

**EFFECTS OF INCLUSIVE EDUCATION ON ACADEMIC PERFORMANCE
OF STUDENTS WITH SPECIAL NEEDS.A CASE STUDY OF NALONDO
C.B.M SECONDARY SCHOOL, BUNGOMA COUNTY, KENYA.**

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EDU-G-4-1502-21


**A RESEARCH PROJECT SUBMITTED TO SCHOOL OF EDUCATION
(ARTS) IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF DEGREE OF BACHELOR OF EDUCATION OF GREY
UNIVERSITY**

JULY 2024

DECLARATION

DECLARATION


This research is my original work and has not been presented for award of degree or for any similar purpose in any other institution.

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This research has been submitted with my approval as university supervisor

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ABBREVIATION AND ACRONYM

CRPD-Convention on the rights of person's with disabilities

UNESCO-United Nations Educational, Scientific and Cultural Organization

SEN-Special Educational Needs

CBM-Christadelphian Bible Mission

ABSTRACT

The research project investigates the impact of inclusive education on the academic performance of students. This research focuses on understanding how inclusive practices influence various aspects of academic performance, including class participation, teachers' qualifications and training, and resource allocation. The study uses a qualitative research design, with questionnaires designed to gather data on teachers' qualifications and training, class participation, and the allocation and utilization of resources for students with special needs in inclusive settings. The findings of this research contribute to the growing body of knowledge on inclusive education and its implications for enhancing the academic year. In order to create a more welcoming and encouraging learning environment for all students, the insights gathered from this study are intended to educate all stakeholders about the advantages of inclusive education practices as well as possible areas for development.

CHAPTER ONE: INTRODUCTION

The backdrop of the study, the research issue statement, the study's purpose, the research questions, the study's importance, its constraints, its scope, and its assumptions were all covered in this chapter.

1.1 Background of the study

An educational strategy known as inclusive education seeks to give all students equal opportunities, regardless of their differences, skills, or disabilities. It advocates for the idea that all students, including those with disabilities, ought to receive an education in regular classrooms as opposed to special education facilities. Over time, the idea of inclusive education has changed and been impacted by a number of people, groups, and movements. The fight for inclusive education has been greatly aided by movements for disability rights. Through these movements, policies and attitudes in society have been changed to guarantee equal access to education for people with disabilities. The United Nations has been instrumental in advancing inclusive education around the world. Many nations have ratified the convention on the rights of persons with disabilities (CRPD), which was adopted in 2006 and places a strong emphasis on the right to inclusive education. Through its numerous programs, publications, and guidelines, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) has been a driving force in promoting inclusive education. It has contributed to the global development of an inclusive education framework. The field of inclusive education has benefited from the contributions of numerous academics, researchers, and educators. One well-known person in the field of inclusive education was Thomas Hehir (2000). His research frequently concentrated on inclusive education policies and practices, including how they affect students' academic performance. Moreover, Paula Kluth (2000) is for her students with special autism. Her research highlighted the value of

one-on-one assistance and inclusive teaching methods. Research on inclusive education and its impact on students with intellectual and developmental disabilities was also carried out by Michael Wehmeyer (1990). Serving students with special needs or Special Educational Needs (SEN) in a general education setting through inclusive education is a widely used approach or educational framework on a global scale (Ainscow et al 2012, Booth and Ainscow 2002). However, in recent years, this strategy has undergone significant modification. These days, inclusive education is frequently viewed in a broader sense as a reform that values and encourages diversity among all students (Ainscow et al. 2012; UNESCO 2016). Advocates of inclusive education frequently frame their claims from the standpoint of human rights, asserting that every student has the right to receive an education in conventional classrooms (Ruijs 2017). This school of thought argues, from a more philosophical and theoretical perspective, that the process of transforming education to become inclusive should result in a system of education that fully guarantees the development of each student's potential, regardless of his or her unique needs (Ainscow 2015; Persson 2013). Current research paints a more contradictory picture of the achievement level of students without SEN in inclusive classrooms. For instance, Hanushek, Klain, and Rivkin (2002) discovered that students without special education needs in inclusive classrooms had positive achievement levels in reading and mathematics. Regarding this, Ruijs (2017) and Peetsma (2010) discovered no statistically significant relationship between the academic achievement levels of their peers without SEN and the presence of students with SEN. However, Kristoffersen et al. (2015) noted that the presence of behavioral disorders in students has a one standard deviation negative impact on the math achievement level of peers without special education needs. Similar feeble negative outcomes for the existence of students with SEN on the achievement of their peers were

recently reported by a group of researchers for a longitudinal study of a large finish sample (Hienonon et al. 2018).

