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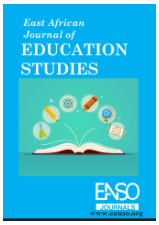

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Original Article

Effect of Implementation of Mainstreaming Practices on Retention of Learners with Special Needs in Regular Public Primary Schools in Lurambi Sub-County, Kakamega, Kenya

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Mainstreaming Practices, Retention, Learners with Special Needs, Regular Public Primary Schools.

ABSTRACT

Enrolment statistics for learners with special needs at Lurambi sub-county Educational Assessment and Resource Centre are alarming and warrant verifying whether these learners receive any mainstream education and are retained in the schools after placement. The study sought to determine the implementation of mainstreamed practices on the retention of learners with special needs. The study was guided by Michael Oliver's Social Model of disability theory, which argues that it is the society that segregates and disables people with special needs. This theory advocates for society with its institutions to adjust their approach to people with disabilities by creating an ambient environment instead of requiring them to adjust and fit unapologetically in the defined structures by society. The study employed a Descriptive survey research design. The study targeted 406 teachers from 29 regular public primary schools with resource rooms. Questionnaires and checklists were the main instruments of data collection. A document analysis guide was used for collecting data on learners' enrolment from the years 2016 to 2020. Quantitative data was analysed using descriptive statistics, frequencies, percentages and the findings presented in frequency tables. Findings showed that awareness of mainstreaming and learner-based factors also affect retention of learners with special needs in regular public primary schools. The study recommends the training of all teachers to be able to teach learners with special needs. The KICD should develop and disseminate teaching and learning resources specifically made for learners with special needs. The study suggests further research to compare the effect of learners with special needs in mainstream education on the performance of learners without special needs.

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INTRODUCTION

Mainstreaming is a concept that was introduced across the globe over the need to mainstream and provide education access to all learning levels and learners regardless of their abilities. Ministry of Education (2009) indicates that Kenya has a responsibility to ensure the realization of inclusivity in education where learners with special needs are incorporated into typical class settings through mainstreaming in all levels of educational systems. Therefore, mainstreaming is defined as the process and the programs aimed at educating learners with special needs and disabilities (SNDs) in typical class settings. Mangope (2018) indicates that many special education professionals have increasingly accepted the axiomatic need to educate most of the learners with SNDS in typical classrooms, postulating that the learners would be educated better in these classroom settings. Mainstreaming is envisioned to create an inclusive system where these learners do not feel segregated and learn in the same environment as others. Despite increased advocacy and the creation of legislation and policies supporting inclusive and mainstreaming education, the Ministry of Education (2018) noted that there was still a significant and alarming number of learners with disabilities out of school, as well as a high dropout rate. Nonetheless, this statement does not indicate the trend or magnitude of the noted high dropout rate.

According to the World Disability Report 2011 by the World Health Organization (WHO, 2011), it is estimated that persons with disabilities account for about 15% of the world's population. The report also indicated that out of the 77 million children who fail to access educational programs, a third constitutes children with disabilities. Myers and Bagree (2011) point out that in Africa, about 10% of disabled children manage to acquire primary education. Conversely, about 1-3% of disabled children do not receive any form of education in developing nations (Mwoma, 2017). This is a major challenge, following that more than two-thirds of countries across the world ratified the Universal Declaration of Human Rights and committed to adhering to the provisions of Article 26 that stems out the imperativeness of realizing universal primary education for all though mainstreaming (UNESCO, 2019).

Several countries across the globe have made significant advances toward incorporating mainstream education as a central component in their national legislation. For instance, the national legislation of Germany, Iceland, and Canada are cited to support fully inclusive education where most Children with disabilities (CwDs) are enrolled in local schools (McCarthy, 2002). Governments of some countries such as India, Italy, and Norway have shown a strong commitment to the policy for mainstreamed education; therefore, the number of learners with special needs and disabilities (SNDs) learning in regular classes in schools in their neighbourhoods has increased yearly (McCarthy, 2002; Rustemier, 2008). Nonetheless, some countries have reported little to no progress in implementing mainstream education despite the general global articulation towards inclusive education (McCarthy, 2002). For instance, despite the German government fully supporting and implementing mainstream and inclusive education, a high proportion of parents still opt to place their CwDs in special

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schools (Hinz, 2010). Similarly, in Norway, its policy of eliminating special schools is hampered by the tendency and preference of some parents to send their children with disabilities to alternative educational centres (Rustemier, 2008). This, thus, demonstrates that the severity of the issues identified in these nations requires explanation; nevertheless, because the challenges are equally widespread in Kenya as a developing country and especially in Lurambi, Kenya, there was a need to understand and invent solutions to increase student retention with SNDs through mainstreaming.

Inclusive education was defined by the Ministry of Education (2009) as an approach where learners with SNDs can access proper education within typical or regular schools. This implies that regular public schools must practice mainstreaming for an inclusively viable and sustainable education system (Dağlı & Öznacar, 2015). The Kenya Education For All (GoK, 2014) national review 2014 emphasized the vitality of inclusive education, noting that under Article 54(1) of the 2010 Constitution, PwDs should access any educational facility and institution deemed well-matched with the interest of the individuals.

In Kenya, the national housing and population census report of 2009 that considered the disability indicators recorded that over 1,330,312 people, comprising about 3.5% of the national population, have disabilities, out of which 647,689 are males while 682,623 are females (Bii & Taylor, 2013). According to the Kenya National Survey for Persons with Disability report of 2008, over 1.3 million Kenyans are living with disabilities, with only 39% (507000) and 9% (117,000) managing to attend mainstream primary and secondary schools, respectively. The National Coordinating Agency for Population and Development indicates that over 3.3% (1657208) of the population of the Western province of Kenya are persons with disabilities (NCAPD, 2008).

The Kenya Education Policy of 2012 indicated that the nation stood at over 102,749 enrolments of learners with disabilities, where 21,050 and 81,649 joined special schools and special integrated units, respectively, in primary and secondary learning institutions (GoK, 2012). The above statistics constitute a third of all the estimated CwDs who had attained school-going age. The statistics significantly improved compared to 1999, 2003, and 2008, when only 22,000, 26,885, and 45,000 learners and special needs, joined special and integrated schools (GoK, 2012). The Kenya National Survey for Persons with Disability report (2008) indicated that the former western province in which the study area (Lurambi Sub-County) is located had the highest proportion (16%) of people with disabilities.

According to the report, the PwD in this region reported that other people's attitudes toward disability had a significant impact on their daily activities. The province had the highest prevalence of disability, 4251969 (96.7%), followed by the North Eastern province with a prevalence of 2425331 (97.4%), then Rift Valley with a prevalence of 4,857,937 (96.8%) and the Eastern province with a prevalence of 3,871,548 (95%) (NCAPD, 2008). In terms of the availability of assistive devices, the former Western province has the lowest at 1,044,543 (20.8%), followed by the North Eastern province at 393,431 (15.8%), and Nairobi province has the highest at 1,864,358 (42.4%). The absence of assistive devices was cited as a major challenge by 95% of PwDs in Western Province (NCAPD, 2008). Approximately 2.3 per cent of the province's PwDs reported having significant difficulty attending school (NCAPD, 2008). This clearly indicates that access to quality education is a major problem in the region among PwDs; hence, there was a need for the development and implementation of coherent measures to ensure the UPE and EFA objectives are promoted in the study area.

