

Challenges Teachers Encounter In Implementing Inclusive Education In Public Primary Schools In Nyamira County, Kenya.

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Abstract

The purpose of the study was to determine the challenges the teachers encounter in implementing inclusive education in Nyamira County, Kenya. The location of the study was Nyamira County in Kenya. The objective of the study was to find out challenges teachers encounter in implementing inclusive education in Nyamira County, Kenya. The study was limited to challenges teachers encounter in inclusive education. Challenges discourage teachers from carrying out teaching tasks as stipulated in the inclusive education programme. The study targeted all teachers 4000 and 5 education officers in Nyamira County. Teachers were targeted because they were implementers of inclusive curriculum and therefore better positioned to share experiences they undergo. Data was analyzed and results presented in tables, graphs and percentages the study found that teachers faced such challenges as: teachers lack of knowledge of the types of learners, indiscipline cases, heavy workload demanding more time, teachers' negative attitude towards disabled, no facilities for teachers and learners, disabled have low self-esteem among others. The study concluded that the challenges were contributing to the negativity of teachers towards inclusive education and hence hindered the implementation of inclusive education. The recommended that teachers should plan to have more time to remedy the children such as slow learners and they should maintain class control by involving all learners within each learning experience. It also recommended that teachers should be encouraged to develop positive attitude towards the implementation of inclusive education in public primary schools in Nyamira County, Kenya.

Key words: Challenges, implementation, change, inclusive, settings, disability, attitude

Full text:

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