

**EFFECTS OF INTEGRATING LEARNERS WITH SPECIAL NEEDS ON KENYA
CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE IN PRIMARY
SCHOOLS IN KIKUYU SUB-COUNTY, KIAMBU COUNTY.**

CHEGE EDWARD NGUGI

REG NO: BEDA/112/02288

Project submitted in partial fulfillment for the Award of Bachelors Degree in Education of
Mount Kenya University.

JUNE 2015



ABSTRACT

Education for all [EFA] remains a major concern to all stakeholders in the field of education worldwide and in Kenya in particular. This requires that the learning needs of all pupils are met. However, academic performance in national examination like the Kenya Certificate of Primary Education [KCPE] continues to negatively impact the quality of education for learners with special needs. In spite of scholarly attempts to address this concern having been carried out, the possibility of good KCPE performance of learners with special needs have not received much emphasis. The reason could be due to teacher's related factors, learning environment and curriculum all affecting KCPE performance of learners with special needs.

The purpose of this study was therefore to establish the effects of integrating learners with special needs on Kenya Certificate of Primary Education performance in primary schools in Kikuyu Su-county in Kiambu County. The study was conducted in 10 public primary schools and 5 private schools in Kikuyu Sub-County.

The study's objectives were to find the number of learners with special needs; availability of learning resources for learners with special needs, teacher training in integration of learners with special needs and the effects of integration on Kenya Certificate Of Primary Education examination performance in primary schools in Kikuyu Sub-County in Kiambu County.

Qualitative and quantitative research methods were used while adopting a descriptive survey design. Data was collected from a target population of 180 respondents, 165 teachers and 15 head teachers. The population was divided into 5 strata. Teachers were randomly sampled and the head teachers purposively. Data was analyzed and presented in form of tables, graphs and pie charts. The study revealed that there are up to 15 learners with diverse special needs integrated in each level of learning, there is inadequate learning resources to support learning of learners with special needs, few teachers have the requisite training to handle learners with special needs and the performance of learners with special needs diversely affected the overall school performance in KCPE.

The study therefore recommended that the head teachers should ensure learners are assessed on their ability to enable placement to relevant schools, the ministry of education should provide adequate learning resources for learners with special needs an offer in-service training to all teachers to enable them handle learners with special needs effectively and head teachers should register pupils for national examinations according o their ability or need.