

ADMINISTRATIVE FACTORS INFLUENCING IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KISUMU WEST SUB COUNTY, KENYA

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

(United Nations Educational Scientific and Cultural Organization [UNESCO], 1994), draws attention to the need to provide education for all children in an inclusive school. Since then, the implementation of inclusive education has been a goal in many countries all over the world. Inclusion is based on the concept of social justice; in which all children are entitled to equal access to all educational opportunities, irrespective of disability or any form of disadvantage.

Millennium Development Goal (MDG) mainly based on children and access to basic education while Education ForAll (EFA) had a broader agenda aimed at 'attaining the basic learning requirements of children and adults'. Sustainable Development Goal (SDG) not only pursues the uncompleted education program, but may also go beyond, committing all nations to ensure same prospects to acquire quality learning chances at all levels of education in a lifelong viewpoint (UNESCO, 2016). It focuses on admission to quality elementary education for all, impartial access to secondary education and training and the relevance of learning outcomes both for the world of work, as well as for citizenship in a global and unified world.

According to Powell (2011), the United States congress through ESEA was the first intensive attempt that encouraged the provision of education to learners with disabilities.

In Australia, educational government promotes for the integration of disabled children in regular classrooms. Nonetheless, implementation of the policy by those in the frontline does not require advocacy alone to ensure that the policy is favorably accepted, namely, teachers. Leadership in implementation of inclusion is very significant since the focus is the attitude of teachers towards inclusive education. Studies have shown that teacher perception, expectations and attitudes are substantial obstacles to the successful implementation of inclusive classrooms and impartial participation of all students (de Boer, Pijl&Minnaert, 2011). Teachers' perceptions in regards to inclusion are mostly based on practical concerns on how inclusive education can be implemented, than be grounded in any specific ideology. General practical issues channeled by teachers include: accommodating the customized time burdens of disabled learners without making other learners be at a disadvantage in class; being hesitant of the quality and quantity of work output of the disabled children; missing sufficient support amenities; and restricted training and competence in supporting inclusive education.

According to Ibrahim (2009) the quality of teacher training determines the way graduates from colleges handle learners. Teacher's qualification exhibits important but intricate relationship to learners' achievements. Bakari (2009)

suggests that students acquire more from teachers with high academic expertise than from teachers with low educational abilities. The success or failure of the implementation of the curriculum in an inclusive education set up depends largely on the availability of the physical facilities and learning and teaching resources for children with disabilities (Onyuka, 2014).

²² Government of Kenya is dedicated to the provision of equal access to quality basic education to all despite of disability. The Sessional Paper No. 14 of 2012, Vision 2030 and the Constitution of 2010, emphasizes the significance of education of children with disability as a social investment development strategy that enables individuals that are most likely to be sidelined to take part in the normal learning area. ⁴⁰ Policy Framework for Education and Training Research Sessional paper no. 1 of 2005, chapter 38, gives a directive to the educational institutions to provide local resources and facilities that will ensure that children with disability can operate freely. There are a number of factors in which implementation of inclusive education relies on and they are found within and out of a learning institution.

1.2 Statement of the problem

Even though the GoK has issued a decree to every school to have room for all learners regardless of their capability and without discernment, several of them including those with insignificant infirmities are either in special learning institutions or at home-based waiting to be assigned. Provision of physical facilities by the head teachers among other administrative factors limits enrolment

of children with disabilities in regular schools. This issue could possibly be reduced when all the regular primary learning institutions effectively implement additional enrollment of all learners regardless of their skills. The concept of inclusive education still appears to be an unknown in the primary schools in Kisumu West Sub County.

The reason of this research was to establish the administrative influence on the execution of inclusive education in regular primary schools in Kisumu West.

1.4 Objectives of the study

- i. To establish how head teacher's provision of physical facilities for SNE learners sway the execution of inclusive education.
- ii. To determine how head teacher's provision of teaching and learning materials for SNE learners influence the realization of inclusive education.
- iii. Examine teacher training on the implementation of inclusive education.
- iv. To establish how head teacher's leadership style influence inclusive education implementation.

1.5 Research Questions

- i. How does head teacher's provision of physical facilities for SNE learners influence the implementation of inclusive education?

- ii. How does head teacher's provision of ⁹teaching and learning materials for SNE learners influence the execution of education?
- iii. What extent does teacher training accomplish inclusive education?
- iv. How does the head teacher's leadership style influence the achievement of inclusive education?

This research could give useful information to head teachers on the importance of adapting appropriate leadership style for effective implementation of IE, having physical facilities, teaching and learning resources to cater for learners with disabilities in public primary schools. The findings on teachers' perception towards inclusion may help the ministry of education officials ⁸to have a clear direction on how to approach teachers as they plan for implementation of inclusive education on a broader scale. The findings on physical facilities, teaching/learning resources school ⁸that support inclusion may help the government through the ministry of education to create an enabling environment for the inclusion of learners with special needs. Those teachers who have not trained in special needs education may appreciate the need to take refresher courses on special needs education.

1.7 Delimitations of the study

The variables that could influence implementation of IE are many but this study focused on physical facilities, availability of teaching and learning resources, teacher training and head teacher's leadership style. To provide the needed

information; head teachers, teachers and pupils will be involved. The study used pupils from classes seven and eight who had been in school for longer and were in position to give information that related to the study variables.

1.8 Limitations of the study

The sample included head teachers, teachers and pupils in regular schools from Kisumu West Sub-County which is in a rural setting and did not involve respondents from urban setting. Some head teachers and teachers did not have training in Special Need Education (SNE). As a limitation they gave unreliable information on the questionnaire yet the information was used to draw the conclusions of the study. To mitigate this limitation the researcher clarified what was required of the participants.

21 1.9 Assumptions of the study

The study presumed that all regular public primary schools embrace inclusive education, capacity to implement it and that all respondents provided reliable responses.

1.10 Definition of significant terms

Administrative factors things that help head teacher in organizing teachers and resources efficiently so as to direct activities toward common goals and objectives

Disability refers to lack of ability to perform an activity in the manner within the range considered normal for human beings.

Implementation refers to putting into practice a programme to realize the inclusive education.

Inclusive education refers to an approach through which children with special needs and disabilities are offered an opportunity to access quality and basic education in regular schools regardless of age and disability.

Physical facilities refer to the structures necessary for learners with special needs to learn effectively these includes spacious rooms, ramps and adapted toilets.

Regular School refers to schools for normal children controlled, financed and managed by the government.

Special needs education: refers to an education with appropriate modification of instructional resources, physical facilities, teaching methods and classroom routine practices so as to take into consideration the needs of learners.

Teachers learning materials refers to the resources teachers use to deliver instruction which includes the braille kit and large print books

Teacher training refers to the professional preparation of teachers, usually through formal course work and practice teaching

6

1.11 Organization of the study

The study was organized into five chapters. Section one is, background to the study, statement of the problem, purpose of the study, research objectives, research questions, limitation of the study, delimitation of the study, basic assumptions, definition of significant terms and organization of the study. Section two comprised of related reviewed literature in the study, summary of related reviewed literature, theoretical framework and conceptual framework. Chapter three contained research methodology, which consisted of research design, target population, sample size and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations. Section four comprises of data analysis, interpretation and discussion. Chapter five covers the summary of the study, conclusions, recommendations based on the findings and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section presents reviewed related literature to the research involving examining document analysis such as books, journals magazines, and desertions that have a an importance on the study. The chapter covers; meaning and concept of inclusive education, provision of physical facilities, learning and teaching resources, teachers training and head teachers' leadership style on implementation of inclusive education. It also has the summary of the gaps to be filled, the hypothetical and the conceptual framework.

