

**AN ASSESSMENT OF PUBLIC PRIMARY SCHOOLS' PREPAREDNESS
FOR INCLUSIVE EDUCATION MANAGEMENT IN
KILALA ZONE, MAKUENI COUNTY**

Commented [O1]: MENTION THE LOCATION-
PRIMARY OR SECNODARY SCHOOLS

JOSEPHINE MALIA NGOLO

MEDIII/07315

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A MASTER OF EDUCATION DEGREE IN
EDUCATIONAL PLANNING, MANAGEMENT AND ADMINSTRATION OF
MOUNT KENYAUNIVERSITY**

JUNE, 2014

ABSTRACT

The Salamanca statement and frame work for action on special needs (1994) called for inclusion in mainstream education to be the norm so that all children, regardless of their disabilities to have access to quality education in the neighborhood school with peers. However, learners with disabilities have a lot of difficulties in exercising this right. The study sought to investigate the teachers competences in inclusive education, school infrastructure level of preparedness ,parents from school management committee attitude and challenges faced by managers in inclusive education management in Kilala zone Makueni County .This study was based on Mike Oliver theory (1983) on social model of disability. The researcher assumed a qualitative research method and case study design based on a target sample population from Kilala Zone Makueni County .The sample size included 9 (50%) head teachers, 87 (55.76%) teachers and 289 (40%) parents from school management committee making a total of 385 respondents. Schools were selected using purposive sampling as well as the head teachers. Convenient sampling was used to select parents. The researcher used questionnaires and interview guide to collect data. Reliability of the instrument used in the study was done by piloting in two schools in Wote zone, Makueni County using test retest method. The researcher's supervisor assessed the relevance in the instruments used and made judgment on the decree to which the test items matched the objectives that is validity. The researcher requested for permission to carry out the data collection from the Makueni County Director of Education. Thematic analysis was used to analyze data. The coded questionnaire responses were analyzed using Statistical Package for Social Science. Teachers face challenges in the areas of training, large population of learners and inadequate researches. The scarcity of the physical facilities causes negative impact on inclusive education management. Parents of learners with disabilities showed negative attitudes towards the inclusive education policy. They argued that their children would be ridiculed by others and there were no facilities for inclusive education management practice. Results on managers' knowledge on inclusive education management showed that there was improved perception of learners with disabilities, consistent academic performance and increment of learners' enrolment. However the managers have challenges in managing the staff members and communicating with county education office is also difficult. The major findings were that many schools were not prepared for inclusive education management although some were trying to do their best by providing the required resources and infrastructure. The results showed that facilities for inclusive management are not adequate leading to overcrowding of learners in classrooms. All teachers should be trained in inclusive education and the necessary physical facilities provided while issues pertaining to the improvement of management of inclusive education should be addressed. There is need for further research on management competence in implementation of inclusive management in terms of behavior and school culture