INFLUENCE OF HEADTEACHERS' ADMINISTRATIVE PRACTICES ON INCLUSION OF LEARNERS WITH SPECIAL NEEDS IN EDUCATION IN PUBLIC PRIMARY SCHOOLS IN MBOONI EAST AND WEST SUB-COUNTIES, KENYA

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DECLARATION

This thesis is my original work and has not been presented for an award of degree in any other university.

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DEDICATION

I dedicate this thesis to my husband, Josephat Mwanzia, my children Gertrude Mutave, Dr. Sila, Imelda Nzisa, Ian Mutinda and Andrew Muli, my son-in-law Vincent Musili, and grandchildren Gadiel Ndeti and Gabriella Wendo, Gabriel Mumo. My brother Dismus and his wife, Damiana and my late parents, Mutinda and Lucia.

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ABBREVIATIONS AND ACRONYMS

AMREF	-	African Medical Research Foundation
BOM	-	Board of Management
CBO	-	Community Based Organization
CDE	-	County Director of Education
CWDs	-	Children with Disabilities
DL	-	Distance Learning
EADSNE	-	European Agency for Development in Special Needs Education
EFA	-	Education For All
FBO	-	Faith Based Organization
FPE	-	Free Primary Education
HI	-	Hearing Impairment
IDEA	-	Individuals with Disabilities Education Act
IE	-	Inclusive Education
IEP	-	Individualized Education Plan
ILFE	-	Inclusive Learning Friendly Environment
KEMI	-	Kenya Education Management Institute
KICD	-	Kenya Institute of Curriculum Development
KIE	-	Kenya Institute of Education
KISE	-	Kenya Institute of Special Education
LWDs	-	Learners with Disabilities
MDGs	-	Millennium Development Goals
MH	-	Mentally Handicapped
MOE	-	Ministry of Education
MOEST	-	Ministry of Education, Science and Technology

NACOSTI - National Commission of Science, Technology and Innovation

NGO - Non-Governmental Organization

OECD - Organization for Economic Co-operation and Development

PWDs - Persons with Disabilities

ROK - Republic of Kenya

SEN -Special Educational Needs

SNE - Special Needs Education

SPSS - Statistical Package for Social Science

TALIS - Teaching and Learning International Survey

UPE - Universal Primary Education

ABSTRACT

The concept of Inclusion in education refers to the stakeholders' efforts to have every child have access a learning institution with a conducive environment to the learner to facilitate personalized learning. Inclusion in education is in line with international policy positions summarized by the Salamanca statement "No Child is Left behind". The Government of Kenya has made efforts to ensure that learners with special needs in education in public primary schools are included in education. Nevertheless, inclusion has been a major challenge to stakeholders in education sector in Kenya since independence. The purpose of this study was to investigate the influence of headteachers' administrative practices on inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub-counties, Kenya. The study therefore sought to determine the influence of headteachers' instructional supervision, communication, co-ordination of donor support services, involvement of parents in planning and creation of conducive learning environment on inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub-counties, Kenya. The study used descriptive research design and mixed research designs which puts together components of qualitative and quantitative techniques to provide more comprehensive understanding of the research challenge than each individual design. The targeted population was (N=1896) who included 204 public primary headteachers, 1632 public primary school teachers, 60 parents from units only, and 2 Education Officers. A total of 196 respondents participated in the study that included 163 teachers, 23 headteachers, 6 parents and 2 Education Officers. Data that was obtained from questionnaires for headteachers and teachers were analyzed quantitatively using SPSS version 23 while data obtained from interviews with parents and Education Officers were analyzed qualitatively. Hypothesis was tested using Independent t-test at 0.05 level of significance. The study analysis done indicated that for all the five objectives, there was no statistically significant mean difference between headteachers' administrative practices and inclusion since all the calculated p-values were greater than standard p-value 0.05 thus rejecting the H0.The results corroborated the results of tests of hypothesis using One-Way ANOVA Output from coordination of donor support services (P=0.054>P=0.05).Results from Instructional supervision (P-value=0.047< P-value= 0.05),Pearson's correlation at 0.01 level(2-tailed)(P value=0.001<P=0.05);(P value=0.682>P=0.05)was analyzed communication (P is 0.001<P=0.05), Involvement of parents (P value=0.0025<P=0.05) and creation of conducive learning environment (P-value=0.001<P=0.05)showed statistically significant mean difference between headteachers' administrative practices and inclusion in public primary schools. The results therefore conclude that teachers do not approve the headteachers' administrative practices hence the poor implementation of inclusion in Mbooni East and West sub-counties, Kenya. The study recommends that the Ministry of Education, the Teachers' Service Commission, the Kenya Education Management Institute, the various Boards of Management and other education stakeholders, the national and county government levels consider issues on infusion of instructional supervision in SNE training, communication models, INSETS on role of donor funding and coordination, parents with SNE learners representation in BoM, headteachers' training on procurement and creation of conducive learning environment for implementation of inclusion.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Inclusion concept expresses determination to have every child in school in the best way possible, where the environment should adapt to the learner to facilitate personalized learning. Inclusion is a curriculum that accepts all children irrespective of their ability or disability to enjoy learning, being valued and respected as members of the society in the public primary schools, which is not the case in Mbooni East and West sub counties, the area under study. Inclusion is anchored on Education for All (EFA) policy of the World Conference on Education For All in 1990. The Dakar World Education Forum (2000) (UNESCO, 2017, Massouti,2019) is enshrined in the international documents on SNE such as the World Conference on Special Needs Education, the International Conference of Dakar in 2000, Standard rules on Equalization of Opportunities for PWDs 1993, the Salamanca Statement and Framework for Action (UNESCO, 1994), and International Convention on the Rights of Persons with Disabilities 2006 which adopted the principle of inclusion.

