



## **Strategies Used by Teachers in Readiness for Mainstreaming of Learners with Special Needs in Public Primary Schools in Masaba South Sub County. A Case Study of Kisii County, Kenya**

**Jeremiah M. Moruri<sup>a\*</sup>, Naftali K. Rop<sup>a</sup> and Ruth J. Choge<sup>b</sup>**

<sup>a</sup> *Department of Education Foundation and Psychology, Maasai Mara University, P.O BOX, 861-20500, Narok, Kenya.*

<sup>b</sup> *Department of Education, Koitaleel Samoei University College, P.O BOX, 5-30307, Mosoriot, Kenya.*

### **Authors' contributions**

*This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.*

### **Article Information**

DOI: 10.9734/AJESS/2021/v23i330558

#### Editor(s):

(1) Dr. Der-Jang Chi, Chinese Culture University, Taiwan.

#### Reviewers:

(1) Sarah Raquel Almeida Lins, Universidade de Brasilia, Brasil.

(2) Ana Claudia Tenor, Municipal Secretary of Education, Brazil.

Complete Peer review History: <https://www.sdiarticle4.com/review-history/77460>

**Original Research Article**

**Received 08 September 2021**

**Accepted 16 November 2021**

**Published 19 November 2021**

### **ABSTRACT**

Mainstreaming is a concept and practice of educating learners with challenges in regular education settings. Mainstreaming advocates for education of all categories of learners without discriminating the specific group of individuals with disabilities. The study sought to assess strategies used by teachers in readiness for mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County, Kenya. The study was underpinned by the Social Model of Disability theory. Simple random sampling was used to select a sample of 234 teachers while purposive sampling was used to select the 25 headteachers from the schools which were used in the study. Questionnaires were employed for data collection. A pilot study was carried out in one of the schools within the study area. The study adopted survey research design to investigate the study variables. Both qualitative and quantitative approaches were used in analyzing data. The findings of the study found out that teachers' attitude, professional development and experience influence mainstreaming. The study also observed that for mainstreaming to be achieved, the curriculum needs to be structured, teachers should be trained in special needs education, and the

\*Corresponding author: Email: [jmokua27@gmail.com](mailto:jmokua27@gmail.com);

school environment should meet the needs of learners with special needs. It is recommendable that the government and all education stakeholders should jointly enhance expansion of facilities in the already established schools. This will encourage all teachers, trained or not to be ready to handle all categories of learners in the mainstream settings in Masaba South Sub County.

*Keywords: Mainstreaming; attitude; disability; regular classroom; special needs education.*

## 1. INTRODUCTION

Mainstreaming is interpreted as a concept and practice of educating learners with challenges in regular education settings. Mainstreaming advocates for education of all categories of learners without discriminating the specific group of individuals with disabilities [1]. The same sentiment is stressed in Article 26 (1) of the Universal Declaration of Human Rights which indicates that everyone has a right to free and compulsory education at the basic level [2]. Mainstreaming values and caters for the particular needs of learners so as to obtain the major goal of education for all.

A number of countries globally including developing and developed have embraced the idea of mainstreaming in their education policies. In the United States of America, a study was conducted which found out that close to 96% of learners with special needs were catered for in mainstream schools. The remaining 4% are handled in schools meant for learners with severe disabilities [3]. This demonstrates that mainstreaming has been implemented successfully. A similar trend was experienced in Nova Scotia where mainstreaming practices became widespread starting in 1996 when the department of education and Culture released the first special education policy manual. In Malaysia, mainstreaming of children with special needs began through the Malaysians' involvement at the global level in workshops hosted by United Nations particularly under the UNESCO activities. The World's emphasis on education meant to cater for all persons held in Thailand at Jomtien in 1990 has been focusing on mainstreaming initiatives and equity issues for all levels of children. Further commitment emphasizing on education of all learners was emphasized in the UNESCO's Sub-regional Seminar on Policy, Planning and Organization of the education of learners with challenges in Harbin, China in 1993 [4].

In the African continent, special needs education remains a new idea in majority of its countries. Most of these countries have well formulated

theoretical concepts that are only paper work such as social rehabilitation or community, mainstreaming and family just to instill or justify the notion of equal education that may cater for all categories of learners. Were (2008), quotes that in sub-Saharan Africa, Zambia, Zimbabwe and South Africa share a strong history of active disability human rights organizations. Most learners with SNE in the region have been actively engaged in education activities for at least a decade [5]. In South Africa, there are 390 learning institutions for learners with special needs according to Mcheka [6]. Teachers in South Africa are struggling with a remnant system of education inherited from the colonial government which was based on segregation of learners according to race and colour. The adoption of SNE in South Africa was a follow up of Act 108 of 1996 and Education for All initiative as quoted in Salamanca statement of 1994 [7]. The education white paper 6 document helped in the implementation of mainstreaming in South Africa [8]

