

# Strategies, Resources and Teacher Attitudes Towards Implementation of Inclusive Education in Primary Schools: A Case of Nandi East District, Kenya

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.90300300>

Received: 03 March 2025; Accepted: 11 March 2025; Published: 16 April 2025

## ABSTRACT

Globally, there has been a desire to integrate learners with special educational needs into ordinary schools at all levels. Although some strides have been made to achieve this, much more still awaits to be done (Ainscow, 1995). There are several factors dynamically interacting to constrain the learners with special needs from sustainably participating in education.

This study was aimed at investigating Strategies, Resources and teacher attitudes towards implementation of inclusive education in primary schools in Nandi East District.

This study was executed in Nandi East District and adopted a descriptive research design. The target population of this study were education officers, head-teachers, teachers and pupils from fifty-one (51) primary schools in Nandi East District. Sampling included a combination of purposive for the study area, stratified for schools and simple random sampling for the respondents. This study used questionnaires, interview schedules and observation checklists. Analysis of data was done using descriptive statistical techniques.

This study found that the strategies used in inclusive education included play method, discussion and demonstration. Most teachers had negative attitudes towards learners with special needs. This study found that there were inadequate facilities for the learners with special needs.

This study recommends that teachers should use appropriate teaching and learning methods that are sensitive to the needs of the learners with special needs. Parents and other educational stakeholders should pool resources towards learning process of learners with special needs. The findings of this study will be useful to policy makers, teachers, parents and the Ministry of Education in enhancing implementation of inclusive education in Kenya.

**Keywords:** Special education, Mainstreaming, Teaching and Learning Process

## INTRODUCTION

Globally, Inclusive education has been an issue and there has been a desire to integrate learners with special educational needs into ordinary schools at all levels. Although some strides have been made to achieve this, much more still awaits to be done (Ainscow, 1995). Fullan (1982) conceptualizes a framework for special education in which he outlines a broad range of services within, or close to, the regular classroom. A landmark conference, sponsored by the U.S. Office of Education, was held at the University of Maryland where educators, psychologists, sociologists and representatives from a number of related professions met to discuss the variables and categories of learners with educational needs. The conference resolved that there was a need to involve regular educators more effectively in developing programmes for learners with special needs in the regular classrooms.

Cope and Anderson (1977) stated that the 1970s were to be remembered, as a critical decade in the development of special education of learners with special education needs in Britain. The report of the Committee of Enquiry into Special Education (The Warnock Committee) was tabled in 1978. It had set up the Department of Education and Science in 1973 to review the educational provision in England, Scotland and Wales for those with special Education needs (SENS). Cope and Anderson (1977, pp. 17) argue that: “Among the many strands which contributed to this current interest in integration, a major one, is the gradual change in society’s attitude towards the handicapped. There is increasing recognition that no hard and fast line separates those who are and are not handicapped.”

The least restrictive environment was one in which the students with special education needs could be met and at the same time closely paralleled a regular school programme (Heward & Olansky, 1984). The Ominde Report (Rep of Kenya, 1964) noted that there was a need for training teachers in special education and offering students in regular teacher training colleges’ short- term courses on how to handle children with mild impairments in regular schools as well.

Least Restrictive Environment (L.R.E) may be achieved by placing the students with special education needs with their peers in regular classrooms. However, a few objectives have been realized as far as the implementation of integration of visually impaired learners is concerned. In 1976, the National Committee on Educational Objectives and policies (Rep of Kenya, 1976) (also referred to as Gachathi) delved into the intricacies of the special education and made significant recommendations that have in one way or another had profound impact on special education. For instance, it led to the establishment of the Kenya Institute of Special Education which now offers both certificate and diploma courses at residential and distance learning levels (Ndurumo, 2004). In 1981, the Ministry of Basic Education, in a draft policy document on special education, stated that special education should not be viewed as an insignificant part of the education sector but one that has the potential to emerge as a dynamic enterprise, with repercussions on the general education. Further, the Government of Kenya (ROK 1988; 1999) made significant inputs on issues touching on the management of special education and the integration of the visually impaired in universities and colleges. Some of the relevant recommendations stated in these reports include: expanding existing amenities and establishing additional services to enable handicapped learners to be integrated into normal institutions; the regular teachers be trained in teaching methodologies and guidance and counselling to enable them effectively handle learners with special needs at all levels of education; persons with various types of disabilities catered for in regular, vocational and technical institutions and necessary facilities and equipment provided for learners with special needs in integrated programmes.

