



# Effect of Teacher Training on Implementation of Inclusive Education in Public Primary Schools in Nandi County, Kenya

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**Abstract:** *This study aimed to investigate the effect of teacher training on the implementation of inclusive education in public primary schools in Nandi County, Kenya. The study focused on a sample of 376 respondents, including 62 headteachers, 308 teachers, and 6 Sub-County Directors of Education, selected through stratified, simple random, and purposive sampling techniques. Data were collected through questionnaires for headteachers and teachers, and interviews for Sub-County Directors of Education. The study employed both descriptive and inferential statistics, with multiple regression analysis used to test the hypotheses concerning the relationship between teacher training and inclusive education implementation. The findings revealed a significant positive influence of teacher training on inclusive education, with 45.2% of the variation in implementation explained by the training. A positive teacher attitude towards inclusive education, the use of appropriate teaching methods, and a flexible curriculum were identified as key factors contributing to effective implementation. The study further revealed that while there were challenges, such as insufficient trained teachers and limited resources, the overall perception among teachers was that training played a crucial role in supporting inclusive education. The results suggest the need for continuous in-service training and professional development to enhance the effectiveness of inclusive education in Nandi County. The study concludes that teacher training is an essential component for the successful implementation of inclusive education.*

**Keywords:** *Teacher training, Inclusive education, Public primary schools, Nandi County, Professional development, implementation, education management, regression analysis.*

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## 1. Introduction

Inclusive education is a global approach aimed at ensuring all learners, regardless of their abilities or disabilities, have equitable access to quality education (Ainscow, 2020). In recent years, teacher training has been recognized as a pivotal factor in the successful implementation of inclusive education in various

countries, including Nandi County, Kenya (Mwangi & Bett, 2023). The preparation of teachers to address diverse learning needs has been a core focus in educational reforms worldwide, acknowledging that effective training improves teachers' confidence and competence in handling inclusive classrooms (Forlin & Loreman, 2019). In the United States, teacher training programs emphasize evidence-based practices to support diverse learners, guided by legislation such as the Individuals with

Disabilities Education Act (IDEA) (Smith & Tyler, 2021). Similarly, in Canada, inclusive education policies are bolstered by teacher education that incorporates universal design for learning and differentiated instruction strategies, as highlighted by Tremblay (2022). Australia has adopted a comprehensive approach by integrating inclusive education modules into teacher preparation programs, promoting positive attitudes and skills for addressing the needs of all students (Sharma et al., 2020). In Brazil, the Salamanca Statement of 1994 continues to influence inclusive education policy, with teacher training focusing on collaborative practices and resource room utilization to support inclusion (Oliveira et al., 2021). Singapore emphasizes competency-based teacher training that aligns with the country's inclusive education framework, fostering a culture of acceptance and innovation in addressing learners' diverse needs (Lim et al., 2023). Malaysia, guided by the Education Blueprint (2013–2025), has prioritized the upskilling of teachers in inclusive practices through targeted workshops and continuous professional development (Rahman et al., 2022).

In Africa, Egypt has reformed its teacher education curriculum to include training in inclusive pedagogies and the use of assistive technologies, responding to the demands of the Sustainable Development Goals (El-Sheikh, 2021). Ghana's inclusive education policy emphasizes in-service teacher training to enhance educators' ability to support children with disabilities in mainstream classrooms (Sefotho & Asare, 2023). In Ethiopia, teacher training programs address the significant challenge of resource constraints by focusing on community-driven inclusive practices (Teferra & Abebe, 2020). Uganda has implemented training initiatives that combine theoretical and practical components, enabling teachers to adapt to the needs of learners with disabilities in line with national policies (Nakabugo et al., 2023). Rwanda, with its emphasis on inclusive education as a tool for post-genocide reconciliation, provides extensive teacher training on creating safe and supportive learning environments (Nzabonimpa et al., 2022). Kenya has similarly invested in teacher training to promote inclusive education, particularly in counties like Nandi, where diverse socio-cultural dynamics influence educational practices (Kinyua et al., 2023). The Teachers Service Commission (TSC) and other stakeholders have implemented programs to equip teachers with the skills needed to accommodate learners with special needs, ensuring adherence to global standards (Mwangi & Bett, 2023). Despite these efforts, challenges such as inadequate resources, limited access to professional development opportunities, and societal stigma persist, highlighting the need for continuous investment in teacher education and support systems (Ndirangu & Chege, 2023).

