

Influence of Teachers' training on Preparedness Towards Integration of Learners with Special Needs in Public Primary Schools in Masaba South Sub County, Kisii County

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ABSTRACT

All over the world, learners with special needs experience difficulties in learning and have traditionally been marginalized within or excluded from schools. This has led to numerous campaigns and advocacy on the adoption of integration. Integration promotes education for all learners in mainstream schools. Teachers play a critical role in the realization of this process. The purpose of this study was to examine the extent to which teachers' training influence their preparedness in integrating learners with special needs to regular public primary schools in Masaba South Sub- County of Kisii County in Kenya. The independent variable that guided the study were teachers', teachers' training while the dependent variable was integration of learners with special needs. The target population comprised of 784 teachers in the 82 public primary schools in Masaba South Sub County. Simple random sampling was used to select a sample of 25 schools which were used in the study. A sample of 385 teachers that were selected through multi-staged sampling participated in the study. The study used questionnaire instruments for collecting data. Piloting was carried out in one school that did not finally participate in the study to establish validity and reliability of research instruments. The study adopted survey research design to investigate the study variables. A research approach that involved quantitative in nature was used in analyzing data. The findings of the study were that teachers' training and support from school administration influence integration. Teachers should be trained in SNE, and the school environment should meet the needs of learners with special needs. It therefore recommended that the government of Kenya through the ministry of education should make efforts to allocate more funds for training of teachers for special education under integrated education to enable teachers to be able to handle learners with special needs.

Keywords: Integration, Mainstreaming, Training, Special Needs, Regular classroom, Disability.

INTRODUCTION

The study dealt with training of teachers' towards preparing them for integration of learners with special needs in regular primary schools in Masaba South Sub-County, Kenya. The main reason for integration is to value learners with special needs to help them participate equally in all education activities alongside their peers without special needs according to Adoyo (2005). These learners should be given equal chances to fully participate alongside those without special needs, Manzi, (2011).

Integration is interpreted as a concept and practice of educating learners with challenges in regular education settings, Bryant, Smith & Bryant (2008) and promotes education of all pupils in mainstream schools without discriminating against those with special needs, Topping and Maloney (2005). The process is anchored on the Universal Declaration of Human Rights Article 26 (1) which notes that everyone is entitled to free and compulsory education at elementary level (United Nation, 1948). Integration recognizes and responds to the different needs of learners to achieve Education for All (EFA) goals. This innovation is supported by many international conventions such as Convention against Discrimination in Education of 1960 and Convention on the Rights of persons With Disabilities of 2006 (United Nations Education Science and Cultural Organizations (UNESCO, 2009)

Many countries of the world both developing and developed have embraced the policy of integration in their

education policies. The integration process has its roots in the push for education of learners with challenges in regular school classroom, which began in Canada in early years of 1980s, Lindsay (2007). For many years it was common practice in developed countries for learners with special needs to be schooled in isolated classes or institutions. However in the late 1960s and 1970s, new education theories developed which led to integration of learners who had traditionally received their education separately from their typically developing peers (Tamar, 2008).

When the Canadian Charter of Rights and Freedom took effect in 1985, it supported the drive for equal access to educational opportunities general education classrooms at a time learners with challenges were educated in special classrooms or separate schools. Much of the push for integrated education has stemmed from the argument that placing students in separate special education classrooms or schools violates their rights.

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. Within South Africa as a country, there are 390 learning institutions for learners with disabilities according to Mcheka (2008). Educators in South Africa are straggling 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 EFA initiative as quoted in Salamanca statement of 1994. The education white paper 6 document helped in the implementation of integration in South Africa.

The current SNE policy clearly highlights the importance of implementing integration as necessary way of achieving EFA objective as per the MOEST (2014). The introduction of free primary education in Kenya was an important step towards that achievement.

