

Perceptions of Teachers and Head Teachers on the Effectiveness of Inclusive Education in Public Primary Schools in Yatta Division Machakos County

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Abstract

The trends in the educational provision for children with disabilities have since the past two and a half decades continued to focus on their education in the same setting as that for their peers without special needs. The education now being most advocated for children with disability is inclusive education. Despite the many benefits of inclusion, difficulties inherent in this process are major setbacks to wider implementation of inclusive education. Many teachers of regular schools and other stakeholders doubt the workability of the strategy and resist the idea of having children with special needs in regular classrooms. Teachers play a critical role in the workability and effectiveness of inclusive education. However, many at times they are faced by different tasking challenges and that make inclusive education difficult to implement. These challenges are important to understand so that new methods can be implemented to improve the educational situation in the field of special needs education particularly inclusive learning. The study aimed to establish the perceptions of head teachers and teachers on the implementation of inclusive education, in Yatta Division, Machakos County.

Keywords: Education, Strategies, Learners Inclusive Education, Schools

Full text: <https://www.mcser.org/journal/index.php/jesr/article/view/1826/1825>