of the teachers were also analyzed and presented using percentages and frequencies as tabulated in Table 5.

Table 5

Characteristics of sampled teachers (n = 44)

Scale	Characteristic	Frequency	Percentage
Gender	Male	25	56.8
	Female	19	43.2
Sub-County	Ruiru	12	27.3
	Rarieda	32	72.7
Highest education level	Masters	7	15.9
	Bachelors	28	63.6
	Higher Diploma	2	4.6
	Diploma	7	15.9
Duration as a teacher in the school	Below 3 years	7	15.9
	3 to 10 years	25	56.8
	11 to 20 years	12	27.3

An investigation of the outcomes in Table 5 indicates that the male teachers were the majority (57%). These findings suggested existence and presence of gender unevenness in support of males with regard to employment of teachers. Majority (73%) of the respondents hailed from Rarieda Sub-County. This is in harmony with the records of the SCDE Rarieda (2020) and SCDE (2020) Ruiru which showed that the former had more teachers and schools which offer inclusive education than the latter. The results also indicated the highest level of education of nearly two thirds (63.6%) of the teachers had a bachelor's degree while the remaining had Master's degree (15.9%), higher diploma (4.6%) and diploma (15.9%) certificates. These results implied that all the teachers did meet the minimum qualification required for one to become a secondary school teacher. The minimum qualification is a diploma or bachelor's degree in education (TSC, 2011). The results further indicated that 84.1% among the respondents had been teachers in the sampled schools for between three to twenty years. It means they had remained in their work places for a sensible period of time and were familiar with application of the SNE policy in those institutions.

Teachers' awareness of the distinct requirements education policy was assessed. Analyzed data provided by the teachers showed that a majority (90.9%) of them were aware of the SNE policy. This was essential given that teachers are implementers of the programme and in charge of classes during lessons. (Organization of Economic Cooperation and Development [OECD], 2017) argues that awareness of the SNE policy influences the way teachers perform their professional responsibilities in inclusive school settings. The teachers were also asked to show whether they were conversant with the contents of the SNE policy. More than three quarters (79.5%) of the teachers indicated that they were not conversant with the contents of the SNE policy while the rest (20.5%) were conversant with it. Understanding the content of SNE policy is important since it helps teachers to effectively implement the policy. Bashar and Rugure (2020) contends that one must know the contents of a policy as it assists in knowing the roles they are expected to play at the implementation stage.

4.3.3 Characteristics of SNLs

Further analysis was done on SNLs' data on gender, Sub-County and years of study, the results are presented in Table 6.

Table 6

Characteristics of special needs learners (n = 67)

Scale	Characteristic	Frequency	Percentage
Gender	Male	62	92.5
	Female	5	7.5
Sub-county	Ruiru	12	17.9
	Rarieda	55	82.1
Class	Form 1	9	13.4
	Form 2	18	26.9
	Form 3	23	34.3
	Form 4	17	25.4

The outcomes in Table 6 indicates that nearly all (92.5%) of the respondents were males while only a few (7.5%) were females. The results suggested that the female SNL's learners were not given equal opportunities to education like their male counterparts given that half of the 6 million Kenyans with disabilities are females (KNBS, 2019). These results also showed that majority of the sampled SNLs were from Rarieda. This is consistent with the KPHC

report (2019) which showed that Rarieda was among the Sub-Counties with a high population of persons with disabilities. The results further indicated that the SNLs were spread across the four classes with form three (34.3%) and two (26.9%) posting the highest percentages.

Category of special need learners in the participating schools was also determined using data provided by the teachers. The SNLs were categorized as physically, visually, hearing, speech and mentally impaired. Table 7 gives a summary of the SNLs in the sampled schools.

Table 7

Category of special needs learners in schools (n = 44)

Learner category	N	Percentage
Physically impaired	13	29.6
Visually impaired	10	22.4
Hearing impaired	11	25.5
Speech impaired	6	13.4
Mentally impaired	3	7.5
Socio-economically challenged	9	20.5
Others (intellectual disabilities, slow learners)	8	18.2

Table 7 indicates that the SNLs in inclusive classes comprised of those with physical (29.6%), visual (22.4%), hearing (25.5%) and speech (13.4%) impairments. The results further show that a low percentage of SNLs had mental disorders (7.5%), were socio-economically challenged (20.5%), slow learners or had intellectual disabilities (18.2%). According to Long'ore et al. (2023), the most prevalent category of exceptional needs students in schools in Kenya are students with intellectual disabilities. This is followed by learners with hearing and visual impairments, physical disabilities, and persons with multiple disabilities. Manzi (2011) found that mental retardation bodily handicap, hearing impairment and children with learning incapacities were the most common special needs cases in Mwingi District. In the target population, there existed no particular case of talented and gifted children found. However, it is vital to footnote that the prevalence of different types of disabilities vary depending on the region and rural or urban setting.

4.3.4. Availability of Facilities

Data on physical facilities and instructional materials which suits the needs of SNLs was collected using the observation checklist. This was deemed necessary because availability of such resources is evidence of implementation of the SNE policy. Observations were made in 10 schools, 3 in Ruiru and 7 in Rarieda. The number of times each facility observed was recorded and summated for each Sub-County as shown in Table 8.

Table 8
Resources available in schools

Facility	Availability	
	Ruiru (n = 3)	Rarieda (n = 7)
Classrooms with ramps	30	77
Toilets with guard rails	-	-
Adapted chairs in classrooms	9	41
Classes with low electricity switches	9	13
Wheelchairs	3	9
White canes	2	6
Learning space in classrooms (Crowded with average)	47	53
Classes with wide doors to accommodate learners using wheel chairs	15	31
Tactile ground surface indicators	-	-
Accommodative games/sports facilities (reduced size athletics fields) for SNLs	-	-
Braille machines	2	4
Braille papers (reams)	3	12
Magnifying glasses	2	6
Adapted learning materials (pens, books with large prints, exercise books with large lines)	Very few	Very few
Hearing Aids	2	3

Table 8 indicates that most of the basic resources for inclusive education such as ramps, classes with wide doors and low electricity switches were in schools in both sub-counties. This perhaps could be due to the fact that it is mandatory that public buildings have such

facilities (RoK, 2018). The results also indicated that other facilities such as hearing devices and white canes available were few. For example, a total of 5 hearing devices were observed yet data showed that there were more than 6 students with hearing impairments in the two Sub-Counties. Further, none of the participating schools had facilities for accommodative games/sports facilities, tactile ground surface indicators and toilets with guard rails. These results are an indication that the resources for SNE are not adequate in both Ruiru and Rarieda.

Interview findings further supported this by revealing that Ruiru schools were better equipped with ramps, assistive devices, and accessible classrooms, which facilitated higher retention rates. One principal from Ruiru stated, *“Our school has ramps and adapted learning materials, which makes it easier for distinct wants students to attend classes regularly.”* On the other hand, principals in Rarieda reported lack of essential facilities, leading to higher dropout rates among SNLs. A principal from Rarieda noted, *“We lack basic facilities like ramps and accessible toilets, which discourages some learners from regularly attending school.”*

Additionally, both quantitative and interview findings highlighted shortages of specialized teaching materials, making it difficult for SNLs to keep up with their peers. These results suggest that while SNE policy has improved access, other requirements to be completed in rural areas like Rarieda to enhance infrastructure and community awareness. These findings support those of Mutungi (2018) who found that schools required vital amenities that help provision of education to SNLs, such as ramps for learners who are physically challenged and hearing assistances. A study in Kericho County also revealed that all schools did not have adequate facilities and the ones available were not appropriate (Boit, 2016). They suggested that implementation of SNE policy has not adequately addressed provision of resources for SNLs in regular schools.

4.4 Effectiveness of SNE Policy in SNLs’ Access to Education

The first objective of the study conducted a comparative analysis of the usefulness of SNE policy in endorsing SNLs’ access to education in public secondary schools in Ruiru and Rarieda Sub-Counties. Data on usefulness of SNE policy in promoting SNLs’ access to education was provided by teachers. Additional data was also sought from principals and SNLs to supplement those provided by the teachers. The comparison of effectiveness by Sub-County was done using the t-test.

The teachers were asked to rate how implementation of the SNE policy had been successful in promoting SNLs access to education using 13 items (indicators) based on a scale ranging from one (Not Successful) to five (Very Successful). The responses of the participants to the objects were recorded, their means calculated and converted to effectiveness total mean score for each Sub-County as presented in Table 9.

Table 9

Mean scores on implementation of SNE policy in promoting SNLs access

Objectives	Ruiru n = 12		Rarieda (n = 32)	
	Mean	SD	Mean	SD
Integrating of Special Needs Learners in regular classes	2.75	0.75	2.28	0.85
Adopting curriculum that is sensitive to the needs of Special Needs Learners	2.67	1.07	2.34	0.97
Developing physical infrastructure for Special Needs Learners	2.75	1.29	2.56	1.13
Acquiring instructional facilities for Special Needs Learners	2.42	1.16	2.28	0.85
Enrolling Special Needs Learners in school at the right age	2.58	1.08	2.91	1.20
Adopting instructional strategies that suit the needs of Special Needs Learners	2.42	0.90	2.19	0.78
Ensuring regular class attendance by Special Needs Learners	3.25	1.22	2.50	0.95
Promoting active participation in learning by Special Needs Learners in the classroom	2.83	1.03	3.19	0.82
Creating a conducive environment where Special Needs Learners can study	3.17	1.03	2.56	0.95
Enhancing Special Needs Learners progression rates	3.17	0.94	2.44	0.98
Reducing drop-out rates among Special Needs Learners	2.67	1.37	3.28	1.11
Promoting Special Needs Learners participation in co-curriculum activities	2.83	0.72	2.63	1.07
Increasing the completion rates of Special Needs Learners	3.08	1.16	2.97	1.20
Overall mean	2.81	0.31	2.63	0.25

The results in Table 9 indicate that the item mean scores of Ruiru were between 2.42 (SD = 0.90) and 3.25 (SD = 1.22) while those of Rarieda ranged from 2.19 (SD = 0.78) to 3.28 (SD = 1.11). The mean scores of items such as ensuring regular class attendance by SNLs' (M = 3.25, SD = 1.22), ensuring regular class attendance by SNLs'' (M = 3.17, SD = 1.03) and enhancing SNLs' progression rates' (M = 3.17, SD = 0.94) for Ruiru were moderately high given that they were measured out of 5. Similarly, items such as 'reducing drop-out rates among SNLs' (M = 3.28, SD = 1.11) and 'promoting active participation in learning by SNLs in the classroom for Rarieda also posted moderately high mean scores. This implies that implementation of the SNE policy had made the learning environment more conducive to SNLs, promoted their active participation in learning and had also boosted their progression and completion rates in both Sub-Counties. These results concur with those of Limaye (2016) which showed implementation of PLWDs policy and programmes had improved their access to education. Limaye's study showed that 25 percent of PLWDs had gotten education up to the primary school level, 11 percent had middle level (eight years), while a 9 percent had attended school for nine or more years.