Around the globe, education systems were put in place to cater for some children leaving out some others. Previously, this differentiation meant that a group of children because of individual challenges and deficits could not adopt the ordinary educational system (UNESCO, 2017). Thereafter, the World Education Forum in Dakar, Senegal came up with the new Millennium Development Goals of providing for every girl and boy with

the primary school education by 2015, and accessing progress towards Education For All (EFA) since Jomtien. It is through EFA that inclusion education was identified as one of the major strategies in addressing issues of marginalization and exclusion. Following this EFA initiative, the government of Kenya has taken the task of implementing measures to improve the involvement of learners with special educational needs in the mainstream, that is, public primary schools. With the introduction of the Free Primary Education (FPE) capitation grants are disbursed to the special needs learners' kitty, which helps to eliminate existing barriers making the school friendlier.

Inclusion has been expressed in a myriad of definitions. The most authoritative definitions are from United Nations Agencies, treaties for example Convention on the Rights of Persons with Disabilities and the Luncheon Declaration (Schuelka, 2018). As per the committee on the Rights of Persons with Disabilities (UN, 2016), Inclusion means: A fundamental right to education; a principle that values student's wellbeing, dignity, autonomy, and contribution to the society; a continuous process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all students in Mbooni East and West sub-counties. This practices have not taken route in the area under study, hence the prime purpose of this research study.

Cobley (2018); Florian, Black-Hawkins and Rouse (2017); Hehir (2016); Schuelka and Johnstone, 2012; UNESCO-IBE (2016), discuss the most important definition that describes inclusion as a program that learners with disabilities and other disadvantages are taught with their peers in a mainstream classroom for a majority of the school day. But when the Salamanca Statement (1994) talk of inclusion, it excludes special units or

special classrooms (segregation) or placing learners with disabilities in mainstream settings if they can themselves adjust (Integration). This is based on the assumptions that all children have a right to learn under one roof.

The significance of inclusion is defined in its positive outcomes for all children with either disabilities or other challenges. For instance, the European Agency for Special Needs and Inclusive Education (EASNIE, 2018), provided enough evidence that inclusive education increases social and academic opportunities for both children with and without special needs, and significantly enhances the probability that children with special needs enroll in higher education and enjoy better employment and living standards (Florian, Black-Hawkins & Rouse, 2007; Heir, et. Al, 2016).