Integration has not been achieved in Kenya since the environment at learning institutions has not been adjusted to accommodate learners with special needs. Further, the Kochung Committee (MOEST, 2003) recommended that regular colleges and universities should be made barrier-free for ease of access by learners with special needs. Currently, the regulations covering general education in Kenya apply to children and young people with special needs (UNESCO, 2006).

Nandi East District, being a cosmopolitan area and in the Tea Estates, has learners with special needs in the regular school setting. The conference like Education for All, Kenya (E.F.A, 2000), and the Koech Commission (GoK, 1999) emphasised the need to offer equal learning opportunities to all children regardless of their disability. These bold statements imply that the integration of learners with special needs education into mainstream education systems is expected to have by now been done to perfection in Kenya. Therefore, this informed the development of this study aimed at investigating approaches, resources and teacher attitudes towards implementation of inclusive education in primary schools in Nandi East Sub-County.

## **MATERIALS AND METHODS**

### **Study design**

This study adopted a mixed-method approach because data collected was both numeric (quantitative design) and non numeric or narrative data (qualitative design) from subject who were generally a representative sample from a defined population.

## study area

This study was conducted in Nandi East Sub-County. Nandi East Sub-County was curved from the larger Nandi County in Rift Valley Province, Kenya. The schools where this study was carried out are found within the Tea Estates. The area is cosmopolitan. The economic activities carried out in the District include maize growing, cattle farming and tea plantations.

## Target Population

This study targeted 15 head teachers, 105 teachers, 60 pupils and 3 education officers in charge of special education in Nandi East Sub-County.

## Sample Size and Sampling Technique

For the purpose of getting a representative sample, the researcher stratified the schools into two educational divisions. After stratifying the schools into two educational Divisions, fifteen schools, out of the total 51 schools, were selected proportionately from the Divisions. All the head teachers (15) from the selected schools and thirty (30) teachers trained from KISE were purposively selected for inclusion in the study sample. Simple random sampling was used to select six teachers from each of the selected schools. In total 120 teachers participated in this study. This study also included the standard four to seven pupils from the selected schools in the study sample. This class was comprised of pupils who were able to respond to the items in this study. The class eight pupils were busy preparing for the KCPE examinations. The educational officer in charge of special education in the district also participated in the study.

Table 1. Sampling

DIVISIONS	No. Of schools	Sample schools	Head teachers sampled	Teachers	Pupils	Officers Sampled
Nandi Hills	24	7	7	42	35	1
Lessos	27	8	8	48	25	2
<b>Total</b>	<b>51</b>	<b>15</b>	<b>15</b>	<b>90</b>	<b>60</b>	<b>3</b>

## The Data Collection Instruments

This study used the questionnaires, interview schedule and observation checklist in data collection.

## Data Collection Procedures

The researcher sought clearance from National Council for Science and Technology. The researcher then visited the selected schools in order to request to carry out the research in these schools and to explain the purpose of the study as well. A covering letter to the respondents explaining the purpose of the study was attached to the research instruments. Questionnaire had an introductory statement which guided the respondents on how to answer the items and also assured the respondents the confidentiality of the information given. The researcher then visited the selected schools twice. In the first visit the researcher distributed the questionnaire to the respondents, made arrangements on when to come back to collect them and interviews for the pupils were conducted on a face-to-face conversation after seeking permission from the school Administration. The researcher first explained the meaning and the purpose of the research and items. The researcher also created rapports and In-depth with interviewee to create a conducive atmosphere for the respondent to have very sensitive and personal information. In the second visit, the researcher collected the filled questionnaire for data analysis.

## Data Analysis

The researcher used the descriptive statistics specifically measures of central tendencies, percentages, proportions and frequency tables and to analyse the collected data. The SPSS version twenty (20) programme aided the data analysis process which formed the basis of interpretation of the study, conclusion and recommendations of the study. The results were presented in text, tabular and graphical forms.

## RESULTS

### Status of the School

Most (76%) of the schools that contributed respondents to this study were public while the rest were private schools. The teachers were required to state their professional qualification and shows that most of them are P1 teachers as shown in the following Figure 1.