In Uganda and Lesotho on policies that support the idea of mainstreaming, Bategeka et al, 2004 carried out a study and discovered that in Africa, Uganda is among the countries that is handling the educational requirements of persons with special challenges as per the requirements of Universal primary Education as from January 1997 [9]. The government of Uganda enabled families financially to educate their children with special challenges. According to Bosa (2003), families in Uganda give first priority to a child with a disability followed by girls in school matters. Although a lot has been emblazed, there is evidence that some learners with challenges are still not enrolled in school [10]. Moreover, those with special needs in general schools are likely to discontinue if they are not enrolled in integrated settings.

Furthermore, before the special needs education policy was started in Kenya in early 2010, special education followed the guidelines of sessional paper No. 5 of 1968 and no. 6 of 1988. The policies outlined those learners with special needs were to be taught in special schools.

Presidential directives, legal notices from the ministry of education and education commissions provided other policies that gave direction on how learners with disabilities were to be handled in terms of education [11]. The current policy on special needs education vividly highlights the essence of going ahead with mainstreaming as a necessary way of attaining the goal of Education for All objectives as regards to the MOEST [12]. The implementation of free primary education Kenya was a crucial move in the realization of that objective. As much as free primary education increased enrolment in all primary schools in Kenya between the year 2002 to 2008 from 5.9 million to 8.5 million, the percentage of children with disabilities who should be in school but do not attend remains high. Among the 750,000 children with disabilities who should be attending school, only 6% translating to 45,000 are placed and attend learning in educational institutions [12]. This proves that 94% of CWDS are not attending school [13].

Various commissions in Kenya advocated for education for all categories of learners. Among the commissions established by the Kenyan Government to look into sustainability of the educational provision for all children which include Ngala Mwendwa (1964), Ominde Commission (1964) and Gachati Commission (1976) [14-16]. The National Education Committee, Objectives and Policies (1976) and Report emphasized the importance of improving education and other equitable provisions for persons with special needs. Similarly, the Kamunge report (1964) stressed on the essence of mainstreaming learners with special needs in regular schools [17].

The report also investigated particular types of challenges faced by learner with various challenges especially disabilities and recommended possible ways of helping them achieve their goals in education. The Gender policy on education (2005) finds it necessary to look into special needs education so as to address the specific needs of beneficiaries who are learners with special needs [18]. The policy is set to help learners with special needs stay in school, participate and complete the education programme. This can be achieved by making sure that teachers' readiness is being addressed by training them and giving them adequate skills that will be vital in providing knowledge to learners with special needs, changing their attitudes positively towards these categories of learners, getting necessary assistance from the

institution's administration and by eliminating teachers' cultural beliefs that hinder mainstreaming.

The ministry of education in Kenya has given guidelines that have paved way for a friendly environment that is conducive for learners with special needs making schools conducive for learning. The government has promoted education by giving extra money to assist address the wants of learners with special needs enrolled in regular primary schools. The policy of mainstreaming is also being implemented to benefit majority of this category of learners within primary school going age as per Kenya persons with Disabilities Amendment Bill (2014, validation workshop) [19]. It has also instituted capacity building programs to ensure that education personnel and managers handling the added responsibilities have adequate capacity in terms of management skills and facilitation tool to support the implementation of the reforms.

In an attempt to ensure effectiveness in implementation of mainstream education in Masaba South Sub-County, various indicators are important. They include: quality of teachers skilled in special needs education, relevant and adequate teaching aids and the perception of teachers on mainstreaming. It is with such initial premise that forms the motivation of this study in attempting to assess strategies used by teachers in readiness for mainstreaming. The purpose of the study was to critically assess strategies used by teachers in relation to mainstreaming of learners with special needs in regular primary schools in Masaba South Sub County, Kisii County.

## **2. METHODOLOGY**

### **2.1 Research Design**

The study made use of descriptive survey research design in examining the study variables. Orodho (2009) defines study design as a scheme, outline or plan that is used to generate answers to research problems [20]. Descriptive Survey is an effort to gather data from respondents as per the variables according to Mugenda and Mugenda [21]. Descriptive survey design was convenient in this investigation because of its capability to obtain a variety of information on factors touching on teachers' preparedness towards mainstreaming of learners with special needs. The design examined opinions, attitudes, incidences and

associations between variables. Variables such as teachers' attitudes, training, experience, support from school administration and cultural beliefs were surveyed to find out how they affect mainstreaming.

## 2.2 Target Population

All the teachers and head teachers in Masaba south sub county formed the population that was targeted in this investigation. There are 784 teachers and 82 head teachers in the study area.