1.2 Statement of the research problem

By integrating students with special needs into regular classrooms, inclusive education has gained widespread recognition as a way to give them equitable educational opportunities. Nonetheless, there is still discussion and ambiguity surrounding the effect of inclusive education on these students' academic achievement. The purpose of this research project is to examine and evaluate how inclusive education affects special needs students' academic performance.

Specifically, it seeks to determine whether inclusive segregated settings have an impact on students' academic outcomes and to identify the factors that influence those outcomes.

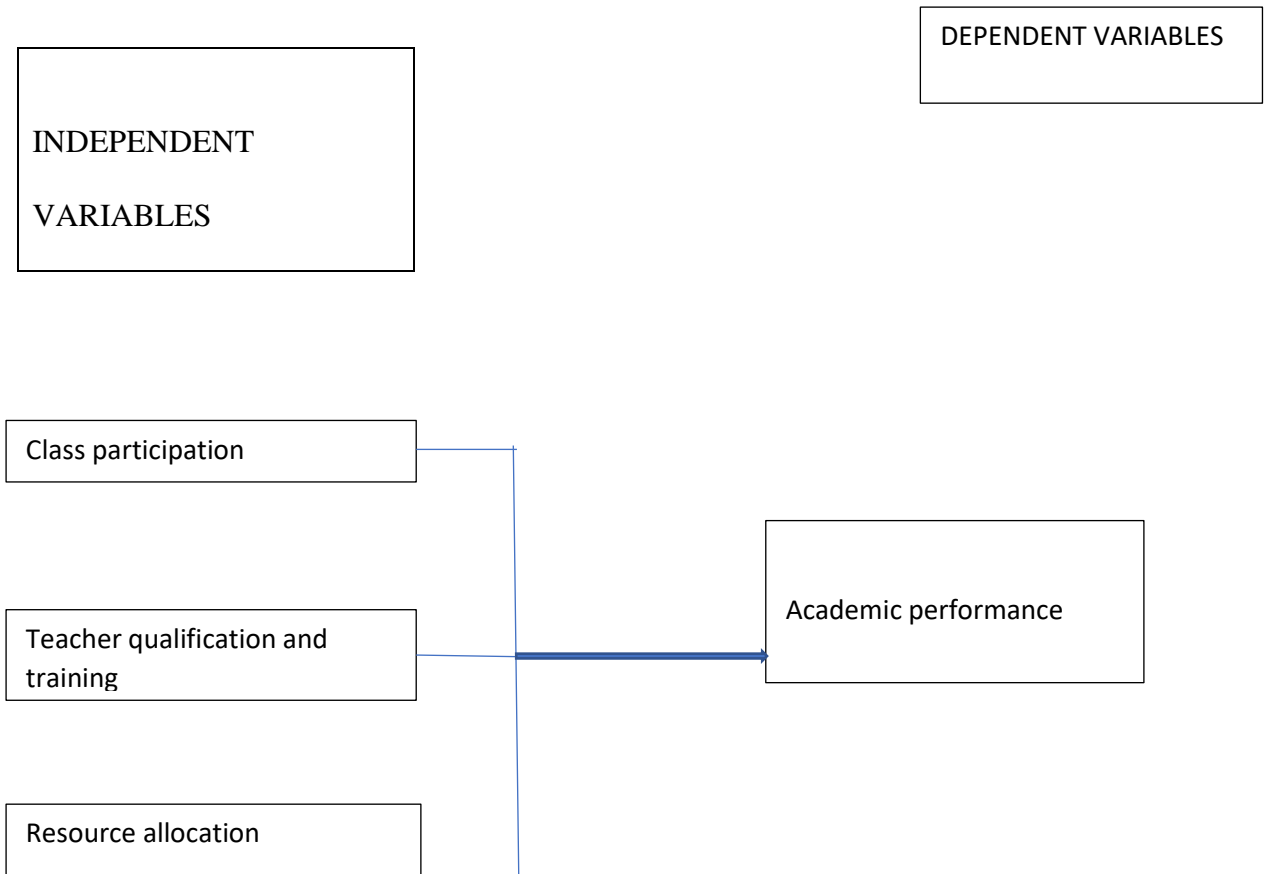
1.3 Purpose of the study

The purpose of the study was to determine how inclusive education affects special needs students' academic performance in Kenya through a case study of Nalondo C.B.M. Secondary School in Bungoma Central sub-county, Bungoma county, Kenya.

1.4 Conceptual framework

With academic performance as the dependent variable and class participation, teacher qualification and training, and resource allocation as the independent variables, Figure 1.1 depicts the conceptual framework

Figure 1.1 Conceptual framework



1.5 Research questions

1. How does class participation affect the academic performance of students with special needs?
2. To what extent does teacher qualification and training affect the academic performance of students with special needs?
3. How does resource allocation affect the academic performance the academic performance of students with special needs?

1.6 Research objectives

1.6.1 General objectives

To assess the effects of inclusive education on academic performance of students with special needs.

1.6.2 Specific objective

1. To investigate the effect of class participation on academic performance of students with special needs.
2. To determine the effect of teachers' qualification and training on academic performance as students with special needs.
3. To assess the effects of resources allocation on academic performance of students with special needs.

1.7 Hypothesis of the study

HO1: There is no significant relationship between class participation and academic performance of students with special needs.

HO2: There is no significant relationship between teacher's training, qualification and academic performance of students with special needs.

HO3: There is no significant relationship between resource allocation and academic performance of students with special needs.

1.7.1 Significance of the study

Research on the effects of inclusive education on academic performance of students with special needs has the following impacts.