Education Assessment and Resource Centre (EARC) Lurambi Sub-County Office (2020) enrolment of learners with special needs records show that there was a total of 6607 and 819

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(12.4%) children with special needs were admitted in regular public schools from 2015 - 2020. A total of 2906 mentally challenged learners, 185 (6.37%) physically challenged learners, 213 (7.33%) hearing impaired learners, 141 (4.85%) visually impaired learners, 90 (3.1%) learners with cerebral palsy, 277 (9.53%) learners with a learning disability, and 19 (0.65%) autistic learners were enrolled in special schools and public primary schools in Lurambi Sub-county from 2015 to 2020. These data indicate a need to evaluate mainstreaming in education in Lurambi Sub-County, Kakamega County.

The Ministry of Education (2009) draft of the National Special Needs Education Policy Framework emphasized the importance of promoting inclusive education, hence leading to mainstreaming. It is being practised where special units (resource rooms) are attached to regular public primary schools as opposed to the initial idea of having exclusively inclusive education systems. At the time this study was being born, no study had been carried out to find out the effect of mainstreaming practices on the retention of learners with special needs in Lurambi Sub-County. This study, therefore, sought to bridge this gap by availing scientific data that establishes the effect of implementing mainstreaming practices on the retention of learners with special needs in regular public primary schools in the Lurambi sub-county.

Statement of the Problem

Access to education is a basic need and a fundamental human right in the current millennia. Regardless of gender, social, economic, political, and environmental backgrounds, all people are entitled to equal access to education. Education systems are thus bound to be inclusive of all learners regardless of their backgrounds and abilities and should be delivered in the most ambient and comfortable environment. Mainstreaming is a concept concerned with proper measures to ensure that individual needs are catered for appropriately and the placement of learners with special needs in regular learning settings.

The enrolment of learners with SNDs records at the Lurambi sub-county Education Assessment and Resource Centre (EARC) indicates that 1,049 mentally challenged learners, 185 physically challenged learners, 213 hearing impaired learners, 141 visually impaired learners, 90 learners with cerebral palsy, 277 learners with learning disabilities and 19 learners with autism were enrolled in public primary schools in Lurambi Sub-county from 2015 to 2020. These statistics warrant a need to verify whether these persons receive any mainstream education and whether they are retained in the schools. Moreover, at the time this study was being born, no study had been done to find out the effect of mainstreaming practices on the retention of learners with special needs in Lurambi Sub-County. This study, therefore, sought to bridge this gap by availing scientific data that establishes the effect of implementing mainstreaming practices on the retention of learners with special needs in the Lurambi sub-county.

Objective of the Study

The following objective guided the study:

- To examine the effect of implementation of mainstreaming practices on retention of learners with special needs in regular public primary schools in Lurambi Sub-county.

Research Hypothesis

H_{01}: There is no significant difference between the implementation of mainstreaming practices and the retention of learners with special needs in regular public primary schools in Lurambi Sub-county.

LITERATURE REVIEW

Implementation of Mainstreaming Practices on Retention of Learners with SN

Implementing Mainstreamed Practices ensures that learners with special needs access education irrespective of the severity of their special needs. Four categories describe the severity of an individual's disability. They include mild, moderate, severe, and profound disabilities. The

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survey by the Ministry of Education, Science and Technology in 2013 in the Lurambi constituency established that the prevalence of disabilities among children aged 0-21 years was 13.5%, which is comparable to the global estimate of 15%, as of 2010 (Ministry of Education, 2013). Each type of disability severity affects the life of an individual. For example, in intellectual disability, a person in the mild category is described as people who react slower to their daily activities and social life. They can learn practical life skills, enabling them to operate in ordinary life with minimal support (Boat & Wu, 2015).

An individual with a moderate disability can take care of himself, learn some basic life skills, and move to familiar places. They require moderate support to operate as a reasonable man. A severe disability is a situation whereby there is an impact on communication skills. They might learn simple life skills and self-care but require supervision in a social setting and family care in their daily routine. Finally, an individual with a profound disability usually is dependent. They always need close support and family help in self-care activities. They have limited ability in communication and movement skills and are also prone to health matters. Boat and Wus (2015) book chapter primarily discussed the intellectual disabilities which affect the learning capabilities of learners; however, it does not state the extent to which the severity of the special needs and disabilities can affect the retention of learners, more so in regular public primary schools. Therefore, there was a need to fill this gap with a focus on Lurambi Sub-County, Kakamega county, Kenya.

The severity of an individual disability has a significant influence on learners with special needs retention in school. The more severe the disability, the higher the possibility of more health issues. Health is among the factors that influence learners with special needs to retain school attendance. People living with disabilities are more prone to diseases than people without disabilities (Krahn et al., 2015). Disability itself results from an underlying health condition that makes an individual more vulnerable to other health matters. Disability contributes to an individual's activity limitation and participation restriction, making their body inactive, hence attracting diseases like cardiovascular diseases and diabetes. Such conditions are likely to occur to learners, contributing to the rate of learners with disability retention. Krahn *et al*. (2015) looked at the neglection of persons with disabilities, which can be characterized by their ability to acquire an education; however, it does not state the extent to which the severity and negligence of learners with special needs and disabilities can affect the retention of learners in regular public primary schools.

A survey carried out by the Ministry of Education, Science and Technology (MOE, 2013) in the Lurambi sub-county to establish the prevalence of disabilities and special needs among school and out-of-school children between the ages of 0 to 21 years in Kenya indicated that there was a high prevalence of disabilities among children aged 0-21 years. According to the findings, the youngest age group (0–5 years old) had the lowest impairment rates, at 15% (Musili, 2020). The other age groups had about identical rates of 28% each, with the 11–15 age group having the highest prevalence of 29%. Furthermore, this age group (11–15 years old) had the greatest rate in six of the fifteen categories of disorders, with 45% in the learning disability category and 38% in the intellectual and cognitive handicap category (Musili, 2020). Except for albinism, which had the highest prevalence at 45%, the age range 0-5 years had the lowest rates in practically other categories. In the gifted and talented category, all age groups over 5 years had the same percentages, ranging from 28% (6-10 years old) to 31% (11-15 years old). Disability rates for several categories among youth aged 16-21 years (hearing impairment, visual impairment, physical impairment, cerebral palsy, epilepsy, Down syndrome, autistic spectrum disorders, intellectual and cognitive handicap, emotional and behavioural disorders, learning disabilities, speech and language disorder, multiple disabilities other than deafblind, dwarfism and albinism) indicate that

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the multiple disabilities other than deafblind were the most common followed by visual impairment and hearing impairment (Musili, 2020).