## 2.3 Sampling Procedure and Sample Size

Simple random sampling was applied in selecting schools from the total population. This procedure was used because it gave all the schools in the target population an equal chance of being sampled into the study, thus reducing biasness. All the names of the 82 public primary institutions within Masaba sub county were written in some small sheets notes which were then folded and put in a box. The box was shaken to mix the papers thoroughly. 25 schools were then chosen randomly from the box which represented 30% of the 82 schools in the sub county that were involved in this investigation. The study purposively sampled out all the headteachers of the institutions that were sampled out. From the 25 schools the 234 teachers were sampled using simple random sampling.

## 2.4 Research Instruments

The study used questionnaires and interview schedules to collect data.

### 2.4.1 Questionnaires

The questionnaires were used for soliciting information from the respondents. The questionnaires for the data collection were semi-structured. They sort information with regard to the strategies aimed at mainstreaming of learners with special needs. These questionnaires were preferred because they ensure anonymity, respondent acceptability, and save cost thus enabling the researcher to collect huge volumes of data using a flexible design.

### 2.4.2 Interviews schedules

Interviews were administered to the head teachers on their attitudes towards mainstreaming of learners with special needs.

The interviews enabled the researcher to probe for more information from the key informants. During the data collection, the researcher took notes on those issues found worthy in substantiating the data.

## 2.5 Reliability and Validity of the Research Instruments

To achieve reliability of the study instruments, a pilot study was conducted in one of the schools in the area where the study was being carried out with the school not being included during data collection. A test-retest method was administered whereby the same items were administered to the same subjects within a two weeks interval. Pearson's product moment formula was employed to compute the correlation co-efficient of scores of the two similar tests in order to ascertain the extent to which the contents of questionnaire were consistent. A correlation co-efficient of 0.67 was achieved and the instruments were deemed reliable as Kothari (2004) notes that a correlation coefficient of 0.5 and above is a convenient measure of reliability [22]. Content validity was tested to establish whether items in the questionnaire were suitable for this research. Test instruments that were not clear to the respondents were noted and adjusted to eliminate misunderstanding and confusion. Those that were deemed difficult were sorted and reframed in a language that was convenient for the people participating in the research. Consultation with experts in the department of special needs education was systematically carried out and the questionnaire was drawn accordingly so as to ascertain whether they measured genuinely what they purported to measure.

## 2.6 Data Analysis

After ensuring that all the questionnaires were duly completed, data was cleaned and coded for editing and analysis purposes. Qualitative data was thematically analyzed by grouping data into major themes from which the views of respondents were cleaned to remove outliers or missing values. The cleaned data was coded and then tabulated then coded and arranged in tables in frequency distributions. Results from interview schedules from the heads of schools were analyzed by describing what was discovered from the study while results from teachers from questionnaires were grouped according to objectives and responses received in order to determine their means and percentages. The

data that was analyzed was presented using frequencies and cross tabulation tables.

### 3. RESULTS AND DISCUSSION

#### 3.1 Questionnaire Return Rate

The study involved 259 respondents. Twenty-five head teachers and two hundred and thirty-four class teachers were involved. Out of 259 questionnaires administered to them, 255 were returned translating to 98.4% return rate. This was considered adequate since the recommended rate for analysis and reporting is 50% and above [22].

#### 3.2 Demographic Data of Respondents

The respondents' demographic data focused on gender, age, teaching experience and the highest academic achievement of respondents. The presented data was acquired from filled questionnaires, interviews and the analyzed documents from 255 respondents.

##### 3.2.1 Gender of the respondents

Teachers were required to state their gender to find out whether it affected their readiness for mainstreaming of learners with special needs. Results are presented in Fig. 1.

Fig. 1 shows that there were more male teachers who amounted to 54.5% as compared to female teachers who formed 45.5%. The results conformed to the findings acquired from the Sub County Director's office, Masaba South Sub County which indicated that male teachers were more in the region.

##### 3.2.2 Age bracket of the respondents

Teachers were required to state their ages to find out whether it affected their readiness for mainstreaming of learners with special needs. Table 1 displays the results.

Table 1 indicates that a large number of teachers, 49% were above 40 years, 29.4% were between 31 – 40 years, and 20.4% were between 21 – 30 years while the least number of teachers, 1.2% were below 20 years. This indicates that Masaba South Sub County relies heavily on long serving staff that is highly experienced in teaching. These highly experienced tutors are better placed to give significant knowledge on factors touching on teachers' preparedness towards mainstreaming of learners with special needs in public primary schools in Masaba south Sub County.

##### 3.2.3 Teaching experience

Teachers were asked to give information about their teaching experience and their response is shown on Table 2.

