

**TEACHER FACTORS INFLUENCING INCLUSIVE ASSESSMENT FOR
LEARNING IN REGULAR PUBLIC PRIMARY SCHOOLS IN KISAUNI SUB-
COUNTY, MOMBASA COUNTY, KENYA.**

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DECLARATION

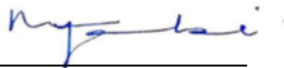
This project report is my original work and has not been presented for a degree in any other university.



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DEDICATION

This project report is dedicated firstly to my beloved mother Priscah Otieno for her mutual support, moral guidance and steadfast prayers that have acted as my pillars in life. Secondly, with love and gratitude to my wife Selyne George for continuous support and patience that enabled me go through this course. Thirdly, to my children; Rafael George, Priscah George and Blessing George who have been my great source of inspiration

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LIST OF ABBREVIATIONS AND ACRONYMS

AFL Assessment for Learning

CBC Competency Based Curriculum

EFA Education for All

EARC Education Assessment and Resource Centre

FGD Focus Group Discussion

GEM Global Education Monitoring

IE Inclusive Education

IEP Individualized Education Program

KICD Kenya Institute of Curriculum Development

KISE Kenya Institute of Special Education

LRE Least Restrictive Environment

MoE Ministry of Education

NACOSTI National Commission for Science, Technology and Innovation

SNEL Special Needs Education Learners

SEO Sub-County Education Officer

SPSS Statistical Package for Social Sciences

ABSTRACT

This study aimed to investigate the fundamental teacher elements that impact inclusive evaluation for learning in normal public elementary schools in Kisauni Sub-County, Mombasa County. The project specifically evaluated the impact of teacher training, teamwork, teacher experience, and teacher attitude on inclusive assessment techniques. The significance of inclusive assessment for learning cannot be overstated, as it is a crucial element in facilitating equal access to high-quality education for all students, irrespective of their background, culture, or learning capabilities. The study employed a mixed-method approach, encompassing both quantitative and qualitative research methodologies. The collection of quantitative data was conducted using descriptive survey methodologies involving primary school teachers in the specified region. This methodology facilitated the gathering of data about the correlation between the independent factors (teacher training, collaboration, teacher experience, and teacher attitude) and the dependent variable (inclusive assessment procedures). The qualitative data was obtained using a Phenomenology research design, which involved conducting interviews with the Sub-County Education Officer and organizing Focus Group Discussions with Grade 6 primary learners. This methodology facilitated a comprehensive comprehension of the experiences, viewpoints, and outlooks of educators and learners regarding the teacher-related aspects that impact inclusive assessment for learning. The study focused on a specific group of individuals, which included 16 normal public primary schools in Kisauni Sub-County, 16 headteachers, 112 primary school teachers, 640 Grade 6 learners, and one Sub-County education officer. The study selected a representative sample consisting of 14 schools, 14 headteachers, 86 teachers, 234 learners, and one Sub-County education officer. The qualitative data was analysed using descriptive statistics and correlation analysis to uncover patterns between training experience and inclusive assessment for learning. A qualitative analysis was performed to examine interview transcripts and open-ended survey questions using thematic analysis. The goal was to uncover prevalent themes, patterns, or repeating ideas on the impact of teacher training on inclusive assessment for learning. The study demonstrated that teacher training was crucial for the successful implementation of inclusive assessment for learning in public primary schools. The learners benefited from a diverse range of assessment procedures as a result of teachers collaborating in inclusive assessment, where they shared their knowledge together. The study revealed that teachers' experience significantly influenced their perspective of inclusive assessment. The study found that experienced teachers generally hold a favourable disposition towards inclusive evaluation for learning. Educators with strong positive attitudes adopted inclusive assessment practices to support student development. The TSC, KICD, and KNEC, as education organizations, should perform a needs assessment in inclusive assessment for learning. Additionally, they should organize awareness campaigns in schools to provide teachers with the essential information and abilities required for inclusive assessment for learning. School administrators should promote collaboration among teachers in order to effectively adopt inclusive assessment practices in their respective schools. In summary, the research indicates that teachers play a crucial role in the development and implementation of assessments. Therefore, it was essential to study the factors that influence teachers' inclusive assessment practices in order to identify any underlying issues that may impede inclusive assessment for learning in schools. The paper offers empirically supported guidelines for enhancing inclusive assessment procedures and advocates for equitable access to high-quality assessment for all learners, irrespective of their socio-cultural context or cognitive capacities.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Inclusive education has gained significant prominence in numerous countries worldwide and is endorsed by various international conventions, including the 1960 Convention against Discrimination in Education and the 2006 Convention on the Rights of Persons with Disabilities (UNESCO, 2009). This is due to its facilitation of inclusive education, which encompasses the education of all students, including those with special needs, inside mainstream schools (Topping & Maloney, 2005). Inclusive education, as defined by the Global Education Monitoring Report (2020), is based on the dedication of Sustainable Development Goal 4 (SDG 4) to guarantee 'inclusive and fair quality education' and encourage 'lifelong learning for all' as outlined in the United Nations (UN) 2030 Agenda for Sustainable Development, which aims to ensure that no one is left behind. The agenda pledges to create a society that is fair, impartial, accepting, accessible, and socially diverse, where the requirements of the most marginalized individuals are fulfilled.

According to the Global Education Monitoring Report of 2020, 68% of nations have incorporated inclusive education into their laws, policies, plans, or strategies, as a means of promoting educational equality. Approximately 80% of kids with disabilities in the United States of America are enrolled in mainstream schools, whereas only 4% attend specialized unit schools. According to the United States Department of Education (2018), mainstream schools offer additional services to the 6% of kids who are identified as gifted and talented. This signifies the effective integration of inclusive education elements. According to the

Global Education Monitoring Report of 2020, less than 10% of nations in Africa have legislation in place to guarantee comprehensive inclusion in education.

An essential component of inclusive education is inclusive assessment for learning, which seeks to address the varied assessment requirements of all learners in educational settings. The text underscores the significance of developing assessment systems and practices that are inclusive of all students, irrespective of their skills, backgrounds, or learning styles (Blackwell et al., 2021). The primary objective of inclusive assessment for learning is to ensure that all assessment policies and processes effectively promote and improve the successful inclusion and participation of all learners, regardless of their diverse characteristics (KICD, 2017). The Global Education Monitoring Report (2020) states that achieving Inclusive Assessment requires teachers to act as agents of change, possessing values, knowledge, and attitudes that enable equal participation of every student in assessment procedures. The survey, however, did not clearly elaborate on the specific teacher factors that influence inclusive evaluation. Training has been identified as a crucial aspect in facilitating inclusive evaluation for learning. Developing teacher skills and knowledge required for effective inclusive assessments is crucial. Teachers who undergo consistent training in inclusive assessment procedures are more inclined to apply inclusive assessment for learning in their classrooms. Stough & Palmer (2003) and Thomas (2008) did study in the United States of America and Canada, and both concluded that teachers' professional and topic knowledge is crucial for enhancing students' academic performance and retention in schools. Additionally, they argued that experienced special educators possess profound expertise in employing effective teaching methods for managing behaviour and providing customized training to address the unique requirements of pupils. Therefore, in the United States, educators have received extensive training at the master's and doctoral levels

to effectively address the diverse needs of students (Stough & Palmer, 2003). According to the Global Education Monitoring Report of 2020, there was a lack of teachers with the basic understanding of student evaluation in seven nations in sub-Saharan Africa.

In a study conducted by Blackwell et al. (2021), the researchers investigated the collaborative practices of instructors in relation to assessment for learning. The findings revealed that collaborative efforts had a key role in the creation of more inclusive assessment procedures. Through collaboration, instructors discovered that they could enhance their understanding of students' learning requirements, exchange ideas and resources, and develop assessment activities that effectively catered to the different talents and backgrounds of their students. Muir & Doherty (2019) investigated the correlation between teacher collaboration and inclusive assessment for learning. The researchers discovered that productive collaboration, which involved exchanging information about students' needs and deliberating on assessment tactics, cultivated a collective comprehension among teachers. This, in turn, facilitated the development of assessment practices that took into account the varied learning needs of every student.

According to Mambo (2011), teachers who have more experience and interact with students with different levels of special needs are more equipped to handle inclusive education. Experienced teachers who possess a substantial amount of teaching experience and are knowledgeable about assessment procedures are more inclined to employ inclusive assessment practices. This is due to the fact that experienced educators may possess more distinct requirements and areas of focus in their professional growth, such as assistance in effectively adjusting to novel assessment methodologies (Darling-Hammond & Richalson, 2009).

The study conducted by Florian & Black-Hawkins (2011) examined the perspectives of teachers regarding inclusive assessment and its influence on their classroom methodologies. The researchers discovered a correlation between instructors' positive views towards inclusive assessment and the use of responsive assessment procedures that took into account the varied needs of pupils. These educators had faith in the capabilities of every student and were dedicated to creating chances for them to excel, resulting in the implementation of more comprehensive evaluation methods. In contrast, educators who held unfavourable attitudes towards inclusive assessment had shown a tendency to depend on conventional assessment techniques that may not sufficiently cater to the varied requirements of pupils, as stated by Floridou et al. (2021). In their study, Thurman et al. (2010) examined the education systems in Britain and America and found that teachers held a negative attitude towards teaching SNEL (Students with English as a New Language). These learners were seen as an additional burden for the teachers. Research conducted in Pakistan indicates that primary school pupils mostly discontinue attending inclusive schools due to challenges in learning, instances of physical punishment, repetitive teaching methods, and the severe demeanour of teachers (Muhammad, 2013). In a study conducted by Avmaridis (2000), it was discovered that 35% of educators in England believe that having less than 20 pupils is the best number for inclusive classes that include kids with impairments.

Since 2005, Kenya has adopted inclusive education as a policy, requiring ordinary public primary schools to accept students with diverse needs. As per the provisions of the Constitution of Kenya 2010, every kid is entitled to get education that is both free of charge and mandatory. The implementation of the Competency-Based Curriculum (CBC) in Kenya in 2017 had the objective of enhancing the standard of instruction and education in the nation (Andiema, 2020). The previous educational system (8-4-4) was replaced by the current

curriculum (2-6-3-3-3) due to its unpopularity and the criticism that it failed to adequately equip graduates with the necessary skills to satisfy the demands of the labour market. The implementation of the new curriculum has revealed a significant disparity in the level of readiness among teachers. The teachers demonstrated a lack of readiness in properly utilizing evaluation techniques (Andiema, 2020). Scheopner et al. (2018) elucidated that CBC necessitates learners to exhibit expertise in the subject matter, achieved through comprehensive evaluation methods that involve the practical application of acquired knowledge. The adoption of CBC necessitates the utilization of novel evaluation techniques that are in line with the updated curriculum (Makunja, 2015). In order to incorporate the modifications introduced by the new curriculum, it is imperative that all teachers receive comprehensive training in novel alternative methodologies for inclusive formative assessment in educational institutions. The Teachers Service Commission, under the authority of the Kenyan government, has organized several workshops and seminars to educate primary school teachers on assessments following the introduction of the Competency-Based Curriculum (CBC). The Teachers Service Commission has mandated that all registered teachers, regardless of employment status, must partake in Teacher Professional Development. The primary objective of TPD is to motivate educators to stay updated on emerging educational trends, such as inclusion and 21st-century teaching pedagogy, including team teaching and customized classroom instructions, among other approaches.

The 18% of teachers in Kisauni Sub-County have taken part in the indicated training and professional development, resulting in their adoption of different components of inclusive education. Nevertheless, despite attending workshops, seminars, and professional training programs, many teachers in the Sub-County of Mombasa County were still ill-equipped to carry out inclusive assessments for learning. This resulted in a low number of teachers who

were adequately prepared, leading to subpar performance in various assessments, as stated in the Mombasa County Taskforce on Basic Education Report of 2013. This study aimed to examine the impact of teacher-related factors on inclusive assessment for learning in normal public primary schools in Kisauni Sub-County. The focus was on addressing concerns regarding the below-average performance of children in assessments. The study sought to analyse teacher-related factors contributing to low performance in internal and national exams, with the goal of gaining insights into enhancing assessment methods and fostering inclusive learning environments.

1.2 Statement of the Problem

Significant financial resources are being allocated to schools in Kisauni Sub-County by both the county and national governments to support inclusive educational initiatives. Schools are experiencing a growing level of diversity as they enrol kids from various cultural, language, and ability backgrounds. The presence of various differences among students requires the use of inclusive assessment methods in order to guarantee fair learning opportunities for all pupils.

As per the Mombasa County Taskforce on Basic Education Report (2013), teachers in Kisauni Sub-County have undergone diverse training and professional development programs. Consequently, they have included elements of inclusive education into their schools, as outlined in the Basic Education Curriculum Framework in Kenya. Nevertheless, several public primary schools in Kisauni continue to exhibit poor academic results in various evaluations. To illustrate, the Kenya National Examination Council has classified 69% of public primary schools in Kisauni Sub-County as the lowest performing schools in both Mombasa County and the entire country of Kenya. In addition, the disparity in academic achievement between children with special needs and ordinary students was evident in the

2022 KCPE results. Specifically, there were only 7 candidates with special education needs who scored 400 marks and above, compared to 9,436 regular candidates. In the 2022 KCPE (KNEC, 2022), 54% of learners with special education needs achieved scores between 100 and 199 marks, whereas just 24% of typical candidates achieved the same scores. The indicated pattern in performance is worrisome as it has revealed a significant deficiency in the execution of inclusive education, particularly in terms of assessment.

Various endeavours to address the difficulties encountered by the education sector in Kisauni have resulted in numerous investigations. For instance, the Mombasa County Taskforce on Basic Education (2013) identified several factors that impede elementary learning in Mombasa County, including inadequate academic performance and security issues in sub-counties like Kisauni and Likoni, overcrowded classrooms, infrastructure limitations, language barriers, poverty, and a shortage of teachers. Examining the impact of teacher attributes on inclusive assessment methods is especially pertinent in this situation, as instructors have a crucial role in creating and executing assessment procedures that cater to the varied requirements of pupils. This study aimed to examine the teacher-related characteristics that impact inclusive assessment for learning in regular public primary schools in Kisauni Sub-County, Mombasa, Kenya.

1.3 Purpose of study

The objective of this study was to evaluate the teacher-related characteristics that impact inclusive assessment for learning in regular public primary schools in Kisauni Sub-County, Kenya.

1.4 Objectives of the Study

This study was guided by the following objectives:

1. To establish the influence of teachers' training on inclusive assessment for learning in regular public primary schools in Kisauni Sub-County.
2. To determine how teachers' collaboration influence inclusive assessment for learning in regular public primary schools in Kisauni Sub-County.
3. To establish the extent to which teachers' experiences influence inclusive assessment for learning in regular public primary schools in Kisauni Sub-County.
4. To determine how teachers' attitude influences inclusive assessment for learning in regular public primary schools in Kisauni Sub-County.

1.5 Research Questions

The research tended to answer the following questions:

1. How does training of teachers influence inclusive assessment for learning in regular public primary schools in Kisauni Sub-County?
2. How does collaboration of teachers influence inclusive assessment for learning in regular public primary schools in Kisauni Sub-County?
3. What is the influence of teacher's teaching experience on inclusive assessment for learning in regular public primary schools in Kisauni Sub-County?
4. How do teachers' attitude influence inclusive assessment for learning in regular public primary schools in Kisauni Sub-County?

1.6 Significance of the Study

The primary objective of inclusive assessment is to guarantee equality and fairness in the implementation of assessment across different educational institutions, as stated by the United Nations in 2012. In order to do this, schools must assure the implementation of inclusive assessment practices in all educational institutions, aiming to eradicate all types of

discrimination and provide equal assessment opportunities to all children, irrespective of their skills (Swatman & Ip, 2017). The study sought to examine the teacher variables that impact inclusive assessment for learning in normal public primary schools in Kisauni Sub-County. The results of this study can help head teachers and teachers identify specific areas that require improvement in the implementation of inclusive assessment. The study's findings can aid teacher educators in assessing teachers' needs, enabling them to choose appropriate content and training techniques. The study's findings can be advantageous for curriculum architects when choosing content for both pre-service and in-service teaching programs. The study's findings could potentially enhance the learning experience by improving service delivery. The study's findings may contribute to the current knowledge base and provide guidance for future research endeavours.

