

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*

1.0 Introduction: Primary education in Kenya

The Kenyan government introduced free primary education FPE in January, 2003 which resulted in increased enrollment of children from 5.9 million in 2002 to 7.2 million in formal public schools alone and in 2004 (Sessional Paper No. 1 of 2005). UNESCO (1994) states that the progress made towards achieving universal primary education (UPE) and goals in basic education, disparities still existed in some regions and primary school education still continued to experience many challenges relating to access, retention and completion of primary school cycle. Many pupils have limited access to primary or fail to complete basic education programmes and most affected pupils were from those primary schools that provide inclusive education in

regular primary schools. Also most affected from poor districts and some from slums in urban areas.

In this respect, Kenya like other African countries, has varying factors that account for the access to the education and dropout of primary schools programmes. These factors make the pupils' dropout of school especially the vulnerable group and thus affect government's effort to achieve basic education for all, which in turn affects the gains in eradicating illiteracy in Kenya. Dropping out of school, low performance, stigmatization and low transition rate becomes a critical issue in most of the poor countries; hence there is need for prompt action to arrest the problem (Sifuna, 1988; Kenny, 1987). This will be in line with the requirement of philosophy of convention on rights of the child (CRC) on

provision of basic education for all children, (UNICEF 1994). Inclusion is a philosophy which focuses on adjusting the home, the school and society so that all individuals regardless of their differences can have the opportunity to interact, play, learn, work, experience the feeling of belonging and develop in accordance with their potentials.

UNESCO (1994) sees inclusive education as a process of addressing and responding to the diversity of needs of learners through increasing participation in learning cultures and communities and reducing exclusion within and from education. It involves changes in content, approaches structures and strategies, within a common vision which covers all children within an appropriate age range. The adoption of the United Nations convention on the rights of people with disabilities article 24 requires the development of an inclusive education system for all children. It presents both a challenge and an opportunity to the countries of common wealth. In this regard, this paper provides arguments for implementing inclusive education in Matungu District Kakamega County.

1.2 Statement of the Problem

Dropout before completion of primary course, low transition rate and low performance among special need learners are some of the effects of implementation of inclusive education in regular primary schools. Currently most government has implemented inclusive education in most regular primary schools. Even with all these initiatives, there is continued dropout and low performance amongst boys and girls with special needs.

This is especially true in primary schools in Matungu Sub – County. According to statistics obtained in the district education office for the year 2010, 2011 and 2012, there was a remarkable decline in pupils with special needs which stood at 1, 500 pupils. This number dropped by 300 pupils by the year 2011, leaving the total district enrollment at 1200 pupils. However, in the year 2012, the district witnessed a slight drop in the enrollment and performance.

Most importantly, no similar study has been carried out in Matungu Sub-County which is the focus of this paper which centers on the research question of factors that affect the inclusive education in public primary

schools in Matungu Sub- County, Kakamega County?

2.0 Methodology

Research was conducted in few selected schools in Matungu Sub –County of which 100 respondents were interviewed. The respondent list consisted of 1 education officer, 20 head teachers and 79 teachers. This was based on the reason that owing to an 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 sample schools in the district. The researchers used purposive random sampling to collect data and analyzed the scores quantitatively with the help of statistical package (SPSS Ver. 20.0). Descriptive statistics included frequencies and percentages.

3.0 Study findings and discussions

The data collected was analyzed by descriptive statistics. The findings are presented in the form of tables, pie charts and graphs. All tests were conducted with the help of computer programme, the statistical package for social science (SPSS) version 17.5 for windows.

3.1 Demographic Results

Before embarking on the main objectives of the study, it was important to find out the background information of the respondents. This was ascertained by looking at the gender of the respondents, age, marital status, education level of teachers, period of stay in the current station by teachers. Background information was important as it lays a basic foundation on which interpretation of the study are based. Furthermore, background information of the respondents enables both the researcher and the readers to have confidence in the study.

