

**INSTITUTIONAL FACTORS INFLUENCING THE  
IMPLEMENTATION OF INCLUSIVE EDUCATION IN  
SECONDARY SCHOOLS IN MANGA NYAMIRA COUNTY, KENYA**



**BY**

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

**MOUNT KENYA UNIVERSITY**



LC1203 .M66 2011

**NOVEMBER, 2011**

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## ABSTRACT

Inclusive education addresses learners' diverse needs within the mainstream school and advocates for all children regardless of their disabilities to access quality education in the neighbourhood school together with their siblings. However, special needs children have immense difficulties in exercising their rights to education. Many children are not able to access education in their neighbourhood schools while others have dropped out of school despite the on going efforts to implement inclusive education. Four objectives and research questions were formulated to guide the study. The researcher sought to: establish the teachers' professional training and competence to teach students with special needs, analyze the extent to which schools' physical facilities accommodate students with special needs, find out whether teaching and learning material resources are available and adequate for students with special needs and investigate the challenges facing teachers in implementing inclusive education. The theoretical framework used in the study was the social model of disability by Mike Olive 1983. It recognizes individual differences and that the school and education system need to change in order to meet all learners' needs. The research design used was descriptive sample survey. The researcher used both primary and secondary data. The study was carried out in Manga Nyamira County. Eleven secondary schools out of 28 were selected randomly using rotary technique. The 11 principals and Forms 1 – 4 class teachers were purposively selected for the study. The researcher used questionnaires to collect data. A pilot study was done in one of the sampled schools to determine the validity and reliability of instruments. A test – retest technique was used to estimate the degree to which the same result could be obtained with repeated measure of accuracy to establish reliability. Questionnaires were administered to the selected secondary school principals and class teachers respectively using drop and pick method. Data was analyzed using descriptive statistics. The instruments were validated, edited and coded before being analyzed both qualitatively and quantitatively as guided by the objectives of the study. Qualitative data analysis considered inferences that were made from opinions of respondents. The major findings of the study revealed that principals and teachers were not professionally competent to teach students with special needs since all of them had no training in special needs education. The schools' physical facilities were lacking and inappropriate to accommodate learners with disabilities. The teaching and learning material resources were also lacking and not suitable for implementation of inclusive education. Principals and teachers faced several challenges in implementing inclusive education due to lack of training on inclusive education, insufficient and lack of funds, lack of material resources for special needs students and inappropriate physical infrastructure to implement inclusive education. The findings of the study may be used in enhancing institutional factors influencing implementation of Inclusive Education in secondary schools in Manga and may lead to advancement of knowledge and skills about inclusive education. Based on the findings of the study, the researcher concluded that implementation of inclusive education is associated with teachers who are professionally trained and competent, appropriate physical facilities and availability of teaching materials for students with special needs. Teachers trained in special needs education will help facilitate the process of inclusion.