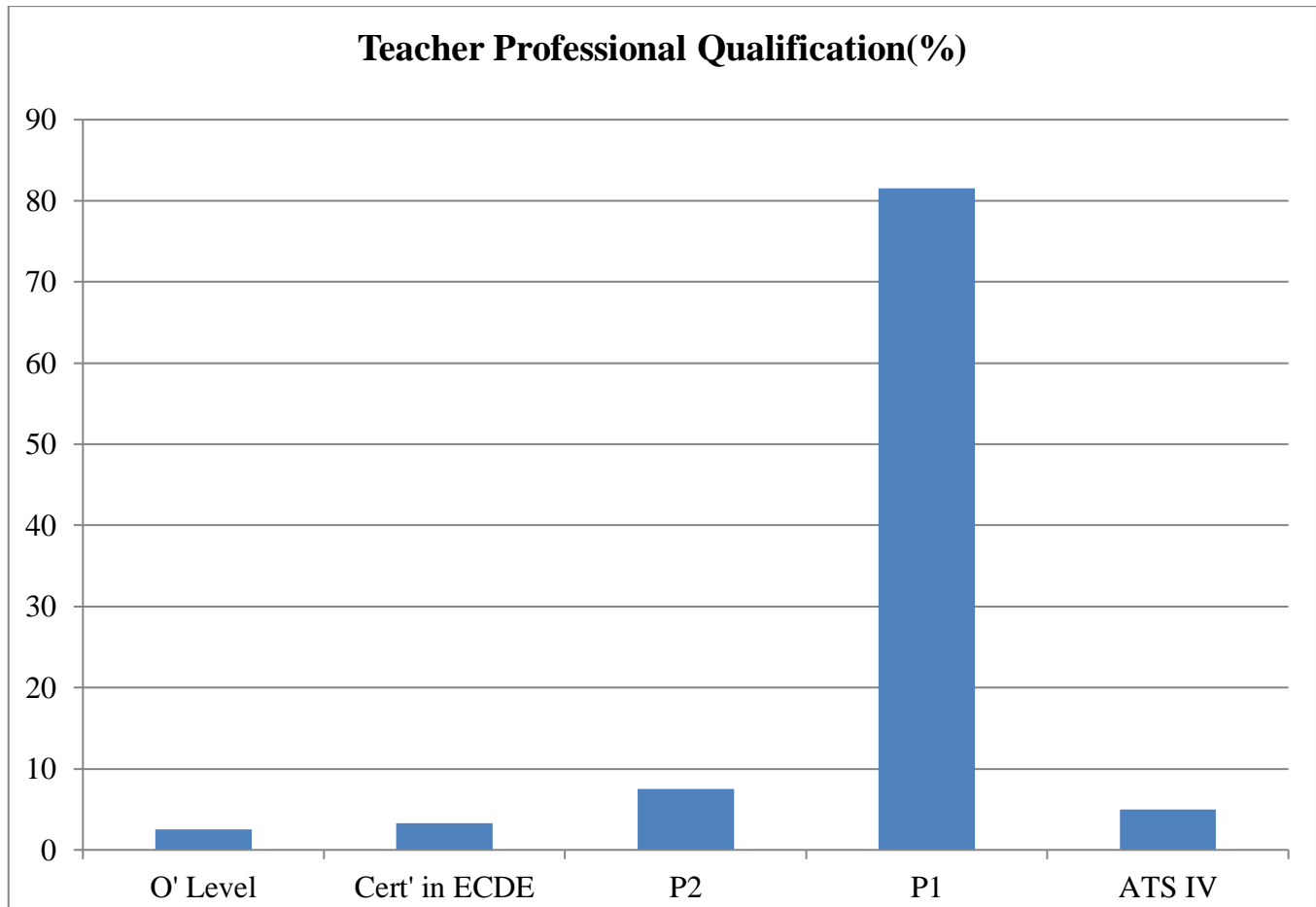


Figure 1: Professional Qualification

The established level of teacher professional education was expected since the TSC employs P1 teachers to teach in primary schools. This implies that majority of the teachers who participated in this study had the required qualifications to teach at primary level of education and, therefore, facilitate the implementation of inclusive education.

### Length of Stay in the Current Institution

Most of the teachers (around 65%, n=120) had stayed in their current stations for more than two years as shown in the following Table 2.

Table 2: Duration in this Institution

Period	Frequency	Percentage
1 – 2 years	42	35.0
3 – 5 years	46	38.3
6 – 10 years	17	14.2
Over 10 years	15	12.5
<b>Total</b>	<b>120</b>	<b>100.0</b>

## Number of Learners with Special Needs

On the population of learners with special needs, most of the teachers (60%, n=120) reported that they had up to 10, while 26. &%(n=120) reported they between 10 and 19, while the remaining 13.3% (n=120) reported over 20 learners with special needs.