Timmons and Thompson, (2017) give perhaps the best and most accepted definition of inclusion that, it is a continuous process; hence, it should not be taken as something that can be achieved. According to UNESCO, (2017, pp 17-36), successful inclusion can succinctly be put in five main points as: Inclusive policies that promote high out comes for all learners, flexible and accommodative curriculum, strong and supportive school leadership, equitable distribution of resources, and teachers who are trained in inclusive pedagogy and view it as their role to teach all learners in a diverse classroom.

According to UNESCO (2017), the central message from the United Nation' Specialized Agency for education communicates that "Every learner matters and matters equally". The guide expounds on why there is need to focus on equity and inclusion both at national, sub-counties and local levels. This should be in the formal, non-formal and informal

settings. According to the guide (UNESCO, 2017), 263 million children, youth sand adolescents, aged between 6 and 17 years are not in school by 2017. Moreover, those in school were not necessary learning, with those from vulnerable groups being more likely to suffer from discrimination and also targeted by school violence. These findings concur with the researcher's findings in Mbooni East and West sub-counties where there are only six units out of 204 public primary schools, as shown in table 1.2. Private primary schools in Mbooni East and West sub-counties do not practice Special Needs Education, hence could not be included in the study. UNESCO (2017), recommended that policy makers, senior staff, school staff, families and communities to: review current policies and practices, decide on actions to be taken and monitor progress.

The researcher recommends that the sub- county education officers, school staff, families and communities implement the three recommendations by UNESCO, (2017), in order to enhance recommendation of inclusion programmes in the public primary schools in Mbooni East and West sub-counties.

Both and Ainscow (2011) developed the well- known Measurement tools, the Index for Inclusion which offers both a set of evaluative tools and a development application that can enhance improved inclusion in learning system. On the same note that evaluation of successful inclusion programme can be distinguished using inputs, process, and outcomes , and through being conceptualized from the national level(macro) , to the district (messo), and to school level (micro) where teachers take a crucial part in the proper implementation of inclusion programme. The researcher has supported this measurement tool by Both and Ainscow (2011) in research objective 1 which seeks to determine the

influence of headteachers' instructional supervision on inclusion of learners with special needs in education. This objective aimed at finding out the measuring tools used by headteachers when carrying out instructional supervision. The item had a mean rating of 4.17 and standard deviation of 0.924, from the independent t-test results; since P-value = 0.293> P-value=0.005,the H0 was rejected to indicate that there was no statistically significant mean difference between headteachers instructional supervision and inclusion. Result findings from One-Way ANOVA Output; since P-value =0.047 < P= 0.005, the hypothesis was not accepted and concluded that there is statistically significant mean difference between headteachers' instructional supervision and inclusion. This is an implication that whether the headteacher had trained in SNE or not, did not relate supervision of instructions with inclusion and that majority of the respondents in Mbooni East and West sub-counties feel that headteachers do not supervise classroom teaching activities for the purpose of enhancing inclusivity in learning. The researcher supports this conclusion from the piloting results.

Inclusive education is slowly replacing integration or mainstreaming as it is commonly known. It has taken a global trust since its conception in the 1960s and still remain a topic of international concern and open debate. Integration is a programme that exposes learners with special needs to broader curriculum which benefits them psychologically and socially since it does not limit their interaction to only challenged learners (Ogari, 2013).At the World Conference on Education for All in Jomtien, Thailand in 1990, Primary Education was declared by the United Nations as a Human Right which should be given to every child regardless of his\her challenges without discrimination

(UNESCO,). Integration has therefore been formalized by legislation in many countries such as United States of America-1975, Sweden-1965, Scandinavian countries-1960, Romania-1990 (Anderson, 2013), (UNESCO, 2021).Children with special needs in Kenya have been integrated in the public primary schools, where some schools have got special units while others do not have (Ogari,2013).

