

**CHALLENGES FACING THE IMPLEMENTATION OF INCLUSIVE EDUCATION
IN PUBLIC PRIMARY SCHOOLS: A CASE OF MASHUURU DISTRICT IN
KAJIADO COUNTY KENYA**

PRESENTED BY:

NDOGI MURIGI CHARLES



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ABSTRACT

Inclusive education is practical internationally and nationally including rift valley province. This study was aimed at determining the challenges facing the implementation of inclusive education in Public primary schools in Mashuuru District, Kajiado County. The objectives of the study were: to establish the number of the children with special needs enrolled in public primary schools in Mashuuru district, Kajiado County, find out the availability of physical facilities to enhance inclusive education in Mashuuru District, Kajiado County, analyse the factors influencing the development of inclusive Education in Mashuuru District, Kajiado county, Examine the teaching techniques used by teachers to enhance inclusive education in Mashuuru District, Kajiado county. The literature reviewed indicates that inclusive education is beneficial in that students with special needs in inclusive classes do better academically and socially than their counterparts in a non-inclusive setting. This study used a descriptive survey design because it was a study seeking information from headteachers and teachers. The target population was Public primary school, teachers and headteachers of public primary schools in Mashuuru District. Twelve public primary school were randomly selected. The sample of the study was fifty two teachers and twelve headteachers. The research study employed both qualitative and quantitative techniques in collecting and analyzing data. The study used two sets of instruments which were administered and data collected was analysed using the statistical Package of Social Sciences (SPSS). The findings of the study were presented using statistical and graphical techniques. The results of the findings were that Teachers indicated that only 10% of the pupils with special needs were enrolled in class one, 13% of the pupils with special needs were enrolled in class two, 8% of the pupils with special needs were enrolled in class three, 15 % of the pupils with special needs were enrolled in class four, 10% of the pupils with special needs were enrolled in class five, 5% of the pupils with special need were enrolled in class six, 31% of the pupils with special needs were enrolled in class seven, and 8% of the pupils with special needs were enrolled in class eight. The study showed 92.19% of the respondents who were teachers and headteachers answered and interview schedules the questionnaires, which was adequate for the analysis of the data. The study showed that 91.67% of the respondents who answered the questionnaires who were teachers stated that there were no physical facilities to enhance inclusive education in Mashuuru District, Kajiado county, the study also showed that 31.25% of the respondents showed that personnel proficiency which lacked had no effect on the development of inclusive education, 64.58% of the respondents stated that availability of finance very greatly affects the development of inclusive education while 70.83% stated that lack of management support very greatly affects the development of inclusive education in Mashuuru District, Kajiado county. The study also showed that 54.55% of the teachers used the learning resources while teaching always while 72.72% as stated by the headteachers, believed the learning resources, were less adequate in the promotion of inclusive education. Areas of further research were indentified which included the need for public primary schools to admit pupils with special needs, the need for Physical facilities. Programmed teachers' conferences, seminars, workshops and training of more teachers.