

# **Influence of Pre-School Teachers' Early Identification of Learners with Special Needs in Public Ecde Centres in Keiyo South Sub-County, Kenya**

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## **Abstract**

Inclusive education is an issue of social and policy significance in the education system. Apparently, the implementation of the inclusion policy appears with statistics showing that less than 10.0% of special needs children have been enrolled in pre-schools in Keiyo South Sub County, Kenya. The purpose of this study was to investigate the influence of pre-school teachers' identification of learners with special needs in public ECDE centres in Keiyo South Sub County, Elgeyo-Marakwet County, Kenya. The target population involved 247 teachers from 153 public pre-schools and 5 Sub County ECDE programme officers. A sample size of 151 of pre-school teachers and 5 ECDE field officers were selected to participate in the study through cluster sampling technique. The instruments used in this study were a questionnaire and the interview schedule. Results showed that pre-school teachers had moderate competencies in identifying learners with special needs in public pre-primary canter in Keiyo South Sub County, Kenya. There is need for pre-school teachers to be provided with training to gain skills on early identification of SNE learners to enable appropriate early interventions to be provided.

**Keywords:** Early identification, Special needs, Pre-Primary, Teachers

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