Special Needs Education (SNE) is defined in terms of children with a range of physical , sensory , intellectual, emotional or other challenges and has to be widened to include all children who for whatever reasons are failing to benefit from school normal programs (Kauffman, 2015). In British Columbia, inclusive education system is highly promoted whereby learners with specials needs are fully participating members of a community of learners. In Sub-Saharan Africa, Zambia, Zimbabwe, and South Africa share a strong history of active disability rights organizations (Were, 2008). The African Decade of Disabled Persons 2000-2009 were declared by the Organization For African Unit and have received support from the United Nations (World Bank, 2016).

The changes include the curriculum on offer, the assessment recording and reporting learners' achievements (Lindsay, 2021). The headteacher must communicate these changes to the members of the institution as well as the significant stakeholders.
In objective 2, the researcher's study findings concur with these studies through the results of t-test; since calculated P-value =0.0577 > P-value= 0/05 and the One-Way ANNOVA Output; since P is 0.000< P= 0.05. An implication that the headteachers do not apply the administrative practice of effectively communication in the schools, while as the teachers

reports lead to the conclusion that there is statistically significant mean difference between headteachers' effective communication and inclusion. The study findings require the head teachers in public primary schools in Mbooni East and West to apply communication that could positively influence the implementation of inclusion in the area under study.

Ainscow (2011), Alkahtani, M.A. (2016)), while giving his address at the Inclusive and Supportive Education Congress (ISEC) Conference in August 2005, observed that inclusion is "process and not a state. "He emphasised on the dynamic and evolving nature of Inclusive educational practices. This address reframed inclusion as a matter of school reform and development rather than being taken as a process of enrolling learners into existing structures. Inclusion focuses on shifting from altering persons with disabilities to fit into society but rather in transforming the society and the world to change attitudes, remove barriers and provide the right support (World Bank, 2016; Lindsay, 2021; UNESCO, 2021).

The Government of Kenya has greatly emphasized on the educational rights of learners. The country has already set precedence in favour of Inclusion by establishing special units in regular public primary schools in Kenya (SNE, 2009). The Salamanca statement and framework for action on special needs education of 1994, put much emphasize on the school priority to mend and accept the unique needs of all learners. The UN convention introduced inclusive education as a legal and human right. Of most concern to the educationists and human rights activists is the issue of Education For All (EFA). As found

in the philosophy of inclusive education is that schools should make their learning environments and educational systems friendly to the diverse needs of all learners irrespective of their challenges. Hence, the government of Kenya enhanced promotion of leaners with special educational needs in Kenya through implementation of academic programs, which consider the diverse conditions of learners with special educational needs (SNE,2009, Wapling, L.2016).

Efforts are in place to integrate the learners with special educational needs into regular public primary schools but to date the government is still making efforts to include rather than integrate the learners. These findings then, formed the basis for the researcher's title of study in efforts to unearth the influence of headteachers' administrative practices on inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub-county. Nevertheless, the government input in support for the inclusion programs in public primary schools may not be enough without the supporting zeal of different donors and well-wishers of the schools. Donor support is crucial in the implementation of inclusion pogrammes. Such are the likes of No Child Left Behind Act (NCLB), in the United States, enacted in 2002, that creates provision to make sure that no child in particular those with the highest learning needs, are not excluded in the standard-driven learning environments. Mukuna and Obiakor (2014) looked into the differences amongst the developed and developing worlds in serving learners with disabilities. They are the main clients in inclusive learning and greatly need the donor support in provision of appropriate learning environments.

Susanna Vonny N. Rante (2020) and Bayat (2014), express insufficient achievements in inclusion programmes in most developing countries. In objective 3, the researcher' s study findings disclose some dissatisfaction in the way headteachers and teachers hold negative attitudes towards donor support and tend to express that inclusion can work without their support. The results through t-test; since P-value =0.390> 0.05 and the One-Way ANOVA Output; since P=0.054 >P=0.05, we reject HO and conclude that there is no statistically significant mean difference between headteachers' coordination of donor support services and inclusion. This implicates that both the headteachers and the teachers hold to the notion that implementation of inclusion programs can be done without the support of the donors. These findings confirm some reasons why inclusion programs have not taken place in public primary schools in Mbooni East and West sub-counties. The researcher confirms the findings from the evidenced dilapidated infrastructure in most of the public primary schools. The reason given by most head teachers was that the government funding was not enough for new structures or renovation, a case that would have been settled by donors and significant others.