Table 9 indicates the item 'acquiring instructional facilities for SNLs' posted low means scores for both Ruiru (M = 2.42, SD = 1.16) and Rarieda (M = 2.28, SD = 0.83). The Item means of 'adopting instructional strategies that suit the needs of SNLs' was also low for both Ruiru (M = 2.42, SD = 0.90) and Rarieda (M = 2.19, SD = 0.78). It means that the two Sub-Counties had challenges of acquiring appropriate instructional materials and adopting teaching strategies that meet the needs of SNLs. These findings support those of Mutungi, (2018) which established that most schools lacked essential facilities that aid learning of SNE pupils. The findings are in tandem with those of Mutungi (2020) carried out among teachers in Mombasa County, which found that trainers felt that their expert knowledge and skills were insufficient to efficiently teach learners with disabilities in ordinary schools.

Table 9 additionally shows that the overall mean score for both Ruiru (M = 2.81, SD = 0.31) and Rarieda (M = 2.63, SD = 0.25) were low, given a 5 points scale was used. This is an indication that implementation of SNE policy still face challenges and has not been very successful in promoting SNLs access to education. These findings are in harmony with those of Mbiti (2021) which found that policies such as SNE policy, Free Primary Education (FPE) and Subsidized Secondary Education (SSE) had allowed several children with physical disabilities entrance and be taken in schools. However, there were several factors which hindered access and retention of students with disabilities such as insufficient financial

support, absence of assistive devices, environmental and architectural alterations, competent and adequate teachers and other personnel and poverty at school level.

Interviews with teachers and principals reinforced these findings, with some teachers stating that they were not adequately trained to handle SNLs. A teacher from Ruiru commented, “*We try to integrate SNLs with other students in the inclusive classes, but some still feel isolated due to lack of peer awareness.*” Meanwhile, SNLs in Rarieda reported cases of discrimination, with one student saying, “*We are sometimes seen as different. Not all teachers understand some of the challenges we experience in and outside classrooms.*” Additionally, infrastructure remained a major challenge, with both sub-counties lacking essential aid devices such as Braille machines, hearing aids, and adapted learning materials. Despite these challenges, the study found that inclusion had some positive impacts, with students reporting increased self-esteem and social interaction. However, without proper training and infrastructure, full inclusion remains difficult to achieve.

The teachers were also requested to express their views on benefits of SNE policy with regard to promotion of SNLs’ access to education. The views are presented in Table 10.

Table 10

Teachers’ perspectives on benefits of SNE policy to SNLs access (n = 44)

Benefits	Frequency	Percentage
Creating opportunities to provide SNLs with education in regular schools (integration)	17	38.6
Construction of appropriate infrastructure	13	29.5
Adopting teaching-learning strategies (content delivery, assessment, co-curriculum activities) that meets the needs of SNLs	9	20.5
Mechanisms for monitoring progress of SNLs	4	9.1

The teachers identified a number of benefits associated with implementation of the SNE policy. Among these were creating opportunities to provide SNLs with education in regular schools, (38.6%), construction of appropriate infrastructure (29.5%) and adopting teaching-learning that meets the needs of SNLs (20.5%).

The SNLs were also asked to indicate benefits associated with implementation of the SNE policy with regard to promotion of their access to education. Their responses are given in Table 11.

Table 11
Benefits of SNE policy with regard to promotion of access (n = 67)

Benefit	Frequency	Percentage
Provided with equal opportunity to learn	28	41.8
Fully participate in co-curriculum activities (drama, sports, clubs)	19	28.4
Team work	12	17.9
Supportive teachers	9	13.4
Good social relationship with fellow students	3	4.5

Table 11 indicates that the SNLs felt the implementation of SNE policy had provided them with equal opportunity to learn (41.8%), given them opportunities to fully participate in co-curriculum activities (28.4%) and work as a team in class (17.9%) among others.

Analysis of data from the principal also indicated that they were of the view that implementation of SNE policy had enhanced SNLs access to education. They based these views on the fact that implementation of the policy had improved stakeholders' awareness of in, funding, construction of appropriate physical facilities, provision of teaching-learning materials, and capacity to enroll and support SNLs through the secondary school cycle.

These outcomes reveals that the educators, students and principals felt that some progress in enhancing SNLs access to education had been made, as a result of implementation of the SNE policy. These outcomes are in pushbike with those of a study conducted in India by Limaye (2018) which recorded some progress after enactment of education strategies and programmes for PLWDs. The study noted also that despite implementation of policies and programmes, learners with disabilities were among the greatest disadvantaged in terms of access to schooling and completion of elementary education, as most of their needs were not met.

The respondents were also inquired to highlight the encounters faced during enactment of the SNE policy that hinder SNLs' access to education. The encounters identified by the instructors are summarized in Table 12.

Table 12*Challenges of SNE policy in SNLs access to education (n = 44)*

Challenges	Frequency	Percentage
Inadequate infrastructure	12	27.3
Lack of skilled personnel (e.g. inadequate communication skills)	16	36.4
Unfavourable school programmes	6	13.6
Low level of awareness of SNE policy among stakeholders	8	18.2
Not well supported by legal frame works	2	4.5

The results in Table 12 reveal that lack of skilled personnel (36.4%), inadequate infrastructure (27.3%) and low level of awareness among stakeholders (18.2%) were the main challenges. These results imply that lack of awareness and inadequate resources were the main obstacles to enhancement of SNLs access to education.

The SNLs also indicated that they still encountered several obstacles when accessing education despite implementation of the SNE policy. The obstacles encountered are tabulated in Table 13.

Table 13*Challenges encountered by SNLs when accessing education (n = 67)*

Challenge	Frequency	Percentage
Lack of basic needs (learning, personal)	22	32.8
Limited time to study	11	16.4
Low self esteem	8	11.9
Not given equal opportunity like others	18	26.9
Looked down upon	8	11.9
Hatred among students	10	14.9

The results of investigations in Table 13 revealed that lack of basic learning and personal needs (32.8%), discrimination (16.4%) and limited time to study (16.4%) were the main obstacles among others.

Data provided by the principals also revealed that implementation of the SNE policy had not been able to address resource inadequacies. The data further revealed that besides

resource inadequacies, there were socio-economic challenges associated with perceptions of PLWDs and inability of their families to support them, late enrolment, high dropouts, transition and completion rates. The principals further reported that taboos and cultural perceptions can significantly affected the enactment of SNE policy for students with disabilities, particularly in societies where disability is viewed negatively. These views are supported by results of a study conducted by UNESCO (2017) that revealed that in some communities, misconceptions about disability such as the belief that people with disabilities cannot learn or participate in regular education which further perpetuated exclusion.

These results showed that lack of awareness, inadequate resources, social economic challenges and wastage were the main bottlenecks to SNLs access to education. Similar observations were made by Mbiti (2021) study. The study noted that there were still several factors which hindered admission and retaining of learners with disabilities in spite of enactment of related policies and programmes. The factors included insufficiency of monetary sustenance, absence of assistive devices, correct conservation and architectural alterations, competent and sufficient staff and poverty at domestic level. It means that these obstacles to operation of the SNE policy requirements to be handled by the government and school managers for enhanced SNLs’ access to education.

Further, the three sample groups, teachers, SNLs and principals were requested to suggest what is supposed to be implemented to improve access to education to the target group. The suggestions specified by the instructors are summarized in Table 14.

Table 14
Teachers’ suggestions on how to improve SNLs access to education (n = 44)

Suggestion	Frequency	Percentage
Organize SNE policy awareness campaigns	8	18.2
Construct more infrastructure	13	29.6
Employ more SNE staff	18	40.9
Boost completion rates (reduce drop-outs, increase transition rates)	5	11.4
Encourage improvisations (use of locally available materials) to counter material inadequacies	3	6.8
Allocate more time for SNLs’ lessons	2	4.5

The teachers stood with the view that more workforce be employed (40.9%) and appropriate infrastructure be constructed (29.6%). They further proposed that SNE policy awareness campaigns be organized (18.2%) and completion rates be boosted (11.4 %)

The students also made suggestions on how to strengthen the SNE policy and boost SNLs access to education as revealed in Table 15.

Table 15

SNLs' suggestions on how to strengthen policy to boost their access (n = 67)

Suggestion	Frequency	Percentage
Avail more facilities	25	37.3
Organize SNE policy awareness campaigns for all stakeholders	9	13.4
Increase SNLs completion rates	6	9.0
Enroll SNLs at the right age	4	6.0
Do not over protect SNLs	9	13.4
Strengthen the support systems (guidance and counseling, motivation)	15	22.4

The outcomes in Table 15 disclose that availing extra facilities (37.3%), strengthening support systems (22.4%), not over protecting SNLs (13.4 %) and organizing SNE policy awareness campaigns for all stakeholders (13.4 %) were the major suggestions made by the students.

The principals were also of the opinion that improvements on implementation of SNE policy and SNLs' access to education could be achieved by organizing awareness campaigns and providing more resources that are sensitive to the needs of PLWDs. They further proposed that support systems for SNLs within school and at home be strengthened.

These results showed that they proposed ways of improving implementation of the SNE policy and SNLs entree to education revolve around resources, support systems and awareness campaigns. Similar recommendations had been made by Owuor's (2014) study. The study recommended that the Ministry of Education ought to offer supplementary monetary provision to enable acquirement of specific amenities and teaching/learning resources and employment of staff. It also proposed that sensitization programmes which

target stakeholders who may still possess negative approach concerning inclusion of SNLs in ordinary schools be launched.

The t- test was used on the independent sample to establish if there exists variance in usefulness of SNE policy in endorsing SNLs’ entree to education among public secondary schools in Rarieda and Ruiru Sub-Counties was statistically significant or not. The test outcomes are shown in Table 16.

Table 16
Differences in effectiveness of SNE policy in promoting SNLs’ access

Sub-County	N	Mean	SD	df	t-value	p-value
Ruiru	12	2.81	0.31	42	2.075	.044
Rarieda	32	2.63	0.25			

An investigation of the results in Table 16 indicates Ruiru (M = 2.81, SD = 0.31) posted a higher mean score than Rarieda (M = 2.63, SD = 0.25).Further, the results indicated that the variance between the mean scores was statistically significant at the .05 alpha level, $t(42) = 2.075$, $p = .044$. This means that Sub-County affects effectiveness of SNE policy in promoting SNLs’ access to education. These findings fail to support hypothesis one which stated that the difference in effectiveness of SNE policy in promoting SNLs’ admission to education among public secondary schools in Rarieda and Ruiru Sub-Counties is not statistically significant.

Table 16 results shows that the mean score of both Ruiru (M = 2.81, SD = 0.31) and Rarieda (M = 2.63, SD = 0.25) stayed low assuming that the rating was grounded on a 5 points scale. This means implementation of the SNE policy had limited success in addressing SNLs access to education issues in the two sub-counties. These findings concur with those of KISE (2018) which indicated that 11.4% of children aged between 3 and 21 years in Kenya had special needs and disabilities and a significant number of these children were enrolled in schools. KISE also noted that the dropout rates among this category of learners were high.

The results further indicated that the dissimilarity in efficiency of implementation of SNE policy in endorsing SNLs admission to education between the two Sub-Counties was statistically significant. This is an indication that Ruiru was more successful in promoting SNLs access to education compared to Rarieda. Perhaps this may be due to location of the Sub-County, Ruiru is peri-urban and located near Nairobi while Rarieda is situated in a rural

setting. Limaye (2018) noted that SNLs access to education in urban locations is advanced than that of in rural areas due differences in socio-economic conditions.