2.2 Meaning and Concept of Inclusive Education

Inclusive education refers to a situation where all learners are being educated wherethey would be educated if they did not have a disability withneeded

supports provided to the learners, teachers and families so that all can be successful (Dukes & Lamar-Dukes, 2006). According to Kenya Institute of Special Education (KISE), (2009), IE as a philosophy ensures that schools, centers of learning and educational organizations are accessible to each and every learner. It involves identifying, mitigating barriers within the school that may impede learning and shifting from focusing the child with disabilities as a problem for a school to focusing on changes in the management of the classroom. This benefits those who are usually barred from learning as well as others in class. IE aims at realizing quality education by creating changes to have room for each learner irrespective of their physical, social and mental differences (Savoliner, 2006).

According to Enabling Education Network (EENET), (2000), inclusive education is concerned with removing all barriers to learning, and with the participation of all learners to learning, and with the participation of all learners vulnerable to exclusion and marginalization. Inclusive education is about access and equity of all learners, at all levels of education and across lifelong learning (Vayrynen, Hakkarainen, Hietanen, Hautakangas & Koskinen, 2013). IE is not integration and is not concerned with the assimilation or accommodation of discriminated groups or individuals, but it's about alteration of society and its official arrangements such as education (Barton, 2009).

2.3 Provision of physical facilities and implementation of inclusive education

Physical facilities play a very important function in achieving goals of education. Physical amenities include modified lavatories, streets, seats and desks, inclines, large schoolrooms and flat play area. Republic of Kenya (2013) established that barrier to inclusion related to inappropriate infrastructure like buildings and schools capability to acquire the crucial physical facilities for special needs learners.

UNESCO (2008) noted that there is still inappropriate infrastructure like buildings and toilets to making learning environment friendly for physically challenged children. Studies by Kithuka (2008) and Kadima (2006) established that physical amenities were insufficient; schoolrooms were congested while lavatories were narrow and had no chairs making it difficult for exceptional education needs pupils to comfortably use them. Kithuka found out that desks were not adapted for use by SNE learners and ramps had not been built. Olaka (2016) found that majority of schools lacked necessary physical facilities for learners with physical impairments. 92.86 percent had no toilet seats, 78.57 percent had no walkways and 71.43 percent had no wheelchairs.

2.4 Provision of teaching and learning resources and implementation of inclusive education

According to Kirk and Anastasiow (2013), pupils with infirmities need some particular learning means at individual and different level. Visually impaired

learners need white canes and Braille at individual level. Kirk and Anstasiow suggest that, at school level they need Braille apparatuses, Braille gear, Braille papers, modified computers, tactile drawings and maps, altered desks and chairs. Those that cannot see well require eye spectacles, zooming glasses and large print, reading resources. hearing impaired learners need individual hearing supports and batteries, speech training components, aural training, sign language lexicons and books (Kirk & Anstasiow, 2013).

Kirk and Anstasiow (2013) further found out that physically disabled learners need modified seats, therapy apparatus, sports and leisure amenities, wheelchairs, props, modified functional helps like pens tableware and processors. Many schools are not prepared to cater for special needs, and the groups do not offer homegrown support.

According to Angweny (2013), majority (75 percent) of head teachers and majority (67.4 percent) of teachers did not have the teaching/learning resources to accommodate children with special needs in their schools. In the study, it was also revealed that teaching learning materials were not available. Only 25 percent Braille machines were available, 33.3 percent hearing aids, same number of sign language manuals, only 41.7 percent clock face models were available, 33.3 percent wooden television were available. However, 83.3 percent shapes and colour blocks were available. The study showed that teaching learning resources

were lacking in these schools hence hindered the implementation of inclusive education in primary schools.

2.5 Teacher training and implementation of inclusive education

Effective ³¹ implementation of inclusive education requires teacher handling children with special education needs to have special skills to enable them handle these children responsibly (Okumbe, 2008). Most teachers lack qualification, experience and skills for working in inclusive setting (UNESCO, 2005). There is need to include special education curriculum in teacher training colleges and in service those already in the field.

Teachers usually feel that they are not ready for inclusive education since they lack suitable training in this area (Malone, 2011). In order to achieve inclusive education Professional growth of teachers is vital. ³⁷ Professional development is very important in the formation of positive attitudes towards inclusion (Avramidis, 2010; Opdal & Wormnaes 2011).

2.6 Head teacher's leadership style and implementation of inclusive education

Inclusion is increasingly seen as a key challenge for educational leaders. Leadership is ³⁶ a process whereby an individual influences others in order to achieve a common goal (Northouse, 2007). Yukl (2012) argues that most leadership reflects the supposition ²⁹ that it encompasses a social influence process whereby deliberate inspiration is applied by one group over other groups to the activities and interactions in a group. Leaders move people in organizations in directions they otherwise would not go (Bateman & Zeithaml, as cited in Mberia,

2009). Head teachers should therefore find the assurance of all teachers to achieving inclusive education for all learners in their schools. They need to use appropriate leadership styles in order to influence teachers to succeed in the implementation of IE.

According to Mberia (2009), autocratic leadership style is a source of hostility as members get degraded; the participatory style creates an involvement where every member of the school is able to participate effectively in goal achievement. The monocratic governance has all power centred on the leader and judgements are imposed by use of rewards and the dread of punishment. Management is very authoritative and actively exploits subordinates using fear and threats. In contrast representative leadership style takes into account the wishes and propositions of members as well as those of the leader (Mberia, 2009). In implementing IE, the head teacher who is the leader in the school would therefore seek opinions of the teachers, parents and the community. Laisser- faire leadership is still a departure from autocratic leadership as it simply means 'let them do' (Mberia, 2009). Here the leader exercises very little control or influence over the group and may even fail to give direction. IE requires the direction of the head teacher for effective implementation.

Leithwood, Jantzi, and Steinbach (2009) proposes that with the ongoing diversity, schools will need to prosper on insecurity, have a better capacity for joint problem deciphering, and have the ability to respond to a broader range of

pupils. Fullan (2011) describes five mutually supporting mechanisms required for effective leadership in times of change: ethical purpose, knowledge of the change process, knowledge formation, and coherence making. According to Riehl (2010), school leaders should attend to three comprehensive types of task: nurturing new meanings about diversity; endorsing inclusive practices within schools; and constructing networks between schools and communities.

2.7 Summary of related literature

The review of related literature explored main aspects contained in the section which looked at conceptualization. The section discussed meaning of inclusive education, provision of physical facilities and teaching and learning resources, teachers training and teacher's perception on implementation of inclusive education. Study by Kithuka established that physical amenities were insufficient; classrooms were congested while lavatories were narrow and lacked seats making it difficult for special education needs pupils to comfortably use them. Kithuka found out that desks were not adapted for use by SEN learners and ramps had not been built.

Olaka (2016) found that majority of schools lacked necessary physical facilities for learners with physical impairments. 92.86 percent had no toilet seats, 78.57 percent had no walkways and 71.43 percent had no wheelchairs. On teaching/learning resources, Angweny (2013) found that majority (75 percent) of head teachers and majority (67.4 percent) of teachers did not have the

teaching/learning resources to accommodate children with special needs in their schools. On teachers' perception, Cade and Krozynski (2012) found that teachers' negative perceptions hindered effective inclusion of learners with disabilities in public primary schools. Even though there have been many studies done in areas of inclusive education, none of them talk about administrative factors influencing implementation of inclusive education in public primary schools in Kisumu West Sub County, Kenya. These administrative factors include: physical facilities, availability of teaching/learning resources, teacher training and head teachers' leadership style. This situation has been the instigation for the current study so as to fill the gap.