Different countries and continents of the world accepted inclusion at varying levels. Studies by Mittler (2022) indicate some significant developments in the education of learners with intellectual disabilities, which took place. These developments included the shifts from a categorical to a non- categorical, needs- based approach to teaching; a greater emphasis on changing the environment rather than the child; a shift from exclusion to inclusion (Mittler, 2022;).

Special Needs Education (SNE) is yet a new concept to many of the nations in Africa. Special Needs Education includes various disciplines of education offered to learners with different disabilities. These may include Mentally Handicapped (MH),a case of Kako special unit, Hearing Impaired (HI),a case of Kakuswi special unit, Physically Handicapped (PH),a case of Ngiluni small home,all found within the area under study. As well as inclusion which has not yet been implemented successfully in Mbooni East and West sub-counties, Kenya. Many governments started committing their energies to special needs education in the 1970s. Advanced economies countries have full inclusion, while most countries in Africa are just grappling with the challenge of providing for learners with special needs on mainstreaming basis. A case of South Africa, 12 million learners are in school with about 366,000 teachers in approximately 28,000 schools including 390 schools for learners with special needs (Ainscow, 2011 and Ballard, 2006). The introduction of special needs education in South Africa served as a direct response to Act 108 of 1996 and a national commitment to the guiding document for the implementation of inclusive education in South Africa. There are 380 special schools established by the Apartheid government (EADSNE, 2013).

But the recent findings about special needs education and inclusion programs in South Africa as unearthed by Elin Martinez (children's rights researcher), *" The South African government needs to admit that it is not providing quality education to all of its children – in fact, no schooling at all to many who have disabilities . The job is not done until all children count just the same in the education system."* Although the government of South Africa claims that it has realized the United Nations Millennium Development Goals of

enrolling all children in public primary schools by 2015, Reports from the Human Rights Watch reveal the real position across South Africa, where many children with special educational needs are not in school. Since 2001, the government has enacted a policy to put to an end the exclusion of learners with disabilities from the public schools and to provide an inclusive education for all learners in inclusion program.Hitherto the state has not put into place fundamental aspects of the policy.

In Uganda, the government has been changing its education structure and content to enhance quality education for all learners irrespective of their unique needs in learning. The overall structure was introduced was introduced in 1990s and still hold in the education for all learners. To ensure relevant and quality education to all learners in inclusive schools, the government clustered the schools into 15-20 schools where each cluster was under a special needs education coordinator. Uganda government started Universal Primary Education (UPE) in 1997 with clearly stated aims and objectives for the shift from special needs education to Inclusion.

The mandate to offer education as a basic human right in Uganda is under the education and sports sector. The sector's core goal is to equip the learners with relevant skills and knowledge good to meet socio-economic transformation and development, which is in line with the fourth Sustainable Development Goal (SDG), which stresses on inclusive and quality education for all and promotion of the lifelong learning. By 2014, the government of Uganda did reiterate in the Muscat Agreement that called for commitment of 6% its Gross Domestic Product (GDP) to the education sector. But so far only 2.4% of

the GPD has been disbursed to the sector in the last five financial years. This budget has not been sufficient to implement full inclusion in the public primary schools in Uganda (World Bank, 2015; USDC, 2017; MoES, 2017). There are 172,864 children with special needs in primary schools, which is 2.0% of the total primary level enrolment and 9% of the overall children with special needs.