The underlying health conditions have several influences on a learner with a disability, affecting the rate of school retention. As discussed above, people with disabilities are more vulnerable to infections and viruses, contributing to absenteeism or school dropout because of hospitalization (Australia Disability Clearing House on Education and Training, 2020). Some learners with special needs may be affected by the environmental condition of the school, such as the inability to tolerate heat during hot seasons, hence forcing them to stop schooling. Some special needs learners are usually on medication to compact health conditions. Particular medication contributes to a lack of concentration in class, which affects performance and ability to learn. Some health conditions that people with disabilities suffer are connected to mood swings and depression, determining the learner's attendance at school. The health conditions contribute to gaps in their educational experience, affecting consistency and adjustment because people with disabilities are more vulnerable to infections and viruses, contributing to absenteeism or school dropout because of hospitalization (Australia Disability Clearing House on Education and Training, 2020).

The multiple disabilities effect is also another thing that significantly impacts special needs learners' retention at school. Multiple disabilities denote a situation where a child has more than one disability. The two examples of such a combination include intellectual disability and blindness and intellectual impairment and orthopaedic (Lombardi, 2019). Such blending has an impact on children's educational needs. An individual needs to understand the child's disabilities involved, the severity of each disability, and how each of the disabilities present affects the learning and daily life for him/her to understand the appropriate support for the child. Offering an education curriculum that covers all requirements of the individual with multiple disabilities may be difficult. The education programs that should be provided to a child with multiple disabilities must address all the conditions, not one or some. Therefore, inadequate education programs can affect students' school retention rates.

Deafness is another disability that has an impact on the retention of learners with special needs. Deafness hinders communication, which in turn affects the learning activities. Children who lose hearing at a given stage of life after speaking are helped through hearing aids. Children born with deafness disability are a bit different when it comes to assisting them in learning. They majorly depend on sign language for communication. According to Mwoma (2017), deaf children learn better and understand more when taught by a deaf teacher. Deaf teachers have a deep understanding of sign language vocabulary better than hearing special needs trained teachers. Communication barriers also impact how deaf children interact with others and adjust to the school environment.

Speech and Language disabilities are other examples of communication disabilities (CD) that influence special needs learner retention. Communication is an essential tool both in education and in the daily life activity of an individual. The severity of communication disability is primarily experienced in teachers practising in a mainstream setting where there is a wide range of learners. A challenge emerges when teachers must address that learner with CD (Mutai, 2018). Such conditions and other disabilities among the learners seem more demanding and disruptive on teachers and other learners without disabilities. Teachers' attitudes towards learners with disabilities may be affected considering the rate of demand for support required. The teacher's presentation to the learner determines the willingness to continue studying and complying with the classroom requirements. Therefore, the severity of the learner's disability impacts the teacher's attitude, which in turn affects the learner's academic success and the focus on education.

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Parents also play an essential role in influencing the retention of special needs learners in schools. Parent perception concerning disability influences the education progress of the CwD in India. Social stigma, shock, and acceptance of the child's condition make some parents deny CwD from acquiring education. Parental approval of disability depends on how physical the disability is and the type and severity of the disability (Limaye, 2016). Lack of adequate counselling for parents affects acceptance of the condition, making them fail to understand the slowness experienced in education progress. Regarding that, some parents remove their children from school or change their children to other schools. Some fail to appreciate the mainstream education system, while others develop an overprotective attitude that impacts the child's learning process.

In Nepal, there was also a problem in retaining special needs learners in school. According to a Human Rights Watch report, there was a low enrolment rate and high dropout of learners with disabilities (Barriga, 2011). The factors that contribute to low enrolment and retention rates include lack of awareness concerning the right to education for all, enough trained teachers, required teaching materials, Distance to school, and means of transport. The other factor is the negative attitude towards the capability of learners with impairment.

PwD and their parents/families in Nepal reported to Human Right Watch that the reason for high school dropout is because of communication barriers such as lack of sign language instruction, difficulty in accessing schools, teachers' attitudes, and education programs that fail to address adequate requirements of learners with disability. The poor environmental condition that is not friendly based on the needs of the impaired children and inadequate staff also cause a lack of trust in the quality of education for children with disabilities. To add to that, all children in the mainstream learning system must follow the same lesson plan regardless of the variation in the ability and needs of the learners. Therefore, learners with disabilities repeatedly fail and rewind the same grade severally, which may be demoralizing to the learner. Girls with disabilities in Nepal drop out of school when they reach puberty because of a lack of school support (Barriga, 2011). As much as puberty is a problem for all girls to those with disabilities, they are already experiencing problems with movement and coping with other conditions.

Social factors are also an issue that influences the special needs learner's retention. Stigma from society is a problem that many people in society face. Stigmatisation and isolation from the immediate society, for example, school and community, contribute to the child with special needs dropping out of school (Flora, 2015). The social theory explains that disability is a limitation to participating in society because of an inaccessible environment. The approach urges that social attitude is among the barriers people with disabilities face (Moyi, 2018). Applying social theory, one can understand that learners with special needs fail to access education opportunities because of obstacles from school and the community (Flora, 2015). Such barriers affect their participation and performance in mainstream settings, hence contributing to school dropout. It is noted that the studies did not specifically evaluate the extent to which the severity of SN and disability affect the retention of learners with special needs. Therefore, the researcher tried to fill this gap by evaluating the extent to which the severity of SN and disability affect the retention of learners, more so in regular public primary schools in Lurambi Sub-County.

Theoretical Framework

The study was guided by the Social Model of Disability theory, which argues that it is the society that segregates and disables people with SN; however, this can be averted by the society changing their perceptions as opposed to focusing on the rehabilitation and adjusting the individuals (Owens, 2015; Retief & Letšosa, 2018; Terzi, 2004). The social model of disability was coined by Michael Oliver due to a series of disability movements in the 1960s and 1970s in Britain, where society expected people with disabilities to

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adjust themselves to the prevailing needs of their environment (Retief & Letšosa, 2018; Terzi, 2004). Disability is a product of the specific socio-cultural, economic, and environmental structures; hence, the social model of disability aims at addressing issues of discrimination and oppression of disabled people based on institutional forms and cultural attitudes drawn from social practices of exclusions. It advocates for society with its institutions to adjust their approach to people with disabilities by creating ambient environments as opposed to requiring them to adjust and fit unapologetically in the defined structures by society. This implies that learners with SNDs should access education with other learners without disabilities; however, the environment, resources, and perceptions of society should change towards embracing the least restrictive environments.