2.8 Theoretical framework

Leadership obstacle course (LOC) model by Neal Gross (1971) will be the basis of this study. The LOC grew out of Neal's desire to establish the success or failure of an organization. LOC states that for implementation of any programme leaders should counterbalance resistance by providing favourable conditions to the organization members (Ornstein and Hunkins, 1988). According to Kiarie (2006) as cited in Angwenyi (2013), LOC states that implementation of any programme brings into mind the question of facilities, individual skills and capability, management support compatibility within organizational arrangements and clarity of what is to be done in the implementation.

According to Neal (1971), to counterbalance obstacles experienced in implementation, organizational members must have a clear understanding of the

proposed programme and be given the skills and possess capabilities requisite for carrying out the programme. The necessary materials and equipment for the programme must be furnished. Organization must be modified so that it is compatible with the programme being suggested.

The LOC theory is appropriate for this study because implementation of inclusive education, calls for head teachers and teachers to be made to have a clear understanding of inclusion, schools to ensure that the teachers are in-serviced, physical facilities for SNE learners are put in place and teaching/learning resources are available. These will counterbalance obstacles experienced during implementation.

2.9 Conceptual framework

A conceptual framework is a drawing or diagram to explain the interrelationship between the variables especially the independent and the dependent variables. (Orodho, 2009). The interrelationship of the variables in the study is shown below on Figure 2.1.

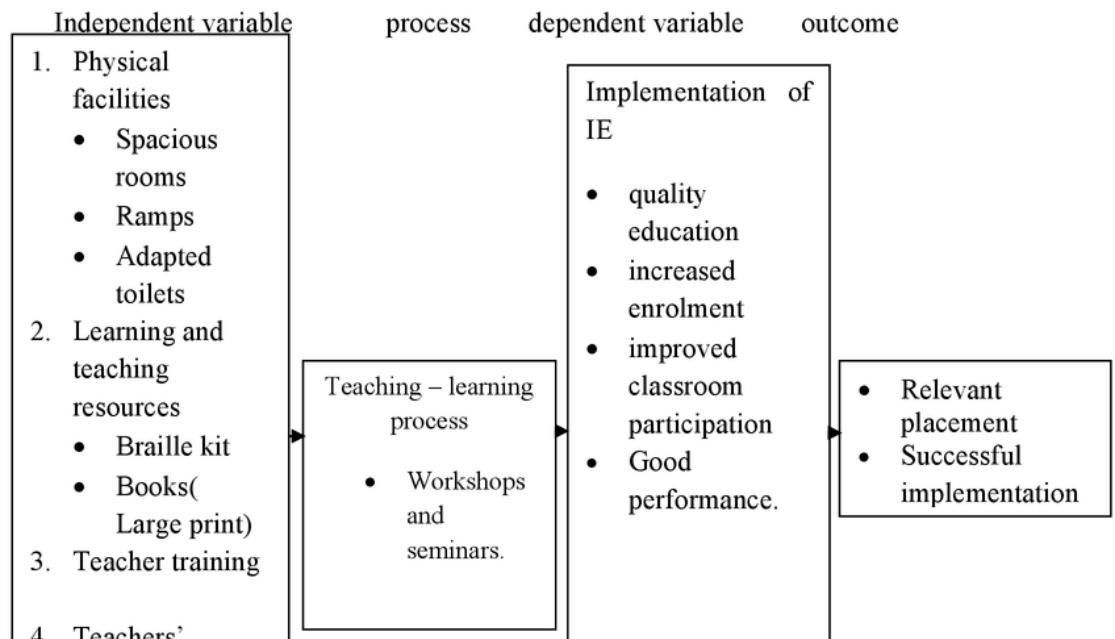


Figure 2.1 Conceptual frameworks on interplay of study variables

Figure 2.1 shows independent variables which include head teachers' provision of physical amenities and teaching and learning resources; teachers' training and assessment of IE if well adhered to will lead to and this would lead to the realization of quality education, increased enrolment for SNE learners, improved classroom participation and good performance for SNE learners which are dependent variables and the outcome will be relevant placement of learners with special needs and successful implementation of IE.

RESEARCH METHODOLOGY**3.1 Introduction**

This chapter discusses a detailed explanation of the selected study methodology. It covered research design, target population, sample size and sampling procedures, research instruments employed, data collection procedures, methods of data analysis and ethical considerations.

3.2 Research design

The study implemented a descriptive survey design because it allows for the gathering of both the qualitative and quantitative data. Through the qualitative approach the feelings of the respondents was captured. The design also gives room for the data to be recorded from the interview in order to get the meaning or give the picture of the whole thing. The descriptive survey design was used because the respondents were in a position to describe the other members of the population and give a report about the state of the variables (Ogoti, 2010).

3.3 Target population

The target population consists of 97 public primary schools, with 97 head teachers, 829 teachers and 3895 class seven and eight pupils.

3.4 Sample size and sampling procedure

¹⁶ Mugenda and Mugenda (2008), a sample size of 10 percent would efficiently represent the whole population even if the findings were generalized provided that the sample is uniformly distributed and homogenous in nature. The sample size of

this study was 19 schools comprising of 19 head teachers, 166 teachers and 390 class seven and eight pupils giving a total of 575 respondents. Data collected from Kisumu West Education Sub County office. The 19 schools were purposively selected. The researcher adopted purposive sampling technique to select 19 head teachers from the sampled 19 schools. ²⁸ Purposive sampling involves deliberate selection of particular units of the universe for constituting a sample which represents the universe.

Teachers were selected through stratified and simple random sampling from a list of teachers of the designated schools. At least eight teachers from each of the 19 schools were selected to constitute a sample of 166 teacher respondents which is 20 percent of the target population. The teachers' population was put in strata of trained and untrained teachers. The target population of pupils was stratified by gender and special needs cases and the researcher used simple random sampling to select 390 class seven and eight pupils which is 10 percent of the targeted pupils' population. This gave each learner an equal chance to participate. The total sample size for the study was 575 respondents.

3.5 Research instrument

Questionnaires were used because they give the respondent freedom to articulate their views and make suggestions without fear as confidentiality is assured. It is free from personal biases. Gay (1996), asserts that Questionnaires are much more effective in that they authorize gathering of data from a much bigger sample questionnaires allow respondents to give honest answers to subtle

questions particularly if they are not obligated to divulge their identity (Mulusa, 1990). There were two sets of questionnaires, one ²¹ for head teachers and another for the teachers. The two sets required respondents to express their personal views about school based factors that influence implementation of inclusive education. Focus group discussion (FGD) guide was used to collect data from the pupils. FGD makes very significant contributions in education (Punch 2014). They give lot of information quickly. This study needed a lot of information from pupils on administrative factors influencing implementation of IE and therefore FGD guide was the most suitable research instrument. The FGD consisted of seven to ten pupils. School physical facilities for learners with disability were identified by the use of observation checklist. The checklist gathered information concerning the physical facilities for learners with disability in school such as adapted toilets, pavements, chairs and desks and ramps.

3.6 Instrument validity

Validity is the criteria that is used to measure trustworthiness and credibility of the facts drawn from the research instruments (Cohen, Manion, & Morrison 2007). It is achieved when research instruments are agreeing with responses. According to Lodico, Spaulding and Voegle (2006), validity can be achieved through honesty, richness and approaches by the researcher within the objective of the research. Validity was established by presenting the research instruments to the two supervisors who examined the content and gave advice on their face validity. The supervisors' suggestions were used to revise the instruments for better results.

