

School Factors Affecting the Implementation of Inclusive Education in Regular Primary Schools in Matungu Sub-County, Kenya.

Redemptor Musumba

Abstract

Implementation of inclusive education has emerged as a very vital issue at regular primary schools in Kenya. Exclusion of learners with special needs in regular primary schools has been attributed to school factors that hinder such learners to access basic education. The purpose of this study was to establish the effects of differentiated curriculum on the implementation of inclusive education, to determine the effects of infrastructural facilities on the implementation of inclusive education, to establish the effects of teacher training on the implementation of inclusive education and to find the effects of free primary education on the implementation of inclusive education in regular primary schools in Matungu Sub County, Kenya. Descriptive survey research design was used. The study population comprised of 60 head teachers, 1000 teachers and 9 education officers in all regular public primary schools in Matungu Sub County. The study targeted all public primary schools in Matungu Sub County, simple random sampling and stratified sampling were used to select 9 education officers, 60 head teachers, 1000 teachers. Validity and reliability of the instrument were enhanced through pilot study and also through expert validation by supervisors in the department of special needs education. Questionnaires were used to collect qualitative and quantitative data on effects of selected factors on implementation of inclusive education. Data generated by questionnaires were analyzed by descriptive statistics using frequency distribution and valuable percentages. Qualitative data was transcribed and organized into themes, categories and sub categories as they emerged in the study. Presentation of data was through tables, pie charts and histograms. The findings of the study indicated that there was need to invest in inclusive education by developing structures and mechanism that would accommodate pupils regardless of their disability. Based on the findings of the study, it was recommended that: the Ministry of Education to come up with a separate and elaborate curriculum for inclusive education, the Government of Kenya to put in place adequate and appropriate physical and human resource to enhance the implementation of SNE, the MOEST to train more teachers in special needs education and institute in-service courses. The results of the study may assist head teachers, teachers, stakeholders and the Ministry of Education in the implementation of inclusive education in regular primary schools in Matungu Sub County.

Full text: <http://ir-library.mmarau.ac.ke:8080/handle/123456789/8021>