1.7 Limitations of the Study

The limitations of the study are to the elements that can impede the researcher from making definitive conclusions or extrapolating the findings of the study to a wider population, as stated by Polit et al. (2017). The primary obstacle arose from certain responders who displayed a lack of willingness to engage. The difficulty was addressed by a comprehensive explanation of the study's goal, as well as providing reassurance regarding the confidentiality and anonymity of the responders. Simultaneously taking notes and facilitating discussions during interviews and Focus Group Discussions proved to be a challenging task. In order to tackle this difficulty, the researcher employed voice recording devices to collect data, following the respondents' agreement. In addition, the study included self-reported data from head teachers and teachers, which could be susceptible to bias and social desirability. Given the objective of the study to offer valuable insights into the teacher-related characteristics that impact inclusive assessment methods in public primary schools, the

researcher took great care in acknowledging and accounting for these limitations when interpreting the data.

1.8 Delimitations of the Study

The study was conducted exclusively in normal public elementary schools located in Kisauni Sub-County. The focus of the study was on addressing concerns regarding the below-average academic performance of pupils in evaluations. The study exclusively examined the teacher-related elements that impact the implementation of inclusive assessment. This choice was made because instructors have a crucial role in creating and executing assessment techniques that cater to the varied requirements of students. The study included the following participants: the Sub-County Education Officer, who oversees the education process in the entire Sub-County; headteachers, who supervise curriculum implementation in their schools; teachers, who are responsible for implementing the curriculum; and learners, who are the recipients of the curriculum.

1.9 Basic Assumptions of the Study

The study assumed the following:-

- i.** That the teachers had received some form of training or education related to inclusive assessment practices.
- ii.** That the teachers had experience working with learners in inclusive settings in a regular public primary school system.
- iii.** That all the regular public primary schools under study were familiar with the current policy guidelines on inclusive assessment procedures.

1.10 Definition of Significant Terms

The following terms were used as defined in the context of the study.

Inclusive assessment refers to the process of evaluating the learning progress and outcomes of all students using assessment methods that accommodate their diverse needs and abilities.

Teacher training refers to the process or activities that aim to develop and enhance teachers' knowledge, skills, and abilities to deliver effective instruction and facilitate learning.

Teacher collaboration refers to the process by which teachers collectively plan and implement assessment practices that are responsive to the needs of all students.

Teacher attitude refers to the thoughts, feelings, and behavioural tendencies that teachers hold towards their students, teaching, and the profession of teaching.

Teacher experience refers to the length, quality, and variety of teaching-related activities that teachers engage in, which can positively or negatively impact their role in the classroom.

Regular public primary school these are primary schools that are publicly funded and accessible to all students regardless of their background, or ability.

1.11 Organization of the study

The study is organized in five chapters. Chapter one consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, and definition of significant terms. Chapter two shows Literature Review that comprises of introduction, concept of inclusive assessment for learning, teachers' training and inclusive assessment, teachers' collaboration and inclusive assessment for learning, teachers' experience and inclusive assessment for learning, teachers' attitude and inclusive assessment for learning, summary of literature review, theoretical framework and

conceptual framework. The third chapter covers Research Methodology used in conducting the study; research design, target population, sample size and the sampling procedure, instruments used for data collection, data collection procedures, data analysis techniques, and ethical considerations. Chapter four presents Data presentation, interpretation of data and discussion of the findings. Finally, chapter five provides Summary, conclusions, recommendations, and suggestions for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section presents a survey of literature in the field of inclusive assessment, aiming to offer valuable insights that form the foundation of inclusive assessment. The paper commences by examining the notion of inclusive evaluation. Furthermore, it elaborates on the training of instructors, their teamwork, teaching experience, and their approach towards inclusive assessment. The reviewed literature is summarized, and then the theoretical framework and conceptual framework are discussed.

2.2 Concept of Inclusive Assessment for Learning

Inclusive assessment for learning, as described by Wiliam (2011), refers to a form of learning evaluation that entails gathering evidence of student learning to offer prompt feedback and make necessary adjustments to instruction. Inclusive assessment methods

encompass the utilization of diverse assessment methodologies and instruments that consider the distinct learning styles, interests, and requirements of students. Broadfoot (2007) highlighted the significance of inclusive assessment, which acknowledges and appreciates the varied abilities, experiences, and backgrounds of learners. In addition, she emphasized that these examinations should be unbiased and impartial towards any student, and should instead offer equitable and significant chances for everyone to advance and achieve success. Swatman and Ip (2017) argue that inclusive assessment techniques should be formulated with the aim of advancing fairness and social equality, as well as fostering students' educational progress and personal growth. They contend that inclusive assessment should encompass continuous and formative assessment methodologies that actively engage students and offer chances for feedback and introspection.

Tindal et al. (2015) propose that inclusive assessment techniques should use assistive technologies, alternate formats, and other accommodations to overcome obstacles to participation and guarantee that students with disabilities are not put at a disadvantage by testing methods.

Inclusive assessment procedures are intricately connected to the ideals of differentiation and individualized learning. Tomlinson (2017) argues that inclusive assessment should incorporate evaluations that offer many access points, allow students to showcase their learning through varied means, and provide possibilities for student autonomy and self-guidance. The primary objective of inclusive assessment is to ensure that all assessment policies and processes effectively promote and facilitate the successful inclusion and involvement of all learners, regardless of their diverse characteristics (Kenyan Institute of Curriculum Development, 2017).

2.3 Teachers' Training and Inclusive Assessment for Learning

Mullick (2013) contended that successful inclusive education necessitated the teacher's development of confidence. In the same vein, Sharma et al. (2013) found that a lack of sufficient professional credentials among instructors posed a significant obstacle for countries in the Asia-Pacific area seeking to incorporate inclusive elements into mainstream schools. The researchers emphasized the necessity of enhancing the quality and content of both pre-service and in-service teacher education programs.

A study conducted by Anyango, et al. (2019) investigated the impact of teacher professional development on inclusive assessment in primary schools in Kenya. The findings demonstrated that teacher training had a substantial impact on fostering inclusive assessment practices. Specifically, instructors who underwent training were more inclined to incorporate inclusive assessment methods within their classes. In a similar vein, a study conducted by Mwita, et al. (2018) investigated the perspectives of educators regarding inclusive evaluation practices in Kenyan primary schools. The study found that teachers who had training on inclusive assessment demonstrated greater proficiency in implementing assessment procedures that catered to the needs of all learners, regardless of their unique requirements. These findings align with the existing research on teacher training and inclusive assessment, indicating that training is crucial for improving teachers' proficiency and expertise in employing assessment methods that cater to the needs of all students (Nijveldt, 2017). Teachers who have undergone training are more proficient in creating and executing tests that cater to the varying requirements of all students, including those with disabilities and those from culturally and linguistically diverse backgrounds (Kosygin & Kurvers, 2017).

Amanda (2007) expressed that there was a concern on the necessity for receiving additional training or professional development. Moreover, a study conducted by Amanda (2007) revealed that teachers lacked the necessary preparation and self-assurance to effectively deliver inclusive assessments for learning. Ali et al. (2006) suggest that the successful implementation of inclusive assessment relies on enhancing the level of instructors' competency. Hence, it is imperative to establish suitable opportunities for those with little experience and expertise in special education to participate in courses pertaining to inclusive education. Bender et al (1995) suggest that the effectiveness of inclusive education is heavily reliant on teachers' desire and capacity to provide accommodations for individuals with special needs. Assessment areas, including setting, timing, presentation, response, and scheduling, are modified to accommodate learners with special needs schooling. Teachers must possess the ability to analyse and comprehend assessment data in order to effectively communicate it to other individuals, including parents, educational experts, families, and even students themselves (KICD, 2017).

2.4 Teachers' Collaboration and Inclusive Assessments for Learning

Teacher collaboration entails the cooperative effort of educators to share insights, jointly strategize, and effectively execute assessment methods that cater to the diverse requirements of every student. It entails teachers participating in frequent meetings, debates, and collaborative planning to create assessment activities and procedures that cater to the varied requirements of students (Muir & Doherty, 2019). Collaboration allows teachers to share knowledge and skills, thereby improving their assessment procedures. Communication is a clear indicator of effective collaboration among teachers. Interactions between teachers entail the sharing of pertinent information regarding the needs, advancement, and accomplishments of pupils. Efficient communication is crucial to ensure that teachers possess a mutual

comprehension of learners' requirements and can formulate suitable assessment tactics to cater to these requirements (Muir & Doherty, 2019). Teachers can gain significant insights into students' particular requirements and ensure inclusive assessment processes by regularly communicating through official meetings, informal chats, and written reports. Research repeatedly demonstrates the beneficial effects of teacher collaboration and communication on inclusive assessment for learning in primary schools. For instance, Blackwell et al. (2021) conducted a study that investigated how teachers collaborate in relation to assessment for learning. The study revealed that collaborative efforts had a crucial role in the creation of more comprehensive assessment procedures. Through collaborative efforts, teachers discovered that they could enhance their comprehension of students' learning requirements, exchange ideas and resources, and develop assessment activities that effectively catered to the varied talents and backgrounds of their students. Muir & Doherty (2019) investigated the correlation between teacher collaboration and inclusive assessment for learning. The researchers discovered that productive collaboration, which involved exchanging information regarding students' needs and deliberating on assessment tactics, facilitated a collective comprehension among teachers. This, in turn, allowed them to formulate assessment practices that took into account the varied learning needs of every student.

2.5 Teachers' Teaching Experience and Inclusive Assessments for Learning.

Research conducted in the United States by the Centre for Personnel Studies in special education revealed that experienced teachers had greater proficiency in identifying and anticipating learners' learning issues, hence assisting students with disabilities in overcoming their hurdles (Brownell et al., 2007). Additional research has shown that educators with fewer than six years of teaching experience displayed the highest level of acceptance towards

SNEL. However, acceptance decreased among educators with six to ten years of teaching experience (Avmaridis, 2010).

Research undertaken in Northern Ireland found that less experienced teachers, specifically those in pre-service who had limited exposure to students with different special needs, expressed a more positive outlook on inclusion compared to their more experienced counterparts (Lambe & Bones, 2006). These results contrast previous findings in Dubai, which indicated that inexperienced teachers were less supportive of inclusive education, whereas teachers with 12 years of experience were more accepting of it (Alghazo & Gaad, 2004). According to Mutisya (2010), instructors in Kenya who had extensive experience in teaching students with special needs demonstrated higher levels of tolerance and confidence when managing inclusive classrooms.

Experienced teachers generally possess greater levels of knowledge, abilities, and confidence when it comes to inclusive assessment techniques. Abasiokong and Udoh (2020) conducted a study that revealed that highly experienced teachers in Nigerian primary schools possessed a superior comprehension of inclusive assessment. These teachers were adept at recognizing and accommodating diverse learning needs, and they employed a broader array of assessment strategies compared to their less experienced counterparts. In the same vein, a research conducted by Jones et al. (2017) in the United States revealed that proficient educators were more inclined to employ comprehensive evaluation methods that fostered student learning, such as offering constructive comments and modifying training to cater to individual student requirements.

Multiple research have indicated that experienced educators generally hold more favourable perspectives on inclusion and perceive it as a helpful method for addressing the

different needs of students (Alzyoudi, 2018; Jaiswal, 2020). Nevertheless, it is crucial to acknowledge that the level of expertise a teacher possesses does not consistently indicate their ability to implement inclusive evaluation methods. Several research have indicated that novice teachers may effectively apply inclusive assessment, and some have even demonstrated more inventive and adaptable methods (Balcerzak, 2019; Klavina, 2017).

2.6 Teachers' Attitude and Inclusive Assessment for Learning.

The effective execution of inclusive education relies heavily on instructors' favourable attitude and perception towards inclusion (Avmaridis, 2010). The studies conducted in Zambia revealed that teachers' attitudes towards inclusion were influenced by factors such as their degree and kind of training, the nature and severity of student disabilities, exposure to students with special needs, and the support systems provided by the school (Muwana, 2012). A study conducted by Muwana (2012) found that teachers who had received specialized training in special education demonstrated a favourable disposition towards inclusion, in contrast to those who had not undergone such training. In order for learners to have the confidence to learn in inclusive environments, it is crucial for them to feel loved and accepted, regardless of their diverse needs. When teachers label them as "un teachable" or "good for nothing," learners feel stigmatized, frustrated, and ultimately withdraw from inclusive classes (Muwana, 2012).

According to UNESCO (2011), instructors encountered challenges when trying to adopt inclusive education. The challenges encompass unfavourable attitudes towards working with learners with disabilities, a curriculum that is not sufficiently adapted to suit the needs of students with special educational needs and disabilities (SNEL), issues related to language and communication, teachers' lack of competence in handling SNEL, insufficient funding to

support inclusive education (IE), a syllabus that does not adequately address the needs of SNEL, and a lack of policy to guide IE. These challenges have adversely impacted teachers' attitude of implementing inclusive education.

In Mathioya, Murang'a County, Muthoni (2013) performed a study which found that primary school instructors in conventional schools lacked sufficient preparation to educate students with special needs and inclusive education. This was due to a lack of prior sensitization and training before the implementation of inclusive education. The researcher emphasized the urgent necessity for teachers and communities to be educated about disability issues in order to dispel the misconception that individuals with special needs are a burden. Wanderi (2015) argued that teachers' attitudes play a crucial role in fostering positive and meaningful relationships with learners, which should be strengthened to enhance their dedication. The research additionally argued that instructors' attitude has a crucial role in defining their emotional engagement in inclusive schools. These findings suggest that instructors who have a negative attitude towards inclusive education are unable to successfully implement it, whereas teachers who develop a good attitude towards inclusive education are able to effectively apply it. Nevertheless, Kenyan educators maintain the belief that students with special needs have the potential to excel if they receive sufficient attention (Mutisya, 2010).

2.7 Summary of Reviewed Literature

Inclusive assessment is a crucial component of inclusive education, since it strives to guarantee equal opportunities for all students to showcase their knowledge and abilities. Studies conducted in the United States (United States Department of Education, 2008) and South Africa (Republic of South Africa, 2002) have shown that professional training focused

on special needs enhances teacher competence and self-efficacy in effectively managing students with special needs. In addition, educators who have undergone training are more inclined to possess the expertise and abilities required to create and execute examinations that are comprehensive for all students, while also catering to their varied requirements.

Based on the literature analysis, Alghazo & Gaad (2004) and Tamar (2008) both concur that teachers' demographic aspects, such as their experience, can have a substantial impact on promoting effective and inclusive assessment techniques for learning in normal public primary schools. Nevertheless, it is crucial to take into account additional contextual variables and individual disparities in teachers' expertise, attitudes, and methodologies. The collaboration and communication among teachers are crucial factors in ensuring inclusive assessment for learning in elementary schools. By engaging in collaboration, teachers can exchange expertise, cultivate inclusive assessment systems, and effectively cater to the varied requirements of their pupils. Efficient communication guarantees that educators possess a mutual comprehension of students' demands and may devise assessment methodologies that cater to their specific requisites. Therefore, promoting cooperation and communication among educators is crucial for improving the standard of comprehensive evaluation methods in elementary schools.

Studies indicate that the majority of teachers perceive inclusive assessment for learning as a cumbersome aspect of the teaching and learning processes. Regarding this claim, it is feasible to carry out research that examines the attributes of instructors that impact inclusive assessment for learning in typical public schools.