3.7 Instrument reliability

According to Bryman (2008), reliability is the consistency of a measure of a concept. To determine the consistency and reliability which the a research tool yields consisten result after repeated trials and is found to be in the range of 0.6 upwards then the tool is taken to be reliable . ⁴⁶ Pearson's Product Moment Correlation Co-efficient was calculated to determine the correlation co-efficient using the formula:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{[N\sum X^2 - (\sum X)^2] [N\sum Y^2 - (\sum Y)^2]\}}}$$

Where r = Pearson co-relation co-efficient

X = result from first test

Y = result from second test

N = number of observations

A correlation coefficient of between 0.7 to 1 is considered reliable according to (Mugenda&Mugenda, 2008). The r value calculated was 0.78; therefore the research instruments were reliable.

3.8 Data collection procedure

The researcher, after getting introductory letter, proceeded to (NACOSTI), to look for a research permit in order to carry out the study. Thereafter, the researcher then paida courtesy call at the various schools to explain the intentions of the study and book for appointments with the head teachers of schools to allow for

the administration of the questionnaires, and the focus group discussion guides to the respondents.

3.9 Data analysis techniques

Descriptive statistics was used to analyze the quantitative data, percentages and frequencies and presented in form of tables, charts and graphs. Descriptive statistics was used because where there is massive data on administrative factors influencing implementation of IE. The data was analyzed with the help of SPSS (Statistical Package for Social Sciences) version 20.0. Qualitative data was organized in themes and presented as narratives, mean, percentage and frequencies.

3.10 Ethical considerations

The researcher applied for permit from NACOSTI after getting clearance from the UoN, department of education administration and planning. She then proceeded to Kisumu West Sub-County Director of Education and later visit head teachers of the selected schools to ask for permission to carry research. According to Bryman and Bell (2007), full permission should be obtained from the participants before the study. The researcher then identified herself to the respondents and explained the objectives of the study to them, briefed them on the study and why she is carrying it out. Deception or exaggeration concerning the aims and objectives of the study were avoided (Bryman & Bell, 2007). Respect for the dignity of research participants was prioritized and their anonymity ensured. The respondents were not required to give or write their names on the questionnaires. Adequate level of confidentiality of the research data was guaranteed and any communication in

relation to the research done with honesty and transparency. Any form of ambiguous or misleading information as well as representation of primary data findings in biased way was avoided.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

The findings of the study were presented according to the objectives. This chapter presents data analysis, findings, presentation and interpretation of findings. The data was analyzed using descriptive statistics where frequencies and percentages are done to interpret the data. The chapter is presented according to the research objectives including the response rate and demographic information.

4.2. Response rate

Response rate is the percentage of a sample that agree to participate in a study (Bryman, 2012). It is calculated as:

$$\frac{\text{number of usable questionnaires}}{\text{total sample – unsuitable or uncontactable members of the sample}} \times 100$$

Table 4.1 shows the response rate for the study.

Table 4.1: Response rate

Targeted respondents	Total sample	Number of usable questionnaires/interview schedule	Unsuitable or uncontactable members of the sample	Response rate Percent (%)
Head teachers	19	14	4	93.3
Teachers	166	152	10	97.4
Pupils	390	341	37	96.6
Total	575	507	51	

The data in Table 4.1 indicates that majority of head teachers (93.3 percent) and 97.4 percent of teachers returned questionnaires which were usable, while 96.6 percent of pupils were contactable for the focus group discussion. A 50 percent response rate is adequate, 60 percent good and above 70 percent rated very good (Mugenda&Mugenda, 2008). According Baruch (1999), a response rate of above 80 percent is adequate for social sciences studies. This implies that the response rate is very good and adequate for analysis, as it is representative of the population.

4.3 Demographic information of the respondents

This section presents the demographic data of head teachers, teachers and that of pupils that were used in the study. The section presents the demographic data of head teachers precede that of teachers and then follows that of the pupils.

3 4.3.1 Demographic information of the head teachers

The demographic data of head teachers was based on their gender, age bracket, academic qualifications and teaching experience as shown below.

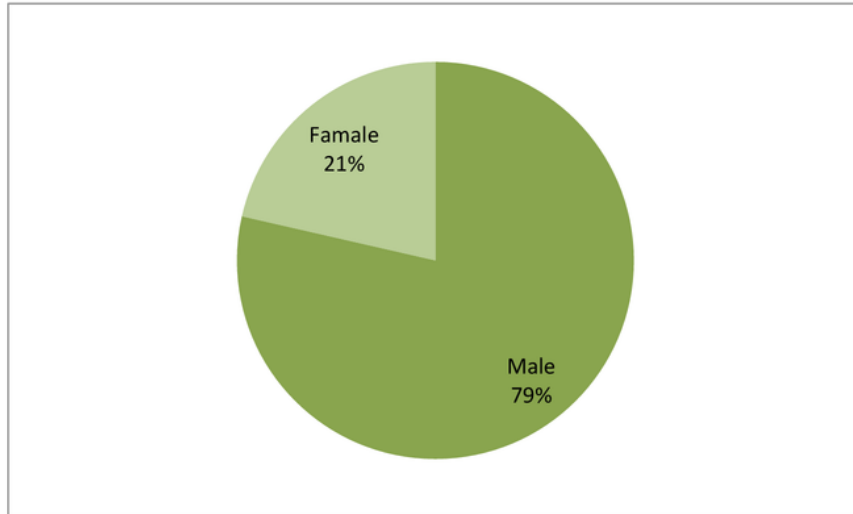


Figure 4.1: Distribution of head teachers by gender

Findings from above indicates (79 percent) of head teachers are male and 21 percent being female. This indicates ²² that majority of schools were headed by male head teachers hence the government's policy of one third representation in leadership positions is not adhered to. This may to some extent disadvantage the girl child in terms of facilities in areas such where male head teachers are gender insensitive in inclusive institutions.

Head teachers were further ³ asked to indicate their age. Their responses were recorded in Table 4.2

Table 4.2: Distribution of head teachers by age bracket

	Frequency (f)	Percent (%)
40 – 49 years	4	28.6
50 – 59 years	10	71.4
Total	14	100

Data on Table 4.2 indicates (71.4 percent) of tutors were aged between 50 – 59 years. This shows that majority were relatively old which presupposes that they may have worked for a considerable long time and hence experienced in instructional materials and the most appropriate physical facilities which facilitate effective application of inclusive education in regular primary schools. The finding corresponds with Thuo (2009) which stated that majority of head teachers and teachers were old and mature enough to appreciate the rationale of inclusive education.

Figure below shows head teacher's highest academic qualifications

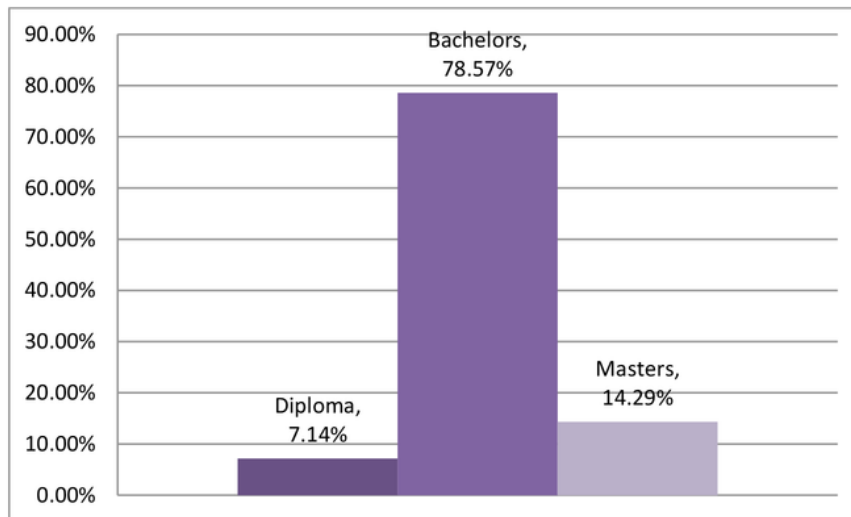


Figure 4.2 indicate that, majority (78.57 percent) of head teachers had bachelors degree in education. This implies that majority had attained higher academic qualifications and that they are better informed on modern physical facilities, new teaching and learning materials, better teaching methods and good leadership for effective implementation of inclusive education.