Access to education by SNLs is one of the objectives of the SNE policy (RoK, 2009). These findings show that some improvements in SNLs access to education were realized after implementation of the SNE policy. The findings further showed that Ruiru was more successful in promoting SNLs access to education compared to Rarieda despite the challenges encountered. The challenges included factors like inadequate resources and absence of consciousness between others. The government and school managers should take these challenges into consideration for effective implementation of the SNE policy and enhancement of SNLs access to education. Kiriba (2020) argues that unsatisfactory implementation of a policy can derail realization of its objectives.

4.5 Effectiveness of SNE Policy in Inclusion of SNLs in Regular Secondary Schools

The second objective carried out a comparison of the effectiveness of SNE policy in endorsing inclusion of SNLs in regular secondary schools between Ruiru and Rarieda Sub-Counties. The data used in the relative analysis was provided by the educators, SNLs and principals. The test of differences was conducted using the t-test.

Teachers were requested to rate the effectiveness of SNE policy in promoting inclusion of SNLs in regular secondary schools. Effectiveness was rated by means of a set of 20 close-ended objects based on their perceived success in enhancing inclusive education. A five- point scale was used during the rating. The scale was Very Successful (5), Successful (4), Moderately Successful (3), Somehow Successful (2), and Not Successful (1). The teachers' responses to the objects were counted, their averages computed and converted into the effectiveness of SNE policy in promoting inclusion overall average mark (index) as presented in Table 17.

Table 17***Teachers rating of success of SNE policy in inclusive Education***

Indicator	Ruiru		Rarieda	
	Mean	SD	Mean	SD
Raising awareness of stakeholders (staff, students, parents, community) on rights of Special Needs Learners	2.67	1.23	3.28	0.92
Developing a clear framework for inclusive education in the school	2.75	0.87	2.84	1.05
Developing School admission policies for SNLs	2.58	1.00	2.47	1.05
Involving Special Needs Learners on matters affecting their education	3.08	0.90	2.75	1.02
Budgeting for Inclusive education	3.17	0.94	3.00	0.84
Modify curriculum to suit Special Needs Learners	3.08	0.90	2.84	1.08
Constructing physical facilities for Inclusive education	3.25	0.75	2.78	1.18
Providing assistive devices to Special Needs Learners	2.75	1.06	2.41	1.07
Recruiting Special Needs education professionals	2.58	0.79	2.13	0.79
Co-planning (regular and special needs) for instruction	2.58	0.90	3.03	1.03
Preparing instructional materials in a format that meets the needs of Special Needs Learners	3.17	0.72	2.91	1.00
Co-teaching (special and general educators working together)	1.67	0.65	1.75	0.76
Building good social relationship among learners within the class	2.92	0.79	3.31	0.74
Adopting heterogeneous seating arrangement in class	1.92	0.79	1.94	0.72
Running differentiated lessons during classes	1.67	0.89	1.63	0.61
Ensuring instruction in class is engaging to SNLs	3.17	0.83	3.44	0.62
Adopting assessment systems that follow principles of inclusive assessment	1.92	1.16	1.81	0.78
Creating a barrier free environment within the school for SNLs	3.42	0.90	2.91	0.89
Ensuring cross-sectional cooperation with institutions associated with provision of education to SNLS	3.33	0.65	3.53	0.67

Putting in place mechanisms for monitoring inclusive education	2.75	1.14	2.69	0.97
Overall inclusion mean score	2.72	0.14	2.67	0.27

Table 17 indicates that the objects mean scores of Ruiru ranged between 1.65 (SD = 0.65 and 3.42 (SD = 0.90) whereas those of Rarieda ranged from 1.63 (SD = 0.61 to 3.53 (SD = 0.67). The results for Ruiru show that items such as creating a barrier free environment within the school for SNLs (M = 3.42, SD = 0.90) and ensuring cross-sectional cooperation with entities/institutions associated with provision of education to SNLs (M = 3.33, SD = 0.56) were moderately high given that a 5 points scale was used. Similarly, preparing instructional materials in a format that meets the needs of SNLs (M = 3.17, SD = 0.71) and ensuring instruction in class is engaging/exciting to SNLs (M = 3.17, SD = 0.83) also posted moderately high mean scores.

An examination of Rarieda results showed that the item ensuring cross-sectional cooperation with entities/institutions associated with provision of education to SNLs (M = 3.53, SD = 0.67) and ensuring instruction in class is engaging/exciting to SNLs (M = 3.44, SD = 0.62) also posted moderately high mean scores. The results also showed that the means scores of building good social relationship among learners within the class (M = 3.31, SD = 0.74) and Raising awareness of stakeholders on rights of SNLs (M = 3.28, SD = 0.74) were also moderately high. The moderately high mean scores are an indication that enactment of the SNE policy has resulted to considerable success in those areas in both Ruiru and Rarieda. These results are in harmony with the findings of Damiani et al. (2021) that concluded that Kenya had made considerable progress in provision of inclusive education as evidenced by policies, and statements related to inclusive education, resources allocation and professional training of SNE teachers and adjustment of school environments to accommodate PLWDs.

However, quite a number of items posted low item mean scores. These include co-teaching (M = 1.67, SD = 0.65), running differentiated lessons during classes (M = 1.67, SD = 0.89) and adopting inclusive assessment systems (M = 1.92, SD = 1.16) for Ruiru. Low mean scores were also posted in Rarieda by items like running differentiated lessons during classes co-teaching (M = 1.63, SD = 0.61), co-teaching (M = 1.75, SD = 0.76), and adopting assessment systems that follow principles of inclusive assessment (M = 1.81, SD = 0.78). The low mean scores imply that effecting co-teaching, running differentiated lessons and adopting inclusive assessment systems were challenges in Ruiru and Rarieda despite implementation of SNE policy. These conclusions supports those of Ireri et al. (2020) which showed that

there were still many barriers that impede implementation of comprehensive education in ordinary schools such as using the inappropriate instructional methods and assessment systems.

The outcomes in Table 17 indicates that the total mean scores for Ruiru ($M = 2.72$, $SD = 0.14$) and Rarieda ($M = 2.67$, $SD = 0.27$) stayed low as they were both below the midpoint (3.00) mark. The low overall mean scores imply that implementation of SNE policy had limited impact in promoting inclusion of SNLs in regular schools in both Sub-Counties. These findings are in concurrence with those of Kurniawan and Rofiah (2018) which noted that despite policy initiatives there were still obstacles to provision of inclusive education in Indonesia. The obstacles encountered were infrastructure, instructional materials and human capital constraints.

The respondents from both Ruiru and Rarieda were also requested to indicate benefits of implementing the SNE policy with respect to promotion of comprehensive education. The educators' perspectives are summarized in Table 18.

Table 18

Benefits of SNE Policy in provision of inclusive education to SNLs (n = 44)

Benefit	Frequency	Percentage
Individual attention to SNLs,	6	13.6
Creation of a conducive learning environment (barrier free environment)	12	27.3
Involvement of professionals	7	15.9
Moderated classroom arrangement	4	9.1
Individualized care	2	4.5
Raising awareness among stakeholders	9	20.5

The tutors were of the opinion that formation of a conducive learning environment (27.3%), raising awareness among stakeholders (20.5%) and involvement of professionals (15.9%) were the main benefits.

Analysis of data from the SNLs indicated they were of the view that implementation of the SNE policy had improved provision of inclusive education. The perceived benefits are presented in Table 19.

Table 19*SNLs' views on advantages of inclusion in regular secondary schools (n = 67)*

Strength	Frequency	Percentage
Learn with other students as equals	21	31.3
Freedom to give views	10	14.9
Makes one appreciated and value life	17	25.4
Develop positive attitudes (towards life, education)	11	16.4
Gain courage and control	9	13.4
Compete with others academically	5	7.5

Table 19 revealed that the benefits associated with implementation of the SNE policy were learning with other students as equals (31.3%), makes one appreciated and value life (25.4%) and developing positive attitudes towards life and education (16.4%).

The principals also manipulated that the implementation of the SNE policy had boosted inclusion of SNLs in regular schools. They felt that the policy implementation enabled schools to adjust environments in the institutions in terms of physical facilities, teaching-learning materials, classroom organization and management, content delivery and valuation and co-curriculum activities to meet the needs of SNLs.

These findings indicate that the teachers, SNLs and principals from Ruiru and Rarieda felt that enactment of the SNE policy had enhanced inclusion in regular schools. The findings work together with those of Muhombe et al. (2015) which revealed that application of the policy had positively affected learners' admission in schools. They are also in tandem with Mbiti (2021) observation that the SNE policy had facilitated supplementary support of monetary terms to enhance purchase of focused facilities and teaching/learning properties towards insertion

The respondents from both Rarieda and Ruiru also highlighted inclusion challenges encountered in their schools. Those conveyed by the teachers are summarized in Table 20.

Table 20***Challenges encountered when implementing Inclusive education (n = 44)***

Challenges	Frequency	Percentage
School environment not conducive (accommodative facilities, social environment, assistive devices)	19	43.2
Few SNE professionals	13	29.5
Unsatisfactory support from government	5	11.4
No specialized assessment methods	4	9.1
No frameworks to guide SNE implementation process	2	4.5
Lack of co-teaching	2	4.5

The outcomes in Table 20 indicated that the teachers were of the opinion that most schools had not been able to create conducive environments in schools (43.2%). They also felt that the numbers of SNE professionals in schools were few (29.5%) and government support was unsatisfactory (11.4%). The results are in agreement with a study by Mwangi (2013) that discovered that the government did not offer suitable support and fails to expend sufficient funds.

The SNLs also raised a number of issues with effectiveness of the SNE policy in enhancing inclusion. Their concerns are presented in Table 21.

Table 21***Challenges to inclusion in secondary schools according to SNLs (n = 67)***

Challenges	Frequency	Percentage
Discrimination (seen as slow learners, not given equal opportunities)	16	23.9
Facilities inadequate/inappropriate	13	19.4
Lack of motivation	10	14.9
Separated from others	3	4.5

The main challenges identified by the SNLs were discrimination (23.9%), resource inadequacies (19.4%) and lack of motivation (14.9%). The principals also highlighted inadequacies in human capital, facilities and teaching-learning materials as encounters they

met in the provision of wide-ranging education despite employment of the SNE policy. The results are in agreement with the study by Florian (2014) that revealed that key challenge for inclusion in secondary schools is the insufficient training and preparedness of teachers to work excellently with students with disabilities. Teachers lack the specialized skills necessary to implement differentiated instruction, accommodate diverse learning needs, and manage challenging behaviours associated with certain disabilities.

These findings confirm that there are still challenges in realizing the SNE policy objective on inclusive education. Schools in both Sub-Counties have not been able to acquire adequate resources and make adjustments in school environments to accommodate SNLs. These findings support those of Boit’s (2016) which showed that all public primary schools in Kericho had inadequate facilities and resources for inclusive education while the few that were available were inappropriate. The condition of schools facilities should be of concern to the government and school managers in their endeavor to promote inclusion, RoK (2009) contends that the success of inclusion in education depends on the ability of institutions to create a disability friendly and accommodative learning environment in regular schools.

Further, the respondents suggested ways to strengthen inclusion of SNLs in regular secondary schools. Table 22 gives a summary of the suggestions given by the teachers.

