

Effects of selected factors on implementation of inclusive education in regular primary school in Matungu sub-county, Kakamega, Kenya

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Abstract

This study addresses the effects of selected factors on implementation of inclusive education in regular schools. Objective of the study was to assess the effects of implementation of inclusive education in the programme of FPE and the extent to which its facilitation and the exercise of the right to education including access, for children with disability. The hypothetical problems that faced the implementation of inclusive education in regular school was human resources, availabilities of facilities and over enrollment which hinders teachers to reach all pupils including children with disabilities. The researchers carried out the study in few selected schools in Matungu Sub –County of which 100 respondents, 1 education officer, 20 head teachers and 79 teachers were sampled out. This was because of the increase of integration in an inclusive setting; the results of these pupils from this sub-county district will also be used by the ministry of education to solve the same problem in the affected zones by the teachers in the samples schools in the district. A purposive random sampling was used to collect data and analyze the scores quantitatively with the help of statistical package (SPSS Ver. 20.0). Descriptive statistics included frequencies and percentages. Research findings highlights the need for frameworks that empower teachers with the necessary skills to cater for learners with diverse needs and there should have a separate curriculum that can deal with special needs were classified as ineffective ways that may be used to enhance inclusive education in primary schools.

Key words: *Inclusive education; Primary schools; Education; Matungu; Kakamega; Kenya*