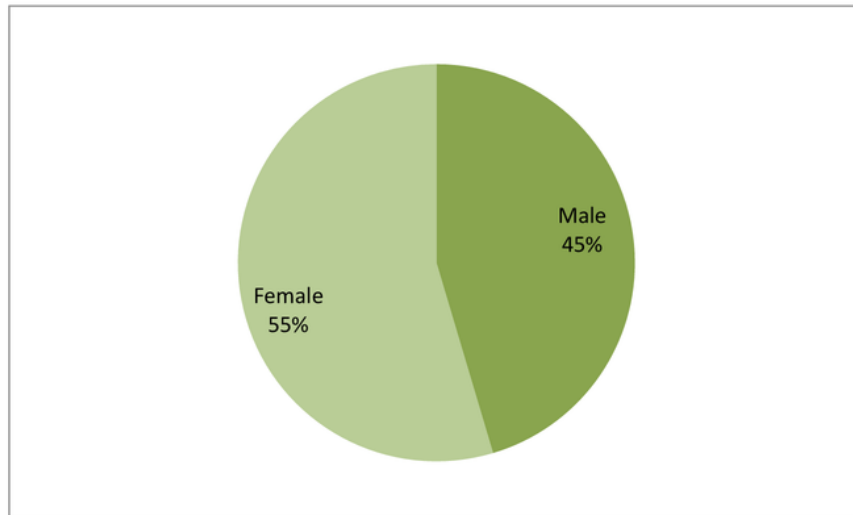
Lastly the head teachers ³ were asked to indicate their teaching experience. Their responses are shown in Table 4.3

Table 4.3: Distribution of head teachers by teaching experience

	Frequency (f)	Percent (%)
15 – 19 years	3	21.4
Over 20 years	11	78.6
Total	14	100

Table 4.3 indicates (78.6 percent) of head teachers had over 20 years of teaching experience. This implies that the majority of head teachers have more experience in the implementation of inclusive education as they have taught for many years.

4.3.2 Demographic characteristics of Teachers



Findings from above shows (55 percent) of teachers were female. This was a clear indication that the number of female teachers surpasses that of the male in public primary school. Female teachers are more motherly and can be accommodative to learners with special needs. These perhaps were the reason for the presence of learners with special needs in these institutions.

⁵ **Table 4.4: Distribution of teachers by age bracket**

	Frequency (f)	Percent (%)

20 – 29 years	56	36.9
30 – 39 years	87	57.2
40 – 49 years	9	5.9
Total	152	100

Above Table 4.4 indicates (57.2 percent) most teachers were aged between 30 – 39 years. This suggests that majority of teachers are still young and energetic to implement inclusive education effectively.

The teachers were further to indicate their highest academic qualification. Figure 4.4 shows teacher’s highest academic qualifications

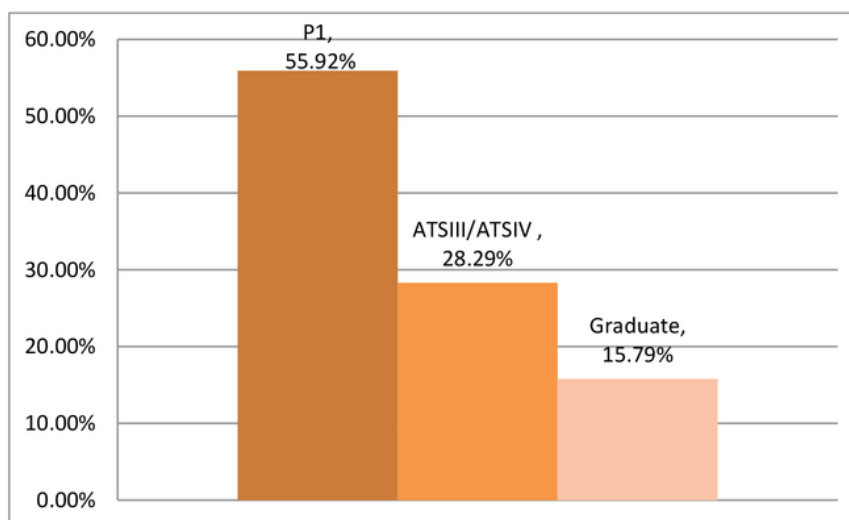


Figure 4.4 indicate that, majority of teachers (55.92 percent) had P1. This is the minimum entry for teachers in primary schools in Kenya. This implies that the teachers are qualified and can implement inclusive education effectively.

Lastly the teachers ³ were asked to indicate their teaching experience. Their responses are shown in Table 4.5

Table 4.5: Distribution of teachers by teaching experience

	Frequency (f)	Percent (%)
0 – 4 years	13	8.6
5 – 9 years	37	24.3
10 – 14 years	73	48.0
15 – 19 years	21	13.8
Over 20 years	8	5.3
Total	152	100

Data on Table 4.5 indicates that many teachers (48.0 percent) had 10 – 14 years of teaching experience. This implies that many teachers have experience in teaching and this could enable them to implement inclusive education effectively.

4.3.3 Demographic information for learners

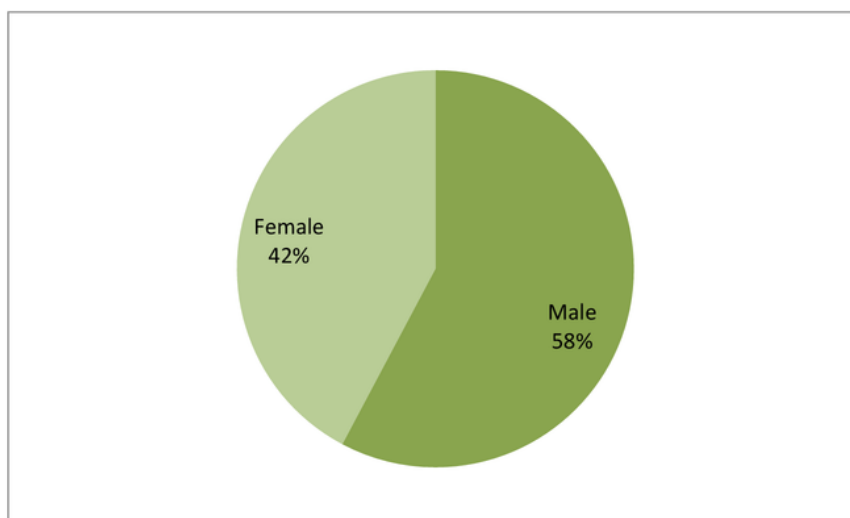


Figure 4.5: Distribution of learners by gender

Figure 4.5 indicates that the majority of learners (58 percent) are male and 42 percent being female.

4.4 Influence of head teacher’s provision of physical facilities for SNE learners on the implementation of inclusive education

Head teachers were required to identify physical facilities that they had provided in their schools for learners with special needs as shown below table.