Gender of the Respondents

The research sought to inquire about the gender of the respondents in order to represent views of all gender during the study. The chart below gives the results;

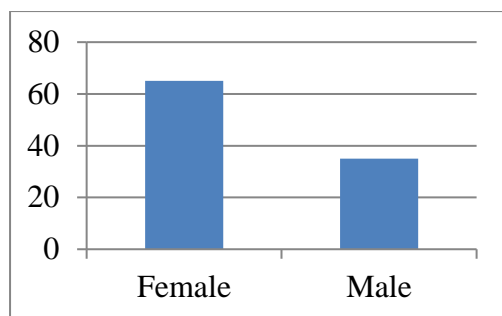


Figure 3.1. Gender of the Respondents

The results from figure 3.1 above show that, 65% (65) of the total respondents were female while 35% (35) were male. It's important that gender disparities were considered in adopting the right mix of strategies towards expanding access to secondary school education in Kenya. The consideration of gender reliability in the study to get views from both sides. This shows that there was no biasness during the research because at least one gender was represented.

Age Group of the Respondents

It was also prudent to find out the age of the sampled respondents. This was important because it enabled the researcher to establish the age group of those respondents who were participating in the study, the results as shown in table 3.1.

Table 3.1: Age Group of the Respondents

Age group	Frequency	Percent
18 - 27 years	10	10.0
28 - 37 years	10	10.0
38 - 45 years	50	50.0
46 - 55 years	25	25.0
55 years and above	5	5.0
Total	100	100.0

It is seen from the table above that 10% (10) of the total respondents were at age bracket between 18 – 27 years, another 10% (10) were at 28-37 years, 50% (50) at 38 – 45 years, 25% (25) between 46 – 55 years while 5% (5) were 55 years and above. The age of the respondents is relevant to the study since it is assumed that those respondents who were

mature had adequate knowledge on the area of study.

Academic Level of the respondents

The study sought to find out the academic level of the respondents, the results as shown in table 3.2.

Table 3.2: Academic Level of the respondents

Academic level	Frequency	Percent
College education	100	100.0
Total	100	100

The results from table 4.2 above show that, 100% (100) of the total respondents had attained college education and none had primary and secondary education level. The result implies that all the teachers were trained.

Duration for Working as a Teacher

The study sought to find out the duration for working as teacher of the respondents. The results as shown in table 3.3.

Table 3: Duration for Working as a Teacher

Duration	Frequency	Percent
2 - 4 years	15	15.0
4 - 6 years	85	85.0
Total	100	100.0

It is seen from the table above that, 15% (15) of the total respondents had worked as teachers for 2 – 4 years, 85% (85) for 4 – 6 years and none had worked for less than 2 years & 6 years and above respectively. From the results it is revealed that most of the teachers had been in the teaching profession for more than 4 years.

Designation of the Respondents

Table 4: Designation of the Respondents

Designation	Frequency	Percent
Head teacher	20	20.0
Deputy head teacher	20	20.0
Assistant teacher	60	60.0
Total	100	100.0

Results from table 3.4 show that, 20% (20) of the total respondents were head teacher, 20% (20) were deputy head teachers while 60.0% (60) assistant teachers.

Trained as a Special Need Teacher

The study sought to find out if teachers were trained as special need teacher; results are shown in the table below.

Table 3.5: Trained as a Special Need Teacher

Response	Frequency	Percent
Yes	25	25.0
No	75	75.0
Total	100	100.0

The results from the above table show that, 25% (25) of the total respondents had been trained as special need teachers while 75% (75) had not been trained as special need teachers.

Special Need Children in Your School

The study sought to find out if special need children were in public primary schools. The result was as shown in table 6 below.

Table 3.6: Special Need Children in Your School

Response	Frequency	Percent
Yes	95	95.0
No	5	5.0
Total	100	100.0

It is seen from the table above that 95% (95) of the total respondents said that they have special need children in their schools while 5% (5) said that they had no special need children.

3.2 Factors Affecting Inclusive Education in Regular Public Primary Schools Matungu Sub-County.

The objective one of the study was to determine the Factors Affecting Inclusive Education in Regular Public Primary Schools Matungu Sub-County. The researcher found

out the following factors; lack of differentiated curriculum affects implementation of inclusive education, lack of trained teachers’ resources for specific diversity, lack of trained teachers in special education, inadequate infrastructural facilities to cater for specific diversity, over enrolment as a result of free primary education, government policy such as education for all. These factors are explained below.

3.2.1 Lack of Differentiated Curriculum Affect Implementation of Inclusive Education

The government should introduce differentiated curriculum for special need learners because of their slow learning capacity. The researcher sought to find out how Lack of Differentiated Curriculum Affect Implementation of Inclusive Education in Regular Public Primary Schools Matungu Sub-County. The results are as shown in table 7 below.