- I. Improving educational Enhancing inclusivity; The findings of the research can contribute to creating more inclusive learning environment where all students regardless on their abilities can thrive academically and socially.
- II. practices: The findings can provide valuable insights into the effectiveness of inclusive education which can inform policies and practice understanding how inclusive education impacts academic performance which can lead to improvement in teaching methods, curriculum design and classroom support.

1.8 Scope of the study.

This study was carried out in Bungoma central sub-county, Bungoma county. The study investigated the effects of inclusive education on academic performance of students with special needs. Secondary students especially those in Nalondo C.B.M were consulted, teachers also from the school were consulted. The researcher used questionnaire as an instrument of data collection. The study was carried out in a time frame of three months.

1.9 Limitations of the study.

The researcher experienced some challenges just like any other. Fear and stigma which prevented the respondents from providing all the necessary information. Respondents were reassured by the researcher that any information they share will be treated in confidence.

CHAPTER TWO: LITERATURE REVIEW

2. 1. Introduction

The effects of inclusive education on the academic performance of students with special needs are discussed in this chapter. It demonstrates how different authors have recognized the relationship between inclusive education's definitions and background, teachers' qualifications and training, class participation, and resource allocation, all of which are factors in the low academic performance of students with special needs.

Academic performance is a common yardstick for assessing the efficacy of educational approaches, including inclusive education. It is frequently measured through standardized tests and grades on other assessments. Academic performance, however, is a complicated concept that is influenced by many different factors, such as individual learning preferences, the caliber of instruction, and the accessibility of relevant support services. Improved academic results, improved social skills, and the development of inclusive practices all help to create an environment where all students can succeed both academically and socially. These indicators are frequently used to assess the effectiveness of inclusive education. In this context, academic performance entails evaluating how well inclusive practices support the growth and learning of all students, including those with special needs.