In Kenya, the ministry of education has also given guidelines that have created an environment that is least restrictive especially for learners with special needs making schools conducive for learning. The government has promoted education by giving extra money to cater for the unique needs of learners with special needs enrolled in units for learners with special needs in regular primary schools. The policy of integration is also being implemented to benefit majority of children with special needs within primary school going age as per Kenya persons with Disabilities Amendment Bill (2014, validation workshop

The low number of learners with special needs enrolled in regular schools has presented a considerable concern to the sector of education. This has been associated with factors related to teachers such their readiness to handle learners with special needs in regular primary schools. This is occurring in spite of the government's efforts to train teachers in special needs education and to take them for seminars and workshops regularly so as to make them fit to handle learners with special needs in regular school settings

Teachers' Professional Development

Teacher's academic and professional qualifications are prerequisite to effective implementation of integration of learners with special needs into programmes of regular schools, (UNESCO, 2009). To understand what makes a high-quality teacher, researchers have investigated the relationship between various teacher characteristics and students' achievement. Teacher characteristics like aptitude, course work taken, and degree earned and certification status positively influences students' performance, Thomas (2008). Studies by Osgood (2005) revealed that teachers with high academic scores possessed mastery of subject matter knowledge which made them serve students with disabilities better. For example, special educators with good mathematical scores provided better attention in algebra than those without such competences.

When teachers have the professional knowledge and skills to manage learners with disabilities, they gain confidence to teach these learners. Knowledge in various disabilities instills positive attitudes towards these learners. The most satisfaction a teacher gains is when his learners succeed in school and this makes teaching a joy but not a chore. Njoroge (1991) established that teachers with professional training in special needs education favored integration more than the untrained. The study agrees with Njoroge (1991)'s findings because all the teachers involved in teaching learners and who have shown a remarkable involvement in

integration in Masaba South Sub County are those trained in special needs education unlike their untrained counterparts. It is important to train teachers in special needs education and to service others to enable them to handle learners with special needs professionally. Through pre-service training and in-service training, they would gain skills and competence and develop positive attitude which is critical for practice of integrated education (UNESCO, 2004).

The training ensures that the intervention strategies are valid, relevant and correctly applied. Instead of previous haphazard intervention, the trained teachers can easily identify learners with disabilities and refer them for assessment. Appropriate intervention strategies are then drawn up to help the child. Training and experience help them gain new knowledge and acquire experience of using different teaching methods. While looking for ways to overcome challenges, training helps educators to develop relented approaches and gain positive attitudes towards disadvantaged learners.

In Kenya, training of teachers has for long been learning on the same line. Meanwhile, special needs education in this East African country, Kenya is offered as a unit in primary teachers' training colleges and hence educators graduating from these institutions are half-baked as far as handling students with special needs concerned. This therefore makes it difficult for the teachers to handle all categories of learners in an integrated setting.

However, recently in Kenya most universities and Kenya Institute of Special Education (KISE) have been training teachers specifically on integrated education. Noting that the teacher-pupil ratio is quite high in regular primary schools, it is doubtful if learners with special needs are being given the attention they deserve. However, Forlin (2010) argues that the ratio does not matter much but what matters is the training of teachers.

Training educators in special needs education was stated recently in Kenya. Teachers who were trained more than ten years ago and who form majority of the teaching fraternity in our schools never got adequate knowledge in handling learners with disabilities.

METHODOLOGY

Research Design

This study adopted survey research design in investigating the study variables and did not manipulate any of them. Orodho (2009) defines study design as a scheme, outline or plan that is used to generate answers to research problems. Mugenda and Mugenda (2003) stated that survey is an attempt to collect data from members of a population with respect to one or more variables. Survey design was convenient for this study because of its ability to elicit a wide range of baseline information on factors influencing teachers' preparedness towards integration of learners with special needs.

Target Population

All public primary schools in Masaba South Sub County formed the population that was targeted for the study. There are 82 public primary schools, 784 teachers and 82 head teachers who were all involved in the study.