## 2. Literature Review

Inclusive education has become a cornerstone of educational reform worldwide, aiming to provide equitable access to quality education for all learners, regardless of their backgrounds or abilities. The concept is rooted in the belief that every child, irrespective of their physical, intellectual, or socio-economic status, should have the right to be educated in a general education setting. This shift towards inclusivity in education has prompted significant changes in teaching methodologies, school policies, and teacher preparation programs across the globe. As countries strive to meet global education standards, teacher training has emerged as one of the key factors that determine the success of inclusive education initiatives (Ainscow, 2020). The definition of inclusive education varies across contexts, but it is generally understood as an approach that focuses on ensuring that all students, including those with disabilities and other learning challenges, participate fully in educational experiences. UNESCO (2009) defines inclusive education as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education.” This broad definition underscores the importance of adaptation in the educational environment to cater to the diverse needs of all students, thus fostering a sense of belonging and active participation in the learning process (Forlin & Loreman, 2019).

In developed countries, teacher training for inclusive education has become a focal point for educational reforms. In the United States, the Individuals with Disabilities Education Act (IDEA) has been instrumental in shaping the development of inclusive education policies, emphasizing the need for teachers to be adequately trained to meet the diverse needs of students. Past studies have shown that teacher preparedness in inclusive education significantly improves classroom outcomes for students with disabilities (Smith & Tyler, 2021). However, some challenges remain, particularly in terms of ensuring that all teachers are equipped with the necessary skills and resources to effectively teach in inclusive classrooms. The findings from various studies have revealed that while many teachers express a willingness to adopt inclusive practices, they often face difficulties in adapting their teaching strategies to accommodate the wide range of needs in their classrooms (Moe, 2018).

Canada has also made substantial progress in the area of inclusive education, with teacher training programs that focus on the principles of Universal Design for Learning (UDL) and differentiated instruction. Tremblay (2022)

highlights that Canadian educators are trained to use flexible teaching methods that cater to the individual learning styles of students, which is critical for the success of inclusive education. In addition, inclusive education policies in Canada promote collaboration among teachers, special education staff, and parents to ensure that students' needs are met. However, despite these advances, challenges related to limited resources and the need for continuous professional development for teachers persist (Sharma et al., 2020). One of the key takeaways from Canada's experience is the importance of ongoing support for teachers in implementing inclusive practices and fostering inclusive school cultures. Australia's approach to inclusive education has focused on embedding inclusive practices into teacher education programs, ensuring that new teachers are prepared to work with students of diverse needs. According to Sharma et al. (2020), inclusive education in Australia is closely linked with a commitment to social justice and equity, with teacher training programs emphasizing the importance of recognizing and valuing diversity in the classroom. The study by Forlin (2019) indicates that teachers who receive training in inclusive education are more likely to implement inclusive strategies successfully. However, research also points to the lack of sufficient resources and funding as barriers to the full implementation of inclusive education in Australian schools, particularly in rural and remote areas where special education services are often under-resourced (Forlin & Loreman, 2019).

In the United Kingdom, inclusive education has been a central policy objective for decades. Teacher training programs across the UK focus on equipping educators with the skills to teach students with disabilities and other learning challenges in mainstream classrooms. A study by Florian and Linklater (2010) found that teacher training in the UK has improved the quality of inclusive education, but there are concerns about the adequacy of training and the level of support available for teachers. Some teachers report feeling unprepared to address the complex needs of students with disabilities, particularly in the context of large class sizes and insufficient support staff (Florian & Linklater, 2010). The key takeaway from the UK experience is the need for ongoing professional development for teachers and the importance of a whole-school approach to inclusion, involving collaboration among educators, support staff, and parents.