Table 22
Teachers’ suggestions on how to strengthen inclusion of SNLs (n = 44)

Suggestion	Frequency	Percentage
Avail physical, assistive, teaching-learning materials	22	50.0
Employ more staff (teachers, professional, para-professionals)	13	29.5
Provide more funds	9	20.5
Enhance student-to-student and staff-to-student social relationships	12	27.3
Put in place comprehensive policy and mechanisms to guide inclusion at school level	6	13.6
Adopt assessment methods that meets the needs of SNLs	3	6.8

The teachers suggested availing physical, assistive devices, teaching-learning materials (50.0%) and employment of more staff (29.5%). They further suggested enhancement of social relationships in schools (27.3%) and advocated for more funds (20.5%).

The SNLs also suggested ways of strengthening inclusive education. Their proposals are tabulated in Table 23.

Table 23

Students' suggestions on how to strengthen inclusion of SNLs (n = 67)

Suggestion	Frequency	Percentage
Organize inclusive education awareness campaigns	19	28.4
Provide adequate and appropriate facilities for effective learning to take place	15	22.4
Employ more SNE staff	8	11.9

The suggestions of the SNLs included organizing inclusive education awareness campaigns (28.4%), providing adequate and appropriate amenities for operational learning to take place (22.4%) and employing more SNE staff (11.9%). The principals' suggestions on how to improve inclusive education were organizing awareness campaigns, strengthening support to inclusive education given by parents and other stakeholders and providing more resources.

These results indicated that all the three respondent groups, teachers, SNLs and principals proposed awareness campaigns, provision of resources and a conducive social environment as ways of boosting inclusion in schools. These results concur with those of Owuor (2014) which recommended launching of sensitization programmes, financial support, and provision of physical amenities and teaching/learning resources for success in comprehensive education. It is important to take cognizant of these recommendations since appropriate resources availability and accommodative environments are pre-requisites to effective provision of inclusive education (Mabele & Bota, 2019).

The independent sample, second hypotheses was tested using t-test which specified that the change in effectiveness of SNE policy in addition of SNLs between public secondary schools in Rarieda and Ruiru Sub-Counties was not statistically significant. The outcomes of the comparison are showed in Table 24.

Table 24***Differences in the effectiveness of SNE policy in inclusion of SNLs***

Sub-County	N	Mean	SD	df	t-value	p-value
Ruiru	12	2.72	0.14	42	.601	.551
Rarieda	32	2.67	0.27			

The t-test results indicate that the average score ($M = 2.72$, $SD = 0.14$) of Ruiru was advanced than the one for Rarieda ($M = 2.67$, $SD = 0.14$). The outcomes moreover indicated that the variance between the two mean scores was not statistically significant, $t(42) = .601$, $p = .551$. This suggests that sub-county does not affect effectiveness of SNE policy with regard to inclusion of SNLs in regular secondary schools. These results support hypothesis two which stated that the difference in effectiveness of SNE policy in inclusion of SNLs between public secondary schools in Rarieda and Ruiru Sub-Counties was not statistically significant.

Table 24 indicated that both Ruiru ($M = 2.72$, $SD = 0.14$) and Rarieda ($M = 2.67$, $SD = 0.27$) posted low mean scores given that they were out of 5 points. The low means mark is an sign that implementation of the SNE policy had achieved limited success in promoting inclusive education in both Ruiru and Rarieda Sub-Counties. The table further indicated an insignificant difference in effectiveness of SNE policy with regard to inclusion of SNLs between Ruiru and Rarieda. This is evidence that the level of implementation of SNE policy on inclusion in Rarieda is similar to that of Ruiru, Sub-County is thus not a factor. The findings suggested that there are factors which affect promotion of inclusive education that cuts across sub-counties. Hayes and Bulat (2017) noted that funding and lack of resources for comprehensive education were main encounters in Namibia, South Africa, Zambia, and Zimbabwe. Manzi's (2011) observed that there was desperate need for perfect policy outline on application of SNE policy, particularly with regard to creating cognizance to the society, developing a curriculum appropriate for SNLs and training of SNE teachers in order to implement inclusive education effectively.

Inclusion in education is a method where students and learners with disabilities are offered with suitable educational interventions within regular institutions of learning with reasonable accommodations and support (RoK, 2018). It entails making adjustments in school environments to accommodate SNLs in terms of physical facilities, instructional materials, classroom management, content delivery and assessment (Mbiti, 2021). These

results showed that some progress have been made in adjusting school environments to accommodate educational needs of SNLs. The results further showed that more needs to be done by the government and school management boards in terms resources, social setting, instructional delivery and assessment for full realization of comprehensive education objective of the SNE policy.

4.6 Effectiveness of SNE Policy in the Training of Special Needs Education Teachers

Objective three examined the effectiveness of SNE policy in training of SNE teachers in Rarieda and Ruiru Sub-Counties. Data that enabled realization of this objective was provided by the teachers and principals. A comparative analysis by Sub-County was showed by means of the independent sample t-test.

The highest level of professional training of the teachers in SNE was determined prior to carrying out the comparative analysis. This was deemed necessary because it gave a picture of the situation on the ground with regard to teachers' training and readiness to teach SNLs in regular school settings. Table 25 presents the teachers' highest level of professional training in SNE.

Table 25
Highest level of professional training in SNE (n = 44)

Professional training in SNE	Frequency	Percentage
None	19	43.2
Workshop	5	11.4
Certificate	1	2.3
Diploma	2	4.5
Higher diploma	-	-
Bachelor's degree	6	13.6
Masters	2	4.5

These results reveal that teachers with no professional training in SNE posted the highest percentage (43.3%) followed by holders of the Bachelor's degree (13.6%). The others had attended a workshop (11.4%), a master's degree (4.5%), diploma (4.5%) or a certificate (2.3%). These results imply that most of the instructors had not undergone requisite training to teach SNLs. These conclusions are in agreement with those of a study by Manzi (2011) in

Mwingi District, which indicated that many schools ensured one or no single teacher was trained in special requirements education. Adoyo's study carried out in primary schools in Siaya County, Kenya, captured that the number of trained SNE teachers were significantly low. This has implications in provision of education to SNLs. Daniela and Ecaterina (2023) argue that schools require adequate number of trained SNE teachers for positive uptake of complete education in regular schools.

Effectiveness of enactment of the SNE policy in the specialised training of teachers was established before testing for differences by Sub-County. Effectiveness of the policy implementation was measured using a questionnaire with 11 close-ended subjects. The teachers were requested to do the rating of the SNE policy success after implementation in promoting professional training of teachers. The rating was through use of a five points scale (Very Successful = 5, Successful = 4, Moderately Successful = 3, Somehow Successful = 2, Not Successful = 1). The teachers' responses to the items were scored, summated and converted to the overall mean score (index) for each Sub-County presented in Table 26.

Table 26

Success of the SNE policy implementation in promoting training (n = 44)

Area	Ruiru		Rarieda	
	Mean	SD	Mean	SD
<i>Pre-service/Entry to the profession</i>				
Preparation of parallel lesson plans for teaching in inclusive classrooms without assistant teachers	2.58	0.90	2.28	0.92
Organizing of materials /learning activities of lessons for Special Needs Learners	2.67	0.78	2.25	0.95
Use of instructional aids for Special Needs Learners	2.92	1.31	3.34	0.90
Delivering content to Special Needs Learners in an inclusive education setting	3.08	1.08	2.56	1.11
Assessing Special Needs Learners in an inclusive education setting	2.42	1.08	2.28	1.14
Organizing co-curriculum activities for Special Needs Learners	2.58	0.90	2.28	0.92
<i>Induction training</i>				
Providing training to New/teachers in regular schools before engaging them in inclusive education	1.83	0.94	1.84	0.88

<i>In-career professional development</i>				
Informing educators of training opportunities for Special Needs Learners teachers	2.50	0.90	2.97	0.97
Giving teachers time off to attend training (skill-upgrading courses/workshops/conferences) on Special Needs Education	1.92	0.90	1.88	0.87
Giving teachers financial support to attend skill-upgrading courses/workshops/conferences on SNE	2.33	0.89	2.28	1.05
Encouraging Special Needs Education teachers to further education	2.08	1.16	1.97	0.93
Effectiveness of SNE policy in professional training of teachers overall mean	2.42	0.40	2.41	0.35

An examination of the outcomes presented in Table 26 indicated that the item average scores for Ruiru went from 1.83 (SD = 0.94) to 3.08 (SD = 1.08) while those posted by Rarieda were between 1.84 (SD = 0.88) to 3.34 (SD = 0.90). For Ruiru, items such as delivering content to Special Needs Learners in an inclusive education setting (M = 3.08, SD = 1.08) and use of instructional aids for SNLs (M = 2.92, SD = 1.31) posted moderately high means given they were based on a five points scale. Similarly, for Rarieda, mean scores of items ‘use of instructional aids for SNLs’ (M = 3.34, SD = 0.90) and informing educators of training opportunities for teachers (M = 2.97, SD = 0.97) were also moderately high. These findings are an indication that some progress has been made in the professional training of teachers by informing educators of training opportunities, equipping them with use of instructional materials and content delivery skills in both Sub-Counties. The results support those of Longore et al. (2023) teachers have undergone some SNE training but felt that a big percentage of the teachers (86%) perceived that the SNE training the educators received did not effectively make them for teaching SNLs.

Table 26 indicates that most of the items posted low mean scores. Items providing training to teachers in regular schools before engaging them in inclusive education (M = 1.83, SD = 0.94) and giving teachers time off to attend training on SNE (M = 1.92, SD = 0.90) posted the least average scores in Ruiru. The items which had the lowest mean scores in Rarieda were providing training to teachers in regular schools before engaging them in inclusive education (M = 1.84, SD = 0.88) and giving them time off to attend training (M = 1.88, SD = 0.87). The low scores imply that training given to teachers is limited as it is

provided neither are those who secure training opportunities given time off to attend them. These findings are in concurrence with those of Mutungi (2018) which noted that lack of trained staff was among constrains hindering implementation of SNE policy besides inadequacies in vital amenities which help addition such as ramps aimed at learners who are physically challenged and hearing assistances amid others.

These results showed that the overall average score for Ruiru was $M = 2.42$ ($SD = 0.40$) while that for Rarieda was $M = 2.41$ ($SD = 0.35$). The low overall mean score for both Sub-Counties is a pointer that there was limited success in professional training on teachers despite implementation of SNE policy. The findings agree with the study by Chitiyo et al. (2019) which revealed that the teachers in Ghana felt incompetently ready to teach students with disabilities in inclusive classrooms. Boit (2016) also noted that most teachers in Kericho County were not trained and required basic skills in management of learners with special educational needs. It means the teachers did not have the competencies to handle educational requirements of SNLs making addition an illusion.

The teachers were asked to highlights the benefits of implementation of SNE policy with regard to professional training of instructors. The benefits highlighted are shortened in Table 27.

Table 27

Teachers' views on benefits of the SNE policy training of SNE (n = 44)

Benefits	Frequency	Percentage
Has promoted employment of trained SNE teachers	9	20.6
Provided SNE teachers with opportunities to retool, upgrade their skills and develop professionally	21	47.7
Promoted utilization of appropriate pedagogy and assessment methods for SNLs	4	9.1

The teachers' had a feeling that implementation of the SNE Policy has provided teachers with opportunities to retool upgrade their skills and develop professionally (47.7%). Further, it has promoted employment of trained SNE teachers (20.6%) and utilization of appropriate pedagogy and assessment methods for SNLs (9.1%). The principals' also felt that application of the SNE policy has enabled some staff members to attend workshops, seminars and in-service programmes. These results reveal that some progress in professional training of teachers was made in the two Sub-Counties, despite challenges encountered during

implementation of the SNE policy. They are in harmony with Karanja’s (2021) findings that improvements have been made in training of SNE instructors, despite challenges such as financial constraints and inadequate support from school administrators.

