Primary school teachers throughout the world face several challenges while implementing inclusive education. Their preparation is inadequate, classes are large and the curriculum is inflexible. They also lack relevant teaching and learning materials and they get very little support from the leadership. The purpose of this study is to investigate teacher related challenges to effective implementation of inclusive education in public primary schools in Sabatia sub-county, Vihiga; Kenya. The research objectives are to: (i) find out teachers’ academic and professional preparation for effective implementation of inclusive education, (ii) to find out the extent to which high teacher-pupil ratio interferes with effective implementation of inclusive education and (iii) to find out the extent to which the curriculum interferes with effective implementation of inclusive education. This study is significant in the sense that it will shed light on the challenges primary school teachers go through while implementing inclusive education in schools. The findings will enable all the stakeholders concerned to put appropriate measures in place to ensure that inclusive education is implemented effectively in all primary schools. The study will use descriptive survey design. Both quantitative and qualitative approaches will be used in data collection. The study will be carried out in sampled primary schools in Sabatia sub-county and the teachers’ advisory centres. Stratified sampling will be used to select the schools and the teachers. Purposive sampling will be used to select head teachers and TAC tutors. A sample of 93 teachers, 11 head teachers and 1 TAC tutor will be used for the study. Questionnaires will be used to gather information from the teachers on the challenges they undergo while implementing inclusive education. Interview schedule will be used for the head teachers and the TAC tutors to seek information on the assistance they give to teachers for effective implementation of inclusive education in their respective schools. Descriptive statistics will be used to analyze quantitative data. Qualitative data will be analyzed using thematic coding. This study will be a milestone towards ensuring that inclusive education is effectively implemented.