Table 4.6: Availability of physical facilities

	Available		Not available	
	Frequency	Percent	Frequency	Percent
Physical facilities	(f)	(%)	(f)	(%)

adapted toilets	6	42.9	8	57.1
pavements	5	35.7	9	64.3
chairs and desks	12	85.7	2	14.3
ramps	6	42.9	8	57.1
spacious classrooms	3	21.4	11	78.6

N = 14

The data in Table 4.6 indicates that majority of schools (57.1 percent) had no adapted toilet, 64.3 percent had no pavements, 57.1 percent had no ramps and 78.6 percent had no spacious classrooms. This is in agreement with the focus groups discussions where learners said that their schools lacked necessary physical facilities for learners with special needs. These findings are in line with UNESCO (2008) noted that there is still inappropriate infrastructure to making learning environment friendly for learners with special needs. Schools need to be restructured for effective response to the needs of all learners (Ainscons, 1995).

The study sought to establish from head teachers and teachers whether physical facilities influence inclusive education.

Table 4.7: Head teachers' and Teachers' responses on influence of physical facilities

Responses	Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	12	85.8	129	84.9
No	1	7.1	15	9.9
Not sure	1	7.1	8	5.2
Total	14	100	152	100

Table 4.7 (85.8 percent) most head teachers and teachers (84.9 percent) answered yes that physical facilities influenced inclusive education. Pupils with physical impairments in the focus group discussions indicated that availability of physical facilities makes it effective for them to learn like regular pupils.

4.5 Influence of head teacher's provision of teaching and learning materials for SNE learners on the implementation of inclusive education

Head teachers were required to identify teaching and learning materials for SNE that they had provided in their schools for pupils with special needs. Their responses are shown in Table 4.8 below

	Available	Not available

Teaching and learning materials	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Braille kit	2	14.3	12	85.7
Large print books	3	21.4	11	78.6
Sign language dictionaries and books	3	21.4	11	78.6
Adapted functional aids	2	14.3	12	85.7
Adapted computers	1	7.1	13	92.9

N = 14

The data in Table 4.8 indicates that majority of schools (85.7 percent) had no braille kit, 78.6 percent had no large print books and sign language dictionaries and books, 85.7 percent had no adapted functional aids and 92.9 percent had no adapted computers. Learners in the focus group discussion complained about ¹³ lack of enough teaching and learning materials for learners with special needs.

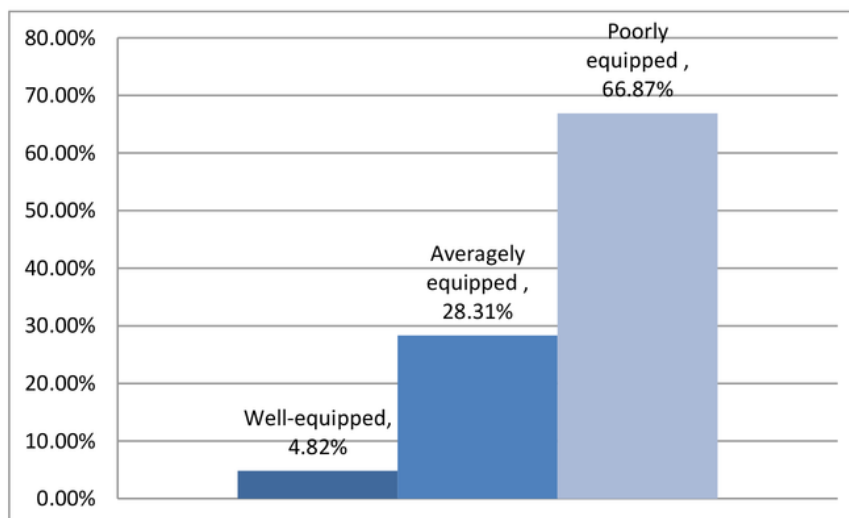


Figure 4.6: How schools are equipped

Figure 4.6 (66.87 percent) ranked schools as poorly equipped in terms of accessibility of teaching and learning resources for learners with special needs. This implies that majority of schools offering inclusive education are poorly equipped and this negatively influences implementation of inclusive education in such schools.

The researcher sought to establish from head teachers and teachers whether availability of teaching and learning materials influenced inclusive education. Their responses are shown below.

Responses	Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	10	71.4	129	84.9
No	2	14.5	14	9.2
Not sure	2	14.4	9	5.9
Total	14	100	152	100

Findings from above (71.4 percent) head teachers and teachers (84.9 percent) agreed that accessibility of teaching and learning resources influenced the implementation of inclusive education. This implies that the accessibility of

teaching and learning resources positively influences implementation of inclusive education as it creates a conducive environment.

4.6 Influence of teacher training on the implementation of inclusive education

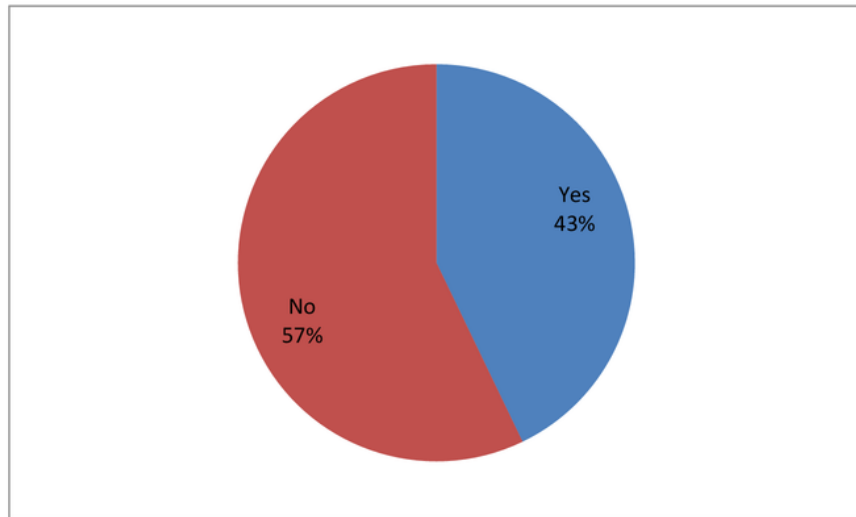


Figure 4.7: Head teachers' response on having SNE trained teachers

Figure 4.7 indicates that majority of head teachers (57 percent) said that they had no teachers trained in handling children with special needs. When asked whether they had requested for trained teachers, majority of head teachers (78 percent) said yes although they did not get any.

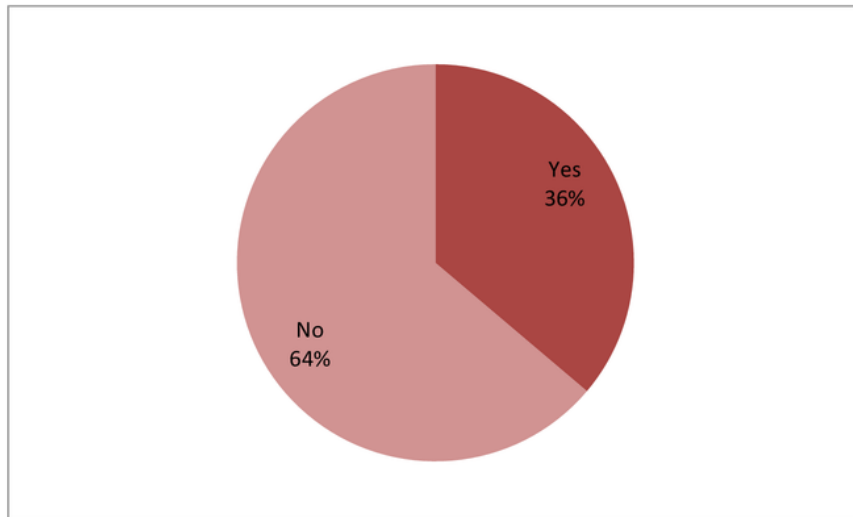


Figure 4.8: Teachers trained in SNE

The data in Figure 4.8 shows most teachers (64 percent) had not trained in SNE. This implies ²³ that inclusion is inadequately addressed and often neglected in teacher training. ²³ Teacher training and education are very critical to the success of inclusion programs (Winter, 2006).