The teachers and principals were requested to note the major impediments to professional exercise of teachers during the implementation of SNE policy. The challenges are in Table 28.

Table 28

Hindrances to professional training of teachers during SNE policy (n = 44)

Challenges	Frequency	Percentage
Inadequate support for teacher training (finance and time off)	29	65.9
Limited opportunities for training	23	52.3
No motivation for SNE teachers after training (advancement, promotion)	13	29.5
Channels of communicating training opportunities and selection not effective	8	18.2

The main constrains highlighted by the teachers were inadequate support training in terms of finance and time off (65.9%) and limited opportunities for training (52.3%). Other constrains highlighted were lack of motivation for teachers after undergoing further training (29.5%) and inappropriate channels of communicating training opportunities and selection processes (18.2%). The principals were also of the view that support given to teachers who seek training in terms of finances, time off and scholarships were very limited. These results are evidence that there were several constrains that hindered professional training of SNE. This could partly explain why there were few professionally trained SNE educators in community secondary schools in both Rarieda and Ruiru. Inadequacies in professionally trained teacher had implications on provision of education to SNLs.

Interview findings supported these results, with teachers in both sub-counties stating that they had little to no training before being assigned to special needs classes. A principal from Ruiru mentioned, *“We rarely get specialized training for our teachers. They have to learn on the job.”* Meanwhile, a teacher from Rarieda stated, *“I have never attended an SNE workshop, yet I teach students with disabilities.”* The findings also indicated that teachers were not given time off to attend professional development programs, making it difficult for

them to gain necessary SNE skills. The lack of financial and institutional support for SNE teacher training was another major issue, with many teachers unable to afford further training. These results highlight the urgent need for increased investment in teacher training programs, including government-sponsored scholarships and structured SNE training courses. Kiru (2018) argues that promotion of education to PLWDs can only succeed if limitations in teacher training, physical and teaching-learning facilities, and negative perceptions among other factors are addressed.

The teachers and principals were further requested to suggest ways of strengthening the SNE policy to enhance training of instructors. The teachers' suggestions are summarized in Table 29.

Table 29

Teachers suggestions on how to strengthen SNE policy training (n = 44)

Suggestions	Frequency	Percentage
Increased funding for training	11	25.0
Provide regular in-service training and support professional development of SNE teacher	15	56.8
Give trained SNE teachers preference when employing	9	20.5
Set clear procedures for training and advancement for SNE teachers	7	15.9
Include a mandatory SNE unit in teacher training colleges	13	29.5
Train more SNE teachers to address shortage	6	13.6

The main suggestions made by the teachers were provision of ordered in-service training and expert development support to SNE teacher (56.8%), inclusion of a mandatory SNE unit in teacher training colleges (29.5%) and increased funding for training (25.0%). Similar suggestions were made by the principals. They proposed increased support to professional training of teachers by providing them with funds, time off, scholarships, and motivating those who have attained additional professional qualifications. These suggestions concur with those of Mabele and Bota (2019) who noted that majority of educators didn't possess the abilities to confidently handle learners of different abilities in classes and recommended that they be given adequate support for further training.

The variance in usefulness of SNE policy in professional training of teachers between public secondary schools in Rarieda and Ruiru Sub-Counties was determined using the independent sample t-test. Table 30 tabulated the outcomes of the test.

Table 30

Differences in the effectiveness of SNE policy in training of teachers

Sub-County	N	Mean	SD	df	t-value	p-value
Ruiru	12	2.42	0.40	42	.084	.934
Rarieda	32	2.41	0.35			

The test of difference results reveals that the average scores ($M = 2.24$, $SD = 0.40$) from Ruiru was comparable to that ($M = 2.24$, $SD = 0.40$) of Rarieda. Further, the results revealed that the difference between the two means scores was not statistically significant, $t = .084$, $p = .934$. It means that Sub-County does not affect effectiveness of SNE policy in professional training of teachers. These results support the third hypothesis which stated that difference in effectiveness of SNE policy in professional training of teachers between public secondary schools in Rarieda and Ruiru Sub-Counties is not statistically significant.

The outcomes in Table 30 indicated the overall mean scores of Ruiru and Rarieda were low and comparable. The low means scores imply that implementation of SNE policy had limited success in promoting professional development of teachers. The insignificant differences observed also imply that the unsatisfactory professional development of teachers was experienced in both Sub-Counties. These findings support those of Ileri et al. (2020) who identified shortage of staff and lack of training opportunities to teachers in most schools as impediments of inclusive education, despite implementation of SNE policy. Longore et al (2023) established that the training majority of teachers had received did not sufficiently get ready them for teaching students with special needs. The study noted that despite this, very few teachers were given opportunities to develop professionally.

These results show that the SNE policy implementation has made some progress in training of teachers, despite challenges to its implementation. Obstacles which hinder teachers training such as funds, time-offs, and motivation, these need to be addressed by the government and school management boards. This would go a long way in mitigating shortfalls in professional training of teachers and shortages in schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes key findings, also presents the conclusions of the study. The chapter further presents recommendations and the proposed areas which require further research.

5.2 Summary of the Findings

The study conducted a comparative analysis on perception of effectiveness of SNE policy implementation in the secondary schools that are public in Ruiru and Rarieda sub-counties, Kenya. Provision of education was operationalised as access, inclusion and training of SNE teachers. Its specific objectives were to compare the effectiveness of SNE policy in SNLs' access to education, inclusion in regular schools and professional training of SNE teachers in public secondary schools in Ruiru and Rarieda Sub-Counties. Three hypotheses were drawn from these objectives and tested.

The study's first objective showed a comparative study of the value of SNE policy at promoting SNLs' access to education in public secondary schools in Ruiru and Rarieda Sub-Counties. The SNE policy success was rated by teachers in Ruiru rated the success in enhancing SNLs' access to education at 2.81 while those from Rarieda rated it at 2.63 by using on a 5 opinions measure. The principals felt that the policy had boosted awareness, funding and provision of physical facilities and teaching-learning provisions, thus enhancing capacity of institutions to enroll and support SNLs through the secondary school education cycle. Differences test showed that the effectiveness of SNE policy in promoting SNLs' access to education between Rarieda and Ruiru sub-counties was statistically significant in favour of the Ruiru, $t = 2.075$, $p = .044$. These results failed to support the first study hypothesis.

Objective two compared the effectiveness of SNE policy in promoting inclusion of SNLs in public secondary schools between Ruiru and Rarieda Sub-Counties. The rating of the success of the policy in improving inclusion by teachers from Ruiru and Rarieda were 2.72 and 2.67 respectively, based on a five points scale. The principals opined that application of SNE policy had resulted to provision and adjustments of the school social environment to accommodate SNLs in terms of physical facilities, teaching-learning materials, classroom organization and management, content delivery and assessment, and co-curriculum. The t-test results showed an insignificant difference in effectiveness of SNE

implementation in enhancing inclusion of SNLs in regular schools between Ruiru and Rarieda, $t = .601$, $p = .551$. These findings supported the second study hypothesis.

The study third objective was to find out the significant difference in effectiveness of SNE policy in training of teachers between Ruiru and Rarieda sub-counties. Teachers' rating of success of the policy in boosting their professional training was 2.42 for Ruiru and 2.41 for Rarieda. Principals from both sub-counties were of the view that SNE policy had assisted in training of some SNE teachers. The principals reported that some staff members have attended workshops, seminars and in-service programmes. However, the training opportunities available were few. The test of difference results revealed an insignificant difference in effectiveness of SNE implementation in promoting professional training of teachers between Ruiru and Rarieda, $t = .084$, $p = .934$. On the basis of these results, hypothesis three was not rejected.

5.3 Conclusions

The study conclusions were made as follows:

- i. The implementation of SNE policy resulted into an increase in the number of the SNLs enrolled in regular public secondary schools and improvement in their school attendance, progression and completion rates in both Ruiru and Rarieda. However, more needs to be done for full realization of this policy objective of promoting SNLs access to education. Access to education by SNLs in Ruiru was better compared to Rarieda.
- ii. The SNE policy implementation made it possible for schools to mobilize resources and make adjustments in school environments, physical facilities, teaching-learning materials, classroom organization and management, content delivery and assessment, and co-curriculum activities to accommodate SNLs. However, these adjustments did not meet demands of schools in both the sub-counties as evidenced by the low rating of success of implementation of SNE policy. It was also concluded that inclusion in regular schools in Ruiru and Rarieda is comparable.
- iii. The outcomes showed that the success of the SNE policy implementation on improving professional training of teachers rating for Ruiru and Rarieda were 2.42 and 2.41 respectively. Basing on these results the study established that some progress has been made in professional training of teachers due to the implementation of SNE policy. However, the opportunities for professional training of teacher were limited

across the two sub-counties. Further, the study concluded that the level of teachers' exposure to professional coaching in Ruiru is at par with that of Rarieda.

Recommendations

The following are the study recommendations:

- i. Create awareness among stakeholders of opportunities to education for PLWDs created by the SNE policy. Promote advocacy, sensitize guardians and the parents to undertake more active part in education of their children and identification and mobilization on children with disabilities at the local level. These may go a long way in promoting SNLs access to education.
- ii. The SNE policy 2009 did not adequately articulate how it was to be implemented, particularly with regard to resource mobilization and modification of existing infrastructure to support inclusion in regular schools. The government and its partners should come up with an implementation framework to boost chances of realization of SNE policy objectives.
- iii. Given that the study highlighted that there were inadequacies with staff training, the government and the schools administrators should take part in organizing for regular training and in-servicing of teachers to facilitate quality service delivery. School administrators should also inform teachers of training opportunities and give them financial support and time off to attend such courses. The study also recommends review of SNE policy, procedures practices founded on the experience of comprehensive learning throughout Kenya and seek ways of accelerating the rate of SNE teacher training.

5.5 Recommendations for Further Studies

Even though the study generated valued results, an amount of concerns arose which will need further studies:

- i. This study focused on only three policy areas namely access, inclusion and professional training of teachers. It is believed that future studies involving other objectives of the SNE policy such as putting in place a measure to improve obstacle free setting for SNLs and promoting use of specific amenities, assistive devices, and teaching-learning resources would improve generalizability of the results.
- ii. The study adopted the casual-comparative research design where data collection was at one point in time. Data of variables like access to education, inclusion and teacher training should be collected over a reasonable period of time given that they are

processes not events. The study might have produced diverse results had a longitudinal study that has a lengthier data gathering time-frame been selected.

- iii. The study findings indicated that there was a significant difference in the SNLs access to education between Rarieda and Ruiru Sub-Counties but not in inclusion and professional training of teachers. The results may be different if a study is conducted using a larger sample from many sub-counties, hence the need for future researches that have larger samples from several Sub-Counties.