Table 3.7: Lack of Differentiated Curriculum Affect Implementation of Inclusive Education

Response	Frequency	Percent
Strongly Agree	90	90.0
Agree	10	10.0
Total	100	100.0

It can be concluded from table 3.7 above that, 90% (90) of the total respondents strongly agreed that lack of differentiated curriculum affect implementation of inclusive education is a factors affecting inclusive education in regular public primary schools Matungu Sub-County, 10% (10) agreed and none disagreed. This is true according to Chataika, Mckenzie, Swart & Lyner Cleophas (2012), Despite the development of an inclusive education policy to address this exclusion, one of the issues that hampers progress is the lack of teacher skills in adapting the curriculum to meet a range of learning needs. This highlights the need for frameworks that empower teachers with the necessary skills to cater for learners with diverse needs

3.2.2 Lack of Resources for Specific Diversity

The researcher found out that lack of trained teachers' resources for specific diversity is major factor affecting inclusive education in regular public primary Schools Matungu Sub-County. The results are shown below.

Table 3.8: Lack of Trained Teachers Resources for Specific Diversity

Response	Frequency	Percent
Strongly Agree	60	60.0
Agree	40	40.0
Total	100	100.0

Table 3.8 above show that 60% (60) of the respondents strongly agreed that lack of trained teachers' resources for specific diversity is a factor affecting inclusive education in regular public primary schools Matungu Sub-County, 40% (40) agreed and none was against the statement. Theoretical literature reveals that PWDs are a heterogeneous group with different forms of impairments and degrees of severity (UNESCO, 2005). They also have different abilities to learn. Scholars of disability movements have conceptualized disability in terms of the *individual model*, where, the problem is seen as located in the individual child; *social model*, where the problem is located in the *society* and educational system as a result of impediments imposed by the social, cultural and economic barriers.

For example; lack of or inadequate policies and legislation, negative attitudes and stereotyping of differences, inflexible curricula, inappropriate language used for teaching and learning, inaccessible infrastructure and environments that are not safe or friendly to those with special needs especially those with physical disabilities, inappropriate and inadequate support services, parents and communities who are neither recognized nor involved in the management of schools and education managers who are inadequately and/or inappropriately trained.

3.2.3 Lack of Trained Teachers in Special Education

The lack of qualified special education teachers threatens the quality of education that students with disabilities receive. Attrition plays a part in the teacher shortage problem,

and efforts to improve retention must be informed by an understanding of the factors that contribute to attrition. The table below shows results;

Table 3.9: Lack of Trained Teachers in Special Education

Response	Frequency	Percent
Strongly Agree	75	75.0
Agree	25	25.0
Neutral	0	0
Disagree	0	0
Strongly Disagree	0	0
Total	100	100.0

The results from table 3.9 above show that 75% (75) of the total respondents strongly agreed that lack of trained teachers in special education is a factor affecting inclusive education in regular public primary schools Matungu Sub-County, 25% (25) agreed and none disagreed. According to Billingsley, B. S. (1993), one of the most important challenges in the field of special education is developing a qualified work force and creating work environments that sustain special educators' involvement and commitment. The field had an insufficient supply of new teachers as well as qualified teachers who are not currently teaching to fill vacancies.

3.2.4 Inadequate Infrastructural Facilities to Cater for Specific Diversity

The researcher sought to find out how inadequate infrastructural facilities to cater for specific diversity affects inclusive education in regular public primary Schools Matungu Sub-County and find out the following results as shown in table 10 below.

Table 3.10: Inadequate Infrastructural Facilities to Cater for Specific Diversity

Response	Frequency	Percent
Strongly Agree	75	75.0
Agree	25	25.0
Total	100	100.0

The results from table 3.10 above show that 75% (75) of the total respondents strongly agreed that Inadequate Infrastructural Facilities to Cater for Specific Diversity is a factor affecting inclusive education in regular public primary schools Matungu Sub-County, 25% (25) agreed while none disagreed. There

was insufficient classrooms or buildings, desks etc in public primary schools in Matungu Sub-County. The number of pupils in public schools instantly increased due to introduction of free primary education by Kenya government and therefore, the available classrooms, desks and other infrastructural facilities in those schools are not enough to accommodate the pupils, in that most pupils learn from outside the classroom under a tree while seated on the dusty ground and this negatively affects the classroom concentration of pupils.