Table 2 shows that 18% of teachers had been in the profession for 5 – 10 years, 21.6%, 11 – 15 years, 24.3%, between 16 – 20 years while the highest number of teachers, 36.1% had worked in the profession for over 20 years. This is evidence that a higher percentage of teachers had worked for a long time and had adequate know how to give the inside on factors influencing teachers' preparedness towards mainstreaming of learners with special needs in public primary schools in Masaba south sub county.

##### 3.2.4 Teachers highest academic qualifications

Teachers were requested to state their highest academic qualifications. The outcome is displayed in Fig. 2.

From Fig. 2, Majority, 46.3% of teachers had P1 certificate, 27.8% diploma holders, 25.9% were degree holders in education. The data showed that a high number of teachers had trained as P1 professionals to teach in public primary schools.

**Table 1. Age bracket of the respondents**

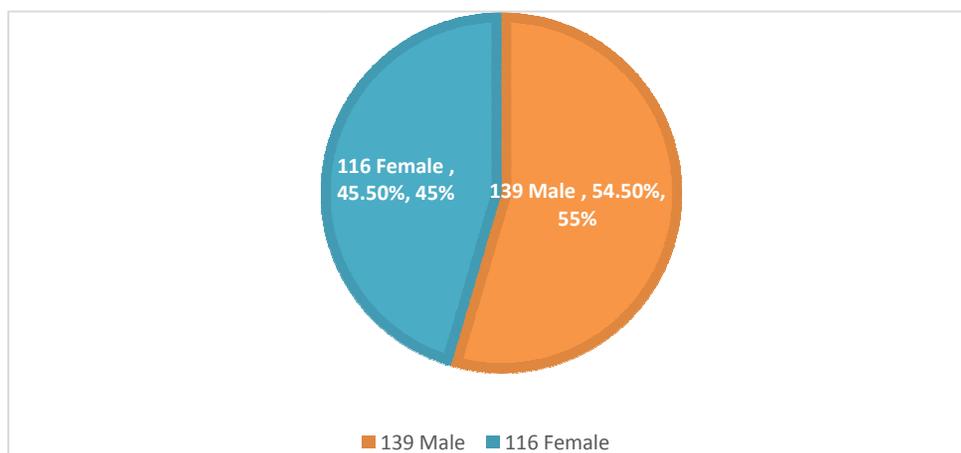
Age	Frequency	Percentage
Below 20 years	3	1.2
21 – 30 years	52	20.4
31 –40 years	75	29.4
Above 40 years	125	49
<b>Total</b>	<b>255</b>	<b>100</b>

*\*Respondents age bracket*

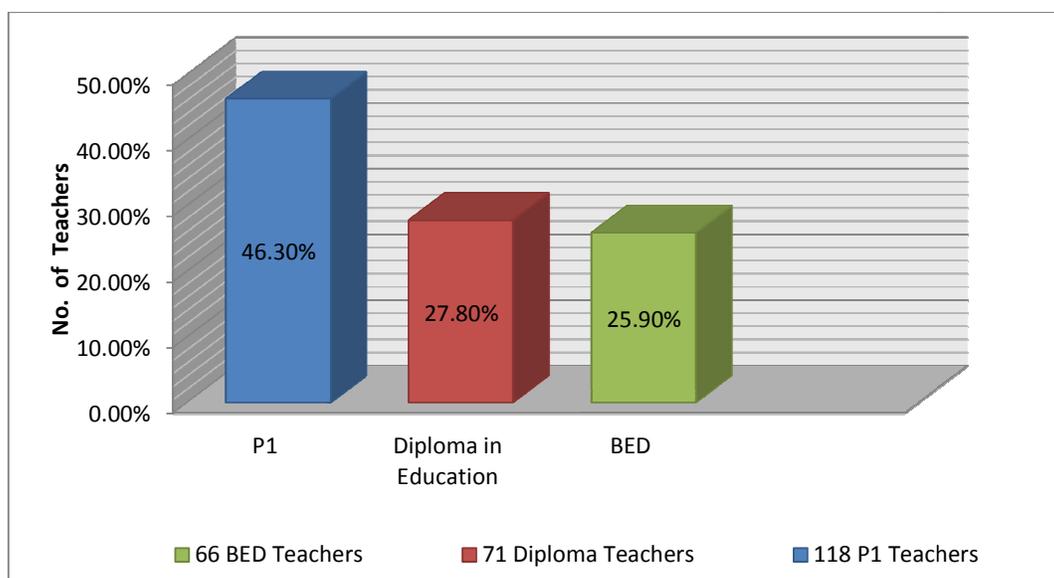
**Table 2. Teachers teaching experience**

Duration of teaching	Frequency	Percentage
5 -10 Years	46	18
11 – 15 Years	55	21.6
16 – 20 Years	62	24.3
Over 20 Years	92	36.1
<b>Total</b>	<b>255</b>	<b>100</b>

\*Teaching Experience



**Fig. 1. Respondents' Gender**



**Fig. 2. Highest academic qualifications**

**3.2.5 Category of learners with special needs in regular primary schools**

were in their school. The findings are presented in the pie chart Fig. 3.