## Information on Special Needs in Education

The respondents were required to give the type of special needs in education that learners had in their school and their responses are contained in Table 3

The most frequently reported special need in learning was reading difficulty at 55%, others are physical disability (16%), Hearing impairment (15%) and visual impairment (14%) as shown in the following figure 2

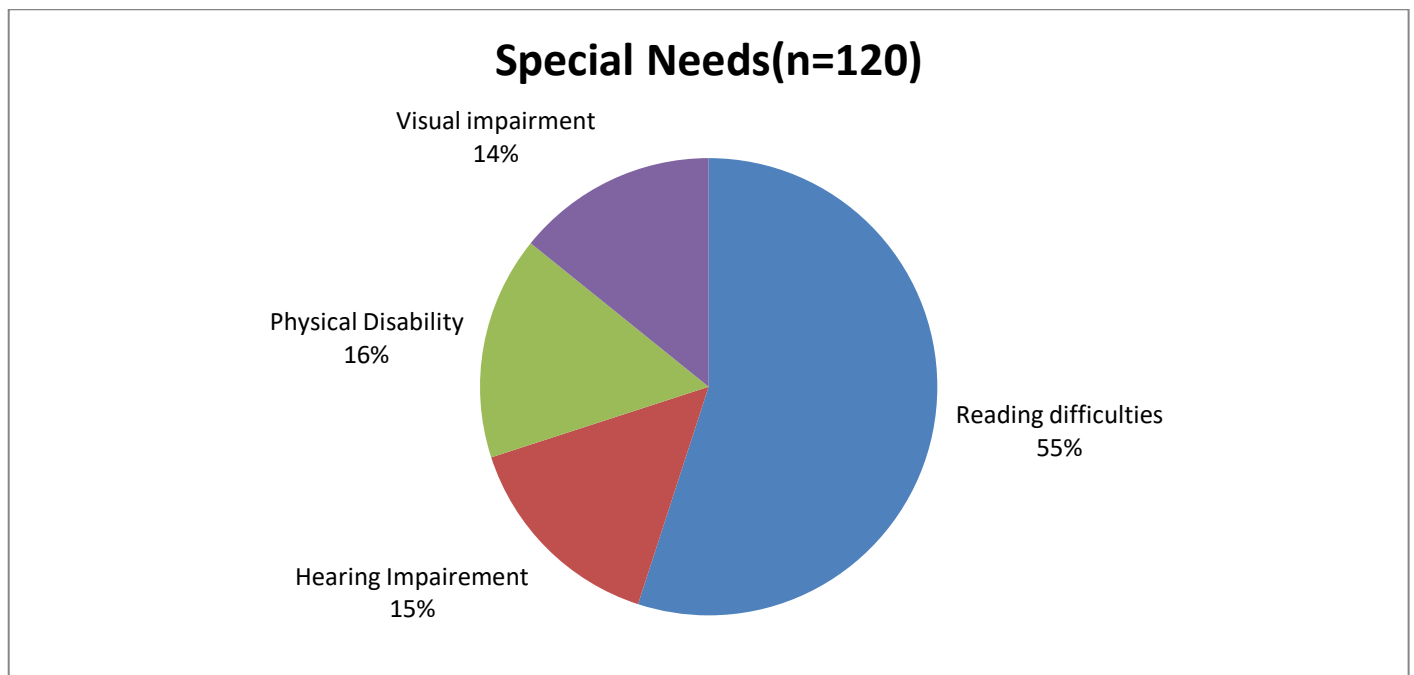


Figure 2: Special Needs categories

The findings show that 95% of the respondents incorporated learners with special needs sometimes or always. This implies that the majority of the teachers incorporated learners with special needs in learning activities as shown in following fig 3

