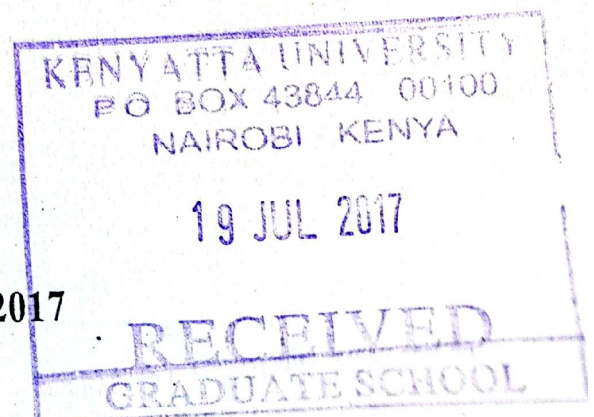


**EDUCATIONAL BARRIERS TO ENROLMENT OF LEARNERS WITH  
AUTISM SPECTRUM DISORDERS IN SPECIAL SCHOOLS IN THIKA TOWN,  
KIAMBU COUNTY, KENYA**

**BY  
NGUKU T. DINAH  
E55/22875/2011**

**RESEARCH THESIS SUBMITTED FOR THE DEGREE OF MASTER OF  
EDUCATION (SPECIAL NEEDS EDUCATION) IN THE SCHOOL OF  
EDUCATION OF KENYATTA UNIVERSITY**

**JULY, 2017**



DECLARATION

I declare that this proposal is my original work and has not been presented for a degree in any other university for consideration.

Signature Nguku Date 5/7/2017

Nguku Dinah

E55/22875/2011

This proposal has been submitted for appraisal with my approval as the University Supervisors.

Signature Franciscah Irangi Date 5/7/2017

Dr. Wamocho Franciscah Irangi

Kenyatta University

Lecturer, Department of Special Needs Education

Signature Nelly Otube Date 5/7/2017

Dr. Nelly Otube

Kenyatta University

Lecturer, Department of Special Needs Education

## ABSTRACT

The purpose of the study was to establish educational barriers to enrolment of learners with Autism spectrum disorders (ASDs) in special schools in Thika town schools, Kiambu County of Kenya. The study used quantitative approach adopting a descriptive survey design to collect data from 36 respondents selected through simple random sampling from 6 special schools realized by purposive sampling. Data was collected using two sets of questionnaires for teachers and head teachers as the research instruments through a drop-and-pick-later technique to allow for the respondents to answer the queries in the research tools. Data was analysed quantitatively using Statistical Package for Social Sciences and descriptive statistics employed on various constructs. The analysed data was presented in form of charts, tables and graphs for clarity. The study made the following findings: most children and teachers faced certain barriers when learning and teaching respectively; most used tools in identifying children with ASDs was observation; as most teachers had diploma as the highest qualification; lastly, the study found that teaching resources though, inadequate were effective in helping learners with ASDs in their work. The study concluded that new strategies for overcoming barriers to education should be put in place, teachers to register for further training to keep abreast with emerging trends and deal effectively with ASDs learners. As such, the study recommended that the government to institute policy frameworks for effective teacher training to equip them with skills and techniques of dealing with ASDs learners. Lastly, the study recommended that teachers should work as partners with learners to maximize their potentials.