2.2 Class participation

Participation in class comprises of attending class and paying attention once their mere attendance may not matter until too much class is missed (Durden and Ellis 1995) students with special needs may feel anxious or stressed about participating in class. This especially if true and they have had negative experiences with participating in the past; for example, they may have been teased or criticized for their contribution (MacArthur CA 2018). According to Cook, B.G and Tankersley K. (2004) students

with special needs may feel different from their peers which make them feel self-conscious and reluctant to participate in class.

Alvord, L.A, and Halpern, A.S (2003) states that students with special needs may have difficulty in keeping up with the pace of classwork and social activities which can make them feel left behind and isolated.

2.3 Teachers' qualification and training

It's possible that teachers lack the expertise needed to meet the needs of students with special needs. This may result in students not getting the help and accommodations they require to succeed. Arthur, Mac (2018). Boice, M.L. and Millers, S.A. (1994) claim that teachers may have a bad attitude toward pupils who need special assistance. For instance, they might not be willing to make the accommodations required for autistic students to engage in class activities. This may cause students to lose hope. According to Friend, M. and Bursuck, W.D. (2019), a teacher lacking in training in differentiated instruction may find it challenging to provide curriculum access and individualized learning for students with special needs, which may result in academic underachievement.

2.4 Resource allocation

The distribution of resources is a key component in inclusive education's success. Enough resources must be available in schools to serve all students, including those with special needs.

According to Bottage, Cohen, and Choi's (2017) research, disabled students who received more special education support outperformed peers who received less support. Allinder (2007) discovered that pupils with impairments who compared to students who

attended special education classrooms, made considerably more progress on standardized tests when they attended inclusive classrooms with sufficient resources.

Students with disabilities can access the general education curriculum and take part in classroom activities with the use of assistive technology. Screen readers, debatable, and alternative communication tools fall under this category.

Instrumental materials: All students with special needs should have access to them. This entails making use of resources that come in a range of formats, including audio recordings, braille, and large print.

2.5 Theoretical framework

2.5.1 The Resource Allocation Theory (Judith Hackman 1985)

According to the theory, because schools might not have the resources to properly support every student in an inclusive classroom, inclusive education could result in low academic performance for students with special needs. This may involve a deficiency in paraprofessionals, assistive technology, and special education teachers.

2.5.2 Social Comparison Theory (Leon Festinger 1954)

According to this theory, students with special needs may feel demotivated if they are not performing at the same level as their peers in inclusive classrooms who do not have disabilities. This may result in low motivation and engagement, which may have a negative impact on academic achievement.

2.6 Summary of literature review

This review of the literature looks at how inclusive education affects special needs students' academic performance. The majority of the studies examined concentrated more on teacher preparation and qualification, class participation, and resource allocation.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The methodological details pertinent to the study are highlighted in this chapter. Research instruments, their validity and reliability, study area, target population, sampling strategy, sample size, measurement of variables, data collection methods, data analysis and logistics, and ethical and considerations are some of these.

3.2 Research design

Because it enables examination of the nuanced experiences of students with special needs in inclusive classrooms, the study employed a qualitative research design. This design was suitable for the research topic, as it allowed the researcher explore the experiences of those involved and also enabled the researcher gain an in-depth understanding of the challenges faced as well as to identify possible solutions.

3.3 Study area

The study was conducted in the Bungoma county's Central sub-county. The Nalondo CBM served as a study area for the other inclusive education-practicing schools in Bungoma County. The region was chosen in light of the difficulties encountered in inclusive education.

3.4 Target population

A population is a whole set of objects from which samples can be drawn for statistical examination. One hundred and fifty of the 600 students enrolled at Nalondo C.B.M. are special needs students.

3.5 Sample size

Sample size refers to the number of participants to be included in a research study.

According to Mugenda and Mugenda (2003) only 10% of the targeted population will be used as sample size, 5 teachers only.

3.6 Sampling techniques

The researcher will use a simple random sampling technique to select 30% of the target population.

Table 3.6.1

Category	Target population	Sample size (30% of the target population)
Teachers	10	5
Learners	150	45
Total	165	50

A population is the entire set of items from which samples can be taken for analysis using statistics. Of the 600 students enrolled at Nalondo C.B.M., 150 are special needs students.