The study further sought to establish from teachers their professional qualifications in relation to special needs education.

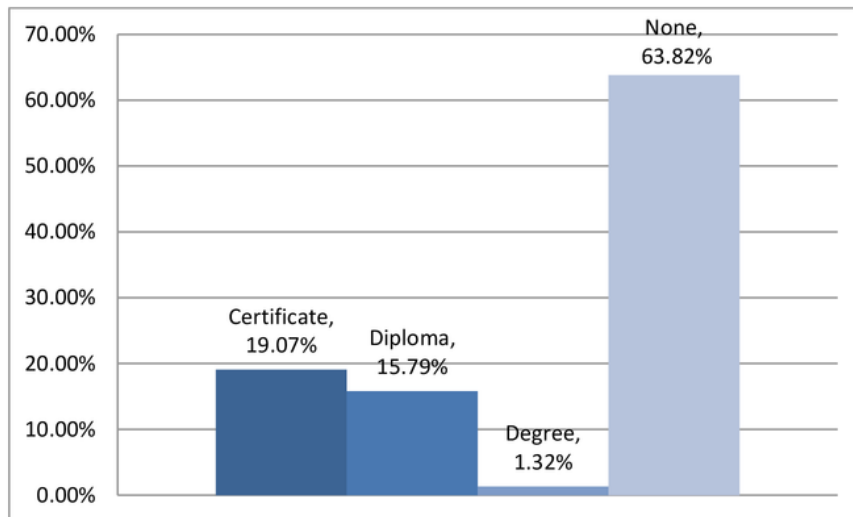


Figure 4.9 Teachers' professional qualification in SNE

The data in Figure 4.9 indicates that majority of teachers (63.82 percent) lacked professional qualification in SNE. The findings agree with Otieno (2014) who found out that 70 percent of teachers had not received any training in SNE. Teachers without training in SNE lacked the skills and knowledge of handling challenged learners in the inclusive settings (Wachira, 2012).

The researcher sought to establish from the two respondents, the head teachers and teachers, whether teacher training in SNE influenced inclusive education. Their answers are shown in Table 4.10

Responses	Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	13	92.9	127	83.6
No	1	7.1	23	15.1
Not sure	-	-	2	1.3
Total	14	100	152	100

Table 4.10 shows most principals (92.9 percent) and teachers (83.6 percent) agreed that teacher training in SNE influenced the implementation of inclusive education. According to Robertson (2007), teachers trained in special needs education have thorough knowledge.

4.7 Influence of head teacher’s leadership style on inclusive education implementation

Head teachers were required to indicate the leadership style they used.

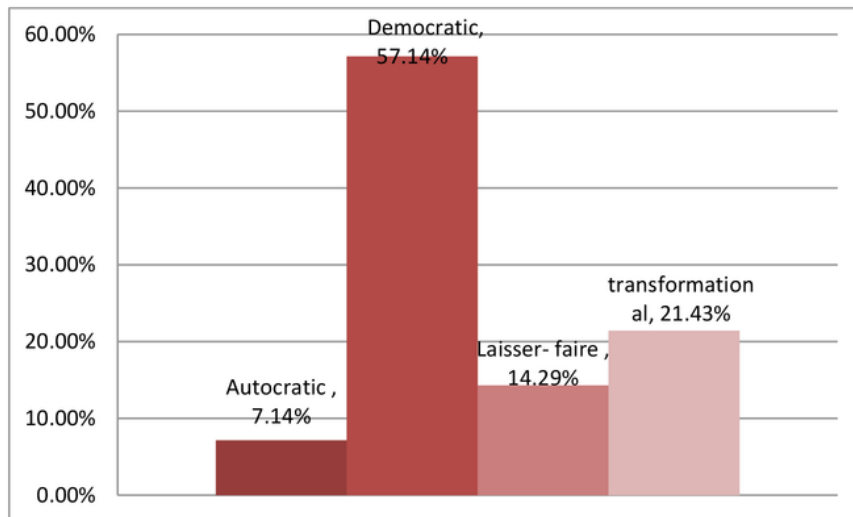


Figure 4.10: Leadership style use by head teachers

The data on Figure 4.10 shows that majority of head teachers (57.14 percent) use democratic style of leadership in the management of their schools.

The study also sought to know from the head teachers whether everyone was satisfied with the leadership style they used.

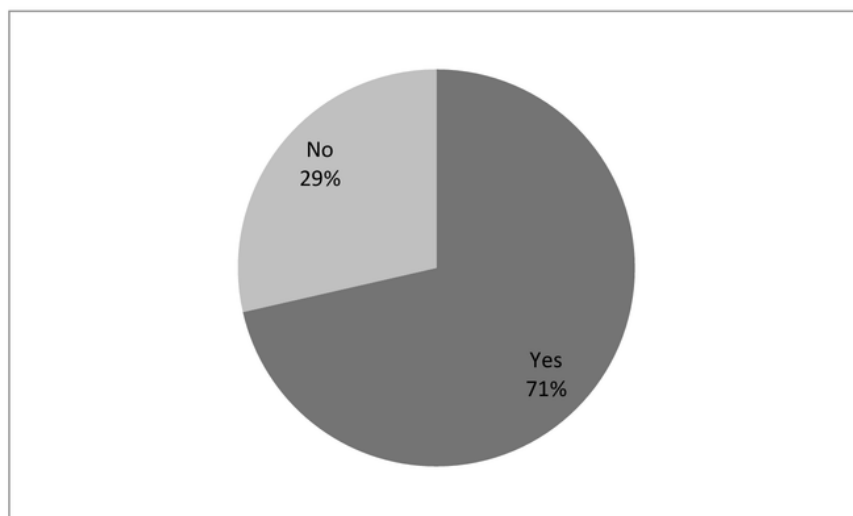


Figure 4.11 Head teachers' response on others satisfaction with their leadership style

Figure 4.11 shows that majority of head teachers (71 percent) agreed that everyone was satisfied with their style of leadership. Majority of teacher (60.5 percent) were also satisfied with the leadership styles of their head teachers. Learners in the focus group discussion said that they were happy with the style of leadership used in their schools by their head teachers. This implies that everyone was happy with how the schools were being managed which is key to effective implementation of inclusive education.

The researcher sought to establish from head teachers and teachers whether leadership style influenced inclusive education.

Responses	Head teachers		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Yes	9	64.3	103	67.8
No	3	21.4	31	20.4
Not sure	2	14.3	18	11.8
¹ Total	14	100	152	100

Table 4.11 shows that majority of head teachers (64.3 percent) and teachers (67.8 percent) agreed that the leadership style adopted by head teachers influenced the implementation of inclusive education.³¹

The respondents were to specify their level of agreement with the following statements relating to school administrative factors influence on implementation of inclusive education in your school. Authority Scale 1= strongly agree 2= agree 3= moderate 4= disagree 5=strongly disagree.¹⁹

⁵ Table 4.12 Influence of school administrative factors on implementation of inclusive education

	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Physical facilities influence implementation of IE	79	52	65	42.8	6	4	1	0.6	1	0.6
Availability of teaching/learning resources influence implementation of IE	89	58.6	54	35.5	9	5.9	-	-	-	-
Teacher training influence implementation of IE	119	78.3	27	17.7	6	4	-	-	-	-
Head teachers' leadership style influence implementation of IE	78	51.3	61	40.1	8	5.3	3	2	2	1.3

N = 152

Table 4.12 indicates most teachers (52 percent) strongly agreed that physical facilities influence implementation of IE, 58.6 percent also strongly agreed that availability of teaching/learning resources influence implementation of IE. 78.3 percent and 51.3 percent of teachers strongly believe that teacher training and head teachers' leadership style respectively influences implementation of IE.