In developing countries, the implementation of inclusive education faces additional challenges, such as limited resources, inadequate teacher training, and societal attitudes towards disability. In Ghana, for example, inclusive education policies have been introduced, but studies show that teachers often lack the necessary

training to implement inclusive practices effectively (Sefotho & Asare, 2023). While the government has made efforts to provide training for teachers, these initiatives have not reached all schools, particularly those in rural areas. The study by Sefotho and Asare (2023) reveals that teachers often rely on informal strategies to support students with disabilities, but these strategies are not always effective in meeting the diverse needs of learners. The findings from Ghana highlight the need for comprehensive teacher training programs that are tailored to the specific challenges faced by educators in developing countries. In Ethiopia, inclusive education has gained attention in recent years, with the government prioritizing teacher training as part of its education sector reform agenda. Teferra and Abebe (2020) found that while teacher training programs have been introduced, the lack of resources and support for teachers remains a major challenge. Many teachers in Ethiopia report feeling unprepared to teach students with disabilities, particularly in rural areas where schools are often underfunded and lack the necessary infrastructure to support inclusive education. The study also highlights the importance of community involvement in supporting inclusive education, as parents and local communities play a critical role in creating inclusive environments for students with disabilities. The takeaway from Ethiopia's experience is that teacher training alone is not sufficient; a holistic approach that includes community engagement and resource mobilization is essential for the successful implementation of inclusive education.

Uganda has also made strides in promoting inclusive education, with the government implementing policies that encourage the integration of students with disabilities into mainstream schools. However, research by Nakabugo et al. (2023) shows that teacher training remains inadequate, with many teachers lacking the skills to effectively support students with special needs. The study found that teachers in Uganda often face challenges in adapting their teaching methods to accommodate students with disabilities, and the lack of support staff further complicates the situation. The key takeaway from Uganda's experience is the importance of providing continuous professional development for teachers and ensuring that schools have the necessary resources to support inclusive education. In Rwanda, inclusive education has become a central policy priority, particularly in the context of post-genocide reconciliation. Nzabonimpa et al. (2022) found that teacher training programs in Rwanda emphasize the importance of inclusive teaching practices, but the study also highlighted significant gaps in the implementation of inclusive education. Teachers in Rwanda often report that they lack the resources and support to effectively teach students with disabilities, and many schools struggle with overcrowded classrooms and limited access to assistive

technologies. The findings suggest that while Rwanda has made progress in promoting inclusive education, more needs to be done to ensure that teachers are adequately trained and supported in implementing inclusive practices.

In Kenya, the implementation of inclusive education in Nandi County has been a work in progress, with various efforts being made to train teachers and raise awareness about the importance of inclusivity in schools. According to Kinyua et al. (2023), while teacher training programs have been introduced, challenges such as inadequate resources, limited access to professional development opportunities, and societal stigma continue to hinder the effective implementation of inclusive education. The study also found that teachers often lack confidence in their ability to teach students with disabilities and may struggle to adapt their teaching methods to meet the diverse needs of their students. The takeaway from Kenya's experience is the need for comprehensive teacher training programs, continuous professional development, and a supportive school environment to ensure that inclusive education is successfully implemented. The findings from both developed and developing countries suggest that teacher training is a crucial factor in the success of inclusive education initiatives. However, the challenges faced by teachers in implementing inclusive practices vary depending on the context, with developed countries generally having more resources and support systems in place than developing countries. The key takeaway is that inclusive education requires a holistic approach that includes teacher training, resource mobilization, community involvement, and ongoing support for teachers to ensure that all students, regardless of their abilities, can succeed in the classroom.