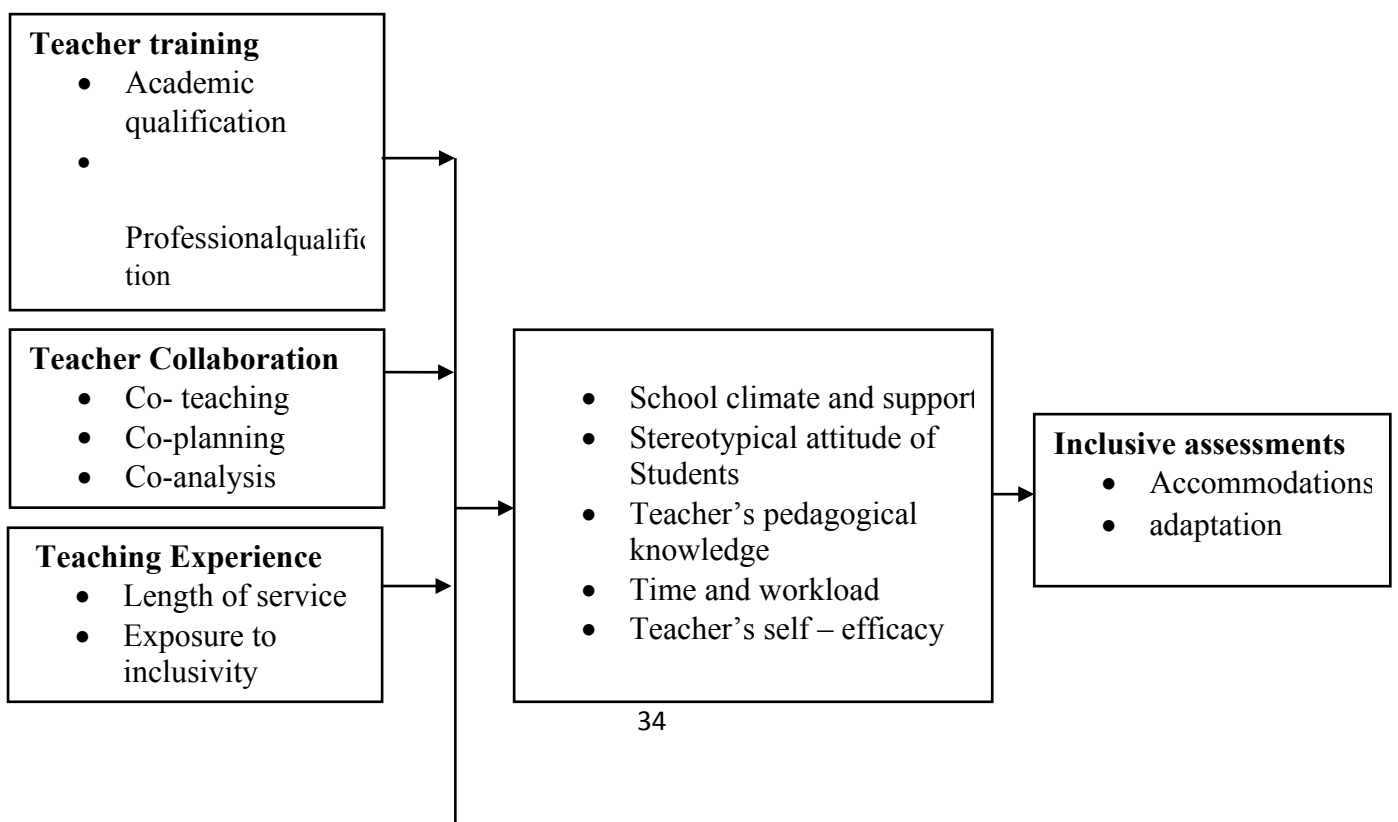
2.8 Theoretical Framework

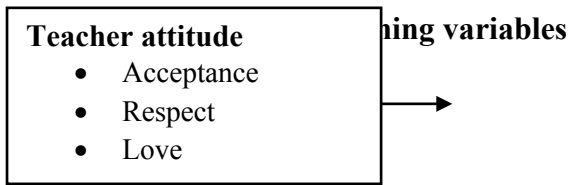
The work was informed by Albert Bandura's Social Cognitive Theory (SCT). The Social Cognitive Theory (SCT) proposes that an individual's behaviour, attitudes, and cognition are shaped by a blend of personal, social, and environmental influences. Regarding inclusive assessment for learning, a teacher's personal factors, including training, experience, collaboration, and attitude, can greatly influence their approach to and execution of assessment in the classroom. For instance, a teacher who has undergone training in inclusive assessment procedures is more inclined to employ a range of assessment techniques that are easily understandable and usable by all students, including those with different learning requirements. Likewise, a teacher's disposition towards inclusive education and their personal expertise in collaborating with varied student demographics may also influence their approach to assessment. Gender might also influence the matter, since studies indicate that male and female teachers may adopt distinct approaches to assessment and teaching. In summary, the Social Cognitive Theory can be valuable in comprehending the role of teacher variables in promoting inclusive assessment for learning in primary schools. An in-depth comprehension of the intricate dynamics among teachers, students, and the learning environment can be achieved by taking into account personal, social, and environmental elements.

2.9 Conceptual Framework

A conceptual framework is a research instrument designed to aid a researcher in gaining insight and comprehension of the subject being examined, as well as effectively conveying this information (Frankel and Wallen, 2000). The application of inclusive assessment for learning is intimately tied to teacher characteristics such as training, teamwork, experience, and attitude. The training and experience of teachers augment their capacity to employ multiple assessment techniques and modify assessments to suit the needs of a wide range of

learners. Collaboration has the ability to influence the evaluation methods used by teachers, which can have significant effects on inclusion. The use of inclusive assessment methodologies is linked to favourable attitudes towards inclusion and student potential. Schools can enhance the implementation of inclusive assessment methods for the benefit of all students by acknowledging and resolving these teacher-related problems. Figure 2.1 illustrates the interrelationships between different variables that contribute to the success of inclusive assessment for learning.





Independent variables:

Figure 2.1 Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methods employed in the study. The document provides comprehensive information on the research methodologies employed. The document provides information regarding the demographic group being studied, the number of participants in the sample, and the methods used for selecting the sample. The next section provides an overview of the study instruments, including the tools used for each group of participants, the validity of the instruments, and their dependability. The chapter additionally outlines the methodologies for gathering data and the ways for analysing it. The research concludes by addressing the ethical implications.

3.2 Research Design

A research design encompasses the comprehensive blueprint or framework that directs the entirety of the research process. The text provides a clear and concise description of the necessary stages and protocols to effectively answer research questions or objectives, as stated by Mugenda and Mugenda (2003). The study employed a mixed-methods technique. This approach integrates both quantitative and qualitative methodologies to offer a full comprehension of the research subject (Creswell & Plano, 2018). The study specifically utilized a blend of descriptive survey and phenomenological research methodologies.

The descriptive survey design is a scientific methodology that entails observing and documenting the behaviour of individuals without exerting any influence on it. It involves gathering data on their attitudes, opinions, or habits (Orotho, 2006). A descriptive survey was employed to gather quantitative data on teacher training, experience, collaboration, and attitudes towards inclusive assessment. This method was chosen as it is deemed suitable for collecting factual information, knowledge, attitudes, and opinions from the participants, as well as details about procedures and events (Gay, 2007; Orotho, 2004).

Phenomenology research design entails the in-depth examination of a limited group of participants to uncover meaningful patterns and relationships in their lived experiences (Creswell, 2009). This research design was to gather the perspectives of the Sub-County Education Officer and Grade 6 learners regarding teacher training, experience, collaboration, and attitude in relation to inclusive assessment for learning in schools.

The research methodology employed a combination of quantitative and qualitative methodologies to gain a thorough and all-encompassing understanding of the teacher

elements that impact inclusive assessment for learning in normal public primary schools in Kisauni, Mombasa.

3.3 Target Population

According to Mugenda & Mugenda (2003), the target population is defined as the complete group that a researcher is interested in or the group from whom the researcher aims to draw conclusions. As reported by the Kisauni M.o.E office in 2023, there were a total of 16 conventional public elementary schools located in Kisauni Sub-County, spread across seven different wards. Bamburi, Junda, and Shanzu each had three schools, while Mjambere, Magogoni, and Mtopanga each had two schools. Mwakirunge had only one school. The target population consisted of 16 ordinary public primary schools in each ward, one sub-county education officer, 112 instructors, and 640 Grade 6 learners who were considered to have important information based on their extended tenure in the schools and experience in CBC.

3.4 Sample Size and Sampling Techniques

A sample refers to a subset of the entire population that is specifically examined by the researcher and from which characteristics are inferred for the entire population (Kasomo, 2007). The sample size for this study was established using the Krejcie and Morgan table of 1970, as referenced in Kasomo (2007). Krejcie and Morgan employed the proportionate sampling technique to determine a sample size of 14 schools. The proportionate sampling technique was employed to pick a representative sample from the population, taking into account the proportion of each subgroup within the population (Kish, 1965). The researcher calculated the aggregate number of schools in each ward, then computed the proportion of schools in each ward relative to the overall number of schools across all wards. Finally, the researcher multiplied this proportion by the total sampled population. This provided the ratio

of schools in each ward. Upon doing calculations, it was determined that Bamburi, Junda, and Shanzu wards had the maximum number of schools included in the sample, with a total of three schools each. In order to meet the desired quota of two units, the schools in each ward were selected using basic random approaches.

Each ward's schools were assigned a numerical tag on a piece of paper. These papers were then folded and placed in a container that represented the three wards. The researcher randomly selected one piece of paper from the container for each ward. The initial two schools corresponding to the selected numbers were incorporated into the study sample. The purpose of determining the number of schools in each of the seven wards of Kisauni Sub-County was to ensure equitable representation. Therefore, the sample size for the study consisted of 14 school principals and one Sub-County Education Officer. These individuals were chosen because of their specific responsibilities in overseeing the implementation of inclusive education in the schools and Sub-County, respectively.

Krejcie and Morgan suggest that for a population size of 112, a sample size of 86 respondents is recommended. Thus, a total of 86 teachers, namely 6 teachers from each of the 14 selected schools, were categorized by gender and then randomly picked using simple random approaches. The study included Grade 6 students from selected schools. The students were grouped by gender and then chosen using a simple random selection method within each gender. The total sample number of students utilized in the study was 234, which means there were 17 students per school. This sample size was determined based on the recommendation by Krejcie and Morgan for a population of 640. Davidson (2012) justifies the use of basic random sampling approaches by highlighting their potential to give an unbiased representative of the researched population. This was due to the fact that every

individual in the population had an equitable opportunity of being chosen, resulting in a sample that was less susceptible to any pre-existing prejudices or preferences. The study's sample frame is displayed in Table 3.1.

Table 3.1

Sample Frame of the Study

Category of respondents	Target population	Sample size	Percentage
Number of schools per wards			
1. Bamburi	3	2	67
2. Junda	3	2	67
3. Mjambere	2	2	67
4. Magogoni	2	2	67
5. Mtopanga	2	2	67
6. Mwakirunge	1	1	100
7. Shanzu	3	2	67
Headteachers	16	14	86
Teachers	112	86	77
Learners	640	234	37
Education officers	1	1	100
Total	785	349	44

3.5 Research Instruments

In this study, the following research instruments were used;

Questionnaire

Dillman, et al (2014) defines a questionnaire as a structured collection of questions employed in a quantitative investigation to obtain information. The delivery can be facilitated through postal service, telephone, electronic mail, or face-to-face interaction. A quantitative data collection method utilizing a Likert scale was employed in the research questionnaire.

Questionnaires facilitate the efficient collection of extensive information in a short period of time, as well as the retrieval of potentially sensitive material that may be uncomfortable to inquire about in person (Mugenda & Mugenda, 2003). Additionally, it facilitated the participation of multiple respondents in addressing the same investigative query, thereby enabling an examination of the current state of the phenomena. The questionnaires administered to different respondents, specifically headteachers and teachers, varied. Both open-ended and close-ended questionnaires were utilized. The questionnaires consisted of two sections: one for collecting demographic data from the responder and another for gathering general information.

Interview Guide for Sub-County Education Officer

An interview guide is a comprehensive blueprint for conducting a specific sort of interview. It consists of a structured set of questions, together with prompts, probes, and other techniques, designed to extract information from the interviewee. The film "Patton" was released in 2002. The Interview guide is utilized to elicit comprehensive information that may be unattainable through questionnaires (McLeod & Clarke, 2014). The interview guide was

organized into two distinct sections. Section A presented an overview of the interviewees. Section B provided pertinent information pertaining to the study and aligned with the stated objectives.

The Focus Group Discussion Guide for Learners

As stated by Krueger and Casey (2000), a Focus Group Discussion is a meticulously organized conversation aimed at gathering perspectives on a certain topic of interest within a safe and open setting. The FGD offers comprehensive insights into the factors being investigated (Kombo & Tromp, 2006). The researcher prepared a set of 8 structured questions to inquire about learners' perceptions of how teachers' collaboration and attitude impact inclusive assessment.

3.6 Validity of the Instruments

Validity pertains to the capacity of an instrument to accurately assess the specific construct it aims to evaluate. The term "degree of representation" refers to the extent to which the findings derived from data analysis accurately reflect the topic being investigated (Mugenda & Mugenda, 2003).

The research instrument's validity was established by verifying the content of the instruments through re-testing, ensuring that they encompass all potential items that measure the substance of the objectives. The ambiguous questions were deleted, while the others were rephrased. The author Amin (2005) addressed and resolved any ambiguities, misunderstandings, and shortcomings. In terms of face validity, the phrases employed in the instruments were simplified, clarified, and directly linked to the study problem. Complex terminologies were removed following the input of supervisors on the questionnaire and interview schedules. The validation of the instruments involved seeking the supervisors' comments on the relevance, language, and clarity of the items, in order to assess the content validity. Table 3.2 displays the Content Validity Index (CVI) values for the instruments. The

content validity index was quantified and shown in a tabular format utilizing the prescribed formula:

$$\text{Content validity index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

Table: 3.2

Content Validity Index (CVI) of Instruments

Evaluator	Questionnaire		Interview	FGD
	Head Teachers	Teachers	Sub-County Education Officer	Grade 6 learners
Supervisor 1	0.75	0.78	0.79	0.81
Supervisor 2	0.73	0.77	0.75	0.72
Average	0.74	0.75	0.70	0.76

The study utilized several instruments to gather data, including a questionnaire administered to teachers and head teachers, an interview schedule administered to Sub-county education officers, and focus group discussions used to examine Grade 6 students' perception of study topics. The validity index of these instruments was determined by the evaluators. The results were in line with the findings of Arya et al. (2002) and Amin (2005), who argued that the instruments are considered valid for research purposes if the test results of the instruments are higher than 0.7. The instruments were exclusively recommended for research purposes when the findings reached an average of 0.7. CVIs were administered to all instruments utilized in the investigation.

3.7 Reliability of the Instruments

Reliability refers to the degree of consistency in the outcomes of a test (Kombo & Tromp, 2006). In order to determine the reliability of the instruments, the researcher employed the test-retest technique, which involved administering the identical instruments to

the same group of individuals on two separate occasions, with a 10-day delay between them (Musa, 1987). The results obtained from both administrations exhibited a high degree of consistency, indicating that the instruments employed were credible. The initial data collected from the questionnaires were inputted into the Statistical Package for Social Sciences (SPSS) software. Subsequently, the Cronbach's alpha coefficient reliability test was computed using the appropriate procedure.

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where:

N = the number of items.

\bar{c} = average covariance between item-pairs.

\bar{v} = average variance.

The Cronbach's alpha coefficient data were further analysed and quantified using SPSS. All portions of the instruments showed a Cronbach's alpha value over .700, as stated by Kasomo (2007). The reliability coefficient for the headteachers' questionnaire was determined to be $r = 0.71$, while for the teachers' questionnaire it was $r = 0.76$. These values indicate that both instruments exhibited a high level of reliability.

3.8 Data Collection Procedures

After receiving an introductory letter from the University of Nairobi, the researcher obtained clearance from the National Commission for Science Technology and Innovation. The researcher additionally acquired an authorization letter from the Director of Education for Kisauni Sub-County. The researcher additionally obtained consent from the headteachers of the selected public elementary schools and scheduled appointments with each headteacher for the specific day and time of data collection. The researcher devised a timetable in

conjunction with school administration and found appropriate venues and time slots to carry out the study, ensuring minimal interference with routine school operations. Subsequently, the researcher proceeded to the selected schools and distributed the research tools to the chosen participants at a designated venue, adhering to a prearranged timetable. Furthermore, all the research instruments were gathered on the same day.

3.9 Data Analysis Techniques

The choice of data analysis process depends on whether the research data is qualitative or quantitative (Kombo & Tromp, 2006). The study collected quantitative data using closed-ended surveys with a five-point Likert scale, and qualitative data using interview guides, focus group discussions (FGDs), and open-ended questionnaires. The closed-ended questions' raw data was encoded and inputted into the computer using the Statistical Package for Social Sciences program (SPSS) version 17.0. This process allowed for the generation of descriptive statistics, including frequency distribution tables, percentages, and means. The data underwent correlation analysis to detect patterns between teacher factors and inclusive evaluation for learning. The salient qualitative replies were shown through narratives and direct quotations, and were associated with overarching themes taken from each purpose.

