

**PROBLEMS FACING MANAGEMENT OF LEARNERS WITH SPECIAL
NEEDS IN INCLUSIVE PRIMARY SCHOOLS: A SURVEY OF KIHARU
ZONE**

MURANG'A COUNTY.

BY

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ABSTRACT

The study is about the management of inclusive education in regular primary schools in Kiharu Zone of Murang'a County. The research aimed at achieving the following objectives: To determine the number of teachers trained in Special Needs Education on inclusive education in Kiharu zone, to determine the type of educational resources used in inclusive education, to find out whether the teachers modify the curriculum to suit learners with special needs in inclusive primary schools, to establish the managerial strategies through which inclusive education can be more effectively implemented in inclusive primary schools in Kiharu zone. It was carried out in ten schools within the zone. The researcher has discussed problems facing management of learners with special needs in inclusive primary schools under the following subtopics: inclusive education, educational provision for learners with SNE, historical development of Special Needs Education in Kenya, practice of inclusive education in classroom, categories of learners with SNE in an inclusive setting, theoretical framework, management of inclusive education, challenges of inclusive education. The target population in the research study was primary school teachers, primary school parents and primary school children. To facilitate the investigation of the management of inclusive education in the zone, the research approach employed was quantitative in nature for data collection. The survey design was used by the researcher, which enabled the collection of data easily. The research instrument used was questionnaire. A sample of ten head teachers and sixteen teachers from ten schools was selected using random sampling. The findings show that there are very few teachers trained in special needs education. This accounts to 89.5% non-trained teachers in special needs. It also indicates the need for modification of curriculum and availing resource in regular primary school for categories of learners to benefit. It was also noted that modification of curriculum is poorly done because only 13.3% of the teachers do it. This is contrary to what Waruguru (2002) observed that learning environment should be modified and adapted to fully accommodate the diversity of learning need that learners may have. According to the study findings it is clear that 60% of teachers do not use resources in teaching of learners in regular schools. The following recommendations were also made from the conclusions drawn. The government through the Ministry of Education should include Special Needs Education training in all primary teachers training colleges. It should also through the Ministry of Education invest in preparation and provision of readymade resources to public schools. Curriculum modification should be done by curriculum developers. They should ensure there are guidelines put in place to guide the teachers on modifying the curriculum to suit all learners.