3.2.5 Over Enrolment as a Result of Free Primary Education

The study sought to find out how over enrolment of pupils affected the inclusive education in regular public primary Schools Matungu Sub-County and came out with the results below.

Table 3.11: Over Enrolment as a Result of Free Primary Education

Response	Frequency	Percent
Strongly Agree	30	30.0
Agree	55	55.0
Neutral	15	15.0
Total	100	100.0

Table 3.11 above show that 30% (30) of the respondents strongly agreed that over enrolment as a result of free primary education is a factor affecting inclusive education in regular public primary schools Matungu Sub-County, 55% (55) agreed, 15% (15) were neutral and none disagreed. Due to invention of free primary education by the Kenya government, it is mandatory for every child to join the public school. This forced the head teachers to enroll more pupils without considering other factors or conditions of the school such as the available classrooms, desks, the number of qualified teachers etc.

3.2.6 Government Policy on Education for all

The government policy such as right to education, states that every child has a right to be educated thereby joining any public primary school of his/ her choice. The results are as shown in table 3.12 below.

Table 3.12: Government Policy on Education for All

Response	Frequency	Percent
Strongly Agree	65	65.0
Agree	25	25.0
Neutral	10	10.0
Total	100	100.0

Table 3.12 above show that 65% (65) of the respondents strongly agreed that government policy such as education for all is a factor affecting inclusive education in regular public primary schools Matungu Sub-County, 25% (25) agreed, 10% (10) were neutral and none was against the statement.

3.3 Effects of Inclusive Education in regular Primary Schools in Matungu Sub county Kakamega County.

Since there are few or no trained teachers in special education, most of the teachers in public schools don't know how to handle and deal with special need learners, they end up persistently harassing them and as a result the special need learner feels unloved etc. and later on gets out of school. The researcher sought to find out how high dropout rate led to decline in enrolment of special needs learners in inclusive education in public primary schools in Matungu Sub-County and found out the following results.

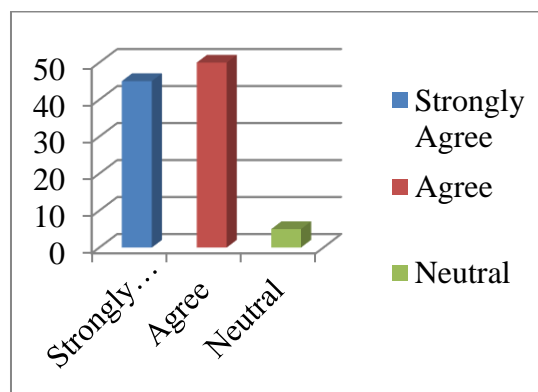


Figure 3. High Dropout Rate

The results from figure 3.3 above show that 45% (45) of the total respondents strongly agreed that high dropout rate have influenced The Decline in Enrolment of Special Needs Learners in Inclusive Education In Primary Schools, 50% (50) agreed, 5% (5) were neutral while none disagreed with the statement.

The study also sought to found out how low transition rate led to decline in enrolment

of special needs learners in inclusive education in public primary schools' in Matungu Sub-County. The researcher came out following results.

Table 3.13: Low Transition Rate

Response	Frequency	Percent
Strongly Agree	50	50.0
Agree	45	45.0
Neutral	5	5.0
Total	100	100.0

Table 3.13 show that 50% (50) of the respondents strongly agreed that low transition rate have influenced the decline in enrolment of special needs learners in inclusive education in primary schools,45% (45) agreed, 5%(5) were neutral while none disagreed with the statement.

As regards to academic excellence, the study sought to found out how low performance led to decline in enrolment of special needs learners in inclusive education in public primary schools' in Matungu Sub-County. The researcher came out following results.

Table 3.14: Low Performance

Response	Frequency	Percent
Strongly Agree	60	60.0
Agree	35	35.0
Neutral	5	5.0
Total	100	100.0

It can be concluded from table 3.14 above that, 60% (60) of the total respondents strongly agreed that low performance have influenced the decline in enrolment of special needs learners in inclusive education in primary schools, 35% (35) agreed, 5% (5) were neutral while none disagreed with the statement.