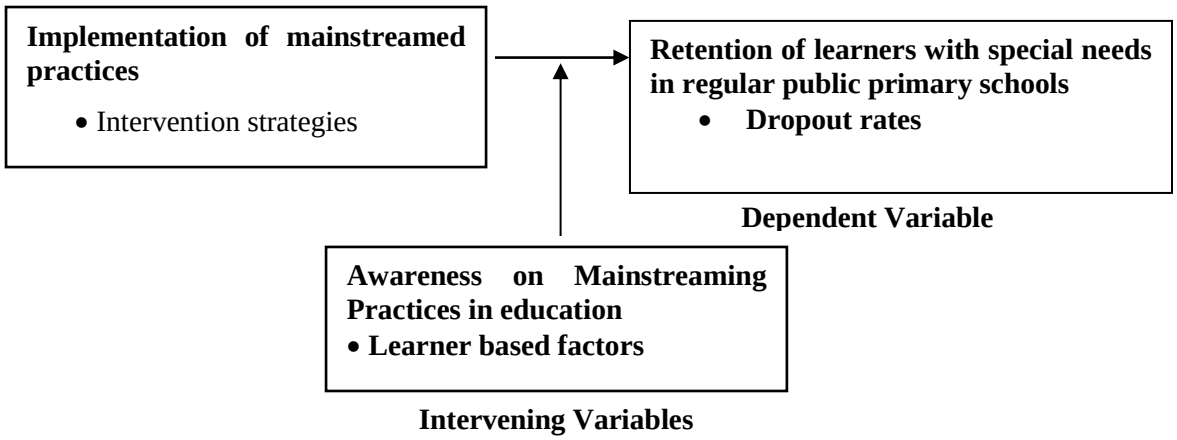
Learners with SNDs are often made to feel segregated and always at fault for being born with unique and diverse abilities as compared to learners without disabilities. The theory sensitizes the entire education system to acknowledge that learners with SNDS are not lesser humans just for being born different, but people are abled differently. It is factual that the difficulties experienced by these learners cannot be reversed nor forced to comply with what is presumed to be conventional. However, society can make the learners feel welcomed by modifying their environment stemming from cultural and individual attitudes to create an accommodating environment.

Mainstreaming is anchored on the theory of the social model of disability as it advocates educating learners with SN in regular class and school settings as opposed to special schools. This implies that the schools should be accommodative and inclusive enough for all learners. Noteworthy, this is expected, but it is paramount to ascertain whether the policy is implemented on the ground. Therefore, the social model of disability theory is relevant to this study as it encourages education systems to create a mainstream learning environment for all, hence translating to higher retention of learners with SNDs. As per the theory, if there are sufficiently trained SNE teachers, a disability-friendly environment, teachers, and education officers who make the learners experience a sense of belonging, the school will be an enjoyable place to stay, hence high retention. Thus, this ensures that the learners' strength is prioritised instead of focusing on their disability.

Conceptual Framework

From the literature review, the conceptual framework is developed; it illustrates the implication of independent variables (indicators of mainstreaming) on the dependent variables (indicators of retention), and the two are affected by the intervening variables.

Figure 1: Effect of mainstreaming on the retention of learners with SN



Source: Researcher (2019)

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As per the study title, the outcome variable in this study is the retention of learners with SN in regular public primary schools. The dropout rate was used as an indicator of retention. For instance, when the schools lack teachers trained in special education, such as sign language, it is very hard for a learner with partial or severe hearing impairment to be accommodated in regular primary school, hence forced to either drop out or enrol in the special schools. The availability of SN and disability-friendly resources and infrastructure also determine the retention of learners with SN in schools. For instance, when schools lack infrastructure such as ramps, a learner in a wheelchair might find it frustrating to be carried by other learners into a class, hence dropping out of school. Equally, when teachers make derogatory statements to learners with SN due to their negative perceptions of them, they are likely to drop out of school. In this study, the independent variable was the implementation of mainstreaming practices based on the perceptions of teachers and education officers. Conversely, the intervening variables are not studied, but they can influence mainstreaming (independent variable) and its effects on the retention of learners with SNDs in regular public primary schools (Kothari, 2004; Kaur, 2013). This study's intervening variables constituted awareness about mainstreaming practices and learner-based factors.

RESEARCH METHODOLOGY

Research Design

Descriptive survey research design was used in this study. According to Kothari (2004), a descriptive survey research design aims to describe the state of affairs of the phenomena as they exists in the present time. Neuman (2014) also notes descriptive research gives a vivid picture of the specific details, relationship, or social setting of phenomena. This design fit this study because it aimed at assessing the state of mainstreaming and its influence on the retention of learners with SN in regular primary schools.

Study Area

The research was carried out in Lurambi Sub-County, one of Kakamega County's twelve sub-counties in Kenya's former Western Province. *Figure 2* depicts a map of the study's location. Lurambi Sub-county was selected for the study because it had the highest number of learners with special needs at the EARC compared to other sub-counties in Kakamega County. The population of the Lurambi sub-county is estimated to be 160,229 people, with an area of 161.8 km2. There are 61 primary schools in the Lurambi Subcounty (Kiiti et al., 2020). Butsotso East, Butsotso South, Butsotso Central, Shieywe, Mahiakalo, and Shirere are among the wards.

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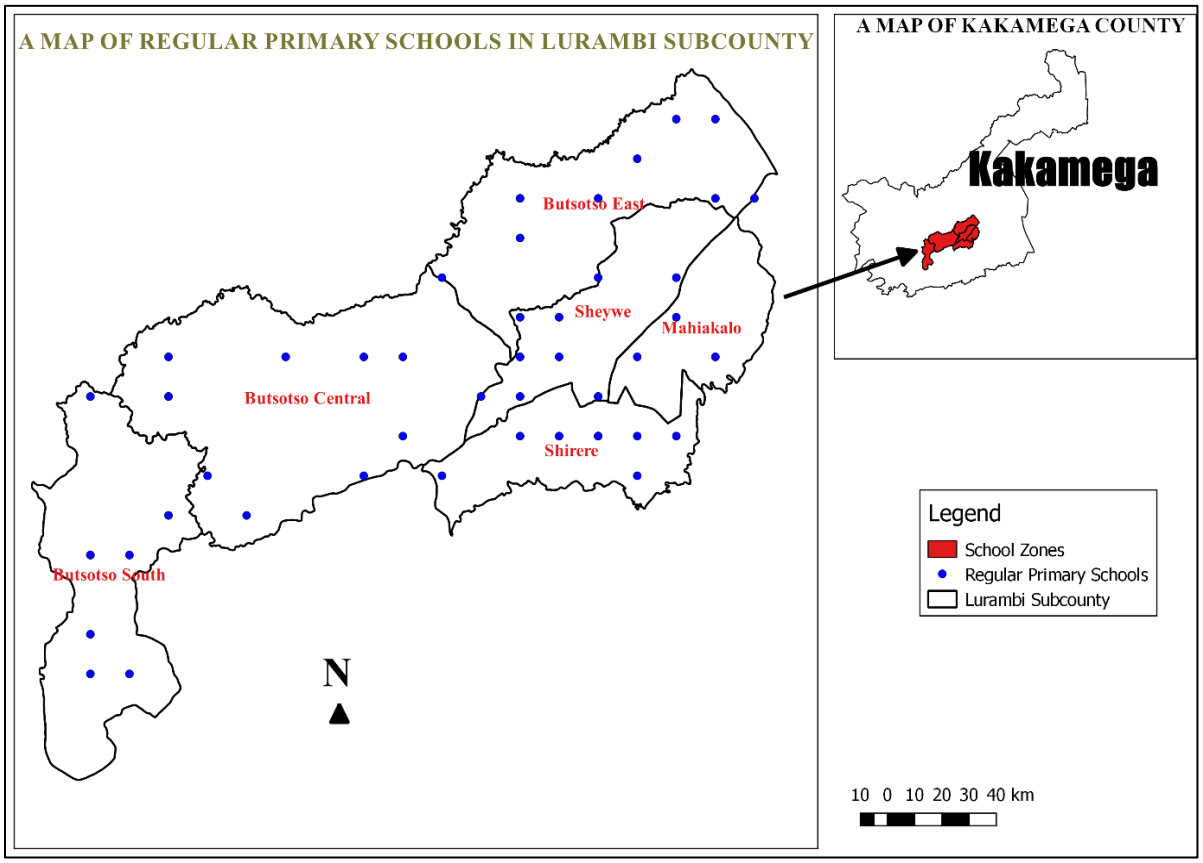
Figure 2: A Map of the study area - Lurambi Sub-county