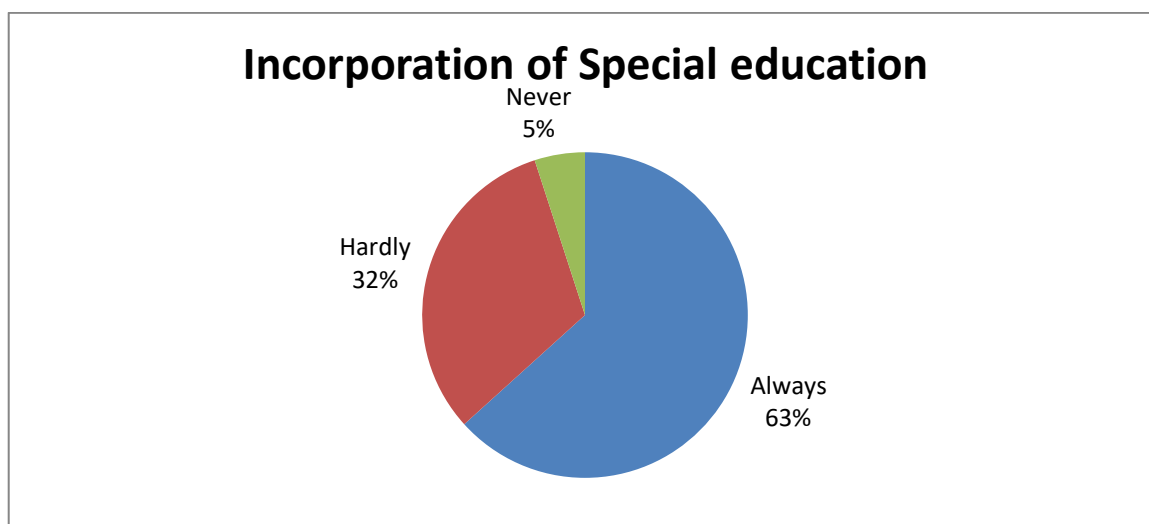


Figure 3: Incorporating Learners with Special Needs in Learning Activities

## Environmental Adaptations

Around 13% reported not having any environmental adaptation in their schools. The popular environmental adaptations put in place to cater for learners with special needs in education is seating arrangement modification (85%), other are provision of ramps (0.8%), and special toilets (1.7%). The details of the environmental adaptation are captured in the following Table

Table 4: Environmental Adaptations

Adaptation	F	%
No adaptation	15	12.5
Seating arrangement	102	85.0
Ramps	1	0.8
Special toilets	2	1.7
<b>Total</b>	<b>120</b>	<b>100.0</b>

## Assistance Offered To Learners with Special Needs

The support offered to learners with special needs is mostly remedial teaching (67%), other support includes guiding and counselling (25%) and peer tutoring (8%).

## Educational Resources

The respondents were then required to indicate how often they used educational resources when teaching learners with special needs. Their responses are stated in Table 5

Table 5: Educational Resources

Resources	Regularly		Irregularly		Not used		Total	
	f	%	F	%	f	%	f	%
Playing field	91	75.8	20	16.7	9	7.5	120	100.0
Textbooks	110	91.7	5	4.2	5	4.2	120	100.0
Artefacts	25	20.8	53	44.2	42	35.0	120	100.0
Audio-visual	25	20.8	31	25.8	64	53.3	120	100.0
Real objects	96	80.0	20	16.7	4	3.3	120	100.0

It is instructive, from the findings, that the majority (75.8%) of the respondents regularly used the playing field while 16.7% of them irregularly used it when teaching learners with special needs. The remaining 7.5% of the respondents did not use it. Further, it is shown that textbooks were regularly used by 91.7% of the respondents while a paltry 4.2% irregularly used it. The remaining 4.2% did not use it completely. Concerning the use of artefacts, 20.8% and 44.2% of the respondents stated that they regularly and irregularly used them, respectively. The rest (35.0%) of the respondents did not use them. The table further shows that teachers regularly made use of audio-visual equipment when teaching learners with special needs as reported by 20.8% of the respondents while irregularly used it according to 25.8% of the respondents while the remaining 53.3% of the respondents did not use it. It is further revealed that real objects were regularly and irregularly used by 80.0% and 16.7% of the respondents respectively while the remaining 3.3% of the teachers were not using the real objects when teaching learners with special needs.

The data show that the majority of the respondents (96.7%) agreed that they ensured learners with special needs shared resources with the rest of the pupils while the remaining 3.3% of the respondents did not. This would impact negatively on the implementation of inclusive education. Since educational resources are needed because it makes learning real and not abstract.

## Methods of Teaching

The respondents were asked to state the appropriateness of play method, storytelling, Demonstration of the



Discussion, Lecture and teaching methods when teaching learners with special needs. Their responses are presented in Table 6.