Piloting the Study

Prior to data collection, the research instruments were pre-tested at Emeroka primary school in Masaba South Sub County. Being among the pilot schools, the school was suitable for piloting since it provided similar environmental characteristics to the targeted schools. The pilot school was not used in the main study. The purpose of piloting was to ensure reliability of the research instruments by testing the effectiveness of the research questions and to determine if they addressed the objectives of the study, clarity of wordings, expected challenges and whether they met the expectations of the study. After piloting, the researcher modified the instruments accordingly before conducting the main study.

Reliability of Research Instruments

The instrument is said to be reliable if it consistently yields similar results when re-tested with similar subjects according to Orodho (2009). To achieve reliability of the research instruments, a pilot study was carried out in one school within the study area. A test-retest method was administered whereby the same items were administered to the same subjects within a two-week interval. Pearson's Product Moment formula was employed to compute the co-efficient correlation of scores of the two similar tests to find out the degree 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.

Validity of Research Instruments

Validity is the degree to which a test measures what it is supposed to measure (Kothari 2004). Content validity was tested to ascertain whether the items in the questionnaire were suitable for this study. Questions which would bring confusion or misunderstanding to the respondents were identified and modified to ensure clarity of the information in the questionnaires. Difficult questions were also sorted and reframed using appropriate language which was easily understood by the respondents. Consultations with experts in special needs education were also done and the instruments were designed accordingly to ascertain whether they measured genuinely what they purported to measure.

Location of the Study

The study was conducted in Masaba South Sub County which is one of the seven sub-counties within Kisii County. The area was chosen for the study since it was not well defined whether schools with or without special units for learners with special needs in the study area were ready to handle learners with special needs. Among the 82 public primary schools, there are 11 units catering for learners with mental challenges and one school for learners with visual impairments as per the records in the Sub County EARC's office (February 2016). This indicates that not all learners with disabilities have been catered for within the study area. Moreover, no such similar research has been done within the study and therefore there was need to examine the factors influencing teachers' preparedness towards integration in the study area.

Sampling Procedure

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 in the study, thus reducing biasness. All the names of the 82 public primary institutions within Masaba Sub County s were written in small pieces of paper 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 to participate in the study. Headteachers that participated in the study were purposively chosen

Sample Size

A sample is a smaller group obtained from the accessible population (Mugenda and Mugenda, 2003). Mutasa (2013) asserts that in social sciences, a sample size of 30% can be generalized. A sample of 25 public primary schools, which is 30% of the total primary schools within the study area, was selected for the study as shown in Table 1

Table 1: Distribution of various participants by category

Participants by Category	Target Population	Sample Size
Teachers	784	234
Head Teachers	25	25
Total	809	259

Research Instruments.

The study used questionnaires to collect data. Questionnaires were preferred in this study because they are less expensive, save time and they collect various information at the same time simultaneously.

Data Collection Procedures

The researcher obtained an introductory letter from graduate school, Maasai Mara University which was taken to the National Commission for Science, Technology and Innovation (NACOSTI) for permission to carry out research. The commission's permit was taken to the County director of education to be given authority to collect data. The letter of authority was carried to schools where the study was to be carried out to make an appointment on when to visit the schools for data collection. Questionnaires were administered and collected on the actual day

Data Analysis

After ensuring that all the questionnaires were duly completed, data was cleaned and coded for editing and analysis purposes. The cleaned data was coded and then tabulated then coded and arranged in tables in frequency distributions. Results from headteachers and teachers questionnaires were grouped and responses received to determine their means and percentages. The data that was analyzed was presented using frequencies and cross tabulation tables with the help of (SPSS), statistical package for social sciences.

RESULTS AND DISCUSSIONS

Questionnaire Return Rate

The study involved 259 respondents. Twenty-five head teachers and two hundred and thirty-four class educators 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 according to Mugenda & Mugenda (2009).

General and 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 documents analyzed from 255 respondents.

