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**AN ASSESSMENT OF INFLUENCE OF INCLUSIVE EDUCATION
MANAGEMENT ON PERFORMANCE OF LEARNERS WITH
DISABILITIES IN REGULAR PRIMARY SCHOOLS IN
SABATIA SUB-COUNTY, KENYA**

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**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION
DEGREE IN EDUCATIONAL PLANNING AND MANAGEMENT
OF MOUNT KENYA UNIVERSITY**

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ABSTRACT

The purpose of this study was to assess influence of inclusive education management on performance of learners with disabilities in regular primary schools in Sabatia Sub County, Kenya. Learners with special needs should be integrated in regular schools. However, schools face challenges in implementation of inclusive education. The objectives of the study were: identification and assessment of learners with special needs enrolment rate effect on their performance in regular primary schools; assess the availability of teaching/learning resources management effect on performance learners with disabilities in Sabatia, establish the attitude of the school managers effect on performance of learners with disabilities in Sabatia, and to ascertain the curriculum management effect on performance of learners with disability in regular primary schools. The study was necessary for handling special needs education and benefited education stakeholders as well as adding to the body of knowledge in this field. The study used inclusive management theory, and production function input output model theory. The study method used was mixed methodology and the design was concurrent triangulation. The target population was 226 which consisted of 105 head teachers, 105 teachers and 16 education officers. The sample was 48 participants composed of 22 head teachers, 22 teachers and 4 education officers. Sample was from 105 schools, composed of 98 public schools and 7 private schools and systematic random sampling was employed. Interval of selecting the school was 4th value that was 20 per cent considered. Data instruments used were questionnaires for teachers and interview schedule for education officers. Piloting was done in three schools involving 10 participants who were not included in the study. The validity of the instruments was ascertained by the supervisor and two other lecturers who gave verdict on their suitability. The reliability was verified by using the test retest method whereby Pearson correlation was 0.80. To establish credibility the researcher used triangulation of data. Dependability was achieved by use of in-depth interview of the participants. Quantitative data was presented in descriptive statistics using tables, means, standard deviation, and percentages. Inferential statistics was used whereby Pearson, chi-square and ANOVA were used in SPSS Version 22. Qualitative data was treated in thematic analysis and mixing of all data collected was done. Ethical issues were observed by clearance with Mount Kenya University and permit from NACOSTI and official letters from the County Director of Education and the District Education Officer. The participants signed informed consent forms. Findings revealed that the most frequent special needs categories reported by teachers were learning difficulties, hearing impairments and health problems. There were inadequate teaching and learning materials for learners with special needs. Study findings also revealed that more than three quarters of the teachers held positive attitude towards LSN. It was recommended more teacher collaboration time and overall school plan for ongoing progress on how inclusion should take place in school systems. The study concluded that regular primary schools in Sabatia were ill prepared to effectively implement inclusive education. The study recommended that teachers should be trained to identify and handle LSN. The Ministry of Education should increase Free Primary Education funds so that schools' can cater for the availability and adequacy of teaching/learning resources. Further research was recommended using a wider target and sample to address these challenges.