Teachers were required to give information on the category of students with special needs that

From Fig. 3 as illustrated, a high percentage of respondents, forming 60% affirmed that a high

number of learners with challenges in regular schools within the study area were physically handicapped.

fulfilled especially that of children with disabilities, it has to start with the mindset change [23].

### 3.3 Assessing Teachers' Attitudes towards Mainstreaming of Learners with Special Needs in Regular Primary Schools

#### 3.3.2 Teachers are willing and prepared to accept learners with special needs to learn in the same classroom with the regular learners

The study examined the extent to which teachers' attitudes influence their readiness towards mainstreaming of learners with special needs.

Teachers were asked to state whether they were willing and prepared to allow learners with special needs to learn together with the regular counterparts. Table 4 reveals the findings.

#### 3.3.1 Learners with Special Needs can be handled efficiently in an Integrated Setting

The findings from Table 4 indicate that most teachers, 64.3% were ready to handle all categories of learners including those with challenges while 35.7% were either undecided or not ready. This is encouraging because teachers' readiness to educate learners with special needs is a step forward towards mainstreaming in Masaba South Sub County. Although 27.5% of respondents were against mainstreaming, there is need to sensitize and motivate those teachers to support mainstreaming. According to (2001), the attitude of teachers should be established before implementing any mainstreaming process. Ogot (2005) found out that sensitization helps eliminate negative attitude [23]. Masaba South Sub County is inhabited by Abagusii Community who hold beliefs that some disabilities such as epilepsy are contagious. The study agrees with Varynen (2002) who suggests that for education for all to be realized, it has to start with change of attitude so as to accommodate and value learners with disabilities.

Teachers were asked if they believed whether learners with special needs could be catered for effectively in an integrated setting. The findings are shown in the Table 3.

From Table 3, 14.5% of the respondents are not sure if learners with special needs can be catered for effectively in an integrated setting, 36.9% strongly disagreed, 26.3 disagree, 14.1% agree and 8.2% strongly agree. This clearly portrays that majority of teachers do not accept that learners with disabilities can be catered for effectively in an integrated setting and this may be associated with the negative attitude teachers hold about learners with special needs. The above result was also noted by Varynen (2002) who argues that if education for all must be

**Table 3. Learners with special needs can be catered for effectively in an integrated setting**

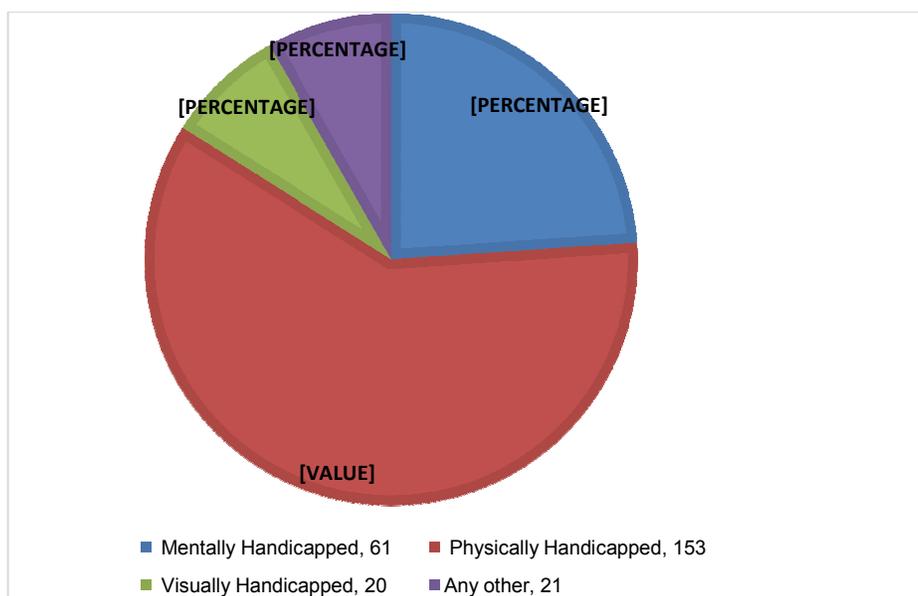
Response	Frequency	Percentage
Undecided	37	14.5
Strongly Disagree	94	36.9
Disagree	67	26.3
Agree	36	14.1
Strongly Agree	21	8.2
<b>Total</b>	<b>255</b>	<b>100</b>