3.6.2 Measurement of variables

Variables	Indicator	Measurement scale	Question number

Class participation	<ul style="list-style-type: none"> • Anxiety • Self-conscious • Speed/ pace 	Nominal scale	
Teachers' qualification and training	<ul style="list-style-type: none"> • Lack of necessary knowledge and skills • Negative attitude towards students with special needs • Failure to differentiate instruction 	Nominal scale	
Resource allocation	<ul style="list-style-type: none"> • Assistive technology • Instructional materials 	Nominal scale	

3.8 Research instruments

Data was collected using questionnaires for students and teachers. Questionnaires were used in this study since they made respondents feel more comfortable and open about their answers when their identity is kept anonymous.

3.9 Validity of measurement

Validity, according to Cronbach and Meehl (1955), is a measurement of how well theories and facts support the interpretation of test results or test scores for intended uses. to confirm whether the instruments are valid, or whether they will measure the necessary data. In order to measure the entire spectrum of content, the researcher employed content validity.

3.10 Reliability of measurement.

According to Mugenda and Mugenda (2003), the measure of reliability is the extent to which the study unit produces results that are identical. The researcher applied test-retest procedures to the lessons where the questionnaires were given twice in order to increase the instrument's reliability.

3.11 Data collection technique

The researcher had submitted a letter of permission to the institution to allow for the conducting of the research study. Questionnaires were administered to both learners and teachers.

3.12 Data analysis.

The process of interpreting collected data to find relevant information that supports conclusions and decision-making is known as data analysis. To ensure accuracy and find respondent errors, the researcher reviewed the data that was gathered.

3.13 Logistical and ethical consideration

The following are some examples of how logistical and ethical considerations were applied: the researcher did not reveal the feedback from respondents in order to protect their privacy and confidentiality and the findings were only used for academic purposes.

CHAPTER 4: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter, the researcher presents the analysis of data, presents the same and interprets the findings. The presentation is done using diagrams. Interpretation of these data is done as per the research objectives and research questions.

4.2 An Overview of the findings

The findings of the study were acquired from the questionnaires in which demographic data was collected. It involved the question related to the first objective which was to investigate the effect of class participation on academic performance of students with special needs, to determine the effect of teachers' qualification and training on academic performance of students with special needs and to assess the effects of resource allocation on academic performance of students with special needs.

4.3 Questionnaire Return Rate

Questionnaire return rate is a measure of percentage of distributed questionnaires that are completely returned by respondents. Out of 50 questionnaires administered to students and teachers, 45 were returned making a questionnaire return rate of 90%.

Table 4.1 Response Rate

Respondents	Frequency	Percentage
Responded	45	90%
Not responded	5	10%
Total	50	100%

4.4 Demographic Information of Respondents

This section deals with the demographic information of the respondents, which in our case only focuses on gender.

4.4.1 Gender of the Respondents

The respondents were asked to indicate their gender. This aimed at ensuring inclusivity hence no gender bias.

Table 4.2 Gender distribution of Teachers

Gender	Frequency	Percentage
Male	2	50%
Female	2	50%
Total	4	100%

Table 4.3 Gender distribution of Students

Gender	Frequency	Percentage
Male	16	39.1%
Female	25	60.9%
Total	41	100%

4.5 Class Participation

The respondents were asked to give their thoughts on how class participation affect the academic performance of students with special needs in inclusive classrooms.

Table 4.5.1 Teachers' perception on class participation

	Frequency	Percentage
High	1	25%

Low	3	75%
Total	4	100%

According to the data presented above, findings show that 1\4 converting to 25% of the teachers who responded said students with special needs have a high rate of class participation compared to those without special needs in inclusive setting while 3\4 at 75% of the teachers who responded said students with special needs have a low rate of class participation compared to those without special needs. Therefore, class participation was considered a major effect on academic performance of students with special needs in inclusive classrooms.

Table 4.5.2 Students' perception on class participation.