3.10 Ethical Considerations

The researcher ensured that all the participants were thoroughly briefed on the objective of the investigation. The researcher made a deliberate effort to build a positive relationship with the respondents who willingly provided information. The researcher guaranteed the confidentiality and anonymity of the respondents, ensuring that the identity of each individual whose voices were recorded for the research study was concealed.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter explores the complexities of data analysis, interpretation, and the subsequent discussion of findings. This crucial section examines several aspects, such as the demographic characteristics of the respondents; Training educators and implementing inclusive assessment methods; Facilitating collaboration among teachers to promote inclusive assessment practices; Incorporating teaching experience into inclusive assessment for learning; Examining the teacher's attitude towards inclusive assessment for learning. The presentation consists of numerical data presented in the form of figures and tables.

4.2 Instrument Return Rate

Within this section, the researcher presents the rates at which participants in different categories returned the research instrument. Table 4.1 displays the rate of instrument returns per ward.

Table 4.1

Instrument Return Rate Per Ward

Ward	Headteachers		Teachers	
	F	(%)	F	(%)
Bamburi	1	100	8	100
Junda	2	100	19	100
Magogoni	1	100	8	100
Mjambere	1	100	7	100
Mtopanga	2	100	15	100
Mwakirunge	1	100	8	100
Shanzu	1	100	8	100
Total	9	64.3	73	84.9

The return rates offer valuable insights on the level of engagement and cooperation exhibited by the respondents, which is essential for ensuring the overall credibility of the data. Among the 14 headteachers chosen for the study, an impressive 9 successfully filled out and submitted their questionnaires. The result corresponds to an approximate return rate of 64.3%. Out of the 86 teachers who were selected for the study, a remarkable 73 of them filled out and submitted the questionnaire. This indicates a strong rate of return of roughly 84.9%. The interview schedule for the Sub-County education officer received a response rate of 100%. A grand total of 234 learners were identified as suitable candidates for participation in Focus Group Discussions. Out of this group, 157 individuals actively participated, leading to a participation rate of around 67.1%. The return rates were deemed satisfactory as they met the recommended threshold of 50% and above for analysis and reporting (Mugenda & Mugenda, 2003).

4.3. Demographic Characteristics of the Respondents.

The participants were categorized based on their gender, educational and professional background, expertise in administrative tasks, and age. The researcher utilized demographic factors to group respondents together, enabling them to determine whether the sample accurately represented a certain demographic group. This analysis also helped identify any significant deviations, ensuring that biases and stereotypes were avoided when interpreting the data.

4.3.2. Respondents disaggregated by gender

The participants consisted of both male and female educators who have engaged with students in Grade 6 at conventional public elementary schools. Table 4.2 displays the distribution of respondents according to gender, presented in both absolute frequencies and relative percentages.

Table 4.2

Gender of the Respondents

Respondents	Male		Female		Total	
	(f)	(%)	(f)	(%)	(f)	(%)
Headteachers	2	21	7	79	9	100
Teachers	29	39.7	44	60.3	73	100
Learners	79	50.3	78	49.6	157	100

The results indicate that 79% of headteachers are women, whilst only 21% are men. These findings indicate a notable disparity in the representation of genders among headteachers, with females occupying a majority of these positions. The report additionally

demonstrates that 60.3% of teachers are women, whereas 39.7% are men. While there is still a predominance of females in this position, the gender distribution among teachers is relatively more equitable compared to headteachers.

Overall, the data indicates that women are more inclined to assume the role of headteachers in comparison to men, as the proportion of females in this position is notably greater. Conversely, the teaching profession, although still biased towards females, exhibits a somewhat more even distribution across genders.

4.3.3: Age of the respondents by category.

The participants in the survey were categorized based on their age. Table 4.3 provides the age groups of the head teachers and teachers who participated in the study.

Table 4.3

Age of the Respondents by Category

Age Category	Head teacher		Teachers	
	(f)	(%)	(f)	(%)
Below 24 years	0	0	4	5.5
25-34 years	0	0	24	32.9
35- 44 years	1	11.1	29	39.7
Above 45 years	8	88.9	16	21.9

The study findings indicate that 11.1% of headteachers fall between the age range of 35 to 44 years, while a substantial majority of 88.9% are above the age of 45. These findings indicate that the position of headteacher is predominantly held by individuals who are of

advanced age, with a majority falling into the 45 years and older age group. Regarding professors, the age distribution exhibits greater diversity. The results indicate that 5.5% of teachers fall into the age group below 24 years, 32.9% are between the ages of 25 and 34, 39.7% are in the 35-44 age range, and 21.9% are above the age of 45. This suggests a greater variety in the distribution of teachers across various age groups. In general, the data indicates that headteachers often have an older age, with most of them being over 45 years old. On the other hand, teachers exhibit a broader variety of ages, with substantial numbers in various age groups in Kisauni Sub-County.

4.3.4 Academic qualification of the headteachers and the teachers.

The participants were additionally requested to disclose their educational credentials. The survey included headteachers and teachers with diverse academic credentials. Table 4.4 displays the educational credentials of the headteachers and teachers.

Table 4.4

Academic Qualification of Headteachers and Teachers

Qualification	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
KJSE	0	0	1	1.4
O level	8	88.9	65	89.0
A- level	1	11.1	7	9.6
Total	9	100.0	73	100.0

The study findings indicate that a significant proportion of headteachers (88.9%) possessed O-level degrees, while a minority, namely 11.1%, possessed A-level qualifications. The data suggests that most headteachers had achieved their education up to the O-level, while just a minority pursued further academic credentials at the A-level. The findings indicate that most teachers have achieved their schooling at the O-level, while a minority have obtained A-level qualifications, and an even smaller minority have KJSE qualifications. On the whole, the data indicates that the majority of headteachers and teachers have attained their education up to the O-level. A smaller proportion of headteachers and teachers possess A-level qualifications, suggesting a higher level of education.

4.3.5 Professional qualification of the headteachers and teachers

The researcher aimed to ascertain the greatest level of professional qualification held by teachers and headteachers. The results are displayed in Table 4.5.

Table 4.5

Professional Qualification of the Respondents

Qualifications	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
P1	0	0	26	35.6
ATS	0	0	1	1.4
S1	1	11.1	0	0
Diploma in Education	2	22.2	24	32.9
B.ED	3	33.3	20	27.4
PGDE	2	22.2	0	0
M.ED	1	11.1	2	2.7
Total	9	100	73	100.0

According to this study, the prevailing qualifications among headteachers are B.Ed (Bachelor of Education) and PGDE (Postgraduate Diploma in Education). On the other hand, among teachers, the most prevalent qualification is P1, followed by a Diploma in Education and B.Ed. Headteachers exhibit a discernible disparity in the allocation of qualifications, as they possess a greater proportion of PGDE and M.Ed qualifications in comparison to teachers. These findings indicate that headteachers are more likely to possess higher qualifications, while teachers may have a broader spectrum of degrees ranging from basic to advanced levels.

4.4 Teacher Training and Inclusive Assessment for Learning

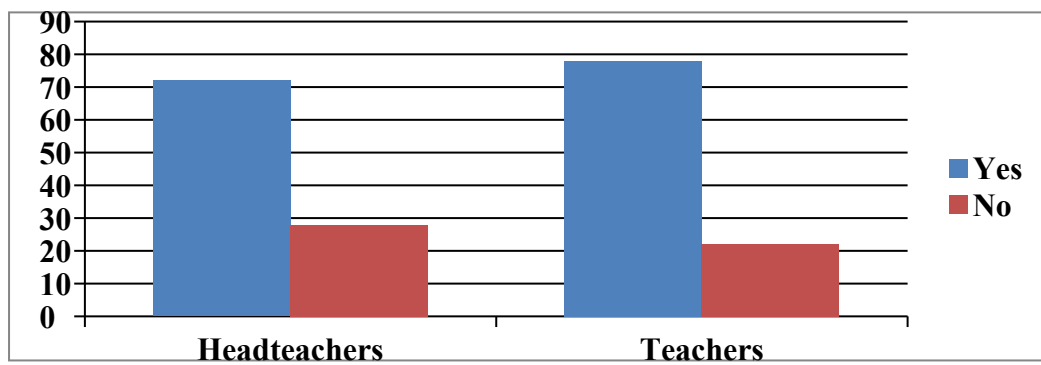
This section provides the results and explanations regarding objective one. The study aimed to investigate the impact of teacher training on inclusive assessment for learning in regular public elementary schools in Kisauni Sub-County, Mombasa County. The researcher aimed to ascertain the impact of professional development programs on teachers' comprehension and use of inclusive assessment for learning by collecting data on teacher training. The qualitative data were analysed using descriptive statistics and correlation analysis to uncover trends linking training experience and inclusive evaluation for learning. A qualitative analysis was performed to examine interview transcripts and open-ended survey questions using thematic analysis. The goal was to discover common themes, patterns, or repeating concepts pertaining to the impact of teacher training on inclusive assessment for learning. The study's findings are reported in the following parts.

4.4.1: Teachers' pre-service training on inclusive assessment

The head teachers and teachers were requested to indicate whether pre-service teacher preparation has an impact on the successful implementation of inclusive assessment for learning. Figure 4.1 displays the results.

Figure 4.1

Pre-service Training on Inclusive Assessment



According to the research findings, both headteachers and teachers agreed that pre-service teacher preparation had a substantial impact on the successful execution of inclusive assessment for learning. Of the headteachers questioned, 72% concurred that pre-service teacher preparation contributes to the successful execution of inclusive assessment, whereas 28% had a contrary view. Regarding teachers, a far larger proportion (78%) concurred that pre-service teacher training has an impact on the successful execution of inclusive assessment, while only 22% expressed dissent. When asked to elaborate on their feelings, the headteachers stated that improved academic qualifications will enable them to effectively organize and motivate their personnel to be more attentive, particularly when dealing with inclusive assessment in different school settings.

The teachers explained that their academic qualifications equip them with the necessary knowledge to properly execute inclusive assessment for learning. The findings aligned with the feedback provided by the students in a focus group discussion at one of the schools. The students expressed satisfaction and positive feelings towards the assessment methods

employed by their teachers. The participants in the focus group discussion lacked knowledge regarding the extent of their instructors' training, but unanimously agreed that enhanced teacher training would lead to improved assessment of students.

The study's findings are consistent with a previous study conducted by Forlin et al (2011) that investigated the correlation between teacher qualifications and inclusive practices in Australia, Canada, and Hong Kong. The study revealed a positive correlation between teachers' level of credentials and their likelihood of embracing inclusive practices, such as inclusive assessment. Teachers with higher qualifications shown a greater propensity for adopting these practices compared to their counterparts with fewer qualifications.

The results also validate the findings of the Global Education Monitoring (2020), which observed that teachers with advanced academic or professional qualifications were more inclined to have undergone thorough training in assessment principles. This training equips them with the knowledge needed to make well-informed choices regarding the design and execution of assessments.

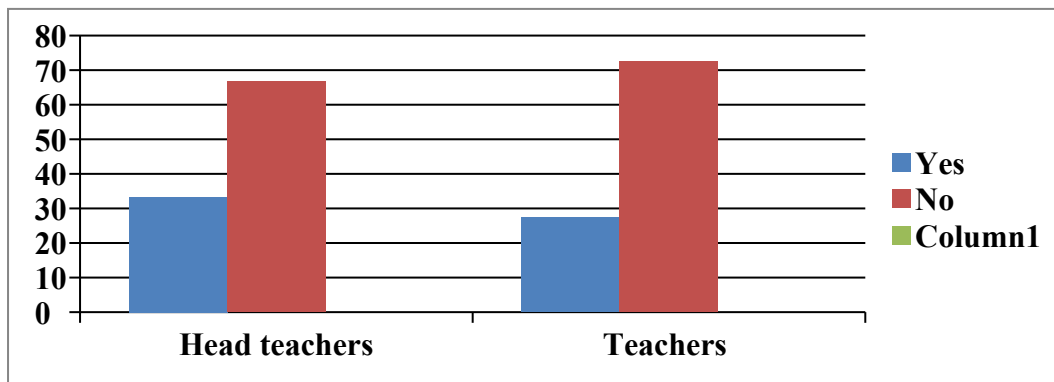
Both headteachers and teachers acknowledged the significance of pre-service teacher training in fostering inclusive assessment practices, as indicated by the findings. The substantial consensus among instructors suggests that they possessed a greater amount of first-hand experience with the effects of this training on inclusive assessment. The marginally diminished level of consensus among headteachers may suggest a requirement for heightened awareness or comprehension regarding the advantages of inclusive assessment training. In summary, the results stress the significance of offering thorough training to prospective teachers that focuses on inclusive assessment methods. This training should be provided to both headteachers and teachers in order to ultimately improve the application of inclusive assessment for learning in educational environments.

4.4.2 Teachers undergone in-service training on special needs education

The researcher aimed to ascertain whether the teachers and head teachers received any additional training in special needs education following their first training. The results are displayed in Figure 4.2.

Figure 4.2

Teachers Undergone In-service Training



The results indicated that a significant proportion of head teachers (66.7%) and teachers (72.6%) had not received any in-service training in the field of special needs education. The data indicate that the majority of instructors in public elementary schools in Kisauni Sub-County have not received any further training on special needs and inclusive education. The findings suggest that despite lacking professional qualifications in special needs education, most teachers believed they were competent in conducting inclusive assessment for learning.

This confidence can be attributed to the impact of CBC seminars, which prioritize inclusive assessment for learning. The survey asked head teachers (27.4%) and teachers (33.3%) who reported receiving training on special education needs to elaborate on the benefits of this training in relation to inclusive assessment for learning. Individuals who had been training acknowledged the value of inclusive assessment, which involves modifying and adjusting assessment methods to provide fairness and equal opportunities.

It has been determined that while TSC has organized multiple in-service training sessions on inclusive assessment under the Competency-Based Curriculum (CBC), most instructors have not participated. This is because the number of teachers attending these training workshops is limited per school. It is possible that some teachers deliberately avoided attending these training sessions due to negative perceptions, while others who have a positive perception of the pre-service training consistently participate in them. This creates an imbalance in the statistics of teachers who have received pre-service training on inclusive assessment for learning. These findings corroborate the Ministry of Education's study (2009) which said that only a limited number of teachers in Kenya were adequately equipped to implement inclusive education practices.

4.4.3 Suitable academic level for effective implementation of inclusive assessment

Teachers were requested to indicate the academic proficiency levels they deemed appropriate for the successful execution of inclusive formative assessment. The results are displayed in Table 4.6.

Table 4.6

Suitable Academic Level for Effective Implementation of Inclusive Assessment

Frequency	Frequency	Percent
O-level	16	21.9

A-level	3	4.1
University Graduate	47	64.4
Other	7	9.6
Total	73	100.0

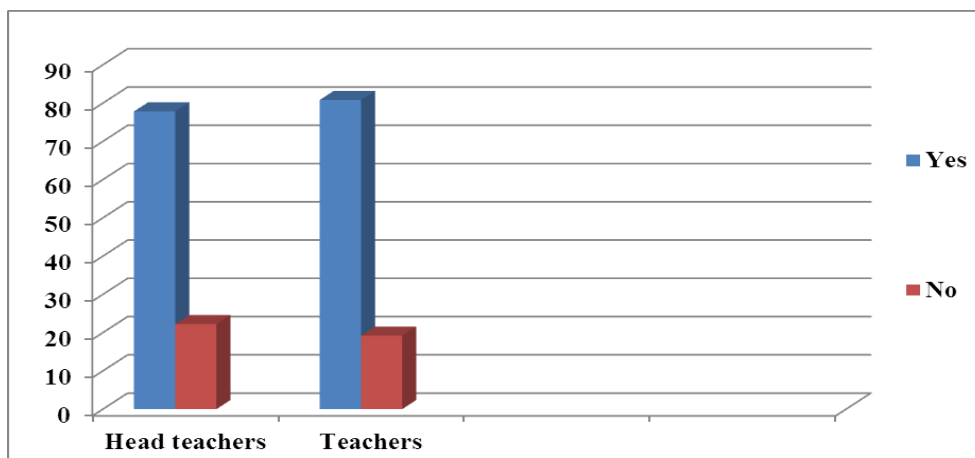
The study findings reveal that a small percentage of teachers, specifically 21.9% at the O-level and 4.1% at the A-level, believed that the academic requirements for successful implementation of inclusive assessment for learning were met. However, the majority of teachers, accounting for 64.4%, considered that a University graduate level was appropriate for effectively implementing inclusive assessment for learning in public primary schools. The study reveals that the academic level of teachers plays a crucial role in the successful implementation of inclusive assessment for learning. This finding aligns with the United States Department of Education's argument (2021), which states that teachers with master's and doctoral degrees are more enthusiastic and motivated to work with students in inclusive settings.

