

Government Efforts and Their Effect on the Educational Performance of Integrated Learners with Intellectual Challenges in Public Primary Schools in Borabu Sub-County, Nyamira County, Kenya

Naftali Kipkorir Rop

Maasai Mara University, Kenya

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ABSTRACT

The successful integration of learners with intellectual challenges in mainstream schools depends largely on government support through policy formulation, funding, teacher training, and provision of educational resources. This study examined government efforts and their effect on the educational performance of integrated learners with intellectual challenges in public primary schools in Borabu Sub-County, Nyamira County, Kenya. The study was guided by the following objectives: *To establish government efforts and implementation and their effect on the educational performance of integrated learners with intellectual challenges in mainstream public primary schools in Borabu Sub-County, Nyamira County.* A descriptive survey research design was adopted. Data were collected from total of 15 head teachers who were purposively selected, 45 regular teachers were selected using stratified sampling, 15 teachers in Special Needs Education institutions, 2 Educational Assessment and Resource Centre (EARC) officers and 2 Curriculum Support Officers (CSOs) were purposively selected to participate in the study. Piloting was carried out in one school that did not finally participate in the study to establish validity and reliability of research instruments. Findings revealed that although the government had established policies and provided funding to support integration, implementation remained inadequate due to insufficient financial resources, inadequate training of implementers, and limited monitoring of policy implementation. The study concluded that government efforts significantly influence the educational performance of integrated learners with intellectual challenges and recommended increased funding, enhanced teacher training, and strengthened policy implementation mechanisms.

Keywords: Intellectual Challenges, Inclusive Education, Government Policy, Educational Performance, Integration, Kenya.

INTRODUCTION

Education is recognized as a fundamental human right and a critical tool for social and economic development. Inclusive education seeks to provide equal educational opportunities to all learners regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. In Kenya, the government has adopted policies aimed at integrating learners with intellectual challenges into mainstream schools to ensure access to quality education and promote social inclusion.

The integration of learners with intellectual challenges requires substantial government support in terms of policy development, financial resources, teacher preparation, infrastructure improvement, and continuous monitoring. Despite the existence of inclusive education policies, many schools continue to face challenges in implementing them effectively. Consequently, the educational performance of learners with intellectual challenges remains a concern in many mainstream schools.

Objective of the Study

The study was guided by the following objective:

To establish government efforts and implementation and their effect on the educational performance of integrated learners with intellectual challenges in mainstream public primary schools in Borabu Sub-County, Nyamira County.

LITERATURE REVIEW

Government efforts toward inclusive education are anchored in international and national frameworks such as the Universal Declaration of Human Rights (1948), the Salamanca Statement (1994), the Constitution of Kenya (2010), and the Special Needs Education Policy Framework. These frameworks advocate for equal educational opportunities for learners with disabilities and encourage their participation in mainstream education.

The Government of Kenya has established Educational Assessment and Resource Centres (EARCs), introduced capitation grants for learners with disabilities, and expanded teacher training programmes in Special Needs Education. These initiatives are intended to improve access, participation, and educational achievement among learners with intellectual challenges. However, studies have shown that policy implementation often faces challenges related to inadequate funding, insufficient teacher preparedness, and lack of specialized resources.

METHODOLOGY

The study employed a descriptive survey design to investigate the effect of government efforts on the educational performance of integrated learners with intellectual challenges. Data were collected from total of 15 head teachers who were purposively selected, 45 regular teachers were selected using stratified sampling, 15 teachers in Special Needs Education institutions, 2 Educational Assessment and Resource Centre (EARC) officers and 2 Curriculum Support Officers (CSOs) were purposively selected to participate in the study. Piloting was carried out in one school that did not finally participate in the study to establish validity and reliability of research instruments. Questionnaires and interviews were used to gather information on policy implementation, funding, teacher support, and educational outcomes. Both quantitative and qualitative approaches were used to analyzed data collected from Questionnaires and interview schedules.

RESULTS AND DISCUSSION

The findings revealed that the government had made notable efforts to support the integration of learners with intellectual challenges through policy development, financial assistance, and educational support services. Most respondents acknowledged the existence of government policies promoting inclusive education and confirmed that schools received financial support for learners with disabilities.

However, respondents reported that the funds allocated were inadequate to meet the educational needs of integrated learners. The shortage of resources limited the acquisition of specialized instructional materials, learning aids, and infrastructure improvements necessary for effective integration. As a result, many schools struggled to provide an environment conducive to learning for learners with intellectual challenges.

The study further established that officers responsible for implementing inclusive education programmes required additional training and professional support. Limited capacity among implementers affected the effectiveness of policy execution at the school level. Consequently, schools experienced difficulties in translating policy provisions into meaningful classroom practices.

Teachers also reported insufficient professional development opportunities related to inclusive education. Inadequate training reduced their confidence and competence in addressing the unique learning needs of learners with intellectual challenges, which negatively affected educational performance.

The findings demonstrated that where government support was effectively implemented, learners with intellectual challenges showed improved participation, better classroom engagement, and enhanced

educational outcomes. Conversely, weak implementation was associated with poor academic performance and limited integration success.

CONCLUSION

Government efforts are fundamental in promoting the successful integration and educational performance of learners with intellectual challenges in mainstream public primary schools. While policies, funding mechanisms, and support services exist, their implementation remains inadequate due to resource constraints and insufficient capacity among implementers. Effective implementation of government initiatives is therefore essential for improving educational outcomes among integrated learners.

RECOMMENDATIONS

The government should increase funding allocated to inclusive education programmes and ensure timely disbursement of resources to schools. Continuous professional development should be provided to teachers, head teachers, EARC officers, and other stakeholders involved in implementing inclusive education policies. Monitoring and evaluation systems should also be strengthened to ensure that government initiatives achieve their intended objectives and positively influence the educational performance of learners with intellectual challenges.

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Declaration by the Author

This article is my original work and has not been presented for publication in any other journal.

Naftali Kipkorir Rop

A handwritten signature in blue ink, appearing to read 'Naftali Kipkorir Rop'.

Signature ----- DATE 24-7-2026