

*AN ASSESSMENT OF INSTITUTIONAL FACTORS INFLUENCING*  
IMPLEMENTATION OF SPECIAL NEEDS POLICY ON INCLUSIVE  
EDUCATION IN THARAKA SOUTH SUB-COUNTY,  
THARAKA-NITHI COUNTY, KENYA

REGINA KANG'ARIA DOMENIC

NUC/012/MED/00061

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR  
MASTER OF EDUCATION DEGREE IN LEADERSHIP AND MANAGEMENT  
OF MOUNT KENYA UNIVERSITY

NOVEMBER, 2014

## ABSTRACT

Inclusive education has become a global trend in provision of services for pupils with disabilities. Kenya has contributed to the initiatives through provision of Free Primary Education (FPE) and formulation of Special Needs Policy towards promoting inclusive education. The policy was to ensure equitable access to quality education and training of learners with special needs. However, special needs education still faces many challenges and the implementation of the policy has not been very successful. This study therefore sought to investigate institutional factors influencing implementation of special needs policy on inclusive education in Tharaka South Sub-County in Tharaka-Nithi County, Kenya. The study was carried out in public primary schools in Tharaka South Sub-County in Tharaka-Nithi County and involved head teachers, teachers and the DEO. The study adopted a descriptive survey research design and targeted 434 subjects comprising 90 head teachers, 343 teachers and 1 DEO. The sample was 64 comprising 9 head teachers, 54 teachers and 1 DEO. The study utilized stratified simple random sampling to obtain the respondents. The study used questionnaires, interview guide and observation checklist to gather information. The quantitative data was analyzed using descriptive statistics including frequency counts and percentages and reported in summary form using frequency distribution tables. The qualitative data was analyzed thematically in line with the objectives of the study. The study established that physical facilities structured to accommodate learners with special needs were inadequate. Findings showed that most teachers and headteachers had not been trained in handling special needs children which had a negative effect on the implementation of the SNE policy on inclusive education in public primary schools in Tharaka South Sub County. The findings further revealed that teaching and learning materials were lacking in the schools hence hindered the implementation of inclusive education in primary schools. Instructional methods used were not also appropriate for the special needs children hence hindered the implementation of inclusive education. Based on the findings, it was concluded many schools did not have physical facilities that were structured to accommodate learners with special needs which affected the implementation of SNE policy on inclusive education. The study also concluded that teachers' professional qualifications influenced the implementation of inclusive education in public primary schools. The headteachers and teachers had not been trained to manage inclusive education. The data from the headteachers and the teachers imply that teachers and headteachers had not been trained in handling special needs children which had a negative effect on the implementation of the inclusive education. The study also concluded that there was inadequacy of teaching and learning materials which affected the implementation of inclusive education. Based on the findings, the recommendations made were: The Government should put in place physical facilities that are structured to accommodate learners with special needs in schools to facilitate implementation of SNE policy on inclusive education in public primary schools and teachers be trained on special needs so that they are able to handle learners with special needs for effective implementation of the SNE policy on inclusive education among others