4.4.4 Adequacy of pre-service teacher training onof inclusive assessment for learning

The study aimed to determine if pre-service training fully prepared teachers to effectively utilize inclusive assessment for learning. Figure 4.3 displays the results.

Figure 4.3

Adequacy of Pre-service Training on Implementation of Inclusive Assessment



The findings indicate that a significant proportion of teachers (80.8%) and headteachers (77.8%) believe that pre-service teacher preparation effectively prepared them for effective inclusive assessment for learning. This is consistent with the research that highlights the significance of pre-service teacher preparation in equipping educators with the necessary skills for inclusive practices (McLeskey & Waldron, 2011).

Teacher education programs must prioritize inclusive assessment, since research emphasizes the importance of pre-service programs in catering to the varying requirements of learners (Dieker et al., 2014). The Sub-County Education Officer concurred with the findings, emphasizing the need for comprehensive training of teachers in inclusive education practices, including evaluation, during their college education. He elaborated that it is essential to provide training for inexperienced teachers on creating inclusive assessment tools, such as anecdotes, checklists, observation schedules, and rubrics. Although most headteachers and teachers view pre-service training as effective, a significant proportion of headteachers (22.2%) and teachers (19.2%) do not consider teacher training to be sufficient for implementing inclusive assessment for learning. The findings suggest that pre-service training can significantly impact teachers' ability to apply inclusive assessment methods. Therefore, it is crucial to provide teachers with pre-service training to adequately prepare them for implementing inclusive assessment practices.

4.4.5 Areas of assessment which need more training

The participants were requested to indicate the specific domains of evaluation that need additional instruction. The results are displayed in Table 4.7.

Table 4.7

Area of Assessment That Needs More Training

Areas of assessment	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Settings	1	11.1	11	15.1
Timing /scheduling	0	0	4	5.5
Response	0	0	4	5.5
Feedback	1	11.1	16	21.9
All	7	77.8	38	52.0
Total	9	100.0	73	100.0

The survey findings indicate that a significant proportion of headteachers (79.8%) prioritize the importance of training in several domains, indicating a holistic approach to enhancing professional growth in inclusive assessment. This is consistent with the existing research that emphasizes the complex and diverse aspects of inclusive assessment, including various contexts, feedback, and other components (Schildkamp et al., 2019).

Teachers also acknowledged the need of receiving training in inclusive assessment for learning, with 52.0% expressing the requirement for training in all highlighted areas. Teachers have identified several areas of focus, namely settings, reaction, timing/scheduling, and feedback. This statement acknowledges the varied and subtle elements of evaluation in inclusive environments (Salend, 2018). The emphasis placed on "settings" by both headteachers and teachers highlights the importance of establishing inclusive assessment contexts. This supports the findings of studies that highlight the importance of educators establishing inclusive environments that cater to a wide range of learning requirements (Bowe, 2005).

Moreover, the focus on "feedback" by both groups corresponds with literature that underscores the crucial significance of feedback in inclusive evaluation methodologies (Black

& Wiliam, 1998). Efficient feedback is crucial for facilitating students' learning and guiding instructional choices. The diverse reactions concerning "timing/scheduling" and "response" underscore the intricacy of inclusive assessment and the necessity for customized instruction to tackle these particular facets (Elliott & Grigorenko, 2014). The findings underscore the various aspects of inclusive assessment that educators have recognized as requiring further training. This suggests that there is a need for training among instructors in all areas of inclusive assessment.

4.4.6 Level of importance of teacher training on inclusive assessment for learning

Participants were requested to evaluate the significance of teacher training in order to effectively administer inclusive assessment for learning in public primary schools. The findings are displayed in Table 4.8.

Table 4.8

Level of Importance of Teacher Training on Inclusive Assessment for Learning

Level	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Moderately important	1	11.1	10	13.7
Very important	6	66.7	47	64.4
Extremely important	2	22.2	16	21.9
Total	9	100.0	73	100.0

The data revealed that a mere 11.1% of head teachers and 13.7% of teachers considered the level of training on inclusive assessment to be fairly important. However, a significant majority of head teachers assessed teacher training on inclusive assessment as either "Very

important" or "Extremely important." This is consistent with previous research that highlights the crucial importance of professional development in equipping teachers with the necessary skills for inclusive practices (Pugach & Warger, 1998).

Likewise, most instructors expressed that teacher training on inclusive assessment is either "Very important" or "Extremely important." Empirical evidence substantiates the notion that proficient teacher training plays a pivotal role in fostering triumphant inclusive assessment methods (Hardman et al, 2013). The fact that both groups gave the highest relevance rating to teacher training shows that they acknowledge the intricate nature of inclusive assessment and the necessity for educators to possess the required expertise and knowledge (Salend, 2018). To summarize, the research findings highlight the common understanding among headteachers and teachers on the crucial significance of teacher training for effectively implementing inclusive assessment in mainstream public schools.

4.4.7 Participation in TPD to enhance skills on inclusive assessment

The participants were requested to indicate the frequency of their engagement in professional development opportunities aimed at augmenting their competencies in inclusive assessment. The results were presented in table 4.9.

Table 4.9

Participation in TPD to Enhance Skills on Inclusive Assessment

Rate	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Rarely	0	0	5	6.8
Occasionally	1	11.1	11	15.1
Sometimes	2	22.2	21	28.8
Often	2	22.2	24	32.9
Always	4	44.4	12	16.4

Total	9	100.0	73	100.0
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The survey reveals that a significant proportion of head teachers (44.4%) consistently engage in teacher professional training, compared to only 16% of teachers who consistently enrol in teacher professional development courses. A significant proportion of instructors (32.9%) frequently engage in professional development courses. This finding contradicts the current requirement of the Teacher Service Commission (TSC) for a modern teacher, taking into account the recent teacher training on Competency-Based Curriculum (CBC) led by TSC. It also disregards the compulsory teacher professional development courses offered by accredited training institutions such as Kenyatta University, Mount Kenya University, Kenya Education Management Institute, and Riara University. In addition, there are numerous complimentary online training or professional development courses available for a modern-day educator to engage in, in order to improve their proficiency in contemporary teaching methods and evaluation techniques.

The challenges associated with inclusive assessment in public schools can only be mitigated if teachers proactively stay updated on current concerns in education, including inclusive assessment. The sentiment was corroborated by the Kisauni Sub-County Education Officer, who stated that instructors should engage in diverse Teacher Professional Development (TPD) programs to address the deficiencies in their initial teacher training. This will enable them to effectively accommodate the individual variances among their students. As per the Sub-County Education officer, certain students grasp different concepts more quickly than others, while some take longer. Therefore, teachers should have the necessary understanding.

In general, research suggests that most teachers consider training, especially at the university graduate level, to be advantageous for inclusive evaluation for learning. A substantial proportion also acknowledges the significance of both pre-service and in-service training for the effective execution of inclusive assessment techniques. Nevertheless, it is worth mentioning that a minimal fraction of instructors have participated in Teacher Professional Development (TPD), despite its obligatory nature. Participation in TPD is essential for practicing teachers as it provides them with the necessary skills and information to effectively manage inclusive education, including assessment. Teacher training is crucial in shaping the environment of inclusive assessment in public elementary schools.

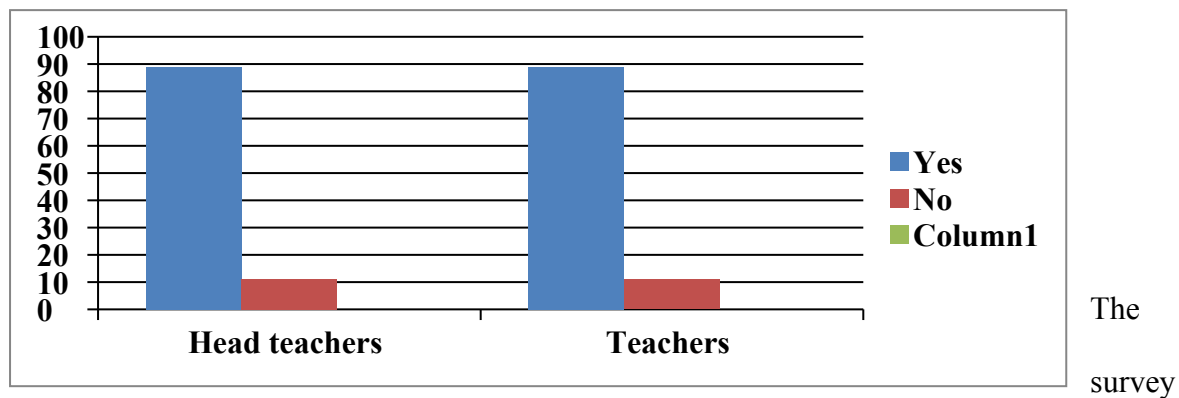
4.5 Teachers' Collaboration and Inclusive Assessment for Learning

This part provides an analysis and interpretation of objective two, which aims to investigate the impact of teachers' collaboration on inclusive assessment for learning in regular public primary schools in Kisauni Sub-County. Through collaboration, teachers can exchange their expertise, experiences, and assessment methodologies, leading to an enhancement in the overall quality of assessment processes. In addition, the collaboration among teachers fosters their professional growth and establishes a support system, empowering them to properly adjust and customize assessments for a wide range of learners. The acquired data were analysed using correlation analysis to determine the magnitude and direction of the associations between collaboration and inclusive assessment for learning. The qualitative data obtained from interviews and open-ended questionnaires were systematically categorized and analysed thematically. This analysis aimed to discover recurring patterns and themes that are associated with teacher collaboration and its influence on inclusive assessment methods. The results are analysed and displayed in the next subsections.

4.5.1 Teacher collaboration on inclusive assessment

Data regarding the potential impact of collaboration on inclusive assessment for learning was actively sought and documented in Figure 4.4.

Figure 4.4: *Teacher Collaboration on Inclusive Assessment*



results indicated that 88.9% of head teachers and 89% of teachers acknowledged that teachers' collaboration had an impact on inclusive assessment for learning. The respondents were subsequently asked to elaborate on their response, and the majority of teachers cited teamwork and differentiation. "Various educators employ distinct methodologies."

The learners' responses were gathered via a focus group discussion that included 15 learners at one of the stations. The learners were instructed to analyze, using specific instances, if the teachers at their school engage in collaboration and actively seek assistance from one another. The data suggest that a large proportion of the participants agreed that their professors engage in collaboration during assessments. For instance, one student mentioned that their teachers collaborate with each other in practical exams such as Home Science and Physical Education. Our teachers collaborate during the assembly, in the staffroom, in the field, and during marking exams. At a different school, students emphasized during focus group discussions that their professors regularly ask parents to discuss their evaluation results. "Parents attend a forum to discuss the results after each examination." The findings

corroborated Jorgensen & Hoffman's (2003) emphasis on the combined endeavours of teachers, specialists, and parents in collecting and analysing assessment data. The advantages of collaboration in developing comprehensive evaluation processes were emphasized.

4.5.2 Proportion of teachers utilizing collaboration practices

The participants were requested to indicate the percentage of educators that employ collaborative strategies in inclusive formative assessment. The results are documented in Table 4.10.

Table 4.10

Proportion of Teachers Utilizing Collaboration Practices

Category	Headteachers		Teachers	
	F	%	f	%
A few	1	11.1	14	19
Some	4	44.5	17	23
Most	4	44.4	22	30
All	0	0	20	27
Total	9	100.0	73	100

The provided research findings offer data on the percentage of instructors who employ collaborative techniques in schools. 44.4% of headteachers indicated that a portion of teachers engage in cooperation practices, whereas 11% each reported that only a few or most teachers do so. Nevertheless, the results indicate that there is a lack of widespread implementation of collaborative methods among teachers in school leadership. According to the statistics, the majority of respondents indicated that 30% of teachers used cooperation methods, while 23% used them to some extent and 19% used them to a limited extent. Approximately 27% of the participants indicated that 'all' teachers engaged in collaboration activities, indicating a significant level of teacher involvement in collaborative work. In

general, the results indicate that teachers frequently engage in collaborative practices, although there might be insufficient emphasis on collaborative work at the level of

Category	Frequency	Percent
Not at all	2	2.7
Slightly	18	24.7
Moderately	26	35.6
Very	23	31.5
Extremely	4	5.5
Total	73	100.0

4.5.3 Use of a variety of collaborative mechanisms in inclusive assessment

The researcher aimed to determine the degree to which the respondents utilize diverse collaborative mechanisms to facilitate inclusive evaluation for learning in their respective schools. Table 4.11 shows the findings of the study.

Table 4.11

Use of a Variety of Collaborative Mechanisms in Inclusive Assessment

The research findings indicate that a substantial proportion of participants utilized collaborative mechanisms in evaluation, with 32% of them reporting frequent usage of these mechanisms. Burgess and Stevenson (2017) found that collaborative assessment has the potential to enhance learning outcomes and foster higher-order thinking abilities. According to Du et al. (2013), collaborative assessment enhances student involvement, critical thinking, and problem-solving skills.

Moreover, according to Boud and Falchikov (2018), collaborative assessment has the potential to enhance student enthusiasm and improve their abilities in peer review. These findings corroborate the idea that using collaborative processes in assessment can significantly enhance student learning and should be promoted in educational environments.

4.5.4 Area of collaboration in inclusive assessment for learning

The participants were requested to indicate the domain of cooperation employed by educators in inclusive evaluation within their respective educational institutions. The results are documented in Table 4.12.

Table 4.12

Area of Collaboration in Inclusive Assessment for Learning

Category	Headteachers		Teachers		The
	Frequency	Percent	Frequency	Percent	
Any of the above	5	55.6	31	42.5	
All	4	44.4	42	57.5	
Total	9	100.0	73	100.0	

research findings indicate that both headteachers and teachers participate in collaborative efforts for inclusive assessment for learning, with different levels of frequency and involvement. 55.6% of headteachers stated that they utilize at least one of the highlighted collaboration areas, while 44.4% reported using all of them. In a similar vein, 57.5% of teachers indicated that they utilize all of the cooperation spaces, while 42.5% reported using at least one of the areas.

The study indicates that teachers' collaboration has an impact on inclusive assessment practices, specifically in the areas of joint planning, joint formulation of assessment rubrics

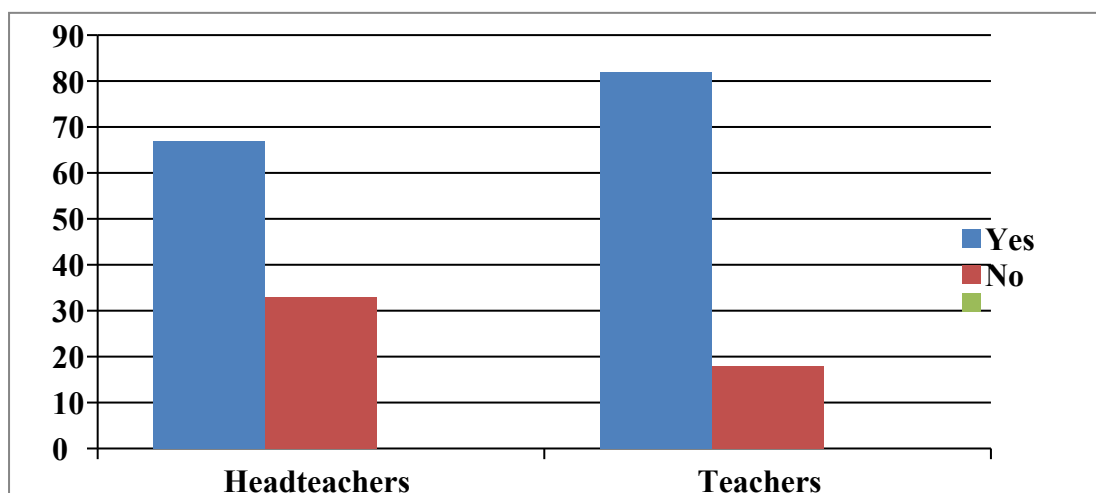
and criteria, joint execution of assessment practices with support personnel, and joint analysis of assessment outcomes. The study demonstrates that by utilizing all the aforementioned areas of collaboration, schools may effectively apply inclusive assessment techniques. The results align with Avramidis et al. (2000), who emphasized the need of collaboration in addressing the varied requirements of students. Florian (2014) emphasized the significance of cooperation among teachers, support personnel, and other experts in improving inclusive assessment for learning.