### **3. Methodology**

The study involved a sample of 376 respondents. The population of interest consisted of 831 headteachers, 4156 teachers, and 6 Sub-County Directors of Education in Nandi County. A sample size of 62 headteachers, 308 teachers, and 6 Sub-County Directors of Education was selected, using stratified and simple random sampling techniques for headteachers and teachers, while purposive sampling was employed for selecting Sub-County Directors of Education. Stratified sampling ensured that different categories of headteachers and teachers were represented based on their school types, while simple random sampling gave all eligible participants an equal chance of being selected. Purposive sampling was deemed appropriate for Sub-County Directors of Education due to their specific role and knowledge in education management within the sub-county. Data collection was conducted through both interviews and questionnaires. Questionnaires were distributed to the headteachers and teachers, capturing quantitative data on Effect of Teacher Training on Implementation of Inclusive Education. The data collected from the questionnaires were analyzed using descriptive and inferential statistics, with multiple regression analysis used to test the hypotheses regarding the relationship between budgeting and the implementation of inclusive education.

### **4. Results and Discussion**

#### **4.1 Effect of Teacher Training on Implementation of Inclusive Education**

The objective of this study was to investigate the effect of teacher training on implementation of inclusive education in public primary schools in Nandi County, Kenya. The respondents were asked to rate on a five-point Likert scale their level of agreement on several statements describing teacher training during the improvement in public primary schools in Nandi County and their response were summarized in Table 1.

**Table 1: Teacher Training**

	SA		A		UD		D		SD		Mean	SD
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Children with special needs get equal treatment	61	20.2	122	40.4	23	7.6	63	20.9	33	10.9	3.38	1.31
Teachers are trained on inclusive education	52	17.2	124	41.1	25	8.3	73	24.2	28	9.3	3.33	1.27
The learning environment is conducive for all learners	49	16.2	111	36.8	24	7.9	79	26.2	39	12.9	3.17	1.33
The compound has been made disability friendly	42	13.9	98	32.5	35	11.6	88	29.1	39	12.9	3.05	1.30
There is a positive teacher attitude towards inclusive education	61	20.2	136	45.0	40	13.2	44	14.6	21	7.0	3.57	1.17
The teachers use appropriate teaching method instruction for all learners	64	21.2	148	49.0	31	10.3	42	13.9	17	5.6	3.66	1.13
The curriculum is a flexible for inclusive education	53	17.5	132	43.7	35	11.6	56	18.5	26	8.6	3.43	1.22
Availability of trained teachers for inclusive education	45	14.9	100	33.1	39	12.9	79	26.2	39	12.9	3.11	1.30
<b>Mean</b>											<b>3.34</b>	<b>0.88</b>

Source: Field data, 2024

Most of the teachers 183(60.6%) agreed that children with special needs get equal treatment, while 96(31.8%) disagree and 23(7.6%) undecided. Majority of the teachers 176(58.3%) agreed that teachers are trained on inclusive education, with 101(33.5%) disagree and 25(8.3%) undecided. Most of the teachers 160(53%) agreed that the learning environment is conducive for all learners, while 118(39.1%) disagree and 24(7.9%) undecided. Majority of the teachers 140(46.4%) agreed that the compound has been made disability friendly, with 127(42%) disagree and 35(11.6%) undecided. Most of the teachers 197(65.2%) agreed that there is a positive teacher attitude towards inclusive education, while 65(21.6%) disagree and 40(13.2%) undecided.

Majority of the teachers 212(70.2%) agreed that teachers use appropriate teaching method instruction for all learners, with 59(19.5%) disagree and 31(10.3%) undecided. Most of the teachers 185(61.2%) agreed that curriculum is a flexible for inclusive education, while 82(27.1%) disagree and 35(11.6%) undecided. Majority of the teachers 145(48%) agreed that availability of

trained teachers for inclusive education, with 118(39.1%) disagree and 39(12.9%) undecided.

From the findings of the study, it was noted that the mean of 8 statements used to measure teacher training had a mean range of between the 3.11 and 3.66, with an overall mean of 3.34. Majority of the respondents agreed on the statements that were used to measure the influence of teacher training on implementation of inclusive education. Similarly, the standard deviation of majority of the items ranged between 1.13 and 1.33. It was deduced that the responses to the teacher training were not deviating much. From the interviews the Sub County Director of Education agreed that teacher training affects implementation of inclusive education in public primary schools in Nandi County. teachers need to be trained on inclusive education through in-service training, in order to effectively implement the inclusive education curriculum.