	Frequency	Percentage
Frequently	10	24.4%
Rarely	31	75.6%
Total	41	100%

The findings from the table above revealed that class participation affect the academic performance of students with special need in inclusive classroom. 10\34 respondents at 24.4% said they frequently participate in class during lessons while 31\41 at 75.6% said they rarely participate in class during lessons and further said that low self-esteem and being criticized for their contribution are most of the reasons why they rarely participate.

4.6 Teachers' Qualification and Training

The respondents gave their views on how teachers' training and qualification affect the academic performance of students with special needs in inclusive education.

Table 4.6 .1 Teachers' response on Teachers' qualification and training

	Frequency	Percentage
Yes	1	25%
No	3	75%
Total	4	100%

In the table above, 1/4 at 25% of the teachers who responded said that they have received a training on inclusive education through online courses while 3/4 at 75% of the teachers who responded said that they have never received any training on inclusive education hence they lack the expertise needed to meet the students with special needs in inclusive classroom.

Table 4.6.2 Students response on Teachers' qualification and training

	Frequency	Percentage
Qualified	13	31.7%
Not qualified	28	68.3%
Total	41	100%

According to the data presented above, findings show that 13/41 at 31.7% of the students who responded said that teachers are qualified and trained while 28/41 at 68.3% of the students who responded said that teachers are not qualified. Therefore,

teachers' training and qualification could be said to negatively affect the academic performance of students with special needs.

4.7 Resource allocation

This section sought to get information from the respondents if the school get the required resources from the government and how inadequate of the learning resources affect academic performance of students with special needs.

Table 4.7.1 Teachers' point of view on resource allocation

	Frequency	Percentage
Agree	1	25%
Disagree	3	75%
Total	4	100%

From the table above 1/4 at 25% of the teachers who responded agreed that the school get support from the county government and the school administration concerning the learning teaching materials therefore the school has enough resources hence does not affect the performance while 3/4 at 75% of the teachers who responded disagreed that the school does not get support from the county government and the school administration concerning the learning and teaching resources for the students with special needs and the available learning resources are not enough for all students.

Table 4.7.2 Students point of view on resource allocation

	Frequency	Percentage
Adequate	5	12.2%
Inadequate	36	87.8%

Total	41	100%
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According to the findings from students 5/41 at 12.2% said learning materials are adequate while 36/41 at 87.8% said learning resources are not enough for the students with special needs therefore affecting their performance.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the finding of the study, gives conclusions and recommendation for both policy and further studies.

5.2 Summary of the Research

The main aim of the study was to investigate the effects of inclusive education on academic performance of students with special needs in Nalondo C.B.M Secondary School, Bungoma county, Kenya. The summary of the study is based on research objectives. The findings revealed the following of the objectives of the study; The result of the first objective which was to investigate the effect of class participation on academic performance of students with special needs in inclusive classroom. The results emphasizes that students with special needs fear to participate in class during lessons due to low self-esteem and being criticized for their contribution by other students in class. According to the results, 3 teachers out of 4 who responded making it 75% said that students with disabilities have a low rate of participating in class during lessons and the class participation rate of students without special needs is higher compared to that of special needs. 31 students out of 41 who responded making it 75.6% said that students with disabilities rarely participate in class during lessons hence it may result to poor performance.

The results of the second objective which was to determine the effect teachers' qualification and training on academic performance of students with special needs in inclusive education. The research findings on this objective indicated that 3 teachers or 75% of the teachers who responded said that most of the teachers who teach in inclusive classroom are not well trained. They said they have never attended any training on inclusive education. 28 students or 68.3% of the students who responded also indicated that the teachers who teach in inclusive classroom are not trained hence they does not qualify to teach in inclusive classroom. The result of the third objective which assessed the effect of resource allocation on academic performance of students with special needs indicated that 75% the teachers who responded said that the school does not have

receive enough learning materials from the county government and the school administration hence the school does not have enough materials to accommodate all the students. 87.8% of the students who responded said that the teaching and learning materials for students with special needs are not enough therefore they are supposed to share and this leads to time wastage during lessons hence teachers does not cover the syllabus in time.