4.5.5 Collaboration with colleagues improves inclusive assessment practices

Head teachers were requested to indicate whether collaborating with colleagues enhances their own individual assessment processes. Teachers were also queried on whether collaboration facilitates their acquisition of knowledge regarding diverse assessment methods and procedures. Figure 4.5 displays the outcome.

Figure 4.5

Collaboration with Colleagues Improves Inclusive Assessment for Learning



The research findings indicate a direct relationship between teacher collaboration and enhancements in inclusive assessment for learning. The study reveals that a significant majority of headteachers (69%) and teachers (82%) view collaboration with peers as advantageous for their own assessment procedures. This is consistent with previous research that emphasizes the significance of cooperative evaluation methods. Hattie and Timperley (2007) contend that collaborative professional learning communities have the potential to augment instructors' comprehension and use of assessment procedures. In addition, Black and Wiliam (1998) highlight the importance of formative assessment and how it can be enhanced through collaborative endeavours among educators. In addition, the research indicates that a smaller proportion of headteachers (31%) and teachers (18%) do not consider collaboration to be advantageous for their assessment processes. Although these individuals may possess varying perspectives or experiences, it is crucial to acknowledge that collaboration may not always provide the same level of effectiveness for every instructor or in every situation.

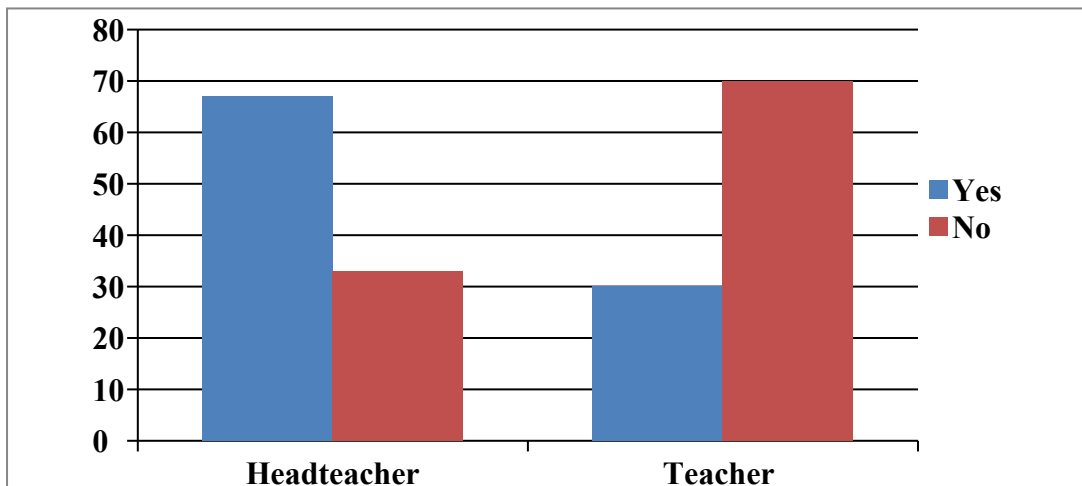
Collectively, the research findings substantiate the notion that teacher collaboration can result in enhanced inclusive assessment methods. Nevertheless, it is crucial to recognize that individual experiences and situations might differ, and not all educators may perceive collaboration as equally advantageous for their evaluation methodologies.

4.5.6 Staff collaboration and the needs of learners in inclusive assessment

In order to determine the efficacy of staff collaboration in addressing the needs of learners, instructors were queried about the potential for conflicts or misunderstandings arising from collaboration within their schools. Headteachers were also inquired on whether staff collaboration adequately fulfills the requirements of all learners in their schools. The results are presented in Figure 4.6.

Figure 4.6

Staff Collaboration and the Needs of Learners in Inclusive Assessment



The research findings indicate that both headteachers and teachers have a favourable opinion of collaboration in addressing the needs of learners in inclusive assessment methods. According to a survey, a significant proportion of headteachers (69%) and teachers (70%) are of the opinion that teacher cooperation is an effective approach to cater to the varied requirements of learners. This is consistent with previous research that highlights the advantages of working together in inclusive education and evaluation. Friend and Cook (2016) contend that the cooperation of educators is crucial in order to offer suitable assistance and adjustments for students with varying learning requirements. Furthermore, Griffin and Pellerin (2015) emphasized the potential of collaborative endeavours in developing customized and efficient assessment approaches for inclusive classrooms.

The study also reveals that a substantial proportion of headteachers (31%) and teachers (30%) hold the belief that collaboration has the potential to result in conflict or misunderstanding among teachers. The headteachers identified several constraints they faced when collaborating, including miscommunication, teachers' unwillingness to take up tasks,

low morale due to low teaching salaries, unnecessary competition among teachers, time constraints from work overload, and teachers' personal perceptions of inclusive assessment.

Conversely, teachers assert that when the objectives of the teams are not achieved, instances of favouritism and stereotyping behaviour emerge inside the collaborative teams, leading to a higher likelihood of members rebelling. Teachers have identified unhelpful administration and a poor working environment as factors that impede staff collaboration. Although it is necessary to identify the possible difficulties that may occur in collaborative environments, it is as important to recognize that effective communication and shared objectives can alleviate these problems (Larrivee, 2017). Overall, the research findings confirm that teachers regard collaboration as advantageous for addressing the needs of learners in inclusive assessment procedures. Nevertheless, it is crucial to recognize that individual experiences and situations might differ, and not all educators may perceive collaboration as equally efficacious in all circumstances.

4.5.7 Plans to sustain and improve teacher collaboration

The participants were requested to articulate strategies for maintaining and enhancing teacher collaboration and inclusive assessment within the educational institutions. The research findings emphasize several tactics and recommendations for maintaining and enhancing teacher collaboration in inclusive assessment for learning.

The majority of headteachers proposed the implementation of teacher training programs focused on inclusive education methods. This approach is backed by research that highlights the significance of professional development in improving teachers' abilities and understanding in inclusive education and assessment (Scruggs & Mastropieri, 2013). A substantial proportion of educators recommended providing training to instructors regarding

the significance of collaboration in inclusive assessment methodologies. The literature has stressed the importance of comprehending the advantages of collaboration in inclusive evaluation (Friend & Cook, 2016). This can result in heightened engagement and involvement from instructors.

Additionally, a substantial proportion of headteachers recommended the provision of ample teaching and learning resources. It is essential to provide teachers with sufficient resources to ensure effective inclusive assessment (Turnbull et al., 2015). This encompasses resources, methodologies, and instruments that facilitate the fulfillment of various educational requirements in evaluations. Research indicates that providing teachers with higher compensation that are commensurate with their work might enhance their motivation and job satisfaction. This, in turn, can have a favourable influence on their entire performance, including their ability to collaborate with others (Ingersoll & Strong, 2011).

Furthermore, the feedback provided by the Sub-County Education Officer highlights the need of tackling attitudinal obstacles that hinder collaboration among instructors. This is consistent with studies that emphasize the importance of positive attitudes and beliefs in promoting successful collaboration (Larrivee, 2017). In addition, the proposal for instructors to cooperate in the development of assessment tools such as rubrics and examinations corresponds to the notion that integrating educators in the construction of assessment materials might result in more pertinent and efficient tools (Stiggins, 2002).

In summary, the research results and suggestions offer a thorough structure for maintaining and improving teacher collaboration in inclusive assessment for learning. This includes aspects such as professional growth, resource availability, factors that motivate individuals, changes in attitudes, and the development of collaborative tools.

4.6 Teachers' Teaching Experience and Inclusive Assessment for Learning

This part aims to determine the impact of teachers' experiences on inclusive assessment for learning in normal public elementary schools in Kisauni Sub-County. The results are analysed in the following subsections.

4.6.1 Teaching experience of respondents in years

The participants were requested to specify the duration of their tenure in the field of education. The survey found that both head teachers and teachers had diverse levels of expertise. Table 4.13 displays the duration of the respondents' job experience in years..

Table 4.13

Teaching Experience of Respondents in Years

Years of experience	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Below 5 years	0	0	20	27.4
5-10 years	0	0	22	30.1
11-15 years	0	0	10	13.7
16 and above	9	100	21	28.8
Total	9	100	73	100.0

All of the headteachers that were studied had a minimum of 16 years of working experience. 27.4% of instructors had a working experience of 5 years or less, 30.1% had a working experience between 5 and 10 years, 13.7% had a working experience between 11 and 15 years, and 28.8% had a working experience of 16 years or more. The statistics indicate that a significant proportion of head teachers and instructors have been engaged in teaching for an extended period of time. Nevertheless, the survey revealed that a significant portion (27.4%) of instructors in the field are considered novices and have the potential to

gain knowledge and skills through collaborative efforts with their highly experienced colleagues.

4.6.2 Work station experience of headteachers and teachers.

The researcher aimed to ascertain the duration of the respondents' tenure in their current positions. The results are displayed in Table 4.14.

Table 4.14

Workstation Experience of the Respondents

Workstation	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
0 years	0	0	6	8.2
1-2 years	3	33.3	24	32.9
3-5 years	5	55.6	14	19.2
6 and above	1	11.1	29	39.7
Total	9	100.0	73	100

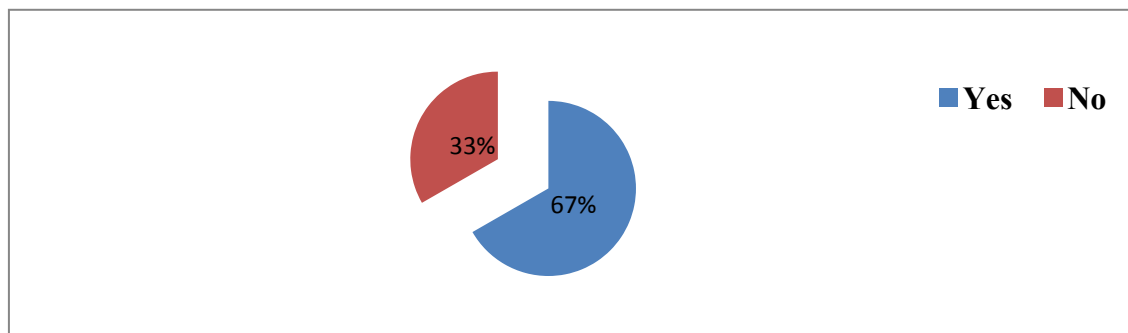
The results indicate that a significant proportion of the head teachers (66.7%) and instructors (58.9%) had been employed at their respective schools for a period exceeding three years. The findings suggest that both the head teachers and instructors have acquired sufficient experience in their schools, indicating their familiarity with the implementation of inclusive assessment techniques in their individual schools.

4.6.4 Headteachers experience in inclusive schools

The head teachers were requested to specify if they had prior experience teaching children in inclusive schools. Figure 4.7 displays the results.

Figure 4.7

Headteachers' Experience in Inclusive Schools



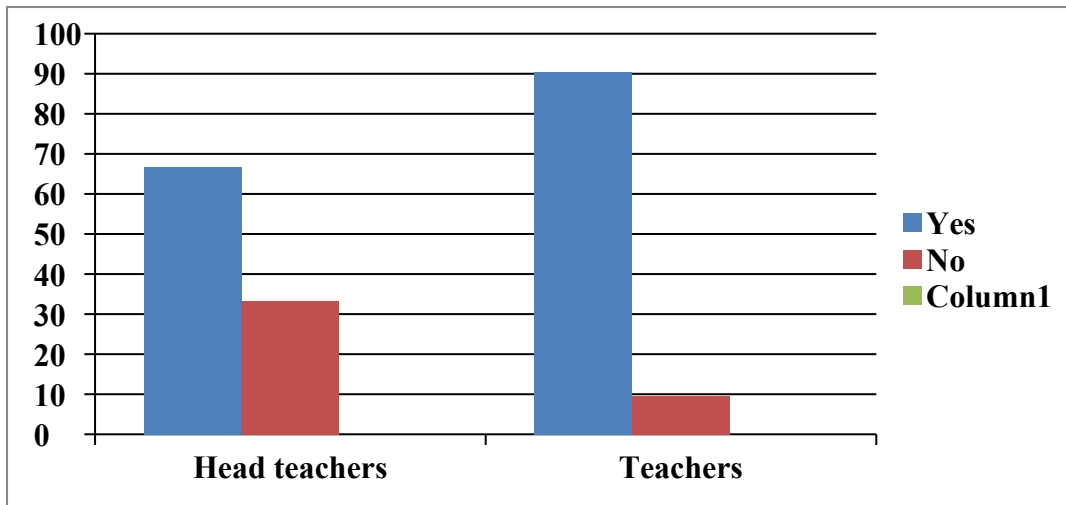
The survey revealed that a significant proportion of headteachers (67%) had prior experience teaching students in inclusive environments, indicating their familiarity with managing and overseeing inclusive assessment practices.

4.6.4 Influence of teachers' experience on inclusive assessment for learning

The participants were requested to indicate whether their teaching experience had an impact on the implementation of inclusive assessment for learning. Figure 4.8 displays the results.

Figure 4.8

Influence of Teachers' Experience on Inclusive Assessment for Learning



The survey findings indicate that a significant proportion of headteachers (66.7%) and teachers (90%) concurred that teaching experience played a role in the execution of inclusive assessment. When asked to elaborate on their reasoning, the majority of headteachers stated that it is valuable to lead by example. Therefore, having a thorough understanding of inclusive assessment for learning will allow them to successfully oversee and advise the teachers. "A competent leader should consistently demonstrate knowledge, resourcefulness, and serve as a positive example for their staff." Additionally, the majority of headteachers recognized that, despite their administrative roles, they were also classroom educators. As a result, they understood the importance of having the necessary expertise to carry out comprehensive evaluation for learning, similar to any other teacher in the school.

Additionally, the headteachers emphasized the importance of experience. They found that by facing numerous challenges during the implementation and supervision of inclusive assessment practices in their schools, they were able to develop strategies to overcome these challenges. This ultimately improved the effectiveness of implementing inclusive assessment for learning. Conversely, teachers said that experienced educators have had the opportunity to engage with diverse students in the classroom, allowing them to create, develop, and deliver

assessments that are tailored to the needs of all learners, taking into account their age, abilities, and intelligence. The study findings suggest that the presence of teaching expertise is essential for the successful adoption of inclusive assessment techniques.

The Focus Group Discussion revealed that 20 learners from a specific unit of analysis shared similar views, indicating that the majority of their teachers are highly experienced and effectively cater to their needs. The learners also reported that they normally experience positive emotions when interacting with their teachers and were not aware of the presence of any novice teacher in their school. During the interview at the Kisauni Sub-County education office, the Sub-County Education Officer contended that extensive teaching experience exposes teachers to many types of learners, enabling them to develop sophisticated methods for creating inclusive assessment tools.

The results align with the findings of the Centre for Personnel Studies in special education, as cited in Brownell et al. (2007), which indicate that experienced teachers possess greater expertise in identifying and anticipating learners' difficulties, thereby assisting learners with disabilities in overcoming their challenges. The results of this study validate the observations made by Mutisya (2010), which indicate that teachers with extensive experience in instructing students with special needs exhibit higher levels of tolerance and confidence when managing inclusive classrooms. Contrary to Avmaridis (2010), the results of this study indicate that educators with less than six years of teaching experience showed the highest acceptance of children with special needs. However, acceptance declined among educators with six to ten years of experience. This suggests that as educators gain more years of experience, they are more likely to reject children with learning disabilities.

4.6.5 The length of teaching experience adequate for inclusive assessment

The teachers were mandated to specify the duration of teaching experience they deemed sufficient for the successful execution of inclusive assessment for learning. The findings are displayed in Table 4.15.

Table 4.15

Teaching Experience Adequate for Inclusive Assessment

Level of experience	Frequency	Percent
Below 5 years	12	16.4
5-10 years	40	54.8
11-15 years	8	11.0
16 years and above	8	11.0
Other	5	6.8
Total	73	100.0

The research findings reveal that a substantial percentage of instructors (54.8%) hold the belief that, 5 to 10 years of teaching experience is sufficient for effectively implementing inclusive assessment for learning. This perception is consistent with the notion that a certain degree of expertise is essential in order to cultivate the abilities and comprehension needed for inclusive evaluation methodologies. Baines & Callaghan (2019) examine the correlation between instructors' years of experience and their effectiveness in instructional techniques, specifically in the area of evaluation.