Table 6: Methods of Teaching

Methods	VA		A		U		IA		VI		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Play method	71	59.2	44	36.7	3	2.5	2	1.7	0	0	120	100.0
Story telling	61	50.8	51	42.5	4	3.3	3	2.5	1	0.8	120	100.0
Discussion	58	48.3	49	40.8	2	1.7	6	5.0	5	4.2	120	100.0
Lecture	9	7.5	9	7.5	3	2.5	62	51.7	37	30.8	120	100.0
Demonstration	75	62.5	42	35.0	1	0.8	1	0.8	1	0.8	120	100.0

### Key

VA – Very appropriate.

A – Appropriate.

U – Unsure.

IN – Inappropriate.

VI – Very Inappropriate.

The data reveals that 59.2% and 36.7% of the respondents felt that the play method was very appropriate and appropriate respectively to use when teaching learners with special needs. Other findings show that 2.5% were not sure while the remaining 1.7% of the respondents felt that the play method was inappropriate. Further, 93.3% of the respondents felt it was appropriate for teaching learners with special needs in education. The remaining 3.3% did not know. On the use of discussion as a method for teaching learners with special needs, 89.1% of the respondents reported it was appropriate, 9.2% felt it was not appropriate while the remaining 1.7% did not know. In addition, lecture method was believed to be appropriate according to 15% of the respondents and inappropriate according to 82.5% of the respondents. The remaining 2.5% of the respondents did not know about this method. Demonstration was viewed as appropriate by 97.5% of the respondents while inappropriate, according to 1.6% of the respondents, as a method of teaching learners with special needs with education. A small percentage (0.8%) did not know.

These findings imply that the majority of the respondents advocated for play method, storytelling, demonstration and discussion for use in inclusive education while lecture method was found to be inappropriate.

### Teachers' Attitude towards Children with Special Needs

The respondents were asked to give their views on children with special needs in education and Table 7 provides the findings.

Table 7: Teachers' Attitude towards Children with Special Needs

Methods	SA		A		U		D		SA		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
I find challenging to have children with special needs in my class	52	43.3	60	50.0	0	0	5	4.2	3	2.5	120	100.0
I find assisting children with special needs a wonderful experience.	44	36.7	60	50.0	5	4.2	7	5.8	4	3.3	120	100.0

The table shows that 93.3% of the respondents felt that they found it challenging to have children with special needs in their class and the remaining 6.7% did not find it a challenge. Further, it is shown that 86.7% of the respondents find assisting children with special needs a wonderful experience while 9.1% disagreed. The remaining 4.2% of the respondents were not sure. This implies that most teachers had negative attitudes towards learners with special needs and this was likely to impact negatively on the socialization and academic achievement of the learners, thus a barrier to the implementation of the inclusive education in primary schools in the area where the study was conducted.

### **Type of Education for Children with Special Need**

The teachers were asked to give their opinion on the kind of education learners with special needs. It is revealed that the majority of the teachers (65.8%) felt that children with special needs be sent to special schools while 32.5% felt they be put in separate classes. The remaining 1.7% of the teachers felt that such children don't need to be in school.

### **Strategies to Cater for Learners with Special Needs**

Results on strategies of handling learners with special needs were: allowing more time for such learners (74.2%), needs be referred to special schools (17.5%) and be referred to hospitals (8.3%).

## **DISCUSSION**

From the findings of the study, it was found that child centred approaches were mostly used and are recommended. This is because the child takes an active role in the teaching/ learning process. This motivates learners, makes learning interesting and real, it enhances children's imagination skills, it enhances interaction among learners' leadership skills, it enhances interaction among learners. Leadership skills are enhanced, sharing, turn taking and creativity is enhanced. It also boosts self esteem and self-worth of learners especially those with special needs. This promotes implementation of inclusive education. The teacher acts as a guide, an observer and a supervisor in the teaching/learning process. Lecture method is inappropriate because it is teacher centred and learners take a passive role in the learning process. There are various situations under which teaching takes place. This depends on the existing circumstances in terms of the objectives to be achieved organisation of content methods to be employed during instruction, type of materials used and inherent interests in the child.

