

**IMPLEMENTATION OF INCLUSIVE EDUCATION POLICY FOR LEARNERS
WITH HEARING IMPAIRMENT IN PRIMARY SCHOOLS IN ELDORET WEST
DISTRICT- UASIN GISHU COUNTY**

BY

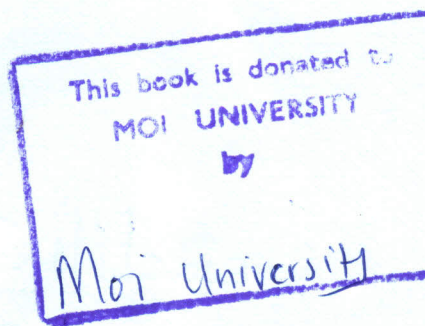
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ABSTRACT

The purpose of the study was to assess the implementation of inclusive education policy for learners with hearing impairment in Kenya. It was carried out in Eldoret West district Uasin-Gishu County. The study adopted survey research design and was guided by Lewin's Force-Fields theory of change which states that in change process, there are two forces; the restraining and the driving forces which affect the transition to future state. The objectives of the study were; to assess the level of implementation of inclusive education policy for the hearing impaired children in primary schools, to establish the capacity of teachers handling children with hearing impairment and determine the inherent challenges with regards to the implementation of inclusive education policies in Kenya. The study targeted all hearing and hearing impaired learners, teachers, head teachers and the district coordinators in charge of special needs education in Eldoret West District Uasin-Gishu County. Stratified sampling, simple random sampling and purposive sampling techniques were used to select the sample population. Pupils were stratified into classes 6, 7 and 8. Simple random sampling was used to select 10 pupils from each class making a sample of 90 pupils, which we 30 from every school. 6 teachers from each school were randomly selected making a total of 18 teachers. The 3 head teachers, 3 officers in the district education office and 3 special education coordinators from the district were purposively included in this study. The data collection instruments used were questionnaires, document analysis and interview schedule. The data collected was analyzed using qualitative and descriptive statistical techniques which included frequencies and percentages, and were presented in form of frequency tables. The study established that implementation of inclusive education policy for learners with hearing impairments had positively taken place in many schools. However, the learners who are hearing impaired are not attended equally as the hearing learners. The study also found out that learners with hearing impairment come from special schools and join regular schools. It was further established that there are enough qualified teachers of special needs education. However; they were not prepared to teach learners with special needs due to their negative attitude. The greatest challenge that was found out was the inadequacy of learning and teaching resources in schools. The study recommends that there is need to sensitize all stake holders especially teachers, on the importance of inclusive education. This will help end stigmatization of hearing impaired learners. Teachers are encouraged to develop a positive attitude towards learners with hearing impairment and finally the government should provide more teaching resources. Based on the findings of the study, it is suggested that, further research be carried out in a wider perspective. This would allow for generalization. It is hoped that the findings of the study would be used to address the plight of implementation of inclusive education programs. By doing so it will assist educational planners identify and put in place strategies that can be adopted so as to enhance implementation of inclusive education policy for learners with hearing impairment in Kenya as per the existing policy of Education for All.