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APPENDICES

Appendix I: Kenya Population and Housing Census 2019

NO	SUB-COUNTY	PERCENTAGE WITH DISABILITY	NO	SUB-COUNTY	PERCENTAGE WITH DISABILITY	NO	SUB-COUNTY	PERCENTAGE WITH DISABILITY
	MOMBASA	1.4		MOYALE	0.7		MAKUE NI	4.1
	CHANGAMWE	1.2		NORTH HORA	0.7		MBOONI EAST	4.6
	JOMVU	1.5		SOLOLO	1.1		MBOONI WEST	3.9
	KISAUNI	1.5		ISIOLO	1.2		MUKAA	4.1
				GARBATULLA	0.5			
	LIKONI	1.0		ISIOLO	1.7		NZAU	3.6
	MVITA	1.9		MERTI	1.3		NYANDARUA	2.9
	NYALI	1.3		MERU	3.6		KINANGOP	2.3
	KWALE	1.7		BUURI EAST	5.1		NYANDARUA S	2.7
	KINANGU	1.6		BUURI WEST	3.3		MIRANGINE	2.7
	LUNGALUNGA	1.6		IGEMBE CENTRAL	2.5		KIPIPIRI	3.4
	MATUGA	3.1		IGEMBE NORTH	2.8		NYANDARUA C	2.6
	MUSAMBWENI	3.8		IGEMBE SOUTH	2.5		NYANDARUA W	3.1
	SAMBURU	1.7		IMENTI NORTH	3.7		NYANDARUA N	3.3
	KILIFI	1.6		IMENTI SOUTH	4.5		ABERDARE NAT.PK	-
	CHONYI	1.4		MERU CENTRAL	5.0		NYERI	3.2
	GANZE	1.8		TIGANIA CENTRAL	4.2		TETU	3.2
	KALOLENI	1.7		TIGANIA EAST	3.5		KIENI EAST	3.3
	KAUMA	1.7		TIGANIA WEST	4.2		KIENI WEST	3.9
	KILIFI NORTH	1.6		MERU NAT. PARK	0.4		MATHIRA EAST	2.9
	KILIFI SOUTH	1.3		MT.KENYA FORET	3.6		MATHIRA WEST	4.4
	MAGARINI	1.9		THARAKA-	3.7		NYERI	3.0

		NITHI		SOUTH	
MALINDI	1.6	IGAMBANG'OMBE	3.5	MUKURWEINI	3.8
RABAI	1.5	MAARA	4.2	NYERI CENTRAL	2.1
TANA RIVER	1.5	MERU SOUTH	3.9	MT.KENYA FOREST	0.6
TANA DELTA	1.8	THARAKA NORTH	2.5	ABERDARE FOREST	-
TANA NORTH	1.1	THARAKA SOUTH	3.8	KIRINYAGA	3.4
TANA RIVER	1.8	MT.KENYA FOREST	0.6	KIRINYAGA C	3.1
LAMU	1.9	EMBU	4.4	KIRINYAGA EAST	3.8
LAMU WEST	1.8	EMBU EAST	5.3	KIRINYAGA WEST	4.0
		EMBU NORTH	4.1	MWEA EAST	
		EMBU WEST	3.4		
TAITA TAVETA	2.8	MBEERE SOUTH	4.4		
MWATATE	3.8	MBEERE NORTH	4.7	MWEA WEST	3.4
TAITA	3.0	MT.KENYA FOREST	4.8	MT.KENYA FOR.	-
TAVETA	2.0	KITUI	2.7	MURANG'A	3.7
VOI	2.6	IKUTHA	2.7	MURANG'A EAST	3.3
GARISSA	0.7	KATULANI	2.3	KANGEMA	4.4
BALAMBALA	0.2	KISASI	3.2	MATHIOYA	4.1
DADAAB	0.8	KITUI CENTRAL	1.9	KAHURO	4.7
FAFI	0.4	KTU I WEST	2.9	MURANG'A SOUTH	3.5
GARISSA	0.5	KYUSO	2.8	GATANGA	3.1
HULUGHO	1.3	LOWER YATTA	3.1	KIGUMO	3.9
IJARA	0.6	MATINYANI	3.8	KANDARA	3.8
LAGDERA	0.7	MIGWANI	2.5	ABERDARE FOR	-
WAJIR	0.6	MUMONI	2.9	KIAMBU	2.1
BUNA	0.4	MUTITU	2.6	GATUNDU NORTH	3.6
ELDAS	1.5	MUTTO NORTH	4.0	GATUNDU	3.5

		SOUTH						
HABASWEN	0.4	MUTOMO	2.7	GITHUNGURI	3.1			
		MWINGI CENTRAL	2.1					
		MWINGI EAST	3.3					
TARBAJ	0.4	NZAMBANI	2	JUJA	1.6			
		THAGICU	3					
N O	SUB-COUNTY	PERCENTAGE WITH DISABILITY	NO	SUB-COUNTY	PERCENTAGE WITH DISABILITY	NO	SUB- COUNTY	PERCENTAGE WITH DISABILITY
	WAJIR EAST	0.4		TSEIKURU	2.2		KABETE	2.0
	WAJIR NORTH	0.2		MACHAKOS	2.5		KIAMBAA	1.8
	WAJIR SOUTH	0.8		ATHI RIVER	1.1		KIAMBU	2.0
	WAJIR WEST	0.4		KALAMA	2.5		KIKUYU	2.3
	MANDERA	0.9		KANGUNDO	4.0		LARI	
	MANDERA WEST	0.8		KATHIANI	3.9		LIMURU	
	BANISA	0.9		MACHAKOS	2.6		RUIRU	1.2
	KOTULO	1.2		MASINGA	2.7		THIKA EAST	
	LAFEY	1.8		MATUNGULU	2.9		THIKA WEST	1.4
	MANDERA C	0.6		MWALA	2.7		TURKANA	1.0
	MANDERA E	0.6		YATTA	2.4		KIBISH	0.9
	MANDERA N	0.9		MAKUENI	4.1		LOIMA	1.0
	MARSABIT	0.8		KATHONZWENI	4.2		TURKANA C	1.1
	LOYANGALANI	1.1		KIBWEZI	4.6		TURKANA E	0.7
	MARSABIT C	0.9		KILUNGU	3.4		TURKANA N	0.8
	MARSABIT	0.6		MAKINDU	4.1		TURKANA S	1.1
	MARSABIT SOUTH	0.8					TURKANA WEST	1.2
	WEST POKOT	1.0		TRANS NZOIA			SAMBURU	
	KIPKOMO	1.3		TRANS NZOIA WEST	1.8		SAMBURU CENTRAL	1.2
	POKOT	0.8		TRANS NZOIA KWANZA	1.9		SAMBURU SAMBURU NORTH	0.8
	POKOT NORTH	0.9					NANDI	
	POKOT SOUTH	0.7		ENDEBESS			CHESUMEI	
	WEST POKOT	1.2		KIMININI			NANDI	
	UASIN GISHU	1.5		ELGEYO			NANDI EAST	
	AINABKOI	1.2		KEIYO NORTH			NANDI	
	KAPSERET	1.6		KEIYO SOUTH			NANDI NORTH	
	KESSES	1.3		MARAKWET			NANDI SOUTH	
	MOIBEN	1.3		MARAKWET WEST			TINDERET	
	SOY	1.7		NAROK	0.9		BOMET	1.2
	BARINGO	1.5		NAROK EAST	1.2		BOMET EAST	1.4
	BARINGO CENTRAL	1.7		NAROK NORTH	0.9		CHEPALUNG U	1.4
	BARINGO	1.9		NAROK SOUTH	0.9		KONONIN	0.9
	EAST POKOT	0.7		NAROK WEST	0.9		SOTIK	1.2

KOIBATEK	1.5	TRANS MARA EAST	1.0	BOMET CENTRAL	1.1
MARIGAT	1.7	TRANS MARA WEST	0.9	KAKAMEGA	2.9
MOGOTIO	1.6	MAU FOREST	-	BUTERE	3.1
TIATY EAST	1.4	KAJIADO	1.1	KAKAMEGA CENTRAL	2.4
LAIKIPIA	1.9	ISINYA	0.8	KAKAMEGA EAST	2.9
LAIKIPIA CENTRAL	2.8	KAJIADO CENTRAL	1.0	KAKAMEGA NORTH	2.4
LAIKIPIA EAST	1.4	KAJIADO NORTH	1.1	KAKAMEGA SOUTH	2.6
LAIKIPIA NORTH	0.9	KAJIADO WEST	1.2	KHWISERO	6.6
LAIKIPIA WEST	1.5	LOITOKITOK	1.3	LIKUYANI	2.7
NYAHURURU	2.1	MASHUURU	1.5	LUGARI	2.2
NAKUKU	1.8	KERICHO	1.1	MATETE	2.1
GILGIL	2.3	BELGUT	1.0	MATUNGU	2.0
KURESOI NORTH		BURETI	1.1	MUMIAS EAST	4.0
KURESOI SOUTH	1.0	KERICHO EAST	1.1	MUMIAS WEST	2.2
MOLO	2.5	KIPKELION	1.1	NAVAKHOLO	3.6
NAIVASHA	1.8	LONDIANI	1.2	VIHIGA	3.8
NAKURU EAST	1.8	SOIN SIGOWET	1.0	EMUHAYA	4.6
NAKURU NORTH	2.2	BUNGOMA	2.0	VIHIGA	4.2

N O	SUB-COUNTY	PERCENTAGE	NO	SUB-COUNTY	PERCENTAGE	NO	SUB-COUNTY	PERCENTAGE
		WITH DISABILITY			WITH DISABILITY			WITH DISABILITY
	NAKURU WEST	1.0		BUMULA	2.3		SABATIA	3.0
	NJORO	1.8		BUNGOMA CENTRAL	2.5		LUANDIA	4.3
	SUBUKIA	3.1		BUNGOMA EAST	1.9		HAMISI	3.5
	BUSIA	2.7		BUNGOMA NOTRH	1.9		KAKAMEGA FOREST	-
	BUNYALA	4.1		BUNGOMA	1.6		SIAYA	4.1
	BUSIA	2.2		CHEPTAIS	1.3		SIAYA	4.3
	BUTULA	2.6		KIMILILI	2.2		GEM	4.3
	NAMBALE	2.3		MT. ELGON	1.6		UGENYA	4.0
	SAMIA	4.1		BUNGOMA WEST	2.6		UGUNJA	3.2
	TESO NORTH	1.7		TONGAREN	2.2		BONDO	4.1
	TESO SOUTH	2.4		WEBUYE WEST	2.3		RARIEDA	4.2
	KISUMU	4.0		MT. ELGON FOREST	0.8		KISII	3.3
	KISUMU EAST	3.1		MIGORI	3.1		ETAGO	2.8
	KISUMU	1.9		AWENDO	4.1		GUCHA	3.1
	KISUMU WEST	4.6		KURIA EAST	2.4		GUCHA SOUTH	3.7
	SEME	5.6		KURIA WEST	2.0		KENYENYA	3.5
	MUHORONI	3.7		NYATIKE	4.0		KISII CENTRAL	3.0
	NYANDO	4.6		RONGO	3.4		KISII SOUTH	2.5

NYAKACH	5.3	SUNA EAST	2.7	KITUTU	3.2
HOMA BAY	4.3	SUNA WEST	2.4	CENTRAL MARANI	4.4
HOMA BAY	3.3	URIRI	4.0	MASABA SOUTH	3.8
NDHIWA	4.5	NYAMIRA	3.3	NYAMACHE	3.1
RACHUONYO	5.5	BORABU	2.7	SAMETA	2.9
RACHUONYO EAST	4.2	MANGA	3.4	NYAMIRA SOUTH	3.2
RACHUONYO SOUTH	3.4	MASABA NORTH	3.5		
RANGWE	4.1	NYAMIRA NORTH	3.4		
SUBA NORTH	4.9				
SUBA SOUTH	4.2				
NAIROBI	1.1				
DAGORETTI	1.3				
EMBAKASI	0.8				
KAMUKUNJI	1.3				
KASARANI	1.0				
KIBRA	1.4				
LANG'ATA	1.1				
MAKADARA	1.2				
MATHARE	1.5				
NJIRU	1.2				
STAREHE	1.2				
WESTLANDS	1.3				

Source: The Kenya National Bureau of Statistics (2019) Kenya Population and Housing Census on Disability

Appendix II: Special Needs Learners' Questionnaire

Dear Student,

I am a Masters student at Egerton University undertaking a research as part of the course. The research is titled "*Perception of the Effectiveness of Special Needs Education Policy in provision of education to Special Need Learners in Public Secondary Schools in Ruiru and Rarieda Sub-Counties, Kenya*". I believe that you have information that can contribute significantly towards the success of my study. I am therefore requesting you to participate in the study by filling this questionnaire. Please give accurate and honest responses to all the items in questionnaire. May I assure you that any information given shall be treated with utmost confidentiality and will be used for the purposes of this study only.