Source: Researcher (2019)

Target Population, Sampling Procedures and Sample Size

The study targeted 440 teachers in 29 primary schools (see *Table 1*). Mugenda and Mugenda (2008) point out that a population is the total number of the entire group of individuals, events, or objects sharing common observable attributes and characteristics. The total population comprised four hundred and forty respondents, which made up the target population of the study.

Sampling Procedures

The study used cluster sampling to cluster the 29 primary schools in different locations within Lurambi Sub-county. Purposive sampling is a method used to select the subjects with the required information. Therefore, purposive sampling was used to select the 29 schools with special units for CwDs because they had the information the researcher needed. Simple random sampling was used to select samples without bias from the accessible population; it was justified because it accorded each member of the population an equal and independent chance of being selected and independent choice.

Sample Size Determination

This research drew a sample size using Yamane's formula. The sample size was determined from the target population using the Yamane's formula (Yamane, 1967).

$$n = \frac{N}{1+N(e^2)}$$

Where n = the desired sample size, N = the total population, e = the level of statistical significance

Therefore, the sample size for teaching staff and non-teaching staff is:

$$n = \frac{440}{1+440(0.05^2)} = 210$$

$$Non-response = \frac{5}{100} x440 = 22$$

Therefore, the total sample size is 210+22 = 232

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The sample size for each stratum was determined using a sample proportionate stratification approach. With proportionate stratification, the sample size of each stratum is proportionate to the population size of the stratum. The following equation determines strata sample sizes.

$$n_h = \frac{N_h}{N} x\ n$$

Where n_h=sample size for strata, N = the total population size, n = total sample size, N_h=population size for the strata

$$n_h = \frac{406}{440} x\ 232 = 214$$

Table 1: Target population and sample size

Representatives	Target Population	Sample size
Teachers	440	214

Data Collection Instruments

The research instruments used included questionnaires (questionnaires for teachers) and checklists (Teaching, learning Equipment and Materials Checklist). The questionnaires primarily focused on collecting data on the perceptions of teachers on mainstreaming and how they affect the retention of learners with SN. A five-point Likert Scale questionnaire was used (Agree, Strongly Agree, Not Sure, Disagree, and Strongly Disagree).

A checklist is a pre-set form used for rapid and easy data recording. It was simple to extract data because it frequently relies on records and observable features, and it was especially useful when tracking the occurrence of incidents, events, activities, or difficulties (Andersen, 2007; Bauer et al., 2006). A checklist was used to call attention to various aspects of an object or situation.

Data Analysis

The researcher ensured that the questionnaires were accurate and complete as received from the respondents during the process of data collection. The questionnaires were coded and keyed into the statistical Package for Social Sciences (SPSS) version 26 for processing. In this study, the researcher used both descriptive and inferential statistics. The data collected was presented in the form of tables and frequency distribution. Descriptive analysis entailed the use of frequencies, mean, percentages and standard deviation, while inferential statistics involved Pearson correlation and linear regression. According to Kothari (2014), correlation tests the strength and direction of the relationship between variables. It is used to explore the relationship among groups of variables. Linear regression analysis was used to examine the direct influence of independent variables on independent variables. The regression model used was as follows:

Regression equation without moderator

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where Y is the outcome variable (retention of learners with SN), β_0 is the **y**-intercept or constant**.** X_1, X_2 and X_3 denote the Implementation of mainstreamed practices, Awareness of inclusive education, and learner-based factors, **ε** denotes the error margin. β_1, β_2 and β_3 - Model coefficients, which are significantly large have a significant influence on the model.

Ethical Issues and Considerations

The researcher obtained an introductory letter and clearance from the Maasai Mara University School of graduate studies. This enabled the researcher to obtain a research permit from the National Commission for Science, Technology, and Innovations (NACOSTI). The researcher was at liberty to conduct the research in the study area. In addition, the researcher sought approval for data collection in the study area from the Lurambi Sub-County Director of Education before actual data collection. While at the respective schools, the researcher could first seek permission from the head teacher or any other relevant authority before conducting the study.

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The questionnaires were only administered in the respective schools in the study area upon approval by the relevant authorities. Permission to conduct the study was from the County Director of Education, the Education Assessment and Resource Centre (EARC) Lurambi Sub-County Office, and the head teachers. The participation of respondents in the study was on a voluntary basis. The researcher explained to the respondents the purpose and procedures of the study before commencing the data collection process. The responses of the respondents were treated with the utmost confidentiality.

RESULTS AND DISCUSSION

Rate of Questionnaire Return

A total of 214 questionnaires were issued to the respondents. A total of 198 (93%) questionnaires were received back. Of these, 15 (7.5%) were dropped out of the tally for having significant gaps in response for variable items.

Table 2: Survey response rate

Unit of observation	Data collection method	Target population	Sample size	Usable response	% effective response rate
Teachers	Questionnaires	406	214	183	86

From *2*, a total of 183 questionnaires were used for data analysis. This represented 86% of the questionnaire return rate. According to Kothari, C (1993), over 60% return rate was an acceptable return for a survey studies such as this one.

Demographic Information

Before embarking on the study's main objectives, it was important to find out the respondents' background information. This was ascertained by gender, age, education, years of teaching experience, type of special need and area of specialization. Background information was important as it lays a basic foundation on which interpretations of the study are based. Furthermore, the respondents' background information enables both the researcher and the readers to have confidence in the study. The results of demographic information are shown in Table 3.