Carlsen (2012) investigates the correlation between teaching experience, self-efficacy, and the utilization of instructional tactics in science classrooms. The results indicate that teachers who have accumulated more years of experience are more inclined to employ efficacious teaching methodologies, such as assessment techniques, within their educational settings. The study revealed that a notable proportion of teachers (16.4%) had the belief that

duration of 5 years or less is sufficient, and therefore, extensive experience is not necessary for the successful application of inclusive assessment techniques. The efficacy of instructors in inclusive assessment is contingent upon various elements, including the classroom atmosphere, accessible resources, and support from school administration and parents.

The study results are consistent with the analysis conducted by Ingersoll & Strong (2011), which thoroughly assessed the influence of induction and mentoring programs on novice teachers. The findings emphasize that extended teaching experience, in the absence of adequate support and professional growth, may not necessarily improve instructors' capacity to effectively manage inclusive assessment. Additionally, it is important to acknowledge that seasoned educators may exhibit resistance towards change and display a decreased likelihood of embracing inclusive assessment approaches. This could be attributed to their adherence to more conventional assessment views, as suggested by Brown and McIntyre (1993). The study suggests that the duration of instructors' experience has an impact on inclusive assessment for learning.

4.7 Teachers' Attitude and Inclusive Assessment for Learning

This section provides the results and explanations for objective four of the study. The researcher aimed to investigate the impact of teachers' attitudes on inclusive assessment for learning in regular public elementary schools in Kisauni Sub-County. The study's findings are reported in the following parts.

4.7.1 Teachers' attitude towards inclusive assessment for learning

The teachers were requested to indicate their level of agreement with the statements concerning their stance on the implementation of inclusive assessment. The assessment was

conducted using a five-point Likert scale, ranging from "strongly disagree" to "strongly agree". The results are displayed in Table 4.16.

Table 4.16

Teachers' Attitude towards Inclusive Assessment

Category	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		f	%
	f	%	f	%	f	%	f	%	f	%		
All learners have right to inclusive assessment	3	4	3	4	2	3	21	29	44	60		
All learners benefit from inclusive assessment	2	3	9	12	9	12	22	30	31	43		
Inclusive assessment practices waste a lot of teachers' time	38	52	15	21	8	11	8	11	4	6		
Learners with learning disabilities lower school mean score	31	43	10	14	7	10	18	25	7	10		
With adequate training I can implement inclusive assessment well	0	0	0	0	3	4	18	25	52	71		

The findings suggest that a majority of the participants (89%) expressed agreement with the notion that all students are entitled to inclusive assessment for the purpose of learning. The majority of instructors (73%) concurred that inclusive assessment is beneficial for all learners. However, 15% of the respondents held the belief that not every learner benefited from inclusive evaluation for learning. An further 12% of participants expressed indecision, indicating a negative stance towards inclusive assessment for learning.

The findings were corroborated by 22 learners from a single unit analysis. During their focus group discussion, the learners identified a certain male teacher who consistently selects only high-achieving students to respond to instructional inquiries. During the focus group discussion, an additional cohort of learners (25) said that certain teachers consistently dismiss students from the classroom when they are unable to answer the teachers' inquiries. "Some

teachers expel individuals from the classroom when they fail to answer questions during lessons." The results are consistent with Margaret's (2011) research on Tanzanian educators, which revealed that male teachers' practice of dismissing girls from the classroom for their inability to answer questions contributed to their exclusion. Typically, boys exerted dominance in classrooms while girls were marginalized and overlooked. These behaviours had a detrimental effect, resulting in a 33% decrease in enrollment. Female educators, in contrast to their male counterparts, exhibited a relatively higher level of tolerance for these students. These sentiments express a pessimistic view on inclusive assessment for learning.

According to the findings, 73% of the participants expressed disagreement with the notion that inclusive assessment techniques consume a significant amount of instructors' time. 57% of the respondents reported that learners with learning impairments do not decrease the average test scores of the school. However, 35% of the teachers expressed the belief that learners with learning disabilities do reduce the average exam scores of the school. The overwhelming majority of the participants, 94% to be exact, expressed their agreement that they possess the necessary skills and knowledge to successfully carry out inclusive assessment with proper training.

The study's findings indicate that teachers perceive inclusive assessment as challenging to implement, primarily because a significant number of teachers lack sufficient training in inclusive assessment procedures. When asked about the difficulties encountered by teachers in implementing inclusive assessment procedures, they pointed out that inclusive assessment was both time-consuming and costly. The instructors also noted that the high student-to-teacher ratio made it challenging to apply inclusive assessment techniques, as it is impractical to give individualized attention to students with impairments.

The Sub-County education officer expressed the same opinions as the teachers during the interview at the Kisauni Sub-County education office. The officer suggested that the teachers may have been deterred from using inclusive evaluation for learning due to insufficient training in special needs, limited resources, and a high number of students. The officer strongly encouraged the teachers to fully support the complete implementation of inclusive education. Ensure that every youngster is brought on board.

4.7.2 Headteachers’ attitude towards inclusive education

The head teachers were requested to indicate their level of agreement with the statements pertaining to their perception of the implementation of inclusive assessment for learning. The results are displayed in Table 4.17.

Table 4.17

Headteachers Attitude towards Inclusive Assessment

Category	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	f	%	F	%	f	%	f	%
All learners have right to inclusive assessment	0	0	0	0	0	0	4	44	5	56
All learners benefit from inclusive	2	22	0	0	0	0	5	56	2	22

assessment										
Inclusive assessment practices waste a lot of teachers' time	5	57	4	44	0	0	0	0	0	0
Learners with learning disabilities lower school mean score	1	11	4	44	1	11	3	33	0	0
With adequate training I can implement inclusive assessment well	0	0	0	0	0	0	4	44	5	56

The findings indicate that all head teachers unanimously agreed that every student is entitled to inclusive evaluation for learning in their respective learning environments. The survey further shows that, 78% of the head teachers were in the agreement that all learners benefit from inclusive assessment in their diverse learning environment. The findings indicate that a majority of the head teachers (57%) expressed strong disagreement with the notion that inclusive assessment techniques consume a significant amount of teachers' time. The findings indicate that 55% of the participants expressed disagreement with the notion that learners with learning impairments have a negative impact on the average score of school examinations. Conversely, 33% of the participants agreed with the assertion that learners with learning disabilities do in fact reduce the mean score of school tests.

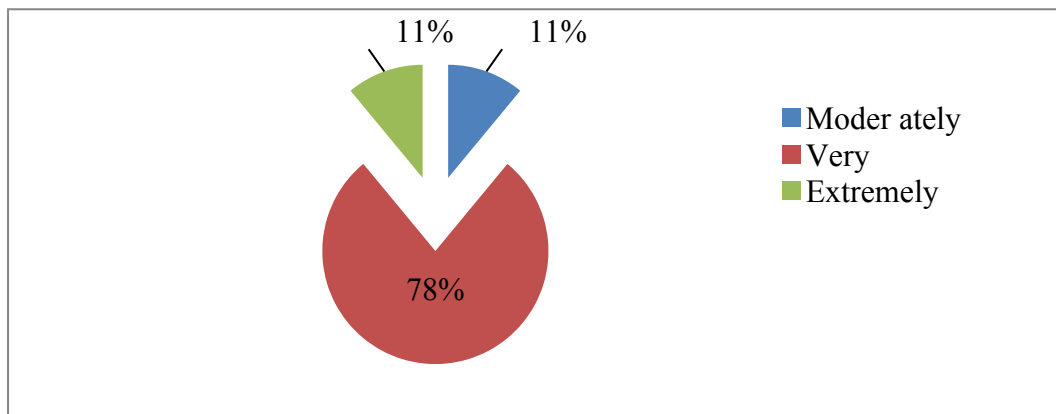
All headteachers (100%) expressed their agreement that they could effectively undertake inclusive assessment with sufficient training. The results indicate that a significant proportion of head teachers hold a favourable outlook on inclusive assessment methods. This could be attributed to the extensive training they have received as part of their professional qualifications, as well as the various professional development opportunities they have participated in. This could have a beneficial impact on the adoption of inclusive assessment for learning in schools.

4.7.3 Extent of influence of teachers' attitude on inclusive assessment

The head teachers were requested to indicate the degree to which teachers' attitudes impact the execution of inclusive assessment for learning in their respective schools. The results are depicted in Figure 4.9.

Figure 4.9

Extent of Influence of Teachers' Attitude on Inclusive Assessment



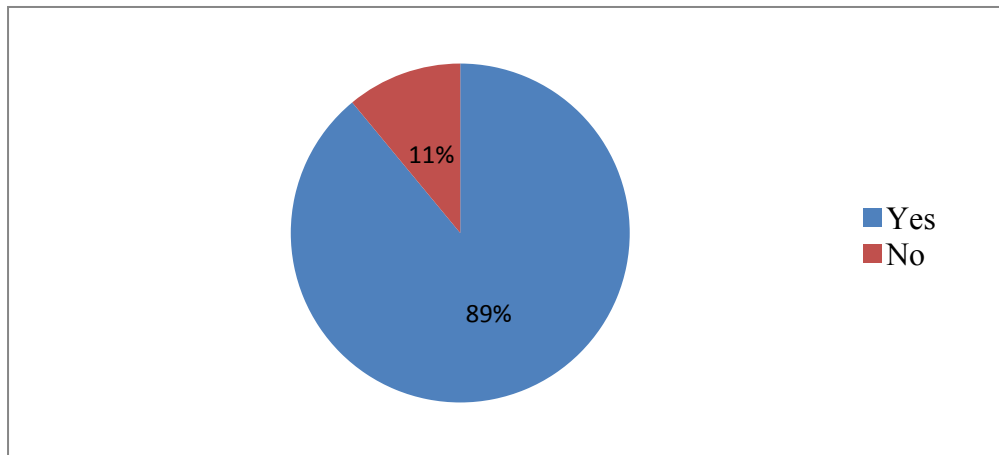
The research findings indicate that most headteachers believe that teachers' attitudes have a substantial influence on the implementation of inclusive assessment, with 78% rating it as "Very" influential. This emphasizes the significance attributed to the attitudes of teachers in promoting successful inclusive assessment processes. The attitudes towards inclusion can have an influence on the effective execution of inclusive procedures, such as assessment (Avramidis & Norwich, 2002). The findings align with Forlin & Chambers (2011), who stressed the impact of beliefs and attitudes on classroom activities, particularly evaluation.

4.7.4 Teachers with more positive attitude embrace inclusive assessment

The headteachers were requested to indicate if teachers who have a positive disposition towards inclusive education methods also adopt inclusive assessment for learning. The results are depicted in Figure 4.10.

Figure 4.10

Teachers with More Positive Attitude Embrace Inclusive Assessment



The research findings unequivocally demonstrate a direct and favourable relationship between teachers' views towards inclusive education and their acceptance of inclusive assessment. The data indicates a strong correlation between good attitudes and the readiness of teachers to embrace inclusive assessment techniques, as confirmed by 89% of headteachers. Salend & Duhaney (1999) explores the influence of teachers' attitudes on the instruction of students with impairments. According to them, positive attitudes are likely to have an impact on other areas, such as evaluation processes in inclusive environments. Ainscow (2007) examines the worldwide outlook on inclusive education, highlighting the significance of favourable attitudes and dedication to fairness, which probably also applies to inclusive assessment methods. In summary, the research indicates that having a good attitude towards inclusive education has a significant impact on inclusive evaluation for learning.

4.7.5 Suggestions on effective implementation of inclusive assessment for learning

The participants were requested to provide measures for ensuring the efficacy of inclusive assessment in educational institutions. Instructors have suggested that effective implementation of inclusive assessment for learning can be achieved through training,

creating a conducive environment for assessment, providing adequate learning resources and assessment tools, and motivating instructors by offering better compensation. The aforementioned complaints were also reiterated by the Sub-County education officer during the interview held at the Kisauni Sub-County offices. The Sub-County education officer emphasized the importance of providing comprehensive training to teachers in order to cultivate a positive mind-set towards inclusive assessment procedures for effective learning.

The officer elaborated that teachers also required assistance from additional stakeholders, including parents, educational institutions such as the Ministry of Education, the Teachers Service Commission, teacher training centers, and EARC. The officer also observed a shortage of staff in EARC, which is responsible for assisting teachers in psycho-educational assessment, identification, and interventions for learners with exceptional needs. The officer expressed that the current "one county one office" policy is insufficient, thus necessitating the devolution of many EARC offices to the Sub-County level. During the interview, it was mentioned that the government, along with the Ministry of Education and other stakeholders such as TSC, KNEC, and KICD, will conduct a needs assessment on inclusive assessment procedures in public schools. The purpose of this assessment is to ensure capacity building.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a concise overview of the study's findings, conclusions, and recommendations.

5.2 Summary of findings

The study aimed to evaluate the teacher elements that impact inclusive assessment for learning in normal public primary schools in Kisauni Sub-County, Kenya. The study's findings unveiled numerous important aspects that impact inclusive assessment methods in diverse schools within Kisauni Sub-County. Teacher training was identified as a crucial element in facilitating inclusive assessment. The findings indicated that a significant proportion of headteachers (56%) and teachers (60%) possessed professional degrees, specifically in the form of a Diploma or a Bachelor of Education (BED) degree. Nevertheless, a minority of headteachers (29%) and instructors (21%) possessed formal qualifications in special needs education at the degree and diploma levels. The majority of instructors did not receive instruction on inclusive education features during their pre-service schooling. Teachers are currently undergoing in-service training on special needs education at both degree and diploma levels in various training centers, including KISE.

Several teachers have participated in seminars and workshops organized by the TSC as part of the CBC teachers training programs on special needs education. However, the number of teachers allowed to attend these trainings is limited per school. As a result, only a small number of teachers, mostly those who are already trained in special needs education, are able to attend. This is despite the fact that inclusive education is implemented by every teacher in different schools. Teachers who have undergone training in inclusive assessment were more prone to effectively use inclusive assessment techniques. Approximately 41% of instructors had a lack of understanding of inclusive assessment and were unaware of the presence of inclusive education policies, both at the national and school levels. In addition, crucial

stakeholders such as the psychological teacher and guidance and counselor teacher, who serve as a connection between the school and the learners' home, were absent in all schools. There existed a significant disparity between the schools and EARC, an organization tasked with providing teachers with psycho-educational assessment and functional analysis of the students. The survey also uncovered a dearth of documentation regarding the quantity of instructors who have received training in special education at the Kisauni Sub-County education office, which indicates a lack of dedication to the implementation of inclusive education practices, including assessment.

Furthermore, the study revealed that teacher collaboration plays a vital role in fostering inclusive assessment practices for educational purposes. Teachers who engaged in collaborative efforts with their colleagues and actively exchanged ideas and resources expressed a strong inclination towards general inclusive education and shown a higher likelihood of adopting inclusive assessment procedures. A significant proportion of teachers (68%) fully embraced all aspects of cooperation in inclusive assessment procedures, including settings, timing/scheduling, feedback, response, and analysis. Nevertheless, a significant proportion of instructors (18%) held the belief that collaboration was not yielding positive results for them.

Furthermore, it was discovered that having prior teaching experience significantly influenced the implementation of inclusive assessment procedures. A minimum of five years of teaching experience was deemed sufficient for the successful implementation of inclusive education. Learners asserted that experienced teachers effectively addressed their learning requirements. Teachers with greater tenure demonstrated a higher level of comprehension of inclusive assessment and shown increased confidence in its implementation.

Furthermore, it was discovered that the disposition of teachers towards inclusive assessment significantly impacts the implementation of inclusive assessment in different educational settings. Although most instructors lacked sufficient training in inclusive education, a majority of them displayed a good attitude towards it and expressed their willingness to participate in in-service training on inclusive education. Teachers with a favourable disposition towards inclusive assessment were more prone to efficiently execute it. A considerable proportion of instructors expressed a lack of motivation due to inadequate financial compensation from both school administrators and the government. The teachers were facing psychological obstacles such as the high cost of living and excessive taxation, which affected their mental stability and prevented them from effectively addressing the challenges of inclusive evaluation. Consequently, they chose to disregard it entirely. Insufficient resources and overcrowded classrooms were identified as demoralizing elements in schools. Many teachers displayed a lack of interest for inclusive education features and struggled to manage inclusive assessment on an individual basis. Approximately 21% of teachers exhibited denial and fostered a negative disposition towards inclusive assessments.