Gender of the Respondents

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

Figure 1: Gender of the respondents

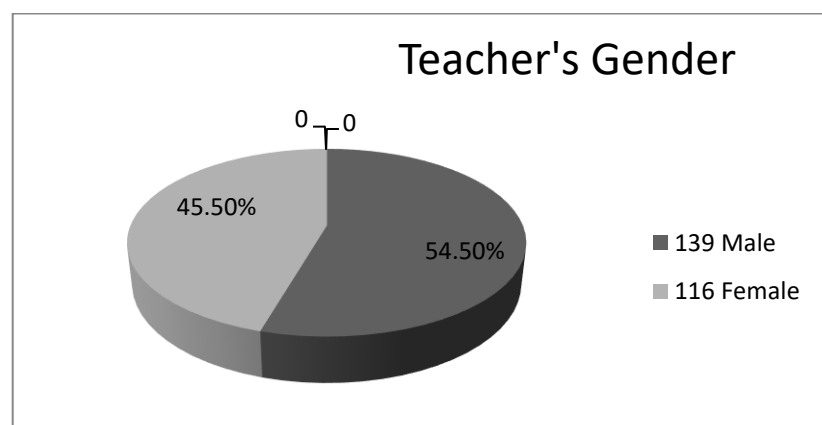


Figure 1 above shows that male teachers were more than that of female teachers. This formed 54.5%. The results conformed to the findings obtained from the Sub County Director's office, Masaba South Sub County which indicated that male teachers were more in the region.

Age Bracket of the Respondents

Teachers were asked to state their ages to find out whether it affected their readiness for integration of learners with special needs. The results are shown in table 2.

Table 2: Age bracket of the respondents

	Age	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Below 20 years	3	1.2	1.2	1.2
	21 – 30 years	52	20.4	20.4	21.6
	31 -40 years	75	29.4	29.4	51
	Above 40 years	125	49	49	100
	Total	255	100	100	

Table 2 indicates that majority of educators, 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 are highly experienced in teaching. These teachers are well placed to give relevant information on factors affecting teachers' preparedness towards integration of learners with special needs in public primary schools in Masaba south sub county, Kisii County.

Teaching Experience

Teachers were asked to give information about their teaching experience and their response is shown on the table below.