The results presented in Table 3. show that 68(37.2%) of the respondents were male, while 115(62.8%) were female. The findings reveal the gender disparity in favour of female teachers as compared to male teachers. In terms of age distribution, teachers between 21 - 30 years were 40(21.9%), between 31 - 40 years were 82(44.8%), and between 41 and 50 years were 61(33.3%). On the level of education of the SN teachers, the majority, 87 (47.5%), had attained a Certificate level of education, 69 (37.7%) had a Diploma, the teachers who had attained Degree level 15 (8.2%) while a 6 (3.3%) of the teachers had Master's degree. The results further show that the majority of the teachers, 78(42.6%), had work experience of 0-5 years. Those who had 6-10 years of experience were 45(24.6%) teachers, 36(19.7%) had worked as teachers for 11-15 years and above 15 years was 24(13.2%). The results indicated that the majority of the respondents had served long enough to give information on the effects of mainstreaming on the retention of learners with SN in regular public primary schools in Lurambi Sub-County, Kakamega County, Kenya.

The researcher also sought to find out from the respondents the type of special need that is dominant in the school they teach; from the results, 79(43.2%) of the respondents' schools had mentally challenged students, 64(35%) had physically challenged students, 10(5.5%) had visual impaired students, 9(4.9%) had hearing impaired students, 7(3.8%) had learning disability students, 8(4.4%) had cerebral palsy students while 6(3.3%) had Autism students. On the area of specialization of teachers, 8(4.4%) had specialized in mentally challenged students, 12(6.6%) in physical challenged students, 58(31.7%) in visual impaired students, 84(45.9%) in hearing impaired students, 12(6.6%) in learning disability students, 5(2.7%) in cerebral palsy

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students while 4(2.2%) had specialized in Autism students.

Table 3: Demographic information

Variable		Frequency	Per cent
Gender	Male	68	37.2
	Female	115	62.8
	Total	183	100.0
Age	21-30	40	21.9
	31-40	82	44.8
	41-50	61	33.3
	Total	183	100.0
Education	Certificate	87	47.5
	Diploma	69	37.7
	Degree	15	8.2
	Masters	6	3.3
	Total	183	100.0
Experience	0-5	78	42.6
	6-10	45	24.6
	11-15	36	19.7
	Above 15	24	13.2
	Total	183	100.0
Type of special need	Mentally challenged	79	43.2
	Physically challenged	64	35.0
	Visual impaired	10	5.5
	Hearing impaired	9	4.9
	Learning Disability	7	3.8
	Cerebral palsy	8	4.4
	Autism	6	3.3
	Total	183	100.0
Area of specialization	Mentally challenged	8	4.4
	Physical challenged	12	6.6
	Visual impaired	58	31.7
	Hearing impaired	84	45.9
	Learning disability	12	6.6
	Cerebral palsy	5	2.7
	Autism	4	2.2
	Total	183	100.0

Mainstreaming Practices and Learners' Retention of Learners Regular Public Primary Schools

Type of SN and Disability

The researcher first sought to find out the extent of severity of SN on the retention of learners with SN in regular public primary schools. The data used on the type of disability was from 2015 to 2020, as displayed in Table 4 below.

From the data, it is indicated that in the year 2015, the majority, 402 of the learners with SN and disabilities were mentally challenged, followed by those with learning disabilities 186, 24 of the learners had autism as well as those who had cerebral palsy, only 6 were physically challenged as well as those who were visually impaired, there were no learners with hearing impaired. Only 5 learners dropped out of school. In 2016, most of the learners, 447 were mentally challenged, and 423 had a learning disability. 55, 40, 24, and 9 learners were physically challenged, with cerebral palsy, autism, and visually impaired, respectively. In the years 2017, 2018, 2019, and 2020, the majority of learners were mentally challenged 457, 528, 530, and 542, respectively. From the

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data collected, it shows that from 2017 to 2020, the number of learners with a learning disability were 468, 450, 483, and 472 consecutively. The hearing impairment cases were minimal, as observed in Table 4. The dropout rate was reported with a small proportion (4, 3, 6, 7, 10 and 11) dropouts from 2015 to 2020, respectively. The dropout rate measured retention of the primary schools based on whether the children moved out of the schools or not. The changes in the dropout rates were evidence of variation in the retention rates across the different schools involved in the study.

Table 4: Type of SN and disability

Type of SN and Disabilities	Total Number of Learners						
	2015	2016	2017	2018	2019	2020	Total
Mentally challenged	402	447	457	528	530	542	2906
Physically Challenged	6	55	57	102	107	110	437
Visually impaired	6	9	6	9	15	21	66
Hearing-impaired	0	0	0	3	7	8	18
Learning Disability	186	423	468	450	483	472	2482
Cerebral palsy	24	40	41	48	45	48	246
Autism	24	24	42	32	24	42	188
Any other	42	42	42	42	45	51	264
Total	690	1040	1113	1214	1256	1294	6607
Dropouts	5	4	3	6	7	11	36

Categories of Disabilities

The study found it ideal to investigate the category of disability among the learners in regular public primary schools in the Lurambi sub-county by categorizing them into either mild, moderate, or severe. The findings of the research and the results are presented in *Table 5* below.

Table 5: Categorization of disabilities

Disabilities	Frequency	Per cent
Mild	42	23
Moderate	115	62.8
Severe	26	14.2
Total	183	100

From the results, 115(62.8%) of learners in the Lurambi sub-county in regular public primary schools were found to have moderate cases of disability, followed by 42(23%) with mild cases, and the least severe with 26(14.2%). Therefore, it can be concluded from the analysis that most of the learners in special schools have moderate cases of special needs and disability.

Equipment and Materials that Affect the Retention of Learners

The study also sought to investigate the availability of assistive equipment and materials that influence the retention of learners in regular public primary schools in the Lurambi sub-county. The findings of the study are illustrated in *Table 6* below.

From the findings of the study, regular public primary schools in the Lurambi sub-county recorded a low number of equipment and materials. Among the regular public primary schools in the Lurambi sub-county, the schools reported having 43 hearing aids, even though in the year 2020, the number of learners recorded with hearing impairment was more compared to the previous years. The equipment was less due to the mild cases from the majority of the learners that were reported by regular public primary schools. The cases were not severe; hence, the teachers might have used other available means to assist these learners, including speaking audibly and loud enough in clear voices, large print, and well-ventilated rooms for those with low vision. The severity of these cases being moderate and

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mild made it possible for learners with SN to be managed in regular public primary schools.

Table 6: List of equipment and materials that affect the retention of learners

Equipment/Materials	Quantity
Hearing Aids	43
Crutches	27
Lenses	1
Wheelchair	45
Commode	2
Standing aids	3
Abacus	5
Number/Letter Puzzles	15
Scored Board	2
Theme Board	3
Total	146

In addition, out of 183 learners who were physically challenged, the schools recorded 27 crutches and 45 wheelchairs, which aided in mobility. Most of the learners had moderate and mild cases, which probably required environment modification to enable them to learn effectively. The schools are also reported to have only two commodes, which might not be enough given the high numbers of learners who are likely to use them.

Challenges of Mainstreaming Practices

The researcher sought to find out some of the problems faced during the application of mainstreaming practices on the retention of learners with SN in regular public primary schools. The results are displayed in *Table 7*.