The issue of stigmatization was also a concern. The disabled pupils are laughed at, abused and abandoned by other pupils for example they don't play, sit and talk to them and due to this most of special need learners feel out of place and unloved and as result they get out of school. Therefore, the researcher saw there was need to find out how stigmatization of special need learners led to decline in enrolment of special needs learners in inclusive education in public primary

schools in Matungu Sub-County and got the results as follows.

Table 3.15: Stigmatization of pupils

Response	Frequency	Percent
Strongly Agree	35	35.0
Agree	45	45.0
Neutral	20	20.0
Total	100	100.0

It is seen from table 3.15 that 35% (35) of the total respondents strongly agreed that stigmatization have influenced the decline in enrolment of special needs learners in inclusive education in primary schools,45% (45) agreed, 20% (20) were neutral while none disagreed with the statement.

The researcher ought to understand how low esteem led to decline in enrolment of special needs learners in inclusive education in public primary schools in Matungu Sub-County and got the results as shown in table 16 below.

Table 16: Low Esteem

Response	Frequency	Percent
Strongly Agree	80	80.0
Agree	10	10.0
Neutral	10	10.0
Total	100	100.0

The results from table 3.16 above show that 80% (80) of the total respondents strongly agreed that low esteem have influenced The Decline in Enrolment of Special Needs Learners in Inclusive Education in Primary Schools, 10% (10) agreed, and none were either neutral or disagreed with the statement. Due to stigmatization by other pupils and teachers, the special need learners develop a negative self-image, for example they view education is not important to them, they down look upon themselves and this makes some of them to get out of school. Therefore, it is important for Kenya government to build special schools specifically for the special need learners in order to avoid this.

3.4 Enhancing Inclusive Education in Primary Schools

The study sought to find out ways in enhancing inclusive education in primary schools. Training of more personnel and funding special need pupils by the government are classified as effective ways that may be used to enhance inclusive education in primary schools. The results are explained below.

Table 3.17: Enhancing Inclusive Education in Primary Schools

Statement	Frequency	Percent
Training more personnel	95	95.0
Funding the special needs pupils by the government	5	5.0
Total	100	100.0

Statement	Frequency	Percent
construction of schools that are special needs education compliant	35	35.0
There should have a separate curriculum that can deal with special needs	65	65.0
Total	100	100.0

The results from table 3.17 above show that 100% (100) of the total respondents said that Training more personnel is a way that may be used to enhance inclusive education in primary schools either by government, society, teachers or any other while none said that the society should encourage the pupils to get to school. Construction of schools that are special needs education compliant 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. It is seen from table 4.6.2 that 35% (35) of the total respondents said that construction of schools that are special needs education compliant is an ineffective way that may be used to enhance inclusive education in primary schools while 65% (65) said that there should have a separate curriculum that can deal with special needs.

4.0 Discussion

Study findings show that majority of the teachers, 85% (85) had been working as teachers between 4–6 years and none had worked for less than 2 years and 6 years above respectively. The research sought to find out if teachers were trained as special need teacher, results revealed that only 25% (25) of the total respondents had been trained as a special need teacher implying that though

there are special children in schools few teachers are trained as special teachers.

On finding if primary schools had special needs children in their schools it was found that 95% (95) of the total respondents said that they have special need children in their schools. Factors affecting inclusive education in regular public primary schools Matungu Sub-County were found to be lack of differentiated curriculum affect implementation of inclusive education 95.0%, lack of trained teachers resources for specific diversity 100.0% of the respondents agreed, lack of trained teachers in special education, inadequate infrastructural facilities to cater for specific diversity, over enrolment as a result of free primary education, government policy such as education for all. 75% (75) of the total respondents strongly agreed that lack of trained teachers in special education is a factor affecting inclusive education in regular public primary schools Matungu Sub-County, 25% (25) agreed and none disagreed.

According to Billingsley (1993), one of the most important challenges in the field of special education is developing a qualified work force and creating work environments that sustain special educators' involvement and commitment. The field has an insufficient supply of new teachers as well as qualified teachers who are not currently teaching to fill vacancies. 100.0% of the total respondents strongly agreed that inadequate infrastructural facilities to Cater for Specific Diversity is a factor affecting inclusive education in regular public primary schools Matungu Sub-County.