Table 3: Teaching Experience

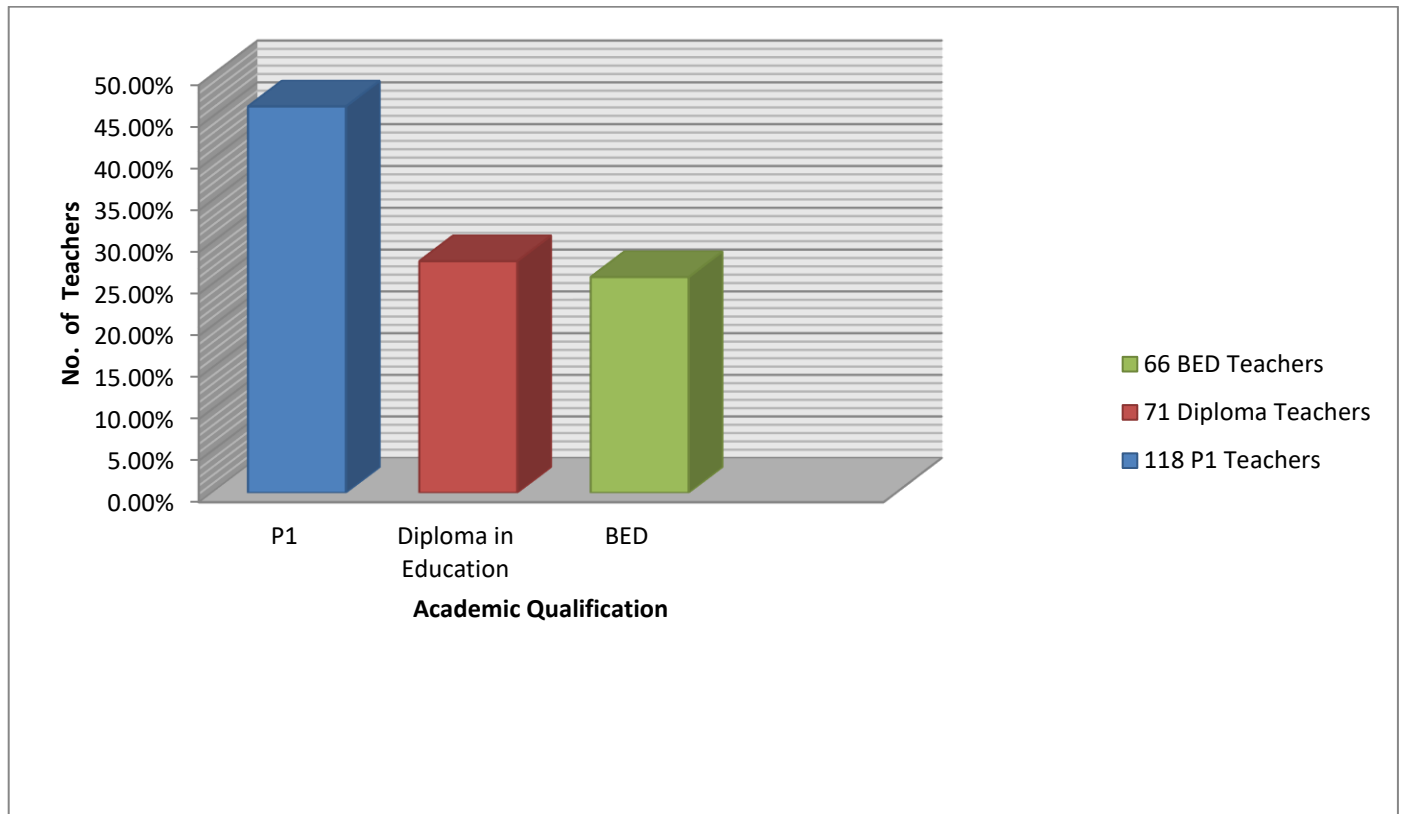
	Duration of teaching	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	5 -10 Years	46	18	18	18
	11 – 15 Years	55	21.6	21.6	39.6
	16 – 20 Years	62	24.3	24.3	63.9
	Over 20 Years	92	36.1	36.1	100
	Total	255	100	100	

Table 3 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 shows that most teachers had worked for a length of time and were well suited to provide the inside on the factors influencing teachers' preparedness towards integration of learners with special needs in public primary schools in Masaba south sub county.

Highest Academic Qualifications

Teachers were requested to state their highest academic qualifications. The findings are presented in figure 2.

