

Teaching Strategies, Learning and Teaching Materials used by Teachers in Kenyan Inclusive Primary Schools.

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Abstract

This paper established whether teachers used relevant teaching strategies, learning materials and teaching material while teaching in inclusive schools in Kenya. The Kenyan government has commitment to inclusive education (IE). However there are many challenges hindering effective provision of IE. This study adopted a mixed-methods research design that yielded both qualitative and quantitative data. Schools were sampled using stratified random sampling and purposive sampling technique with 12 Sub-counties as the strata. Simple random sampling techniques was used to select 826 learners while purposive sampling was used to select 33 deputy head teachers, 31 class teachers and 4 Educational officers. Census sampling was used to select 1 County Director of Education. Questionnaires, interview schedule, observation check lists, document analysis guide and focus group discussion were used to collect data. Reliability of the instruments were determined through split half method with the correlation coefficients of $r = 0.7122$ and $r = 0.832$ for learners and teachers' questionnaires respectively. Quantitative data were analyzed descriptively and inferentially by correlation. Qualitative data were transcribed and presented as emergent themes. Findings showed that the teachers employed a variety of teaching strategies in inclusive classes; however, some strategies were not responsive to learners' needs. In addition, inadequacy of resources, and lack of modification and adaptation of learning environment was observed. It is recommended that the Government of Kenya should provide relevant resources and modify the environment to be responsive to learners with SNE.

Keywords: Disabilities, Inclusive Education (IE), Special Needs Education (SNE), teaching strategies, teaching materials, learning materials

Full text:

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