There is insufficient classrooms or buildings, desks etc in public primary schools in Matungu Sub-County. The number of pupils in public schools instantly increased due to introduction of free primary education by Kenya government and therefore, the available classrooms, desks and other infrastructural facilities in those schools are not enough to accommodate the pupils, in that most pupils learn from outside the classroom under a tree while seated on the dusty ground and this negatively affects the classroom concentration of pupils. Over enrolment as a result of free primary education is a factor affecting inclusive education in regular public primary schools Matungu Sub-County, 55% (55) agreed, 15% (15) were neutral and none disagreed. Due to invention of free primary

education by the Kenya government, it is mandatory for every child to join the public school. This forced the head teachers to enroll more pupils without considering other factors or conditions of the school such as the available classrooms, desks, the number of qualified teachers etc. Low performance led to decline in enrolment of special needs learners in inclusive education in public primary schools' in Matungu Sub-County. 95.0% of the total respondents strongly agreed that low performance have influenced the decline in enrolment of special needs learners in inclusive education in primary schools.

The disabled pupils in most schools are laughed at, abused and abandoned by other pupils for example they don't play, sit and talk to them and due to this most of special need learners feel out of place and unloved and as result they get out of school. Therefore, there was need to find out how stigmatization of special need learners led to decline in enrolment of special needs learners in inclusive education in public primary schools in Matungu Sub-County and got the results as follows. It is seen from table 15 that 90.0% of the total respondents agreed that stigmatization have influenced the decline in enrolment of special needs learners in inclusive education in primary schools. Low esteem led to decline in enrolment of special needs learners in inclusive education in public primary schools in Matungu Sub-County, 90% (90) of the total respondents strongly agreed that low esteem have influenced the decline in enrolment of special needs learners in inclusive education in primary schools, Due to stigmatization by other pupils and teachers, the special need learners develop a negative self-image, for example they view education is not important to them, they down look upon themselves and this makes some of them to get out of school. Therefore, it is important for Kenya government to build special schools specifically for the special need learners in order to avoid this.

The study sought to find out ways in enhancing inclusive education in primary schools. There was need for training of more personnel and funding special need pupils by the government are classified as effective ways that may be used to enhance inclusive education in primary schools. 100% (100) of the total respondents said that Training more

personnel is a way that may be used to enhance inclusive education in primary schools either by government, society, teachers or any other while none said that the society should encourage the pupils to get to school. Construction of schools that are special needs education compliant 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. 35% (35) of the total respondents said that construction of schools that are special needs education compliant is an ineffective way that may be used to enhance inclusive education in primary schools while 65% (65) said that there should have a separate curriculum that can deal with special needs. It was found out that 40% (40) of the total respondents said that motivation of special needs teachers should be put in place so that they can teach well is one of measurements that can be used to enhance inclusive education in primary schools and also 60% (60) said donors should fund special schools. Motivating of special needs teachers is important so that special teachers can teach well and donors should fund special schools are some of measures to enhance inclusive education in primary schools.

5.0 Conclusions and recommendation

It was found that over enrolment as a result of free primary education was a factor affecting inclusive education in regular public primary schools Matungu Sub-County, due to invention of free primary education by the Kenya government, it is mandatory for every child to join the public school. This forced the head teachers to enroll more pupils without considering other factors or conditions of the school such as the available classrooms, desks, the number of qualified teachers etc. Low performance led to decline in enrolment of special needs learners in inclusive education in public primary schools' in Matungu Sub-County. The disabled pupils in most schools are laughed at, abused and abandoned by other pupils for example they don't play, sit and talk to them and due to this most of special need learners feel out of place and unloved and as result they get out of school.

Objective three was on remedies in enhancing inclusive education in primary schools this included need for training of more

personnel and funding special need pupils by the government are classified as effective ways that may be used to enhance inclusive education in primary schools. Training more personnel is a way that may be used to enhance inclusive education in primary schools either by government, society, teachers or any other while none said that the society should encourage the pupils to get to school. Construction of schools that are special needs education compliant 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. Motivation of special needs teachers should be put in place so that they can teach well. This is one of the measures that can be used to enhance inclusive education in primary schools. Lack of qualified special education teachers threatens the quality of education that students with disabilities receive. Attrition plays a part in the teacher shortage problem, and efforts to improve retention must be informed by understanding the factors that contribute to attrition.

The implication of these findings for all stakeholders in the education sector like teacher trainers, teachers, education officials in the Ministry of Education and parents are many. The study recommends that the following steps can be taken;

- i. 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.
- ii. This highlights the need for frameworks that empower teachers with the necessary skills to cater for learners with diverse needs

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