## 4.2 Teacher Training Factor Analysis

The factor analysis results of teacher training, indicated that the KMO was 0.872 and the Bartlett's Test of sphericity was significant ( $p < .05$ ) and a chi square of

812.07 (Table 2). The Varimax rotated principle component resulted in one factor loading on teacher training variable that explained 49.28% of variance with Eigen values larger than 1. All the statements explaining teacher training were retained, computed and renamed training for further analysis.

**Table 2 Component Matrix for teacher training**

	<b>Component</b>
	1
Children with special needs get equal treatment	.665
Teachers are trained on inclusive education	.695
The learning environment is conducive for all learners	.759
The compound has been made disability friendly	.666
There is a positive teacher attitude towards inclusive education	.699
The teachers use appropriate teaching method instruction for all learners	.711
The curriculum is a flexible for inclusive education	.714
Availability of trained teachers for inclusive education	.702
<b>KMO</b>	<b>.872</b>
<b>Approx. Chi-Square</b>	<b>812.070</b>
<b>Bartlett's Test of Sphericity (P&lt;0.001) df=28</b>	
<b>Eigenvalues</b>	<b>3.942</b>
<b>% of Variance</b>	<b>49.280</b>

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

**Source:** Field data, 2024

The children with special needs get equal treatment, some teachers were trained on inclusive education, the learning environment is conducive for all learners and the compound has been made disability friendly. The number of teachers trained in special education is minimal (Oriedo, 2003). Often, the few teachers trained in special education lack confidence in their ability to instruct pupils with exceptional needs (Moocher & Robertson, 2000). There was a positive teacher attitude towards inclusive education, teachers use appropriate teaching method instruction for all learners, curriculum a flexible for inclusive education and there was availability of trained teachers for inclusive education.

## 4.3 Correlation analysis on training and implementation of inclusive education

Pearson's moment correlation was used to establish the influence of training on implementation of inclusive education. It was appropriate because all the variables were in interval scale. There was a significant influence of teacher training on implementation of inclusive education in public primary schools in Nandi county ( $r = 0.673$ ,  $p = 0.000$ ) as shown in Table 3. An increase in teacher training led to improved implementation of inclusive education in public primary schools in Nandi county.

**Table 3 Correlation between Training and Implementation of Inclusive Education**

		<b>Inclusive</b>	<b>Training</b>
Inclusive	Pearson Correlation	1	
	Sig. (2-tailed)	.000	
Training	Pearson Correlation	.673**	1
	Sig. (2-tailed)	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=302

**Source:** Field data, 2024

### 4.3.1 Teacher training has no significant effect on implementation of inclusive education in public primary schools in Nandi County, Kenya

A linear regression model was used to explore the effect of training on implementation of inclusive education. The

$R^2$  represented the measure of variability in implementation of inclusive education that training accounted for. From the model, ( $R^2 = .452$ ) shows that training account for 45.2% variation in implementation of inclusive education. The training predictor used in the model captured the variation in the implementation of inclusive education as shown in Table 4.

**Table 4: Model Summary on training and implementation of inclusive education**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.673 <sup>a</sup>	.452	.450	.54970	.452	247.743	1	300	.000

a. Predictors: (Constant), Training

Source: Field data, 2024

The change statistics were used to test whether the change in adjusted  $R^2$  is significant using the F-ratio. The model caused adjusted  $R^2$  to change from zero to .452 and this change gave rise to an F- ratio of 247.743, which is significant at a probability of .05. The adjusted R square of .450 depicts that the training in exclusion of the constant variable explained the variation in implementation of inclusive education by 45% the remaining percentage can be explained by other factors excluded from the model.

