

**MANAGEMENT STRATEGIES ON THE INTEGRATION OF SPECIAL EDUCATION  
IN PUBLIC PRIMARY SCHOOLS IN KENYA: A SURVEY OF UASIN-GISHU  
COUNTY**

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## ABSTRACT

In Kenya, Special Needs Education is integrated; however, the extent to which this move has been successful and the strategies employed by various schools and managers have not been investigated. The purpose of the study was to examine management strategies and the integration of special needs education in public primary schools in Uasin-Gishu County. Specifically, the study sought to determine the identification and assessment strategies used in the integration of Special Needs Education, find out the level of parental involvement in the integration of Special Needs Education, find out the level of professional support services available for integration of Special Needs Education and establish the level of environmental adaptation for the integration of Special Needs Education in public primary schools in Uasin-Gishu County. This study adopted the social system theory modified by Ahrweiler (2011). The theory states that a social system is a set of interrelated and interdependent components. Descriptive survey design was used by the researcher in investigating management strategies that influence provision of special needs education. The study was conducted in Uasin-Gishu County, this is due to the fact that the County is wide with various schools which have special units and therefore forms a good basis for this study. The study targeted 55 special units, 61 teachers and education managers. A sample size of 108 was used. Random and purposive sampling was used in selecting the participants. Questionnaire, interview guide and observation check list were used for collecting primary data. Analysis and interpretation of the data was done using both qualitative and quantitative methods. Quantitative data was analyzed using descriptive statistics in terms of means; percentages and frequencies were obtained and used for interpretation. On the other hand, information which was collected from key informants was qualitatively analysed using thematic analysis. The study found that teacher discovered (4.58), teacher suspicion (4.45) and placement (4.21) were found to be the major identification strategies adopted. Secondly, parents being involved in identification and assessment of children with special needs (3.96) as well as parents supporting the school management's idea of integrating children with special needs (3.57) were the major factors for parental level of involvement. Thirdly, the management liaises with the professionals in the assessment of children with special needs (4.87) and that there is an effective cooperation between teachers and professionals in providing support and environment adaption to children with special needs (3.58). Finally, most schools have inadequate reading and learning materials for special education (2.37), inadequate classrooms and desks to accommodate learners with special needs (2.28), lack of adaptive environment, and most schools lack special facilities like resource centers, resource rooms, wheel-chairs, crutches, Braille machines among others (1.58). The study recommends for awareness creation among parents by all education stakeholders in the county and that there is need for the government to train more paraprofessionals in order to cope with the needs of learners with special needs.