5.3 Conclusion

The conclusions of the study are anchored on the objectives of the study that focused on the effects of inclusive education on academic performance on students with special needs. Among the perceived factors in this study, the leading was class participation where students with special needs rarely participate in class, Teacher's qualification and training where most of the teachers are not well trained to teach in inclusive classroom and inadequate learning and teaching resources in school.

5.4 Recommendations for policy or practice

1. Teacher training - Provide ongoing professional development for teachers on inclusive education strategies, differentiated instruction and the use of assistive technologies.
2. Adapted curriculum- Develop and implement a flexible curriculum that can be adapted to meet the diverse needs of students with special needs.
3. Collaborative Teaching- Encourage co-teaching where general and special education teachers work together to plan, instruct and assess students.
4. Funding- Allocate sufficient funds for the implementation of inclusive education practices, including class modifications, assistive technologies and additional staffing.

5. Individualized Support – Provide individualized support services such as speech therapy, occupational therapy and behavioral support within the inclusive classroom.

5.5 Recommendations for further research

1. Extended Duration- Conduct long term studies to track the academic performance and developmental progress of students with special needs in inclusive setting over several years.
2. Different Models of Inclusion- Compare the effectiveness of various models of inclusive education such as full inclusion, partial inclusion and resource room models.
3. Specific Disabilities- Investigate how inclusive education affect performance for students with different types of disabilities e.g., learning disability, intellectual disabilities and physical disabilities.
4. 4.Effective Teaching Methods- Identify and evaluate and specific instructional strategies and interventions that are most effective in inclusive classroom.
5. Mental and Health Well Being- Research the prevalence of bullying and the level of social acceptance experienced by students with special needs.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR STUDENTS

This study aims to determine the effects of inclusive education on academic performance of students with special needs in Nalondo C.B.M Secondary, Bungoma county. We, therefore, request you to respond to the items in the questionnaire honestly. The information you provide shall be kept private and confidential and shall only be used for academic purposes.

INSRUCIONS

Tick only one answer

Gender: { } Male { } Female

1. Do you participate in classroom consultation?

[YES] [NO]

2. If (NO), kindly give reason behind it

3. Rate your participation in classroom (Scale1-4)

Frequently [4-2]

Rarely [2-1]

: 4. Qualification of the teacher

[A] Certificate [B] Degree [C] Diploma [D] Form 4 level

5. Is He or She Effective?

[YES] [NO]

6. If not give a reason behind.....

7. Rate effectiveness on scale (1-4)

Good (4-2)

Average (2)

Poor (1-2)

8. Is the school receiving funds from government?

[YES] [NO]

9. Any other source of resources to the school kindly specify.....

.....

10. Rate the school financial ability

[Good] [Better] [Average] [Poor]

APPENDIX 2: QUESTIONNAIRE FOR TEACHERS

The study aims to determine the effects of inclusive education on academic performance of students with special needs in Nalondo C.B.M Secondary School, Bungoma County, Kenya. We, therefore, request you to respond to items in the questionnaire honestly. The information you provide shall be kept private and confidential and shall only be used for academic purposes.

Gender { }Male { }Female

1. Years of experience in inclusive classroom setting:

- Less than a year
- 1-5years
- 6-10years
- More than 10 years

2. Educational Qualification

- Diploma
- Degree
- Master's degree

3. Have you ever received any specific training on inclusive education?

- Yes
- No

If yes, what type of training have you received? (Select all that apply)

- Workshops
- Online courses
- Degree programs
- Seminars

4. Do you feel you have adequate support from school administration and county government for inclusive education?

- Agree
- Disagree

5. How would you rate the overall class participation of students with special needs in your classroom?

- High
- Average
- Low

6. How does the class participation of students with special needs to that of their peers without special needs?

- Higher
- About the same
- Lower

Budget

Details	Amount
Printing & Binding	1800
Books and pens	200
Transport	3000
Consultation	1000
Bundles	1000
Credit	450
Miscellaneous	1350
total	8,800