Out of 1,370,583 students enrolled in a secondary school in Uganda, 8,945 students (0.6%) have special learning needs (Feb 7, 2020). The global statistics indicate that approximately one billion people are living with disability with more than four in every five persons living in developing countries. At most, of these 93 million are children under the age of 14 who live with moderate or severe disability (UNESCO, 2015). The global monitoring report 2010, observed that an estimated 77 million children were excluded from education, a third were children with disabilities (UNESCO, 2010). NGEC (National Gender and Equality Commission, 2016), describe education as a public good a well as an indispensable means of empowering persons to be agents of transformation in societies. Education has the potential not only to bring the significant benefits to individuals and society but to also enhance skills and improve the individual's social status (OECD, 2013). Kingston, Hubbard. Lapp, Schroeder and Wilson (2003) seriously opined that the higher one gets educated the healthier, and more participative in political and civic life, and gets more cosmopolitan and more critical in their worldview. The Incheon Declaration (UNESCO, 2015) is the most recent effort that reaffirmed previous efforts in guaranteeing education for all and committed nations towards a 2030 target of inclusive and equitable quality education and lifelong learning for all.

Millennium Development Goals (MDGs) of 2000 express the continuous efforts by nations to ensure education for all. In these goals, Goal 2 postulate that by 2015, all member nations guarantee Universal Primary Education (UPE) for all boys and girls, and to ensure that learners in difficult circumstances or from the ethnic minorities actualize in the primary course (UN, 2000). Unfortunately, the universal primary education did not actualize in the target year (2015). Hence aspirations pushed forward to Sustainable Development Goals (SGDs). Goal 4 of the Sustainable Development Goals recommits nations to work towards achieving inclusive and equitable quality education and promote life-long learning opportunities for all (UN, 2015).

This policy is among other conscious efforts by the Kenya Government on the road to educating learners with disabilities in the formulation of the National Special Needs Education (SNE) Policy of 2009. This policy recommends inclusive education as an appropriate bridge where learners with disabilities can access education. It helps the Kenya Government to domesticate the Salamanca Statement (UNESCO, 1994).In contrally, Njoka, Riech, Obiero, Kemunto, Muraya, Ongoto and Amenya (2012) noted that despite the re-introduction of FPE in 2003, there still were about 1 million children of school-going ages still out of class. The Ministry of Education (MOE) has a package of guidelines on the provision of special education needs. The most recent are the Free Primary Education (FPE) Policy (2003), the SNE Policy (2009) as well as the Sessional Paper No.14 of 2012.

Included in the 2013 State of the World's Children Report, "A society cannot be equitable unless all children are included, and children with disabilities cannot be included unless sound data collection and analysis render them visible "(UNICEF, 2013,p.63). Studies by the National Government Education Council observed lack of accurate data on the number of children with disabilities in educational institutions which is a true indicator that there exists some gaps in the planning for children with special educational needs, an observation which is recurrent in several study findings and reports (MOE, 2009);Njoka, 2011; Republic of Kenya, 2009). According to Bii and Taylor (2013), correct data on the population of learners with special needs in education is critical to inform planning for their needs within public educational institutions.

Inclusion has several benefits, hence, a myriad of studies over the years have given the various benefits of inclusive education. In the year 1996, the National Down Syndrome Society published a research report on the inclusion of learners with Down syndrome in public primary classes. It also found that the learning characteristics of learners with special educational needs were more similar to their typical peers than they were different. Another notable benefit of inclusive education leading to inclusion is the positive impact on employment outcomes of 73 percent of the learners graduated from inclusion programs against 53 percent of those in segregated programs.

The government of Tanzania is trying to implement the inclusive education program according to the Salamanca statement of 1994. The Ministry of Education is creating awareness and sensitization to the parents to enroll their children with disabilities to

inclusive schools. The government of Tanzania has become more positive towards the rights of Persons with Disabilities. Currently, a good number of public primary schools in Tanzania have implemented inclusion programs (Massouti, A. 2019).

In our country Kenya, the aspect of special education began after the end of the 2nd World War and has been offered in special schools until the 1970s when the government introduced units and integrated programs. However, studies by Massouti, 2019) and Ngaruiya (2002) show that although these learners receive education, they are said to be a major challenge to the education sector. So far, majority of learners with special needs in education are yet to be enrolled. For example, in 1999, only 22,000 learners were enrolled in special needs special units and integrated programs. In 2003, the number rose to 26,885 according the Koech Report (1999). In the 1990s, there were 107 special schools in the country, but over the years, the concept of inclusion has started taking shape. It is being concerned as a way of democratizing opportunities for life-long – learning and making it flexible to allow access to education.