Table 7: Challenges of mainstreaming practices

	Frequency	Per cent
Regular teachers do not want students with SN in their class	86	47.0
Regular class teachers lack adequate information on the special needs learners	83	45.4
Less participation in class and rules are not followed	9	4.9
Regular approaches to teaching learners without SN	5	2.7
Total	183	100.0

From *Table 7*, 86(47%) of the respondents do not want students with SN in their class, 83(45.4%) of the respondents lack adequate information on special needs learners, while 9(4.9%) of the respondents cited less participation in class and school rules not being followed. On the other hand, 5(2.7%) of the respondents use regular approaches in teaching children without SN, which affects learners with SN.

Expectations from the Ministry of Education for the Best Way to Apply Mainstreaming

The researcher also sought to find out the expectations of the ministry of education on the best way to apply mainstreaming practices in regular public primary schools. The results are displayed in *Table 8*.

From *Table 8*, the results show that 85(46.4%) of the respondents believe that regulation should be made on mainstreaming practices, 46(25.1%) of the respondents believe that necessary infrastructure should be provided, 36(19.7%) of the respondents believe that enough funds should be provided while 16(8.7%) of the respondents believe that the ministry should increase sensitization towards mainstreaming practices in regular public primary schools.

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Table 8: Expectations from the Ministry of Education for the best way to apply mainstreaming

	Frequency	Per cent
Regulation should be made	85	46.4
Provision of necessary infrastructure	46	25.1
Provision of enough funds	36	19.7
Increase Sensitivity towards mainstreaming	16	8.7
Total	183	100.0

Expectations of Teachers on the Application of Mainstreaming Practices

The researcher also sought to find out the expectations of teachers on the application of mainstreaming practices in regular public primary schools. The results are displayed in *Table 9*. From the results in *Table 9*, 49 (26.8%) of the respondents believe that regular teachers should be patient, accept and be warm towards students with SN and develop themselves through research collaboration among parents, special education teachers and counsellors. The results further reveal that 85 (46.4%) of the respondents should be able to fulfil their duties as teachers.

Table 9: Expectations of teachers on the application of mainstreaming practices

	Frequency	Per cent
Be more patient, accepting and warm towards students with SN	49	26.8
Develop themselves through research collaboration among parents, special education teachers and counsellors	49	26.8
To fulfil their duties as a teacher	85	46.4
Total	183	100.0

Benefits of Mainstreaming

The researcher also sought to find out the benefits of mainstreaming practices in regular public primary schools. The results are displayed in *Table 10*.

Table 10: Benefits of mainstreaming practices

	Frequency	Per cent
Increase Confidence	27	14.8
Increase Socializing	38	20.8
Develop academically	20	10.9
Develop understanding and acceptance of different individuals	62	33.9
Develop communication skills	36	19.7
Total	183	100.0

From *Table 10*, the results show that 27(14.8%) of the respondents believe that mainstreaming practices increase confidence, 38(20.8%) of the respondents believe that it increases socializing, 20(10.9%) of the respondents believe that it develops academically while 62(33.9%) of the respondents believe that it develops understanding and acceptance of different individuals.

Ways for the Application of Mainstreaming

The researcher also sought to find out the ways of applying mainstreaming practices in regular public primary schools. The results are displayed in *Table 11*. From *Table 11*, the results show that 21(11.5%) of the respondents are of the opinion that time spent in the resource room should be increased, 25(13.7%) of the responds are of the opinion that infrastructure problems should be resolved while 73(39.9%) of the respondents suggest that resource rooms should be opened in all schools. On the other hand, the results show that 12(6.6%) of the respondents believe that teacher development should be enabled. 32(17.5%) believe that the mainstreaming practices should serve the intended purpose, while

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20(10.9%) of the respondents believe that the relationship among parents, teachers and administrators should be good.

Table 11: Ways for the application of mainstreaming

	Frequency	Per cent
Time spent in the resource room should be increased	21	11.5
Infrastructure problems should be resolved	25	13.7
resource rooms should be opened in all schools	73	39.9
Teacher development should be enabled	12	6.6
Mainstreaming applications should serve their purpose	32	17.5
The relationship among parents, teachers and administrators should be good	20	10.9
Total	183	100.0

Implementation of Mainstreamed Practices and Retention of Learners with SN

The study sought to determine the implementation of mainstreamed practices on the retention of learners with SN in regular public primary schools. To establish this, a simple linear regression test was used. The study utilized the following null hypothesis, which was tested at a 0.05 level of significance.

H_{01}: There is no significant difference between the implementation of mainstreaming practices and the retention of learners with special needs in regular public primary schools in Lurambi Sub-county.

The results are shown in Tables 12 to 14.

Table 12: Model summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.134[a]	.518	.013	2.604	.018	3.304	1	181	.071
2	.352[b]	.524	.109	2.473	.106	10.795	2	179	.000

a. Predictors: (Constant), Implementation of mainstreamed practices
b. Predictors: (Constant), Implementation of mainstreamed practices, Awareness of inclusive education, learner-based factors
c. Dependent Variable: Retention of learners with SN in regular public primary schools

Table 13: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.404	1	22.404	3.304	.071[b]
	Residual	1227.246	181	6.780		
	Total	1249.650	182			
2	Regression	154.493	3	51.498	8.417	.000[c]
	Residual	1095.158	179	6.118		
	Total	1249.650	182			

a. Dependent Variable: Retention of learners with SN in regular public primary schools
b. Predictors: (Constant), Implementation of Mainstreaming practices
c. Predictors: (Constant), Implementation of Mainstreaming practices, Awareness of inclusive education, learner-based factors

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Table 14: Regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.162	.522		25.221	.000
	Implementation of mainstreamed practices	.066	.036	.134	1.818	.071
2	(Constant)	11.785	.768		15.348	.000
	Implementation of mainstreamed practices	.122	.091	.246	1.337	.183
	Awareness of inclusive education	.464	.108	.377	4.283	.000
	learner-based factors	-.242	.117	-.370	-2.065	.040

a. Dependent Variable: Retention of learners with SN in regular public primary schools

Tables 12 – 14 show that with the inclusion of the interaction effect of awareness on inclusive education and learner-based factors in the relationship implementation of mainstreaming practices on retention of learners with SN in regular public primary schools. A multiple linear regression was fitted to explain the implementation of mainstreaming practices on retention of learners with SN in regular public primary schools using awareness of inclusive education and learner-based factors as the intervening/moderating variable. All the assumptions of regression analysis were met except the autocorrelation assumption between residuals. The results in the model summary show that the "R Square Change" in model 1 increased in variation as a result of the addition of the interaction term, i.e., 10.6% (i.e., 0.106), which is the percentage increase in the variation explained by the addition of the interaction term. The results further show that this increase is statistically significant ($p < .05$), a result we obtain from the "Sig. F Change" column. Therefore, we can conclude that awareness of inclusive education and learner-based factors do moderate retention of learners with SN in regular public primary schools. Further, though still more accurate prediction about retention of learners with SN in regular public primary schools could be made (F-ratio > 1) with the inclusion of interaction effect (awareness on inclusive education and learner-based factors), this accuracy has decreased, i.e., F-ratio increased from 3.304 to 8.417. Finally, model 2 has p-values of 0.000 and 0.040 for the interaction effect (awareness of inclusive education and learner-based factors), which shows that the null hypothesis of having no moderating effect of awareness on inclusive education and learner-based factors on the linkage between implementation of mainstreamed practices and retention of learners with SN in regular public primary schools is rejected for awareness on inclusive education and learner-based factors because the p-value (sig value in regression coefficient table) is less than the level of significance of the study i.e. 0.05. The null hypothesis of having no moderating effect of the implementation of mainstreamed practices on retention of learners with SN in regular public primary schools is rejected for awareness of inclusive education and learner-based factors because the p-value (sig value in regression coefficient table) is less than the level of significance of the study, i.e., 0.05.

