

**FACTORS AFFECTING PERFORMANCE AMONG LEARNERS WITH
SPECIAL NEEDS IN AN INCLUSIVE SETTING IN MUMIAS ZONE,
KAKAMEGA COUNTY**

BY

OKOYANA NANCY NELLY

E35S/111/04

**A RESEARCH SUBMITTED TO THE DEPARTMENT OF EDUCATION IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF BACHELOR
OF EDUCATION MOUNT KENYA UNIVERSITY**

MAY 2014

ABSTRACT

A good number of learners with special needs (SNL) is seen growing in public schools. Though the number is on the increase, their performance on the other hand at this level is wanting, dismal and appalling. This state of affairs touched the researcher to find out the main cause of the problem. The research will therefore carry out a study based on the performance of learners with special needs in K.C.S.E. This study will be carried out in an inclusive setting within public secondary schools found in Kakamega County. These differences may be brought about by factors such as heredity, individual differences, environmental factors, psychological factors, disabilities, teaching methods, educational resources, physiological needs and socio-economic factors.

The researcher will carry out an investigation on the factors influencing KCSE performance among learners with special needs in an inclusive setting in Mumias zone, Kakamega county. The purpose of the study is to investigate factors influencing performance among learners with special needs and establish intervention measures. The study will employ descriptive survey and correlation research design and will utilize questionnaires for data collection, which will be filled by principals and teachers of secondary schools in Mumias zone, Kakamega county. The target population are 60 teachers in 20 secondary schools in Mumias zone, Kakamega county. The researcher will randomly sample out 6 schools that she will carry out her research. These schools are Mayoni mixed secondary, Matungu mixed secondary, St. Mary's girls, Bumia girls, Muslim boys and Lumino mixed schools. The information will be collected using tables.