

**ANALYSIS OF THE BARRIERS INFLUENCING THE MANAGEMENT
OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN
EMBU COUNTY, KENYA.**

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ABSTRACT

Inclusion was advocated for because of its values, ethos, and as it aimed at maximizing participation of all in society. Regardless of the benefits of inclusive education, the critics of inclusion argue that management of inclusive education still remains a continuing challenge. The main purpose of this study was to analyse the barriers influencing management of inclusive education in primary schools. Four research questions guided the study. The research questions looked at the impact poor curriculum implementation, social cultural, economic, political factors and headteacher's competency in the management of inclusive education in primary schools. The study adopted mixed methods, which were both qualitative and quantitative and it used a survey design. This study was conducted in Upper Embu County which is made of three- districts, Embu West, East and Embu North. The target population was composed of 120 respondents from 40 primary schools practicing inclusion. The study adopted purposive sampling and simple random sampling techniques for collecting data. Questionnaires and interviews were used as tools for data collection. Validity was ascertained through the checking of the instruments by supervisors and by conducting of a pilot study of a test-retest method which also tested the reliability. This study adopted the triangulation method for data presentation and analysis. Descriptive statistics, frequency distribution, measures of central tendency, standard deviations, graphs like pie charts and bar charts were also used to present and describe the data. A three point likert scale was used to compare the relationships. Data analysis was facilitated by use of SPSS 17.0 (Statistical Package for Social Science) Computer package. Study ethical issues were observed. The study concluded that management of inclusive education was facing a number of barriers which were grouped into six key themes. These were; management skills' which included the ability and competency of the school managers, capacity building skills and commitment, infrastructural barriers, classroom learning and management, policy and human resources, community barriers, which included cultural barriers, attitudinal factors and socio-economic and political factors, ignorance of parents, and disagreement of parents and professionals and community, the critics of inclusion, and resistant to change and lack of capacity building methods. Study recommendations were; that a similar study should be undertaken in different geographical areas to verify the study results. Another research to be undertaken on individual variables to enhance deep and thorough understanding of influences of each variable on the factors affecting prequalification of managers in institutions of learning. Conduct another study to investigate on the role of management in sustaining inclusive education. Conduct another study on the role of government in the management of inclusive education.