

**TEACHERS AND HEAD TEACHERS PERCEPTIONS ON THE
EFFECTIVENESS OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY
SCHOOLS IN YATTA DIVISION MACHAKOS COUNTY KENYA**

MUTUNGI N. PETER

Mount Kenya University
Kalenje Campus
LIBRARY

**A Research Project Submitted in Partial Fulfillment for the Degree of Master of
Education in Educational
Planning, Management and Administration of**

MOUNT KENYA UNIVERSITY

November 2012

LIBRARY

ABSTRACT

Inclusive education is an approach designed to serve special educational needs children within general education settings. The education now being most advocated for children with disability is inclusive education. Despite the many benefits of inclusion, difficulties inherent in this process are major setbacks to wider implementation of inclusive education in Kenya. The purpose of this study was to establish the perceptions of teachers and head teachers on the effectiveness of inclusive education in public primary schools in Yatta division, Machakos County. The objectives of the study were to determine the headteachers and teachers perceptions towards implementation of inclusive education in public primary schools, to find out the challenges facing teachers and headteachers in implementing inclusive education and to establish strategies to address the challenges facing the implementation of inclusive education in Yatta Division. This study was based on social learning theory by Vygotsky. The study employed descriptive survey design. The target population for this study comprised 61 schools with 61 headteachers and 881 teachers. The accessible population comprised of 18 headteachers and 90 teachers. Piloting was done on 2 schools in the division that were not included in the study. The instruments for data collection were questionnaires for the teachers and interview schedule for the headteachers. Permission to collect data was sought from the district education officer and the research instruments were administered to the respondents. The collected data was analyzed using Statistical Package for Social Sciences (SPSS). The study established that: The headteachers and the teachers had a positive attitude towards the implementation of inclusion in primary schools, and that the SNE pupils required special attention during the learning in the regular classrooms, SNE Trained teachers in the schools were not enough to handle the many Disabled pupils, most of the school managers and headteachers did not have knowledge on SNE requirements and that the facilities for teaching the SNE pupils were not adequate, concluded that the government was not effective enough in supporting the implementation of inclusion programmes in that its policy on education of individuals with disabilities is implicit and fails to provide the mandated free education for them and The current curriculum in the schools does not cater for leaning needs for some forms of disabilities. The study recommends that: The government should evaluate of SNE policy on Inclusive education so as to effect sound management and effective implementation of the programme, implement integration programmes in selected primary schools, to cater for those pupils with SNE needs that cannot be included in the inclusive education, the headteachers, the teachers and the non teaching staff should undergo some SNE management training in order to be able to cater for the learners with special needs in the regular schools. It is hoped that the findings and recommendations of the study will deepen understanding in the functioning and effectiveness and the challenges faced by head teacher's in implementing inclusion and also provide valuable reference for policy makers, researchers and others involved in the management of public primary schools.