*\*Integrated setting for learners with special needs*

**Table 4. Teachers' readiness to allow learners with disabilities to learn together with Regular learners**

Response	Frequency	Percentage
Undecided	21	8.2
Strongly Disagree	32	12.6
Disagree	38	14.9
Agree	122	47.8
Strongly Agree	42	16.5
<b>Total</b>	<b>255</b>	<b>100</b>

*\* Readiness to allow learners with disabilities to learn together with Regular learners*



**Fig. 3. Category of learners with special needs in public primary schools**

**3.3.3 Educating all learners without considering their ability, disability or differences may affect performance of those without special needs in a similar class**

Teachers were asked to state whether educating all learners together without considering their disability, ability or differences may affect performance of average learners in the same classroom. Table 5 illustrates the findings.

From the results in Table 5, most teachers, 63.9%, were for teaching all categories of learners without considering their differences, ability or disability as it will not affect the performance of those without special needs in the same class while 32.9%, were for the statement. CEC (2003) reported the same that in an integrated setting, academic and social benefit was the same for both children with disabilities and their (student) aids [24]. They gave out their ideas based on the experience they had gone through. It meant that these learners had benefited from the experience they had gained from all categories of learners that is those with or without disabilities and that is why majority disagreed that educating all children together without considering their ability, disability or differences will affect the performance of those without special needs in the same class. In summary teaching or instructing learners with or without valid

challenges does not add much work to teachers when teaching them in an integrated setting.

**3.3.4 Mainstreaming is helpful to all Learners especially those with special needs**

Teachers were asked to state whether Mainstreaming is beneficial to all students particularly those with special needs. Table 6 illustrates the findings.

As per table 6, most respondents accumulating to 51 %, accepted that is beneficial to all students while 35.7% were not for the statement. 13.3% of the respondents where however undecided whether to agree or disagree. Butod (2009) says that procedures should be implemented that encourage interaction between learners with disabilities and nondisabled students in schools [25]. The findings of the investigation portray that however much mainstreaming is tedious and constrains syllabus coverage, all pupils especially those with special needs benefit when placed in an integrated setting.

**3.3.5 Learners with Disabilities can adequately be taught with Average Pupils in the same Classroom**

Respondents were asked to state whether learners with special needs can adequately be taught with average pupils in the same classroom. Table 7 displays the results.

**Table 5. Teaching all learners together without considering their disability or differences will affect the performance of those average learners in the same class**

Response	Frequency	Percentage
Undecided	8	3.1
Strongly Disagree	66	25.9
Disagree	97	38
Agree	60	23.5
Strongly Agree	24	9.4
<b>Total</b>	<b>255</b>	<b>100</b>

*\*Effects of teaching all learners together without considering their disability*

**Table 6. Mainstreaming is beneficial to all students especially those with special needs**

Response	Frequency	Percentage
Undecided	34	13.3
Strongly Disagree	38	14.9
Disagree	53	20.8
Agree	93	36.5
Strongly Agree	37	14.5
<b>Total</b>	<b>255</b>	<b>100</b>

*\*Significance of mainstreaming*

**Table 7. Learners with disabilities can adequately be taught with average pupils in the same classroom**

Response	Frequency	Percentage
Undecided	16	6.3
Strongly Disagree	65	25.5
Disagree	110	43.1
Agree	31	12.2
Strongly Agree	33	12.9
<b>Total</b>	<b>255</b>	<b>100</b>

*\*Adequacy of teaching learners with disabilities with average pupils*

**Table 8. Acceptance of an integrated class if the respondents were given an opportunity**

Response	Frequency	Percentage
Undecided	20	7.8
Strongly Disagree	45	17.6
Disagree	57	22.4
Agree	72	28.2
Strongly Agree	61	23.9
<b>Total</b>	<b>255</b>	<b>100</b>

*\*Acceptance of an integrated class if respondents were given an opportunity*

The findings from table 7 indicates that majority of teachers, accumulating to 68.6% were not for the idea that learners with disabilities can adequately be taught with average pupils in the same classroom while 25.1% supported the idea. It is evident that majority of teachers did not have sufficient knowledge in mainstreaming programme and that was the reason why majority felt that learners with disabilities cannot be adequately taught with average learners.

### 3.3.6 Acceptance of an integrated class if the respondents were given an opportunity

Respondents were asked to state whether given an opportunity to have an integrated class he/she will readily accept it. Table 8 reveals the outcome.