Attitudes towards inclusive Education are extremely complex and vary one teacher to the other. This is because traditionally children with special Educational Needs have been safe gated into separate learning environments. This practice is now being questioned by teachers who feel that this is infringement of their rights. Headteachers play a fundamental roll in implementing and open and inclusive environment for all children in the classroom. The research findings shows that, Secondary Education teachers have been described as less positive towards inclusive education than teachers of younger children (Mastopieri & Scruggs, 2001; Ross Hill, 2009). It has been suggested that this may be attributed to a results-centred Pedagogy in Secondary Schools rather than the child – centred Pedagogy more commonly found in Primary and Pre-Schools: (Nind & WearMouth, 2006; Pearcl & Fornin, 2005). It is essential that teachers in Primary Schools maintain a positive attitudes towards the implementation of inclusive education.

Teacher attitude has been found to be highly related to successful inclusive education. (Arramids & Norwich, 2002). Teachers who hold positive and open attitudes towards creating an environment of inclusion for all students in the classroom, irrespective of differences or disabilities were found to have been more successful in implementing inclusive practices (Avramind, Bayliss & Burden, 2000). Research by Pearce (2009a, 2009b) suggested that education was even more important than either knowledge or skills. This was supported in a review conducted by Boyle, Scriven, Durning and Downess (2011) who added that positive attitude towards implementation of inclusive Education was even more important than school resourcing as it was the teacher who had to implement the inclusive practices. Several studies have considered teachers' Attitudinal changes towards inclusive education over years of experience (Forlin,1995; Leyser, Kapperman & Keller, 1994). Generally, teachers with more experience indicated less positive attitudes towards inclusive education.



Inclusion in education is any approach to educating students with special needs under the inclusion model. Students with special needs spend most or all of their time with Non-disabled students. Implementation of these practices varies. Schools mostly frequently use them for selected students with mild to severe special needs. Inclusion is about child rights to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classroom to separate students with disabilities. A premium is placed upon full participation by students with disabilities upon respect for their social, civic and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom. Fully inclusive schools, which are rare, no longer distinguished between "general education" and special education programmes; instead, the school is restructured so that all students learn together. The goal of an inclusive education system is to provide all students with meaningful learning opportunities and supportive learning environments to enable them to be successful. It is about ensuring that each student belongs and receives a quality education no matter their ability, disability, language, cultural background, gender or age.

Traditionally children with special Needs have been segregated into separate learning environments. This practice is now being questioned by teachers who believe it is an infringement of the rights of children with special Needs; instead, they should be included in the mainstream classroom to learn together with other normal/students. Teachers face an entirely different set of challenges and circumstances when it comes to inclusion of special education students into general education classroom.

The findings revealed that teachers lacked support from the school, especially the Administrators in the school. However, Administrations need to help teachers gain a better understanding of the purpose of inclusion otherwise, teachers will lack the required commitment that is necessary to make such a program successful. It was also found out that teachers lacked knowledge /skills. Effective training in inclusive education would be reflected in an increased ability to define inclusive education. It would be expected that their understanding of an ability to define inclusion would improve, and that an improved ability to define inclusion would also result in more positive scores on measure of attitudes towards inclusive education. Teachers also lacked educational resources for children with special Needs. The school together with the Ministry of Education should provide schools with education to enable inclusive Education to be a success in Primary schools.

special Needs are conditions or factors that hinder air individuals normal learning and development. They may be permanent or temporary. It may include disabilities social, emotional, health or political difficulties. These conditions are also referred to as barriers to learning and development. The barriers can be within the learners or in the environment or a combination of both.

Due to these differences, these learners require special Needs Education with appropriate modifications on the curriculum, teaching, learning materials, medium of communication and the environment in order to meet their individual Needs. According to this study, it was found out that teachers set aside more time for the children. This will help the learners their intellectual and social confidence. The teacher will get ample time to understand these learners and help them set reasonable goals providing clean instructions to the learners, setting guidelines for appropriate classroom behaviour and help the learners to work towards them.

The teacher will also give learning activities that are equivalent and suitable to their abilities and interests. It will enable for modification of activities into simpler utilised limits planning from simple to complex, developing and implementing individual programmes. However, some teachers suggested that these children be referred to special schools, this was due to lack of support and training that made them have negative attitude towards implementation of inclusive education.

A few thought that these children should be referred to hospitals for further screening and medical checkups. The National Strategy on Screening Identification Assessment and Support, (Department on Education 2008) guides inclusive education policy by defining the process of identification, assessment and the unnecessary placement of learners in special schools. The strategy also provided guidelines on central role of parents and teachers in implementing the strategy.

