

# **Management of Learners with Special Needs Inclusive System of Education in Makueni County Public Primary Schools, Kenya: A Model**

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## **Abstract**

The purpose of this study is to find out how learners with special needs in public primary schools were managed inclusively in Makueni county- Kenya, based on awareness, teacher preparedness, attitude, instructional strategies, learner engagement, resource materials, assessment, physical environment, challenges and suggestions for better management. This study was guided by social theory, observational learning theory and guided learning theory. The study used concurrent mixed methods design. Purposively the study selected the respondents. Quantitative data was analyzed using T test and one way- ANOVA. Qualitative data was transcribed and analyzed as on going themes and subthemes. The findings revealed that awareness was minimally created, teachers were moderately prepared, they had a positive attitude, no significant difference in teachers attitude when grouped according to gender and level of special needs training, but there was when grouped according to age, they used instructional strategies and engaged learners moderately, resources were inadequate, assessment and physical environments were minimally adapted. The study concluded that awareness creation was inadequate, senior officer, teachers, support staff and learners had positive attitude, head teachers had negative attitude. Most schools lacked resources and lack of finance was an issue. The study recommended that the government provide enough funds, train all head teachers, teachers and support staff on special learner management and the Mutie model 2016 be used to better management of learners with special needs in the inclusive system of education. The study suggested that similar study be done in other counties, private schools and on the impact of having learners and teachers with special needs in leadership positions

**Key words:** Management of Learners, Special Needs Inclusive System of Education, Makueni County, Public Primary Schools, Kenya, A Model