5.3 Conclusion

The researcher's analysis of the data indicates that inclusive evaluation for learning in normal public primary schools in Kisauni Sub-County, Kenya is influenced by multiple factors. Significant factors identified in the study included teacher training, teacher collaboration, teaching experience, and teacher attitude towards inclusive assessment. These criteria are essential for facilitating effective inclusive assessment processes in these institutions. Schools and education authorities should provide high priority to teacher training in inclusive assessment and facilitate chances for teacher collaboration.

5.4 Recommendations

The study's findings offer the following recommendations to enhance inclusive evaluation for learning in regular public elementary schools in Kisauni Sub-County, Kenya: The Ministry of Education, in collaboration with KICD, KNEC, and TSC, will offer systematic and thorough training to teachers on inclusive assessment. Additionally, the ministry of education, in collaboration with KICD, should integrate elements of inclusive education into the pre-service training of teachers. This will enable them to cultivate the essential abilities and knowledge required to proficiently execute inclusive assessment techniques. The Ministry of Education will undertake a census to gather data and document records of instructors who have received training in special needs education. The ministry of education, in collaboration with TSC, should also ensure equitable allocation of qualified instructors in each school to facilitate the successful implementation of inclusive assessment for learning.

School administrators can facilitate collaboration among teachers by establishing forums that enable the exchange of ideas, resources, and best practices pertaining to inclusive assessment. This can be accomplished through routine gatherings, seminars, or virtual platforms. Institutions should strive to provide assistance and guidance to new teachers in order to enhance their comprehension and self-assurance in adopting comprehensive evaluation methods.

Experienced educators have the ability to fulfil a vital function by offering direction and assistance to inexperienced colleagues. The Ministry of Education, in collaboration with the TSC, should guarantee the extended tenure of teachers at certain stations to allow them to

acquire sufficient understanding of their students and effectively support them through inclusive evaluation.

Education policy makers, such as the Teachers Service Commission, Kenya National Examination Council, Kenya Institute of Curriculum Development, and Ministry of Education, should promote a favourable disposition towards inclusive evaluation among teachers. One way to achieve this is by conducting awareness campaigns, workshops, and professional development programs that emphasize the advantages and significance of inclusive assessment for enhancing student learning. The aforementioned educational institutions should additionally offer sufficient resources and assistance to teachers in order to enhance their teaching experience. This encompasses the provision of pertinent resources, advanced technology, and continuous chances for professional growth. Policy makers should conduct sensitization and needs assessments on inclusive education features, beginning with the community and the school. By implementing inclusive assessment for learning, everyone will fully embrace and value its importance. By adopting these suggestions, schools in Kisauni Sub-County and Kenya as a whole can establish a more comprehensive and efficient assessment setting that address the varied requirements of all students.

5.5 Suggestions for Further Study

This study specifically took place in conventional public primary schools inside Kisauni Sub-County. The researcher proposes conducting a replication of the study in additional sub-counties within Mombasa County and throughout Kenya as a whole. It is important to examine many types of schools, including special schools, high schools, ECED, and private schools, in order to identify the teacher-related elements that impact inclusive assessment for learning. The study focused solely on teacher-related aspects, including their training,

collaborations, experience, and attitude towards inclusive assessment procedures. Further research should be conducted on additional factors that may impact the adoption of inclusive assessment for learning in educational institutions in Kenya. Additional variables such as instructional methodologies, drive, and methods of communication and evaluation should also be examined.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

P.O BOX 83515, 00180

MOMBASA –KENYA,

23rd OCT, 2023.

**HEAD TEACHER,
.....PRIMARY SCHOOL,
P.O. BOX.....,80100,
MOMBASA – KENYA.**

Dear Sir/Madam,

RE: REQUEST FOR DATA COLLECTION

I am a Master of Education student from the University of Nairobi specializing in Curriculum Studies. I am carrying out a research on “**Teacher factors influencing inclusive assessment for learning in public primary schools in Kisauni Sub-County, Mombasa County.**” Kindly permit me to collect data from your school. The information gathered will only be used for academic purposes and the identity of respondents will remain confidential.

Yours sincerely,



OTIENO O. GEORGE.

ED55/40009/2021

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire seeks to gather information on teacher factors influencing inclusive assessment for learning in regular public primary schools in Kisauni Sub-County, Mombasa County. **PLEASE DO NOT WRITE YOUR NAME ANYWHERE IN THIS QUESTIONNAIRE.** Please fill in in the spaces provided or tick (✓) against the appropriate answer.

SECTION A: GENERAL INFORMATION.

1. Please indicate your gender: Male Female
2. Tick your age bracket in years: 25-34 years 35-44 years above 45 years
3. What is your highest academic qualification?
KCPE KJSE O-level A-level other specify.....
4. Indicate your highest professional qualification: P1 ATS Diploma in Education
S1 B.ED PGDE M.ED PhD others (specify).....

SECTION B

Part I: Teachers' training and inclusive assessment for learning

5. (a) Do you think pre-service teacher training equips your teachers adequately to conduct inclusive assessment? Yes No
(b) If "No" which areas of assessment do they need more training? Settings Timing/scheduling Response Feedback All other specify.....
6. (a) Have you ever undergone any training on SNE after your pre-service training? Yes No
(b) If "Yes" Explain its usefulness in relevance to inclusive assessment.....
7. How would you rate the level of importance of teacher training to deliver inclusive assessment for learning? Not Important Slightly Important Moderately Important Very Important Extremely Important
8. How often do teachers in your school participate in TPD opportunities to enhance their skills in inclusive assessment? Rarely Occasionally Sometimes Often Always

Part II: Teachers' collaboration and inclusive assessment for learning

9. (a). What is your definition of teacher collaboration?
- (b). Do you think teachers' collaboration can influence inclusive assessment for learning? Yes No . (c). If "Yes" explain.....
- 10a. What proportion of teachers in your school utilise a range of collaborative practices in favour inclusive assessment? None A few Some Most All
- 11b. How do you encourage and support teachers' collaboration in your school in relation to inclusive assessment?
- 12a. Collaboration with my colleagues improves my own assessment practices
Not at all slightly moderately Very extremely
- 12b. Time constraints restrict my ability to collaborate effectively with other teachers? Not at all slightly moderately Very extremely

13a. Do you think your staff collaborative practices meet the needs of all learners in your school? Yes No (b) If “No” what constraints faced by teachers when collaborating on assessment for learning with their peers?

14. How do you plan to sustain and improve teacher collaboration and inclusive assessment in your school?

Part III: Teachers’ teaching experience and inclusive assessment for learning

16. How many years have you been in this profession?

Below 5 years 5-10 years 11-15 years 16 years and above

17. For how long have you been heading this school?

Below 5 years 5-10 years 11-15 years 16 years and above

18. (a) Have you ever handled inclusive education previously? Yes No

(b) Explain the effect of your experience with inclusive education on your current management of inclusive education in relation to inclusive assessment for learning

19. (a) Do you think teaching experience of a head teacher can influence effective management of inclusive education? Yes No

(b) If “Yes” Explain how?

20. Which teachers in your school implement inclusive assessment practices better: experienced or new teachers? Experienced teachers New teachers Unsure

21. Are experienced teachers generally more skilled than new teachers in identifying and using inclusive assessment strategies? Yes No Somewhat

Part IV: Teachers’ attitude and inclusive assessment for learning

21. To what extent do teacher attitudes influence the implementation of inclusive assessment for learning in your school? Not at all Slightly Moderately Very Extremely

22. Do teachers with more positive attitudes towards inclusive education more readily embrace inclusive assessment practices? Yes No Somewhat

Thank you for your time

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire is meant to gather data on teacher factors influencing inclusive assessment in regular public primary schools in Kisauni Sub-County, Mombasa County. **Do not write your name or school.** Your identity will be held with utmost confidentiality and therefore answer the questions honestly and to the best of your knowledge. Fill/tick appropriately

Section A: General information of teachers

1. Please indicate your gender: Male Female
2. Tick your age in years: Below 24 years 25-34 years 35-44 years above 45 years
3. What is your highest academic qualification? KCPE KJSE O-level
A-level other specify.....
4. Indicate your highest professional qualification: P1 ATS Diploma in Education S1 B.ED PGDE M.ED PhD others (specify).....

Section B

Part I: Teacher training and inclusive assessment for learning

5. (a) Do you think teacher's academic qualifications can influence effective implementation of inclusive assessment? Yes No (b). Give reasons for your response in 5(a) above.....

(c). What academic levels do you consider suitable for effective implementation of inclusive assessment for learning? O- level A-level Graduate other specify...

6. (a) Do you think pre-service teacher training equipped you adequately to conduct inclusive assessment? Yes No (b) If "No" in which areas of assessment do you need more training? Settings Timing/scheduling Response Feedback All other specify.....

7. (a) Have you ever undergone any training on SNE after your pre-service training? Yes No

(b) If "Yes" explain its usefulness in relevance to inclusive assessment.....

8. How would you rate the level of importance of teacher training to deliver inclusive assessment for learning? Not Important Slightly Important Moderately Important Very Important Extremely Important

9. How often do you participate in professional development opportunities to enhance your skills in inclusive assessment?

Rarely Occasionally Sometimes Often Always

Part II: Teachers' collaboration and inclusive assessment for learning

10. (a). Do you think teacher's collaboration can influence inclusive assessment for learning? Yes No (b). If "Yes" explain.....

11.(a.) What proportion of teachers in your school is committed to collaborative practices to inclusive assessment for learning? None A few Some Most All

(b.) What proportion of teachers in your school is interested in collaborative for inclusive assessment for learning? None [] A few [] Some [] Most [] All []

12. Do you use a variety of collaborative mechanisms to cater for inclusive assessment for learning? Not at all [] Slightly [] Moderately [] Very [] Extremely []

13. Tick (✓) **ONLY** the area of collaboration you normally use in your school from the list given

Area of Collaboration	Tick (✓)
a. Co-planning assessments	
b. Co-developing assessment rubrics and criteria	
c. Co-implementing assessments	
d. Co- analysing assessment outcome	
e. Identification and interventions	
f. Collaboration with support staff	

14. (a.) Which other areas of collaboration you normally use in your school?.....
.....

(b.) Which area of collaboration do you use most frequently in 14(a) above?.....
.....

15. Do you think collaboration can result in conflicts or misunderstandings among teachers??
Yes [] No []

(b) If “Yes” what constraints do you face as a collaborative teacher?
.....

16. (a) Do you think collaboration allows you to gain insights into different assessment methods and strategies? Yes [] No []

(b) If “Yes” explain?

Part III: Teaching experience and inclusive assessment for learning

17. How many years have you been in this profession?

Below 5 [] 5-10 [] 11-15 [] 16 & above []

18. (a). How many years of experience do you have in an inclusive school?

0 [] 1-2 [] 3-5 [] 6 and above []

19. (a) Do you think teaching experience influences effective implementation of inclusive assessment for learning? Yes [] No []

(b). Give reasons for your answer in 19a above?.....

20. What length of teaching experience do you consider adequate for effective implementation of inclusive assessment?

Below 5[] 5-10 [] 11-15 [] 16 and above [] other specify.....

PartIV: Teachers’ attitude and inclusive assessment for learning

21. For the statements below tick (√) Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A) or Strongly Agree (SA).

Statement	SD	D	U	A	SA
(a). All learners have right to inclusive assessment					
(b). All learners benefit from inclusive assessment					
(c). Inclusive assessment practices waste a lot of teachers’ time					
(d). Learners with learning disabilities lower school mean score					
(e). With adequate training I can implement inclusive assessment well					

22.Suggest what should be done so that teachers effectively implement inclusive assessment for learning.....

Thank you for your time.

APPENDIX IV: INTERVIEW GUIDE FOR SUB-COUNTY EDUCATION OFFICER

SECTION A

1. Introduction of the researcher
2. Date of the interview _____
3. Time _____
4. What is your current position? _____.
5. How long have you worked in your current position? _____
6. What are some of your responsibilities as a Sub-County Education Officer and how do they relate to inclusive assessment? _____

SECTION B

7. Can you tell me about your academic qualifications and how they have influenced your approach to inclusive assessment? _____
8. In your opinion, what are the most critical teacher factors that influence inclusive assessment for learning, and how can teachers address them? _____
9. What are the most important tools or assessment strategies that teachers should use to ensure that assessment for learning is inclusive and effective? _____
10. How do you think teachers should take into account different students' needs, abilities and interests when assessing learning? _____
11. In what ways do you think teachers should be supported to create meaningful assessment tasks that are inclusive and equitable? _____
12. What is your attitude towards inclusive assessment and how do you ensure that all students are assessed fairly and equitably? _____.
13. How many teachers are trained in special needs education in the Sub-County and how effective are they in administering inclusive assessment? _____
14. What are the challenges faced by teachers in administering inclusive assessment at Sub-County level? _____ .
15. What recommendations would you give to help curb the challenges faced by teachers and learners in implementation of inclusive assessment? _____

Thank you for your time.

APPENDIX V: LEARNERS' FOCUS GROUP DISCUSSION GUIDE

Name of interviewer.....

Group.....

Date of focus group discussion.....

Place of focus group discussion.....

Number of participants.....

Nature of participants:BoysGirls

Greetings, introduction and explanation of the purpose of interview

A. Teachers’ training and inclusive assessment for learning

1. Do you think the teachers at your school are well trained in conducting assessment for all students, including those with disabilities?

2. How do you feel about the way your teachers assess your learning?

B. Teachers’ teaching experience and inclusive assessment for learning

3. Do you think teachers in your school have enough experience to conduct inclusive assessment? (Probe on teachers experience to conduct inclusive assessment better)

4. How do you feel when a less experienced teacher assesses you compared to a more experienced teacher?

C. Teachers’ collaboration and inclusive assessment for learning

5. Do teachers at your school collaborate and seek advice from each other on inclusive assessment for learning (give example of collaboration scenarios and probe if they have witnessed the same in their school)

D. Teachers’ attitude and inclusive assessment for learning

6. Have you ever felt excluded from an assessment? (Probe what happened?)

7. Do your teachers have positive attitude towards inclusive assessment? (Probe on how they know)

8. What needs to be done for inclusive assessment to be effective in your school?

Thank you for your participation.

APPENDIX VI: LETTER OF AUTHORISATION



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "EDUCATION", KISAUNI
Telephone: 0713375360
Email: deokisauni@gmail.com
When replying please quote

SUB-COUNTY EDUCATION OFFICE
KISAUNI
P. O. BOX 10651
MOMBASA
24/10/2023

REF.NO. EDU/KIS/6/6/VOL.2/2

THE HEADTEACHERS
KISAUNI SUB COUNTY
MOMBASA

RE: RESEARCH-MR. OTIENO O. GEORGE REG. NO. E55/40009/2021

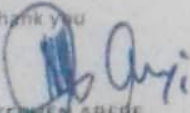
The above refers.

Kindly Otieno George is a Master of Education student in the Department of Educational Management Policy and Curriculum Studies of the University of Nairobi.

He is currently working on his research entitled "*Teachers factors influencing inclusive assessment for Learning in Regular Public Primary Schools in Kisauni Sub County*"

The purpose of this letter is to therefore request you to accord him all the necessary assistance he may need.

Thank you


STEPHEN ABERE
SUB COUNTY DIRECTOR OF EDUCATION
KISAUNI

SUB-COUNTY DIRECTOR OF EDUCATION
KISAUNI
P.O. Box 10651 MOMBASA
Tel: 0713 375360

Date: _____

CC
THE COUNTY DIRECTOR OF EDUCATION
MOMBASA

APPENDIX VII: RESEARCH LICENSE



REPUBLIC OF KENYA

Ref No: **115002**

RESEARCH LICENSE



This is to Certify that Mr.. OTIENO O. GEORGE of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Mombasa on the topic: TEACHER FACTORS INFLUENCING INCLUSIVE ASSESSMENT FOR LEARNING IN REGULAR PUBLIC PRIMARY SCHOOLS IN KISAUNI SUB-COUNTY, MOMBASA COUNTY, KENYA. for the period ending : 26/October/2024.

License No: **NACOSTIP/23/30671**

115002

Applicant Identification Number

Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



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See overleaf for conditions