Arramidis and Norwich (2002) described inclusive education as the process of restructuring mainstream schools with the aim to be able to accommodate all children regardless of disability or special education needs. Several researchers have suggested that the concept of inclusive education is more involved than providing education

for all children within the classroom and is related to the much larger concept of social inclusion and valued status for all people in society irrespective of differences or disability (Forbes, 2007; Forlin, 2006; Mastopieri & Sruggys, 2001; Thomazet, 2009; Zoiniou – Sideri & Vlachou, 2006). It was also been suggested that an inclusive approach to education is beneficial for all children and the rewards of an inclusive environment limited to children with special Educational Needs (Nind and Wearmouth, 2006). The research found out that learners are able to socialise with others. These concerns with other research findings. Proponents' inclusive education suggests that special needs students will benefit both in learning and social skills. It provides them an opportunity to learn by example from non-disabled peers, it allows them to be part of their school community and identity with peers (Mastopieri & Scrugys, 2004) was also found out that learners with special Needs have been motivated to learn. According to (Salend & Duhaney, 1999) inclusion allows the special Needs Education learners more opportunity for social acceptance and friendship, and these motivates them to learn.

The other finding was that special Needs learners have accepted their conditions, this concurs with Vaughn, Elbaun, Schaimm & Hughes (1998) found that learners with special Needs and with learning disabilities made significant gains on peer ratings of acceptance, overall friendship and this has boosted them to accept their conditions and overall friendship quality after being placed in inclusive education situation. All these enhances the promotion of the policy on the implementation inclusive Education in Primary Schools.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

Based on findings of this study, the following conclusions were made:

It was established that the majority of the learners with special needs in education had reading difficulties. It was also established that teachers always incorporated learners with special needs in learning activities.

Concerning environmental adaptations put in place to cater for learners with special needs in education, most teachers use seating arrangement to cater for the learners with special needs in education. These are in accordance with EFA Global Monitoring Report (2005) that stresses learners have diverse characteristics and background.

It was established that remedial teaching, peer tutoring and guidance and counselling were provided to the learners with special needs. Further, the majority of the teachers regularly used the playing field, textbooks and real objects when teaching learners with special needs. Majority of the teachers felt that they found it challenging to have children with special needs in their class whereas others find assisting children with special needs a wonderful experience. Concerning the challenges faced by teachers when teaching learners with special needs, it was established that teachers lacked knowledge/skills while teaching learners with special needs. Most teachers had negative attitude towards learners with special needs and this was likely to impact negatively on the socialization and academic achievement of the learners and, thus, a barrier to the implementation of the inclusive education in primary schools in the area where this study was conducted.

Concerning the availability and use of educational resources for learners with special needs, there were inadequate facilities for the learners with special needs. This would impact negatively on the implementation of inclusive education.

Findings on strategies that can be carried out to cater for learners with special needs, majority of the respondents felt that learners with special needs be given more time to cope with others.

### **Recommendations**

Based on the findings of this study, the following recommendations were made:

1. Schools should plan seating arrangements that enables learners with special needs to adapt to school environments, to cater for children with special needs as is evidence in the study findings.
2. In most cases teachers should use remedial teaching to assist learners with special needs in schools. By so doing it will motivate learners to learn, and improve rapport.

3. Teachers should allow learners with special needs to share resources with the rest of the learners. This will improve their self esteem and remove stigmatization, as it enhances cooperation and friendship among peers.
4. The approaches that are useful in inclusion include play methods, storytelling, demonstration and discussion. To improve these approaches, teachers should also use variety of materials where learners use more than one of their senses and it also encourages creativity and exploration, which motivates learners to learn.
5. The Government should come up with clear policy by integrating special needs education in primary teacher education and early childhood development centres in their curriculum to impart knowledge to teacher trainees on the importance of inclusion. This will improve their efficiency and will make them to be prepared to handle learners with special needs with ease.
6. The Government should motivate teachers by recognizing teachers in special schools and units and giving them incentives; by increasing the allowances this in turn will improve their performance and it will enable them to have a positive attitude towards inclusion in general.
7. Learners with special needs should be encouraged to participate in co-curricular activities of their choice and interests and the government should provide them with materials for learning and play, as the findings reveal that through play, children develop holistically.
8. The Kenya National Examination Council should device a way of assessing learners with special needs rather than the academic oriented assessment where learners with special needs are disadvantaged compared to their counterparts. Acc to EFA 2005.

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