According to the results in Table 8, most of the respondents, 52.1% suggested that given an opportunity to have an integrated class they

would readily accept it. The results however show that 22.4% were against the statement that given an opportunity to have an integrated class he/she will readily accept it and further 17.6% strongly opposed the statement. It can be interpreted that those who were against the statement had not been trained on the basic way of teaching pupils with disabilities.

### **3.3.7 Qualitative results on head Teachers' attitudes towards mainstreaming of learners with special needs in regular primary schools**

Analysis from interviews on the head teachers' attitudes towards mainstreaming of learners with special needs showed that a large number of them viewed mainstreaming negatively. However, a small percentage of them had some positive response towards mainstreaming. Regarding their opinion on mainstreaming,

Head teacher "A" stated;

*I appreciate that integrating learners with special needs in regular schools is a good initiative but I don't have any idea on how to handle some disability cases like communicating with learners with hearing problems. How could I teach children with visual impairments or children who cannot hear conversation speech?*

Head teacher "B" said;

*I only know the concept of mainstreaming, but I know it is not enough. Still, I do not know if I could conduct an integrated class. My amount of knowledge in the area of special needs is not sufficient. How can I manage a class with different types of learners having different difficulties...? Is it possible to teacher learners with mental disabilities with average learners in the same class in a single lesson? It can only be possible if they are handled in a different class, say a special unit and with teacher trained in special education.*

Head teacher "C" had a similar thought as Head teacher "B", He questioned;

*If mainstreaming means handling all categories of learners in the same class, then what should I do with those who are mentally disabled? Are they fit for my class?*

Head teacher "D" shared the same sentiments and said;

*What about the mentally retarded children? Should we integrate them together with general learners in class? And indicated that "it is an impossibility to integrate all children...we can only segregate them according to their severity.*

The above sentiments indicate that most head teachers were not fully prepared for mainstreaming not unless they are equipped with adequate knowledge in special needs education. They indicated that they were not ready to handle learners with disabilities efficiently in their schools. The head teachers openly argued that the degree of disability could determine the mainstreaming of a learner. Comparatively these findings can be likened with Moran and Abbot (2002) who established that the degree of disability of a learner, which is a child related variable strongly influenced teachers' attitudes as compared to the teacher related variables [26]. Those with mild disability should be integrated in regular schools while those with very severe disabilities need to be given priority in special schools. The Government needs to provide special trained teachers to integrated schools. These learners may not move at the same rate with their classmates and so they greatly need some emotional support and understanding from the teachers.

## **4. SUMMARY OF FINDINGS AND CONCLUSIONS**

### **4.1 Summary of Findings**

The study sought to assess strategies used by teachers in readiness for mainstreaming of learners with special needs in public primary schools in Masaba South Sub County, Kisii County. According to the results, most of the respondents agreed that inadequate support from school administrators affects mainstreaming of learners with special needs in regular primary schools. The school administration in collaboration with the education government agencies is charged with providing the necessary support including funds if mainstreaming has to be achieved. It can be inferred that school administrators contributes much when it comes to the mainstreaming of learners with special needs and if mainstreaming has to be achieved.

Respondents were further asked to state whether in-service training programmes have been initiated by the government to equip teachers with skills of how to handle learners with disabilities. The findings revealed that majority, 54.4% of teachers disagreed that in-service training programmes have not been initiated by the government to equip teachers with skills on how to handle disabled learners in Masaba South Sub-County.

On curriculum, it was observed that majority of the respondents, 55.3% agreed that the curriculum need to be more structured to accommodate more learners with disabilities. It was further observed from the findings that teachers sighted that lack of funds affects enrolment of learners with disabilities.

Lastly, respondents were asked to state whether free primary education has been factored for learners with disabilities. Most of the respondents, 53.7% (137), disagreed that free primary education has not been factored on learners with disabilities. This implies that, teaching and learning resources are not adequate and sufficient for special learners, most teachers have not undergone in-service training on how to handle learners with special needs and most of them are not qualified on special needs education. The curriculum is not fully meeting the needs of the learners with special needs and funding has not been allocated adequately to meet the needs of this category of learners. It was the general view that all the respondents that if all these factors are met, then teachers may readily mainstream learners with special needs in public primary schools.

## 4.2 Conclusions

The following conclusions were arrived at based on the findings of the study. In service teachers' training should be carried out to enlighten teachers on the relevant knowledge and skills on how to handle learners with special needs. The study also concluded that the school administration should support teachers by ensuring that the school environment is disability friendly and provide materials and moral support to boost teachers' morale in handling learners with disabilities. The study found out that that the curriculum needs to be modified and reviewed to accommodate the needs of all learners. The study also established that the government should also increase budgetary allocation for every learner especially those with special needs if mainstreaming has to be successful among

learners with special needs in public primary schools in Masaba South Sub County, Kisii County.