Thank you

Otieno J. P. Oriedi

Instructions

Please do not write your name or that of your school on the questionnaire.

Select the chosen response by placing a tick (✓) in the appropriate cell/box or provide the required information in the given spaces.

Section A: Bio-Data

- 1.) Gender : Male [] Female []
- 2.) Sub-County : Rarieda [] Ruiru []
- 3.) Class : Form 4 [] Form 3 [] Form 2 [] Form 1 []

Section C: Access to Education

On the basis of your experience as a student, use the given scale to indicate your satisfaction with the school's performance of the functions listed in the table below.

Scale: Very Satisfied (VS) Satisfied (SA) Moderately Satisfied (ME) Not Satisfied (NS)

Area	VS	SA	MS	NS
Enrolling Special Needs Learners at the right age				
Modifying the curriculum to suit Special Needs Learners				
Has physical infrastructure that are <i>accommodative</i> to Special Needs Learners				
Providing Special Needs Learners with appropriate assistive devices				
Adopting teaching approaches that suit Special Needs Learners				
Ensuring that Special Needs Learners attend school regularly				
Promoting Special Needs Learners' active participation in learning in the classroom				
Creating a conducive environment where Special Needs Learners can study				
Enhanced Special Needs Learning progression rates				
Reducing drop-out rates among Special Needs Learners				
Promoting Special Needs Learners participation in co-curriculum activities				
Increasing completion rates of Special Needs Learners				

1. List (at most 2) practices in the school that makes you enjoy attending school

.....

2. List at most 2 challenges that you face as a student with regard to access to education in the school

.....

3. Give at most 2 suggestions that can be used to improve Special Needs Learners access to education

.....

Section D: Inclusion

Indicate, using the given scale, your satisfaction with the school’s performance of the functions listed in the table below

Scale: Very Satisfied (VS) Satisfied (SA) Moderately Satisfied (ME) Not Satisfied (NS)

Area	VS	SA	MS	NS
Raising awareness of stakeholders (staff, students, parents, community) on rights of Special Needs Learners				
Involving Special Needs Learners/Parents on matters affecting their education				
Modifying the curriculum delivery methods to suit Special Needs Learners				
Constructing physical facilities (sanitation, playgrounds, dormitories(classrooms, pathways) that are accommodative to Special Needs Learners				
Providing Special Needs Learners with learning materials in a format (assistive devices, text phones, hearing aids) that meets their needs				
Using mediums of communication that are sensitive to needs of Special Needs Learners				
Building friendly social relationships among learners within classes				
Having adequate number of qualified special needs educators				
Creating social environments in schools that are free from discrimination.				
Adopting examination systems that suits Special Needs Learners and regular students				
Promoting Special Needs Learners participation in co-curriculum activities				

1. State at most 2 advantages of learning in an inclusive class

.....

2.Highlight at most 2 challenges of being in an inclusive class

.....
.....
.....

3.Give at most 2 suggestions of improving provision of inclusive education

.....
.....
.....

Thank you for your cooperation.

Appendix III: Teachers' Questionnaire

Dear Teacher,

I am a Masters student at Egerton University undertaking a research as part of the course work. The research is titled "*Perception of Effectiveness of Special Needs Education Policy Implementation in Public Secondary Schools in Ruiru and Rarieda Sub-Counties, Kenya*". I believe that you have information that can contribute significantly towards the success of my study. I am therefore requesting you to participate in the study by filling this questionnaire. Please give accurate and honest responses to all the items in questionnaire. May I assure you that any information given shall be treated with utmost confidentiality and will only be used for the purposes of this study.

Thank you

Otieno J. P. Oriedi

Instructions

Please do not write your name or that of your school on the questionnaire.

Select the chosen response by placing a tick (✓) in the appropriate cell/box or provide the required information in the given spaces.

Section A: Bio-data

- 1.) Gender Male [] Female []
- 2.) Sub-County Ruiru [] Rarieda []
- 3.) Highest level of education PhD [] Masters [] Bachelors []
Higher National Diploma [] Diploma [] Certificate []
- 4.) How long (in years) have you taught in this school

Section B: Special Needs Education Policy

1. Are you aware of the Special Needs Education Policy Yes [] No []
2. Are you conversant with the contents of the Special Needs Education Policy Yes []
No []
3. Do you have classes in your school that caters for Special Needs Learners. Yes []
No []
4. Do you have Special Needs Learners in your classes? Yes [] No []

5. If *yes*, state the categories of the Special Needs Learners.
- i. Physical Impairment []
 - ii. Visual Impairment []
 - iii. Hearing Impairment []
 - iv. Speech Impairment []
 - v. Mental []
 - vi. Social-economic (abused, orphaned, nomadic, internally displaced) []
 - vii. Others (specify)

Section C: Access to education

Using the given scale rate how implementation of the Special Needs Education Policy has been successful in achieving the objectives listed on the below table.

Scale: Very Successful (VS), Successful (SU), Moderately Successful (MS), Somehow Successful (SS), Not Successful (NS)

Objective	VS	SU	MS	SS	NS
Integrating of Special Needs Learners in regular classes					
Adopting curriculum that is sensitive to the needs of Special Needs Learners					
Developing physical infrastructure for Special Needs Learners					
Acquiring instructional facilities for Special Needs Learners					
Enrolling Special Needs Learners in school at the right age					
Adopting instructional strategies that suit the needs of Special Needs Learners					
Ensuring regular class attendance by Special Needs Learners					
Promoting active participation in learning by Special Needs Learners					
Creating a conducive environment where Special Needs Learners can study					
Enhancing Special Needs Learnings transition rates					
Reducing drop-out rates among Special Needs Learners					
Promoting Special Needs Learners participation in co-curriculum activities					
Increasing the completion rates of Special Needs Learners					

1. Highlight at most 2 strength of the Special Needs Education Policy in enhancing this category of students access to education

.....

2. List at most 2 weaknesses of the Special Needs Education Policy with regard to promotion of Special Needs Learners access to education

.....

3. Give at most 2 suggestions that can be used to strengthen SNE policy in boosting Special Needs Learners access to education

.....

Section C: Inclusion

Using the given scale, rate how implementation of the Special Needs Education Policy has been successful in achieving the objectives listed on the below table.

Scale: Very Successful (VS), Successful (SU), Moderately Successful (MS), Somehow successful (SS), Not Successful (NS)

Objective	VS	SU	MS	SS	NS
Raising awareness of stakeholders (staff, students, parents, community) on rights of Special Needs Learners					
Developing a clear framework for inclusive education in the school					
Developing School admission policies for Special Needs Learners					
Involving Special Needs Learners on matters affecting their education					
Budgeting for Inclusive education					
Modify curriculum to suits Special Needs Learners					
Constructing physical facilities for Inclusive education					
Providing assistive devices to Special Needs Learners					
Recruiting Special Needs education professionals					

Co-planning (regular and special needs) for instruction					
Preparing instructional materials in a format that meets the needs of Special Needs Learners					
Co-teaching (special and general educators working together)					
Building good social relationship among learners within the class					
Adopting heterogeneous seating/grouping arrangement in class					
Running differentiated lessons during classes					
Ensuring instruction in class is engaging/exciting to SNLs					
Adopting assessment systems that follow principles of inclusive assessment					
Creating a barrier free environment within the school for Special Needs Learners					
Ensuring cross-sectional cooperation with institutions associated with provision of education to Special Needs Learners					
Putting in place mechanisms for monitoring inclusive education					

1.State at most 2 strengths of Special Needs Education Policy with respect to inclusion of Special Needs Learners in regular secondary schools

.....
.....

2. Highlight at most 2 weaknesses of the Special Needs Education Policy with regard to inclusion of Special Needs Learners in regular secondary school education systems

.....
.....

3.Suggestions at most 2 ways of strengthening the policy with regard to inclusion of SNLs in regular secondary schools

.....
.....
.....

Section D : Training of SNE Professionals

1.Highest level of training in special needs education None [] Workshop/Seminar [] Certificate [] Diploma [] Higher Diploma [] Bachelors [] Masters [] PhD []

2.Rate the success of the Special Needs Education Policy in the training of teachers in the areas listed on the below table. Use the given scale

Scale: Scale: Very Successful (VS), Successful (SU), Moderately Successful (MS), Somehow successful (SS), Not Successful (NS)

Area	VS	SU	MS	SS	NS
<i>Pre-service/Entry to the profession</i>					
Preparation of parallel lesson plans for teaching in inclusive classrooms without assistant teachers					
Organizing learning activities of lessons for Special Needs Learners					
Use of instructional aids for Special Needs Learners					
Delivering content to Special Needs Learners in an inclusive education setting					
Assessing Special Needs Learners an inclusive education setting					
Organizing co-curriculum activities for Special Needs Learners					
<i>Induction training</i>					
Providing training to New/teachers in regular schools before engaging them in inclusive education					
<i>In-career professional development</i>					
Informing educators of training opportunities for Special Needs Learners teachers					
Giving teachers time off to attend training (skill-upgrading courses/workshops/conferences) on Special Needs Education					

Giving teachers financial support to attend skill-upgrading courses/workshops/conferences on SNE					
Encouraging Special Needs Education teachers to further education					
Giving Special Education teachers scholarships to further their education					

2. List at most 2 strengths of Special Needs Education Policy with regard to training of Special Needs Education teachers

.....

3. Highlight at most 2 weaknesses of the Special Needs Education Policy with respect to training of Special Needs Education teachers

.....

4. Suggestions at most 2 ways of strengthening the policy with regard to training of Special Needs Education teachers

.....

Thank you for your cooperation.

Appendix IV: Principal's Interview Guide

Date of Interview

Sub-County ..,.....