### 4.3.2 Analysis of Variance on training and implementation of inclusive education

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in (Table 5). The regression model with training as a predictor was significant ( $F=247.743$ ,  $p$  value =0.001) shows that there is a significant relationship between training and implementation of inclusive education.

**Table 5: Analysis of Variance on training and inclusive education**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.861	1	74.861	247.743	.000 <sup>b</sup>
	Residual	90.652	300	.302		
<b>Total</b>		<b>165.514</b>	<b>301</b>			

a. Dependent Variable: Inclusive

b. Predictors: (Constant), Training

Source: Field data, 2024

### 4.3.3 Coefficients of Training and implementation of inclusive education

In addition, the  $\beta$  coefficients for training as independent variable were generated from the model, in order to test the hypotheses under study. The t-test was used as a measure to identify whether the training as predictor is making a significant contribution to the model. Table 6 shows the estimates of  $\beta$ -value and gives contribution of

the predictor to the model. The  $\beta$ -value for training had a positive coefficient, depicting positive relationship with implementation of inclusive education as summarized in the model as:

$$Y = 1.433 + 0.567X_5 + \epsilon$$

..... Equation 4.5

Where: Y = Inclusive education, X = training,  $\epsilon$  = error term

**Table 6: Training and implementation of inclusive education coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.433	.124		11.521	.000
Training	.567	.036	.673	15.740	.000

a. Dependent Variable: Inclusive

Source: Field data, 2024

From the findings the t-test associated with  $\beta$ -values was significant and the training as the predictor was making a significant contribution to the model. The coefficients result in table 6 showed that the predicted parameter in relation to the independent factor was significant;  $\beta_5 = 0.567$  ( $P < 0.05$ ). The study hypothesized that there is no significant effect of training on implementation of inclusive education. The study findings depicted that there was a positive significant effect of training on implementation of inclusive education ( $\beta_5 = 0.567$  and  $p$  value  $< 0.05$ ). Therefore, an increase in training leads to an increase in implementation of inclusive education. The null hypothesis (**H<sub>01</sub>**) was rejected.

Teacher training had a significant influence on implementation of inclusive education. This implies that for each increase in the training, there was an improvement in the implementation of inclusive education. Also concurs with Kalai (2011) that inclusive education should be embraced in all schools to cater for diverse pupils including the gifted and talented and those with disabilities. Preparation of headteachers and teachers ensure effective education children with diverse special needs. Wangio (2014) found that teacher styles of teaching and perception influence implementation of inclusive education.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

In conclusion, the study found that teacher training plays a significant role in the successful implementation of inclusive education in public primary schools in Nandi County, Kenya. The results indicated a positive correlation between teacher training and the effectiveness of inclusive education practices. The factor analysis revealed that various elements such as equal treatment for children with special needs, conducive learning environments, and disability-friendly compounds were key components influenced by teacher training. Regression analysis confirmed that teacher training accounted for 45.2% of the variation in the implementation of inclusive education. The findings suggest that ongoing training and in-service programs are

essential for enhancing the capacity of teachers to effectively implement inclusive education, ensuring that all learners, including those with special needs, benefit from an inclusive educational environment.

### 5.2 Recommendations

Based on the findings from the study, the following recommendations were made:

1. It is recommended that the government and education stakeholders prioritize the continuous professional development of teachers through in-service training programs focused on inclusive education. These programs should aim to equip teachers with the necessary skills and knowledge to address the diverse learning needs of students, including those with special needs.
2. Schools should be provided with adequate resources and infrastructure to ensure that the learning environment is conducive for all learners. This includes making physical environments disability-friendly and ensuring the availability of appropriate teaching materials and technology that cater to diverse learning needs.
3. Teacher training programs should incorporate practical strategies for inclusive education, including differentiated instruction and classroom management techniques that accommodate children with various disabilities and learning challenges.
4. A comprehensive policy framework should be developed to support the inclusion of children with special needs in mainstream schools. This policy should outline clear guidelines for teacher training, curriculum modification, and resource allocation to enhance the effective implementation of inclusive education at all levels of schooling.

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