## CONSENT

Informed consent was established by the researcher engaging the respondents in a conversation explaining to them what the study was about as well as giving them room for voluntary participation. Respect and confidentiality of the respondents was very well preserved as the information gathered was for academic purposes. The results were made available at Maasai Mara University and the National Council of Science and Technology Libraries, where they were made available to all. Findings may also be distributed in academic workshops and conferences as well as publication in academic research journals so as to disseminate the findings.

## ETHICAL APPROVAL

The researcher sought relevant authorization before the commencement of the study.

## ACKNOWLEDGEMENTS

I would like to acknowledge Maasai Mara university and National Commission for Science Technology and Innovation (NACOSTI), Kenya, for their support in ensuring I obtain my research permit. Not to forget all the respondents who participated in filling the questionnaires.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

## REFERENCES

1. Topping K, Maloney S. Routledge Falmer reader in inclusive education. Madison avenue, New York: Routledge Falmer; 2005.
2. Darraj S. The Universal Declaration of Human Rights; 2021.
3. United States, Poland, & United States. 2013. Education: Agreement between the United States of America and Poland, signed at Washington; 2008.
4. Heiman T. Teachers coping with changes: Including students with disabilities in mainstream classes: An international

- view. International Journal of Special Education. 2004;19(2).
5. Hughes J, Leckenby N. Achieving successful transitions for young people with disabilities: A practical guide; 2015.
  6. Mcheka E. The challenges faced by special Teachers for Learners with Learning Difficulties. Nairobi: African Centre of Technology Studies. (Acts) Press; 2008.
  7. UNESCO. The Salamanca Statement and Framework for Action on Special Needs Education. Adopted by the World Conference on Special Needs Education: Access and Quality (Salamanca, Spain, June 7-10, 1994). Place of publication not identified: Distributed by ERIC Clearinghouse; 1994.
  8. South Africa. Special needs education: Building an inclusive education and training system: education white paper 6. Pretoria: Department of Education.
  9. Bategeka, L., M. Ayok & A. Mukungu (2004). Financing Primary Education for All: Uganda Institute of Development Studies and University of Sussex; 2004.
  10. Bosa AJ, L Status of education in Uganda. A paper presented at the inclusive education flagship workshop. Kampala; 2003.
  11. MoEST. The National Special Needs Education Policy Framework Nairobi: Government printer; 2009.
  12. MoEST. Totally Integrated Quality Education and Training (TIGET) Report of the Commission of inquiry into Education Systems of Kenya, Government Printers, Nairobi, Kenya; 2014.
  13. MoEST. Sessional Paper No. 1: A Policy framework for Education, Training and Research in Kenya in the 21st Century. Nairobi: Government Printer; 2005A.
  14. Gebrekidan FN. Disability rights activism in Kenya, 1959-1964: History from below. African Studies Review: the Journal of the African Studies Association. 2012;55(3): 103-122.
  15. Kenya, Ominde SH. Kenya Education Commission report. Nairobi: The Commission; 1964.
  16. Gachathi. Gachathi Commission Report and Recommendations; 1976.
  17. Moturi D. Kamunge commission Report and Recommendations; 2012.1964. Available:https://www.scribd.com/doc/116523681/KAMUNGE-REPORT
  18. Martino W, Pallotta-Chiarolli M. Being normal is the only way to be: Adolescent perspectives on gender and school. Sydney, NSW: UNSW Press; 2005.
  19. The Persons with Disabilities (Amendment) Bill; 2014.
  20. Orodho AJ. Elements of educational research in social sciences. Kanezja Masene University; 2009.
  21. Mugenda O, Mugenda A. Research Methods: Quantitative and Qualitative Approaches. Nairobi: Acts Press; 2003.
  22. Kothari CR. Research Methodology: Methods and Techniques, (Second Edition), New Age International Publishers; 2004.
  23. Ogot. Transforming education system to respond to all learner's experience from Oriang Cheshire inclusive education project; 2005.
  24. Hayes A, Bulat J. Disabilities inclusive education systems and policies guide for low- and middle-income countries; 2107.
  25. Butod M. Teacher's Training and Attitudes towards Inclusion of Children with Special Education Needs in Russian Schools in Education Issues, Management Samples, Special (SPED). Internet source: retrieved on; 2009.
  26. Moran A, Abbott L. Developing inclusive schools: The pivotal role of teaching assistants in promoting inclusion in special and mainstream schools in Northern Ireland. European Journal of Special Needs Education. 2002;17:161-173. DOI:10.1080/08856250210129074.

© 2021 Moruri et al.; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

*Peer-review history:*

*The peer review history for this paper can be accessed here:*  
<https://www.sdiarticle4.com/review-history/77460>