Figure 2: Highest Academic qualifications

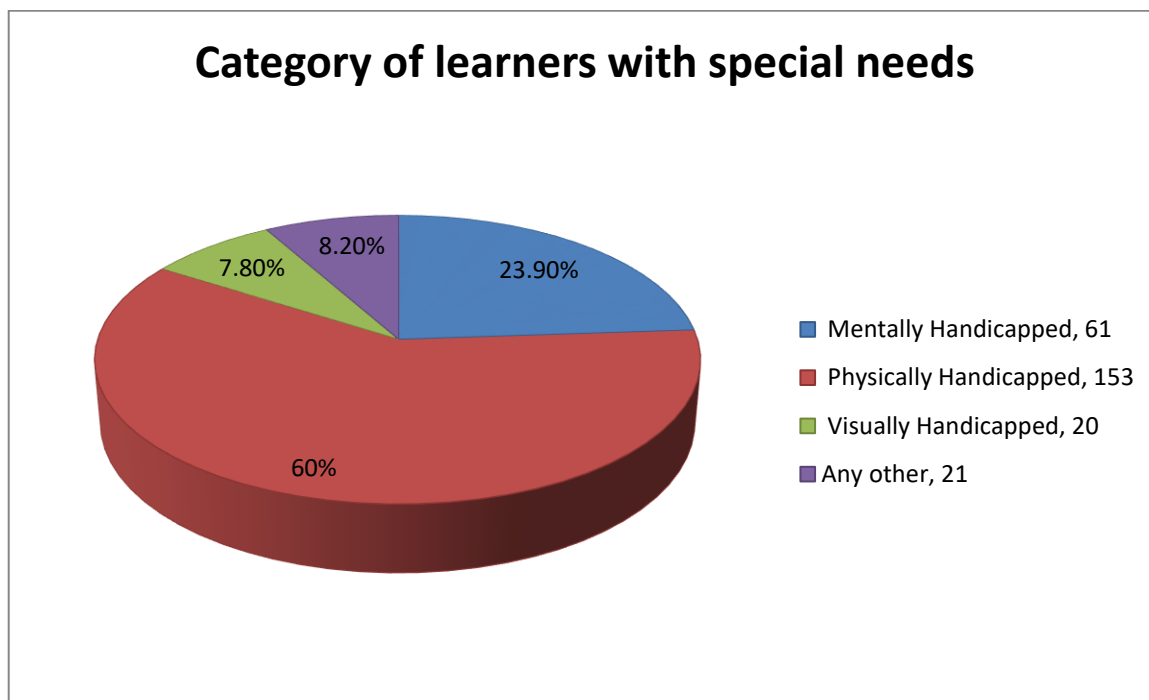


From figure 2 above, 46.3% of teachers had P1 certificate, 27.8% diploma holders, 25.9% were degree holders in education. The data showed that majority of the teachers had the minimum professional qualifications of P1 to teach in public primary schools.

Category of Learners with Special Needs in Regular Primary Schools

Respondents were asked to state the category of learners with special needs they had in their school. The findings are presented in figure 3.

Figure 4: Category of learners with special needs in public primary schools



From figure 3 above, majority of the respondent forming 60% attested that most of the children with special needs in regular primary schools in the study area were physically handicapped.

Assessing Teachers' level of Preparedness towards Integration of Learners with Special Needs in Public Primary Schools

Regular School Classroom Teachers possess requisite skills to teach Pupils with Disabilities

Respondents were asked to state whether regular schoolteachers had the necessary skills to teach pupils with disabilities. Table 4 shows their responses;

Table 4: Mainstream classroom teachers have the necessary skills to teach pupils with disabilities

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Undecided	15	5.9	5.9	5.9
	Strongly Disagree	90	35.3	35.3	41.2
	Disagree	64	25.1	25.1	66.3
	Agree	45	17.6	17.6	83.9
	Strongly Agree	41	16.1	16.1	100
	Total	255	100	100	

According to the results, 60.4% disagreed with the statement that Mainstream classroom teachers have the necessary skills to teach pupils with disabilities while 33.7% agreed with the statement. The results however, show that 5.9% of the respondents did not decide whether to agree or disagree with the statement. It is likely that teachers who agreed that Mainstream classroom teachers have the necessary skills to teach pupils with disabilities according to the responses above are those trained in special needs education. Njoroge (1991) found out that educators with professional knowledge in special needs education favored integration more than those not trained. Moodley (2002) also argued that it was as a result of training in SNE that teachers gained courage in handling learners with special needs. This was an indication that regular schoolteachers' confidence to educate children with special needs may be boosted through training. This indicates that more teachers need to be trained to handle students with special needs in integrated settings.

