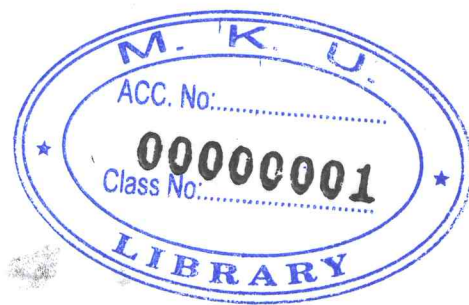


SCHOOL PREPAREDNESS IN IMPLEMENTATION OF INCLUSIVE
EDUCATION IN PUBLIC PRIMARY SCHOOLS IN NG'ONG DIVISION,
KAJIADO COUNTY, KENYA.

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ABSTRACT

The purpose of the study was to investigate school preparedness in the implementation of inclusive education in public primary schools in Ng'ong Division Kajiado County. The study sought to: assess the availability of resources in the implementation of inclusive education in public primary schools in Ng'ong Division, Kajiado County; investigate the attitudes of key stakeholders towards the implementation of inclusive education in public primary schools in Ng'ong Division, Kajiado County; identify major challenges that inclusive education encounters in public primary schools in Ng'ong Division, Kajiado County and suggest interventions that will mitigate challenges facing inclusive education in public primary schools in Ng'ong Division, Kajiado County. Literature was reviewed based on these research questions and gaps between the study and literature reviewed established. The study adopted a mixed research methodology where both quantitative and qualitative research methods were employed. The study used a descriptive survey research design. Questionnaires, interview guides and document analysis were used to collect and analyze data from the respondents. The 15 public primary schools were identified using systematic random sampling; pupils in the schools were sampled using cluster sampling while teachers in the respective public primary schools were sampled randomly. Purposive sampling was used to identify the head teachers, County Director and TAC officer. Validity of the research instruments was achieved by discussing the items with the supervisor and lecturers in the department of education while reliability was ensured through a test-retest method. Data collected was analyzed using descriptive statistics; percentages and frequencies and results presented in summary tables and charts. The study established that learners with special needs do exist in primary schools in Ng'ong Division. The interventions that could best address challenges facing implementation of inclusive education were three folds; at school level, government or policy formulation and at community level. The researcher further recommends progressive participation at school, community and government level for implementation of inclusive education in Ngo'ng Division, Kajiado County.

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