

ROLE OF EDUCATORS IN MAINSTREAMING SPECIAL NEEDS EDUCATION  
PUPILS IN SCHOOLS: A CASE OF PUBLIC PRIMARY SCHOOLS IN KASARANI  
CONSTITUENCY, NAIROBI COUNTY, KENYA

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## ABSTRACT

The Koech report observed that the goal of education is to provide equal opportunities for all children including those with special needs; hence the formulation of Total Quality Integrated Education (TIQET), which, according to the report, is a comprehensive framework that addresses previously, omitted aspects of education including special education. Different policies have been formulated with varied implication on special needs. Special need education has not been successful due to many challenges such as low funding among others. The main purpose of the study was to investigate the role of educators in mainstreaming SNE pupils in schools with specific reference to public primary schools in Kasarani constituency, Nairobi County, Kenya. The study was guided by the following objectives; to determine the role of teachers in mainstreaming learners with special needs in public primary schools, to find out the relationship between educators training and mainstreaming learners with special needs in public primary schools, to establish the impact of educators' attitudes towards mainstreaming learners with special needs in public primary schools and to determine effect of educators' experience in mainstreaming learners with special needs in public primary schools. This study is a descriptive research that employed case study research design. The sample size for the study was 70 respondents. The data from the completed questionnaires was cleaned, re-coded and entered into the computer using the statistical packages for social sciences (SPSS) for Windows for analysis. The SPSS computer program was commanded to produce frequency tables, graphs, pie charts and the necessary measures of variances for interpretation. Descriptive statistics (that is frequency analysis) was computed for presenting and analyzing the data. The findings indicated that an assessment team to evaluate LSEN for special teaching methods is necessary for successful mainstreaming of learners with special needs with the mean of 4.01 and a standard

deviation of 0.954. The analysis of findings further indicated that majority of the head teachers were of the view that negative attitude by teachers is a major barrier to education of learners with special needs. The mean score and standard deviation in respect to this statement was 4.32 and 1.001 respectively. The study recommended that government should support mainstreaming of learners with special needs in regular schools through policy intervention. This can be done by ensuring policies and practices formulated and implemented are inclusive, equitable and nondiscriminatory, and do not create barriers or reinforce the negative effects of the issue