Professional Development (Training) improves a Teacher's Perception about Learners with Special Needs

Respondents were asked to state whether professional development training improves a teacher's perception about learners with special needs. Table 5 shows the results;

Table 5: Professional development (training) improves a teacher's perception about integration of learners with special needs

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Undecided	8	3.1	3.1	3.1
	Strongly Disagree	23	9	9	12.1
	Disagree	41	16.1	16.1	28.2
	Agree	99	38.8	38.8	67
	Strongly Agree	84	32.9	32.9	100
	Total	255	100	100	

According to the results, most of the respondents, 71.7%, agreed that professional development (training) improves a teacher's perception about learners with special needs while the 25.1% disagreed with the statement. 3.1% were undecided whether training has an impact on a teacher's perception about integration of

learners with special needs. A large percentage of educators agreed that teachers' training in special needs education is of great value since it equips the teachers with the required knowledge and that enables them to effectively handle learners in integrated settings. These findings are consistent with recommendations made in a study done by CEC (2003), that teachers should be equipped with basic knowledge in handling learners with disabilities.

The views were supported by Moodley (2002) who found out that when teachers are trained and have skills to handle learners with special needs, they normally gain courage in their work. When they gain skills and competence, they develop positive attitude which is critical in practice of integrated education (UNESCO 2004). In addition, Wang' (2009) observes that apart from professional training, an educator should possess experience, passion, ability and patience for children with difficulties. This therefore showed the need for training of teachers in SNE because professional development improves a teacher's perception about integration and contributes to better understanding of the integration of learners with special needs in integrated settings.

The study agrees with most researchers including Nyaigoti (2013) who found out that teachers need to be trained and supported for them to handle learners with special needs. This is the scenario in Masaba South Sub County where most teachers believe that training in special needs education improves a teacher's perception about learners with special needs.

College level Training in special needs education is sufficient for a Classroom Teacher to handle Learners with Special Needs Education

Respondents were asked to state whether College level training in special needs education is sufficient for an educator to handle learners with special needs education. Table 6 shows the results;

Table 6: College level training in special needs education is sufficient enough for a classroom teacher to handle learners with special needs education

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Undecided	28	11	11	11
	Strongly Disagree	93	36.5	36.5	47.5
	Disagree	66	25.9	25.9	73.3
	Agree	43	16.9	16.9	90.2
	Strongly Agree	25	9.8	9.8	100
	Total	255	100	100	

According to the results, most of the respondents, 36.5%, strongly disagreed that College level training in special needs education is sufficient for a classroom teacher to handle learners with special needs education while 25.9% disagreed with the statement. The results, however, show that 16.9% of the teachers investigated were for the statement that College level training in special needs education is sufficient for a classroom teacher to handle students with disabilities and further 9.8% strongly disagreed with the statement.

It can be inferred that College level training in special needs education is not sufficient for a classroom teacher to handle learners with special needs education. This result indicate that training in special needs education can make a teacher ready enough to handle students with special needs in an integrated setting.

The study agrees with Bradley & West (1994) who noted that teachers have stressed the need for additional training to enable them to meet the needs of students with special needs included in the general education classrooms. All teachers handling learners at Kiomiti VI special school and those specifically assigned with handling children with disabilities in special units in Masaba South Sub County have further training in special needs education besides college level training. This implies that college level training is not sufficient for a classroom teacher to handle learners with special needs education according to the results of the study.

Whether all Teachers can handle Learners with Special Needs regardless of Training in Special Needs Education

Respondents were asked to state whether all teachers can handle learners with disabilities without considering whether they are trained or not. Table 7 shows the results;

Table 7: All teachers can handle learners with special needs regardless of whether training in special needs education or not

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Undecided	65	25.5	25.5	25.5
	Strongly Disagree	97	38	38	63.5
	Disagree	46	18	18	81.5
	Agree	37	14.5	14.5	96.1
	Strongly Agree	10	3.9	3.9	100
	Total	255	100	100	

According to the results, most of the respondents, 56%, disagreed that all teachers can handle learners with special needs regardless of training in special needs education or not while 18.4% were for the statement. This indicates that not all teachers can handle students with special needs and integrated settings.

Teachers have received professional training in teaching and handling learners with special needs.