1. The researcher introduces himself to the principal explains the purpose of the visit and seeks his/her consent to be interviewed.
2. *Background information* of the interviewee is gathered on the following areas: Gender, Sub-County, Highest level of education, Duration as the school head...
.....
3. Data on Special Needs Education Policy sought from the interviewee; Awareness of the Special Needs Education Policy, Conversant with contents of Special Needs Education Policy, When the school started implementation of the Policy, Mode of implementation (Special Units, Integration or Inclusion)
.....
.....
4. *Access to Education:* Discuss effectiveness of the Special Needs Education policy with regard to enrolment, learning, attendance, retention, transition of Special Needs Learners, (SNLs) drop-outs, completion rates
.....
.....
5. *Inclusive Education:* Seek information on inclusive education with regards to; Infrastructure, Personnel (teachers, resource teachers, special needs education teachers, support staff, specialist support staff, teachers' aides); Adoption of curriculum, organization of classes, creation of barrier free environment, Reducing discrimination.....
.....
.....
6. *Training of Special Needs teachers:* Find out the principal's assessment of the effectiveness of Special Needs Education policy in the training of Special Needs Education professionals; before joining the profession (college), during induction (preparation of trained professionals before assigning them to teach SNLs), in-career professional development
.....
.....
.....

7. Request the Principal to highlight benefits/strengths of the Special Needs policy with regard to SNLs access to education, provision of inclusive education, training of professional

.....
.....
.....

8. Ask the interviewee to list challenges/weaknesses Special Needs policy with regard to SNLs access to education, provision of inclusive education, training of professional

.....
.....

9. Seek suggestions on ways of strengthening the Special Needs policy with regard to SNLs access to education, provision of inclusive education, training of professional

.....
.....
.....

Thank you for your cooperation.

Appendix V: Observation Checklist

Resource	Availability		Appropriateness (If Yes)			
	Yes	No	Absolutely Appropriate 4	Slightly Appropriate 3	Least Appropriate 2	Not Appropriate 1
Classrooms with ramps						
Toilets with guard rails						
Adapted chairs in						
Classes with low electricity switches						
Wheelchairs						
White canes						
Learning space in classrooms.						
Classes with wide doors to accommodate learners using						
Tactile ground						
Accommodative games/sports						
Brail machines						
Brail papers						
Magnifying glasses						
Adapted learning						
Hearing Aids						

Appendix VI: Nacosti Permit



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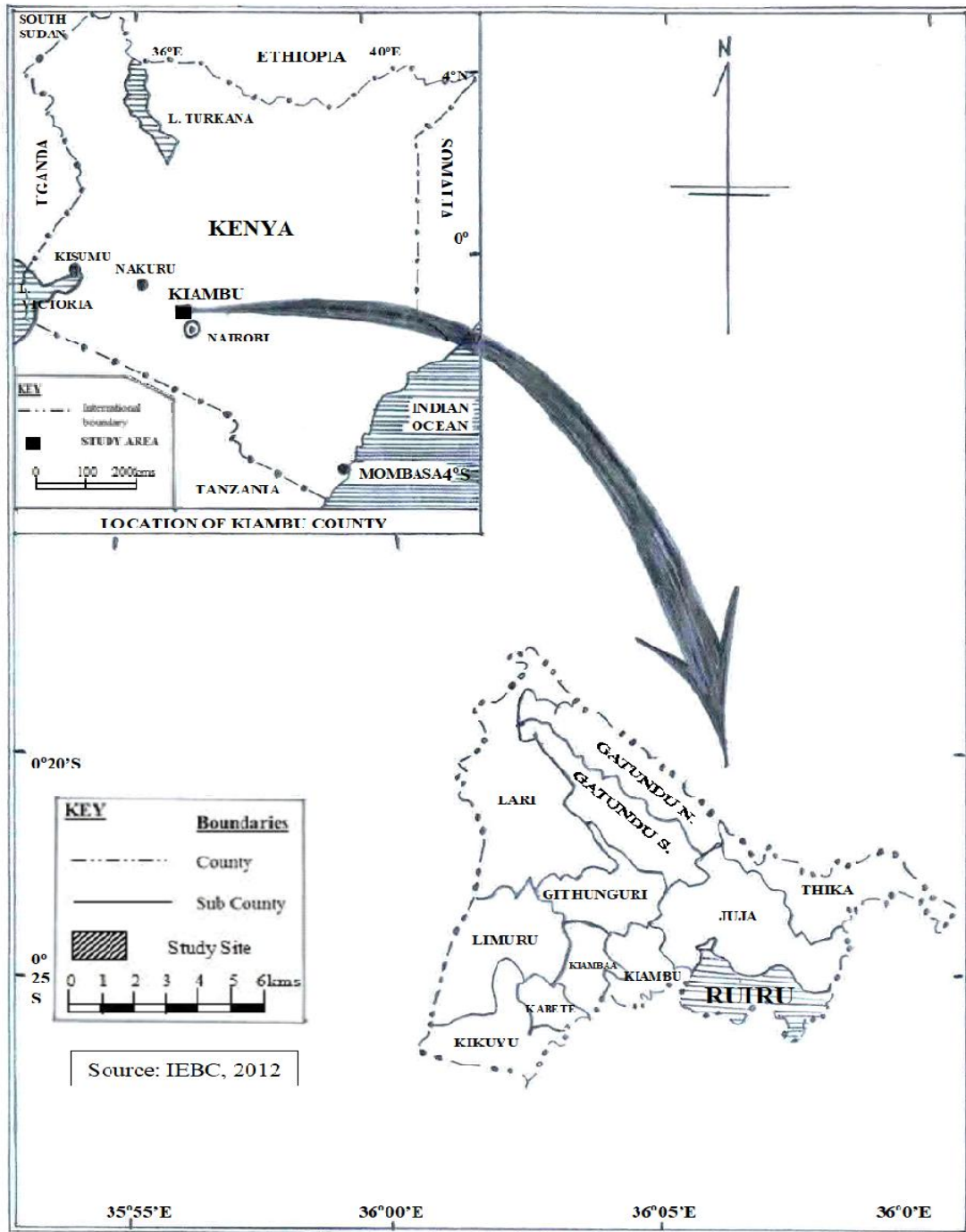

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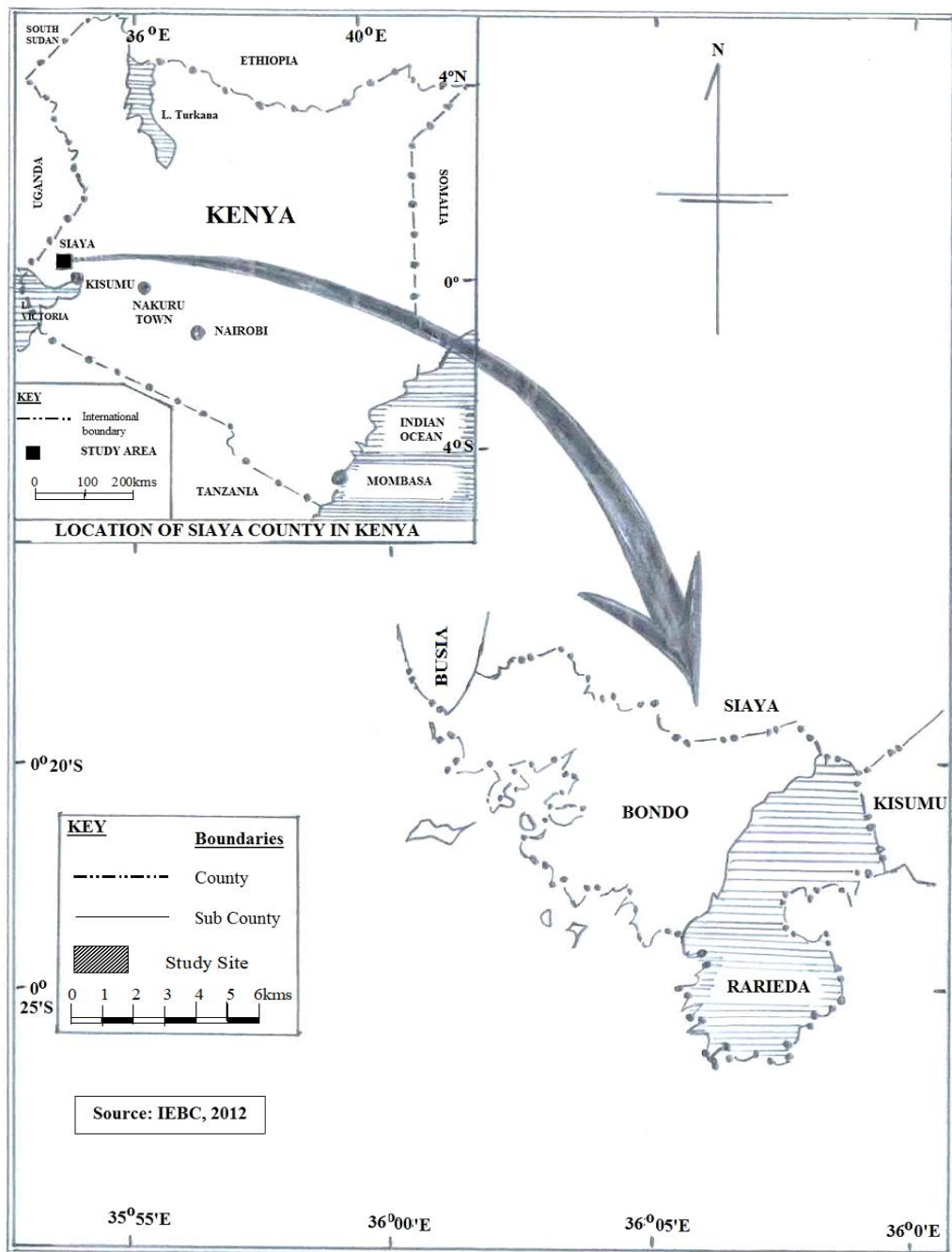


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Appendix VII: Map of Ruiru Sub-county



Appendix VIII: Map of Rarieda Sub-county



Appendix IX: Publication



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EFFECTIVENESS OF SPECIAL NEEDS EDUCATION POLICY IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS: A COMPARATIVE ANALYSIS OF RUIRU AND RARIEDA SUB COUNTIES, KENYA

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Abstract

This paper conducted a comparative analysis of the effectiveness of SNEP implementation on access in public secondary schools in Ruiru and Rarieda Sub Counties, Kenya. Education is a fundamental human right and plays a crucial role in imparting knowledge and skills that enable beneficiaries to function as agents of economic and social change. The SNE policy was introduced in Kenya in 2009 as a strategy to address the needs of learners with disabilities in the education sector. Despite the implementation of the SNE policy, significant improvement in the provision of education to SNLs in terms of access has yet to be realized in the Ruiru and Rarieda sub-counties. The study adopted the causal-comparative research design. A sample of 10 principals, 82 SNLs and 57 teachers were selected using purposive, stratified, proportionate and simple random sampling techniques. Data was collected using the Principals' Interview Guide, Teachers and Special Needs Learners Questionnaires and an Observation Checklist. The reliability of the teachers' and students' questionnaires was estimated and found to be 0.835 and 0.799, respectively. The findings showed that the difference in the effectiveness of SNE policy in promoting SNLs' access to education between the Rarieda and Ruiru sub-counties was statistically significant, $t(42) = 2.075$, $p = .044$. The study concluded that improvements in SNLs' access to education in Ruiru were higher than in Rarieda. The study recommends that the government create awareness among stakeholders of opportunities for education for PLWDs created by the SNE policy.

Key terms: Comparative analysis, education policy, effectiveness, implementation, special needs.

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