Through organizations such as Leonard Chesire International (2001), the government has tried to put measures in place to implement inclusion. The challenge of exclusion still persists in public primary schools in Kenya. About three quarters of learners with special educational needs can still be found in special schools while as a quarter is in special units in mainstream schools. The population of learners with special educational needs in Kenyan schools is estimated at 750,000 learners within the primary school-going age population, and only 26,000 are enrolled in inclusion programs. The population of persons

with disabilities is at 10% of the total population, where 25% of these learners are of school-going age.

Findings say that 90,000 children identified and assessed, 14,614 are enrolled in educational programs for learners with special educational needs and as well an equivalent population is either at home or in regular schools with little or no specialized assistance. The Kenyan government appreciates the value of special needs education as a valuable component for attaining the Education For All (EFA) and the Millennium Development Goals (MDGs). Nevertheless, KENPRO (2010), maintains that with insufficient resources and inappropriate support, inclusion was doomed. The researcher concurs with KENPRO (2010) by the study findings of research objective 5 which using the t-test were; since P-value $=0.4735>$ P$=0.005$, and One-Way Annova Output; since P-value$=0.001<$ P$=0.005$, an implication that headteachers have neglected the administrative practices resulting to negative impact on inclusion programmes. Through these findings, the teachers express that these administrative practices influence positively on the implementation of inclusion programmes. The findings explain the poor situation of inclusion programmes in the area under study.

Three decades down the line, the government of Kenya has invested heavily to address the challenges faced by learners with individual unique needs. The University of Reading, United Kingdom (UK), has carried out a research aimed at assessing the challenges facing the special education needs programs in some two provinces in Kenya. In addition,

authors of the likes of Ogot (2004) the government is seen to go through the challenge of developing inclusion environments in Kenya (Massouti, A, 2019).

Several successful projects were carried out to identify and evaluate effective inclusive programme practiced by teachers. A training toolkit for teachers, headteachers and policy makers, has been developed by UNESCO-IBE(2016),EASNIE (2011),the Commonwealth Rieser, (2012), and Save the Children (2016); Save the Children & EENET (2018). Another tool is the Supporting Effective Teaching [SET] Longitudinal project, which exemplary identifies measures and enhances inclusive teaching- learning practices (Jordan & McGhie- Richmond, 2014). The tool is an observation scale, used by SET project members to identify and evaluate effective classroom activities for inclusion, which include; classroom management, time management, lesson presentation, large group and whole- class instruction, small group g and individual instruction, predominant teaching style, and classroom tone.

In Kenya, the government places emphasis on special needs education. Several commissions were established by the government to look into sustainability of the education provision for all children. Some of these commissions include: Ngala Mwendwa (1964), Ominde Commission (1968), Gachathi Commission (1976), among others. However, the Kamunge report (1988) emphasized the need for Integration of learners with special needs in the regular school. It also investigated specific categories of learners with special needs and recommended on how to meet their needs accordingly (KISE, 2002). Several studies such as Katolo, 2015; Maina, 2014, suggest that the

headteacher is bound to communicate to the teachers, parent, learners and stakeholders to explain unclear policies. The education of learners with special educational needs is a shared task of parents and professionals. The role of families and parents in the inclusion program could be enhanced by communicating necessary information in simple and clear language.

Several countries from Europe either have enacted or ready to enact new legislations on education that support inclusion (OECD, 2005). But nations disagree, on the extent of separate special education provisions where Italy fully promotes inclusion of learners in contrast to France and Germany. The study further shows that, in the European Countries, staff, parents, board of management and significant others participate in matters of education and serve as valuable resources in support of inclusion (AEDSNE 2003; Tisdall, 2006) (Cleves Primary School, London, United Kingdom is a prime-example of inclusion of learners with SEN). The researcher's study findings negate from these reviewed study findings in objective 4 ,since P=0.1315 > P-value 0.005 in the t-test and P=0.0025< P=0.005 One-Way ANNOVA Output. This is an implication that the headteachers ignore the parents in planning for the learners' inclusion programs whereas? The teachers recommend the value of involving the parents. As result of these disparities, the right of "Education For All" has never been actualized in several countries especially in Africa where in some regions these achievements for EFA posit a downward trend (UNESCO, 2001). Studies indicate that several children in Africa who are expected to be in school are not. This is a replica of the situation of inclusion in Mbooni East and West sub-counties, Makueni, the area under study.