Respondents were asked to state whether educators had received professional training in teaching and handling learners with special needs. Table 8 shows the results;

Table 8: Teachers have received professional training in teaching and handling learners with special needs

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Undecided	3	1.2	1.2	1.2
	Strongly Disagree	13	5.1	5.1	6.3
	Disagree	51	20	20	26.3
	Agree	112	43.9	43.9	70.2
	Strongly Agree	76	29.8	29.8	100
	Total	255	100	100	

According to the results, most of the respondents 73.7%, (188) agreed that teachers have been trained on how to handle learners with disabilities while 25.1%, (64) disagreed with the statement. The results show that educators have been trained thus training teachers on handling pupils with special needs will greatly impact on the integration of learners with special needs. Training of teacher is important as noted by UNESCO (2004) that training ensures that the methods used and the intervention strategies are valid, relevant and correctly applied. Training helps teachers gain knowledge of using teaching methods and better approaches towards all children in all situations.

The government has initiated in-service training programmes to equip teachers with skills on how to handle learners with disabilities.

Respondents were asked to state whether the government had initiated in-service training programmes to equip teachers with skills on handling learners with disabilities. Table 9 shows the results;

Table 9: In-service training programmes have been initiated by the government to equip teachers with knowledge of teaching and handling learners with special needs.

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Undecided	5	2	2	2
	Strongly Disagree	65	25.5	25.5	27.5
	Disagree	98	38.4	38.4	65.9
	Agree	48	18.8	18.8	84.7
	Strongly Agree	39	15.3	15.3	100
	Total	255	100	100	

According to the results, the findings revealed that majority of teachers, 63.9%, disagreed that in-service training programmes have been initiated by government to equip teachers with skills of how to handle learners with special needs in Masaba South Sub-County. However, a smaller percentage, 34.1%, agreed that teachers have received skills through in-service training programmes on how to handle learners with special needs. This indicates that there is an impact of in-service training programmes on teachers in regard to integration of learners with special needs.

CONCLUSIONS AND RECOMMENDATION

Summary of the Study

The study examined factors influencing teachers' preparedness towards integration of learners with special needs in public primary schools in Masaba South Sub County, Kisii County with specific reference to the training of teachers. Most of the teachers, 71.7%, agreed that professional development (training) improves a teacher's perception about learners with special needs. These findings are consistent with recommendations made in a study done by Nyaigoti (2013) who indicated that teachers need to be trained and supported for them to handle learners with special needs. On teachers' experience, most respondents, 49% agreed that experience affects a teacher's attitude towards integration of learners with special needs. The findings agree to those of Mutasa *et al* (2013) who noted that teachers who have long experience in teaching learners with special needs are more tolerant and confident in handling learners with special needs in integrated classes.

Most respondents agreed that inadequate support from school administrators affects integration of learners with special needs in regular primary schools. The school administration in collaboration with the government agencies is charged with providing the necessary support including funds if integration has to be achieved. The study agrees with the findings of UNESCO (2006) which emphasized that the government policy measures and investment is important in alleviating household costs burden, increasing access, ensure adequate teaching and learning inputs and internal efficiency

Conclusion of the Study

The results of this investigation found out that educators who are key in the implementation and success of any education programme were not prepared for this process. Many of them had negative views about integration and were not ready to teach, handle or accommodate learners with special needs in their regular schools. Moreover, lack of training amongst majority of the teachers was discovered to be among the causes of their poor attitude towards this initiative. Most head teachers and in fact almost all raised major concerns like insufficient training and inadequate funds as the major setbacks that hindered effective integration

Recommendations

The following are the recommendations that were arrived at by the researcher;

- All teachers in learning institutions should get professional knowledge and skills in special needs education. This will help in promoting integration.

b) The school administration should closely collaborate with teachers by providing adequate funds for training and to cater for special education activities.

Suggestions for further Research

The following was recommended for further research;

The effect of using online platforms in the capacity building of teachers teaching Special Needs Education.

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