The respondents were required to specify their ⁵⁰ level of agreement with the following statements relating to effects of school administrative factors on implementation of inclusive education in your school. Authority ¹⁹ Scale 1= strongly agree 2= agree 3= moderate 4= disagree 5=strongly disagree.

Table 4.13: Effect of school administrative factors on inclusive education

	1		2		⁴⁹ 3		4		5	
	F	%	F	%	F	%	F	%	F	%
Improves quality of education for SNE learners	95	62.5	33	21.7	14	9.2	6	4	4	2.6
Creates positive attitude towards IE	124	81.6	19	12.5	9	5.9	-	-	-	-
Lead to increased enrolment for SNE learners	79	52	52	34.2	11	7.2	7	4.6	3	2
Leads to improved classroom participation for SNE learners	84	55.3	64	42.1	4	2.6	-	-	-	-
Leads to good performance for SNE learners	80	52.6	71	46.7	1	0.6	-	-	-	-

N = 152

The data in Table 4.13 majority of teachers (62.5 percent)strongly agreed that administrative factors improves quality of education for SNE learners, 81.6 percent creates positive attitude towards IE, 52 percent lead to increased enrolment for SNE learners, 55.3 percent leads to improved classroom

participation for SNE learners and 52.6 percent said it leads to good performance
for SNE learners

5 CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the study, conclusions, recommendations as well as suggestions for further studies.

5.2. Summary of the study

The purpose of this study was to establish the administrative factors that influence execution of inclusive regular primary in Kisumu West Sub County. Specifically, the study was set establish how head teacher's provision of physical facilities, teaching and learning materials for SNE learners, teacher training and head teacher's leadership style influence inclusive education implementation. The study adopted a descriptive survey design where the target population consisted of 97 public primary schools, with 97 head teachers, 829 teachers and 3895 class seven and eight pupils.

The researcher adopted purposive sampling technique to select 19 head teachers from the sampled 19 schools. Simple random and stratified sampling was used to select teachers from a list of the selected schools. At least eight teachers from the selected 19 schools made up a sample of 166 teacher respondents which is 20 % of the target population. The total number of the teachers was placed in strata of trained and untrained. The target population of pupils was stratified by gender and special needs cases and the researcher used simple random sampling to select 390

class seven and eight pupils which is 10 percent of the targeted pupils' population. The sample size of this study was 19 schools comprising of 19 head teachers, 166 teachers and 390 classes seven and eight pupils giving a total of 575 respondents.

The researcher used questionnaires and focus group discussion as the instruments for the study. There were two sets of questionnaires, one for the head teachers and another ⁶ for the teachers. Focus group discussion (FGD) guide was ¹⁴ used to collect data from the learners. The researcher applied for permit from NACOSTI after getting clearance from the U o N. She then proceeded to Kisumu West Sub-County Director of Education and later visit ¹² head teachers of the selected schools to ask for permission to carry research.

The head teacher's provision of learning and teaching resources for SNE learners on the implementation of inclusive education. The study discovered that majority of schools (57.1 percent) had no adapted toilet, 64.3 percent had no pavements, 57.1 percent had no ramps and 78.6 percent had no spacious classrooms. This was in agreement with the focus groups discussions where learners said that their schools lacked necessary physical facilities for learners with special needs. Majority of head teachers (85.8 percent) and teachers (84.9 percent) said that physical facilities influenced inclusive education. The pupils with physical impairments in the focus group discussions indicated that availability of physical facilities makes it effective for them to learn like regular pupils.

The head teacher's provision of learning and teaching materials for SNE learners on the implementation of inclusive education. The study established that majority of schools (85.7 percent) had no braille kit, 78.6 percent had no large print books and sign language dictionaries and books, 85.7 percent had no adapted functional aids and 92.9 percent had no adapted computers. Learners in the focus group discussion complained about ¹³ lack of enough teaching and learning materials for learners with special needs. Lack of resources negatively affects implementation of IE. Majority of head teachers and teachers (66.87 percent) rated schools as poorly equipped in terms of accessibility ¹³ of teaching and learning resources for learners with special needs. Majority of head teachers (71.4 percent) and teachers (84.9 percent) agreed.

The study established that majority of head teachers (57 percent) said that they had no teachers trained in handling children with special needs and they had requested for trained teachers although they did not get any. Majority of teachers (64 percent) had not trained in SNE and inclusion is well addressed and often neglected in teacher training. Teachers lacked professional training in SNE. Majority of head teachers (92.9 percent) and teachers (83.6 percent) agreed. Teachers trained in special needs education have diverse knowledge of theoretical approaches in the realm of diagnostic procedures; expertise in methods of clinical teaching and knowledge with teaching methods and resources.

The study discovered that majority of head teachers (57.14 percent) use democratic method of leadership in the administration of their schools. (71 percent) most principals agreed that everyone was satisfied with their style of leadership. 60.5 percent of teachers were also satisfied with the leadership styles of their head teachers. Learners in the focus group discussion said that they were happy with the style of leadership used in their schools by their head teachers. On ²¹ the influence of leadership style, majority of head teachers (64.3 percent) and teachers (67.8 percent) agreed that the leadership style adopted by head teachers influenced the implementation of inclusive education.

5.3 Conclusions

Based on the foregoing findings, several conclusions were arrived at;

- The implementation of inclusive education is influenced by the provision of physical facilities although majority of schools lacked some of these facilities. Availability of physical facilities makes it effective for learners with special needs to learn like regular pupils.
- Availability of teaching and learning resources influenced inclusive education implementation although the materials were lacking in majority of schools. Head teachers failed to provide teaching and learning materials

for SNE learners. This in turn negatively affected implementation of inclusive education.

- Majority of schools had no teachers trained in handling children with special needs and inclusion is inadequately and ineffectively addressed and often neglected in teacher training. Teacher training in SNE was found to positively influence the implementation of inclusive education.
- Democratic style of leadership in the administration of schools was used by majority of head teachers and everyone was satisfied with this style of leadership. Leadership style adopted by head teachers was found to influence the implementation

¹⁴ 5.4. Recommendations

The following recommendations were made by the study:

- Head teachers in schools with learners with special needs should try and provide necessary physical facilities for such learners to enable them learn like other learners without needs. The government should also come in to help in term of providing more funds for SNE.
- Head teachers and the government should also provide adequate ⁴teaching and learning materials for learners with special needs and disabilities in regular schools.

- Teacher training should adequately address inclusion. Teachers who have not been trained in SNE should be trained so that they can efficiently manage learners with special needs.
- Head teachers should adopt leadership styles which are accepted by all stakeholders for effective implementation of inclusive education.

5.5. Suggestions for further study

Other issues emanated from the study that requires further investigation. The following are the areas that need further research;

- i. Non administrative factors influencing implementation of inclusive education.
- ii. Effects of addressing inclusion inadequately in teacher training on implementation of inclusive education
- iii. ²⁵ A replica of the study should be carried out in other areas.

ADMINISTRATIVE FACTORS INFLUENCING IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KISUMU WEST SUB COUNTY, KENYA

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