

**MANAGEMENT PRACTICES INFLUENCING IMPLEMENTATION OF INCLUSIVE
EDUCATION IN PUBLIC PRIMARY SCHOOLS IN MSAMBWENI SUB-COUNTY**

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ABSTRACT

Inclusive education is educating all students in age-appropriate general education classes in their neighbourhood schools, with high quality instruction, interventions and support so that all students can be successful in the core curriculum. The focus of this project was to determine management practices influencing implementation of inclusive education in public primary schools in Msambweni Sub County. Premised on this research, was guided by the following objectives: to establish the influence of planning in implementation of inclusive education, to determine the influence of organizing in implementation of inclusive education and to establish the influence of controlling in implementation of inclusive education. The study was conducted using a descriptive survey. The target population was 54 head teachers and 506 teachers making a total of 560 respondents. The researcher had a sample size of 56 respondents. This included 8 head teachers and 48 teachers. Data was collected by use of questionnaires which were submitted to the respondents. The questionnaire was research assisted. The researcher also used observation checklists to establish status of planning, organizing and controlling in public primary schools and also establish how these factors influence the implementation of inclusive education. Pilot testing was done to 7 respondents who were class teachers from Msambweni Sub County whose schools were not included in the sample size. Collected data was analysed using Statistical Package for Social Sciences (SPSS) version 20. The quantitative data obtained from the questionnaires was analysed using descriptive statistics such as frequency counts and percentages. The qualitative data obtained from the checklist was analysed and discussed thematically to quantify the data generated by the questionnaires. Study findings revealed that challenges affecting the management practices influencing implementation of inclusive education include lack of enough trained teachers in special needs education, lack of enough learning and teaching resources, lack of improved physical environment, lack of an explicit special education policy, lack of motivation among teachers, lack of follow up of the program and inadequate funds from the government to cater for special

needs learners. Major recommendations include Planning of finance and physical resources for enhancing implementation of inclusive education and follow up of the same by higher authority, regular capacity building and follow up of teachers to ensure that the program is implemented.

Key Words: Management Practices, Inclusive education, Primary Schools, Msambweni Sub- County

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