Regression equation:

$$Y = 11.785 + .122X_1 + .464X_2 + -.242X_3 + \varepsilon$$

The Retention of Learners with SN in Regular Public Primary Schools

The researcher sought to find out factors that measure the retention of learners with SN in regular public primary schools in Lurambi Sub-County. Retention of learners was measured by the dropout rates. The study considered four strategies including; equipment to accommodate learners regardless of their severity, teachers rarely experience challenges teaching learners regardless of severity, Teachers' perception of the severity of learners influences their willingness to

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teach, and Distance between school and learners' homes limits retention of learners based on the severity for the teachers and four strategies that include; infrastructure well suited regardless of Severity, Materials well suited regardless of severity, Retention of learners, Open to admit learners regardless of their disability for the heads. Responses were analysed descriptively by determining the percentage response, mean response, and standard deviation on each of the strategies, which were measured on a five scale Likert. The summary of the responses on a five scale Likert is presented in *Table 15*.

Table 15: Respondents' views on the retention of learners based on the extent of severity

Teachers	SD	D	NS	A	SA	Mean	Std
Equipment to accommodate learners regardless of their SN	39 (21.3)	45 (24.6)	30 (16.4)	12 (6.6)	57 (31.1)	2.02	1.29
Teachers rarely experience challenges teaching learners regardless of SN	6 (3.3)	21 (11.5)	9 (4.9)	66 (36.1)	81 (44.3)	3.20	1.00
Teachers' perception towards learners with SN influences their willingness to teach	30 (16.4)	57 (31.1)	33 (18.0)	18 (9.8)	45 (24.6)	3.20	1.57
Distance between school and learners' homes limits retention of learners based on the severity	63 (34.4)	60 (32.8)	21 (11.5)	15 (8.2)	24 (13.1)	3.66	1.36

Key: SA = Strongly agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree; StD = Standard deviation

The results regarding retention of learners with SN in regular public primary schools in Lurambi sub-county on a scale of 1-5, where one is strongly disagree, five is strongly agreed and strongly Disagree (SD), Disagree (D), Not sure (NS), agree (A) and strongly agree (SA). The results indicated that the majority of the participants, 84(45.9%), disagreed that there was enough equipment and preparedness to admit and accommodate SN regardless of their needs, and 69(37.7%) of the respondents agreed with the same statement. 147(80.4%) of the respondents agreed that teachers rarely experience challenges in teaching learners regardless of their severity (M = 2.02, SD = 1.29), and those respondents who were with a contrary opinion 27(14.8%). Relating teachers' perception of the severity of learners and how it influences their willingness to teach was opposed by the majority of the teachers, 87(47.5%), (M = 3.20, SD = 1). On the other hand, 63(34.4%) of the respondents supported that the teachers' perception of the severity of learners influenced their willingness to teach (M = 3.20, SD = 1.57). Most of the teachers, 39(21.3%) of the respondents (M = 3.66, SD = 1.36), indicated that retention of learners with SN was based on their needs; this was supported by the Distance between school and learners' homes, which limits retention of learners based on their level of disability. The findings were similar to those of Owens (2015) and Retief & Letšosa (2018) since the Distance travelled by learners was one of the factors linked to an increased rate of dropouts among CwD. Nonetheless, Terzi (2004) explained that changes in the dropout rates (retention) were influenced by other factors such as the available SN schools, adequate resources to facilitate the children's education and the parental push to enable the learners to gain primary education.

Summary of the Findings

The majority of the teachers disagreed with the statement that learners with SN should be taught in mainstream schools. This implied that they have a negative attitude towards mainstreaming learners with SN, a point which was confirmed by the teachers when they reported that communicating with learners with special needs was frustrating for them. The majority of the teachers preferred handling learners without SN, and most of them also disagreed with handling both learners.

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For effective intervention strategies, teaching-learning resources are very important for teaching learners with SN. It was found that textbooks, hearing aids, speech aids, charts, models, and computers were available in varying quantities. From the statistical test to compare the effect of intervention strategies on retention of learners with SN, it was found that learners with SN scored significantly lower than their counterparts without SN. Intervening variables of awareness on inclusive education and learner-based factors also played a vital role in the retention of these learners.

The majority of the teachers did not support the idea of full inclusion of learners with SN in their mainstream classrooms, but they accepted them. The teachers were less willing to educate learners with SN in the mainstream classroom. These teachers also felt that such learners lacked the skills needed to master the mainstream classroom curriculum. These findings suggest primary mainstream teachers are willing to include learners with SN. These findings agree with Liu *et al.* (1999). Teachers tend to be more willing to educate students in their classrooms as long as the students do not have severe SN. These findings are also in line with the conclusion of the research done by Al Ghazo and Gaad (2004).

CONCLUSIONS

In conclusion, the study showed that teachers' attitude on mainstream education for learners with SN was just physically having and accepting learners in their school and in their classrooms. However, offering learning experiences and providing opportunities that require learners with special needs to actively participate in their learning seemed minimal in practice. Some teachers were aware of the fact that there was a need to help learners with special needs by creating extra time for them. Failure to do so would just be a confirmation to them that they are unable to cater for their diverse needs, and therefore, their self-efficacy, attitude and morale would be affected. Teachers should be advised to collaborate with special education teachers, school counsellors, and school administrators in order to find more positive solutions to challenges facing learners with SN. In this context, it can be said that school administrators should have regular assessment meetings with teachers who have mainstream learners and other relevant teachers. Retention was influenced by factors such as Distance from school, availability of special needs schools, and adequate resources to facilitate the children's education.

Recommendations of the study

The study recommends the development of policies and legislation that support learners with SN. Coming up with administrative policies within the school environment, including friendly rules and regulations. The motivation of teachers through better remuneration and certification to positively change their attitude towards learners with SN. Introduction of a diversified curriculum and examination system that accommodates learners with SN.

Recommendations for Further Research

A comparative study should be conducted to establish the effects of learners with SN on the educational performance of learners without SN. The sense of self-efficacy of the teachers in the mainstream classroom. The discrepancy between policy and practice of mainstream education in public primary schools.

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