Ncube (2003) cited the report by the United Nations Development Programme (UNDP) that shows population of about 115 million out of the 680 million children in developing countries are not in school. Over 80 million of those children are found in Africa. Only above a half of those who join primary school, complete the course (Ncube, 2003). Some countries in Africa have no policy on inclusion. These include South Africa, Uganda, and Lesotho among others. Particularly Uganda has been addressing the special needs among (CWDs) to actualize Universal Primary Education (UPE) since 1996. The Ugandan Government Finances Education of CWDs as a priority followed by girls as posited by Miles, (2000), Bosa (2003), Mittler (2022). Likewise, some of the CWDs admitted in public institutions benefited from inclusive setting.

According to some scholars who included; Chireshe, 2011; Donald, Lazarus, & Lolwana, 2002; Geldenhuys & Wevers, 2013; Simui, Waliuya, Namitwe, & Munsaiye, 2009, the Sub-Saharan African countries have enacted policies on inclusion which are in the process of implementation. But countries including Zambia, Zimbabwe, Lesotho, Namimbia to mention but a few have faced several challenges in the implementation. These challenges include: inadequate resources in form of financial, physical, human, material, infrastructural, curricula and support facilities. Training of teachers in special needs education and administrative practices to implement inclusion is said to be a major challenge (Chireshe, 2011; Donald et al., 2002; Geldenhuys & Wevers, 2003; Mitiku, Alemu, & Mengsitu , 2014; Naong & Mateusi ,2014; Simui et al., 2009). These findings are supported by findings of this study investigated in objective 5, that sought to establish the influence of headteachers' creation of conducive learning environment on inclusion of learners with special needs in education.

An assessment by the National Gender and Equality Commission conducted an assessment in the months of April and May 2015, aimed at establishing the rate of admission as a result of pre-primary education. Six counties involved were; Kisii, Taita-Taveta, Elgeyo Marakwet, Nyeri, Tharaka Nithi and Isiolo. Stakeholders were involved in giving views at county and national government levels, to gather information on how easy it was for children with disabilities in the pre-primary and grades I to IV. The assessment also identified challenges and their possible solutions to have children with SNE acquire basic education. This study findings were a representative of the other counties, including Makueni County where Mbooni East and West sub-counties are located.

Despite the efforts the government of Kenya has employed, several challenges have persisted in putting in place learners in inclusive learning in Kenya. The biggest challenge is the lack of clarity in the policy regarding inclusion as reported by the two education officers from the two sub-counties. The area under study Mbooni East and West Sub-Counties, in Makueni County, Kenya, suffers slow pace of implementation of inclusion policies in public primary schools in Special Needs Education Programs. Table 1.1 shows data on public primary schools with special needs education, special units and inclusion programs in Mbooni East and West sub-counties. The researcher found out from these results that there were few schools with special unit and small homes which have inclusion programs in Mbooni East and West sub-counties. Hence, the reason for the researcher to carry out the study in the sampled area.

Table 1. 1 Summary of Public Primary Schools, SNE Units within Mbooni East and West Sub-Counties

Division	Number of Public Primary Schools	Number of Units (SNE)
Kalawa	24	1
Kathulumbi	20	0
Waia	30	1
Kisau	33	1
Tulimani	18	1
Mbooni	33	2
Kithungo	17	0
Kitundu	30	0
Total 2	205	6

Source: SDE Offices, Mbooni East and West (2019)

According to Mbooni East and West, (EARC) Educational Assessment Resource Centres (2019) report, the two sub-counties have 105 special need education trained teachers through Distance Learning Programmes (DL). Out of the 204 public primary schools, only six (6) offer SNE learning. These are Ngiluni, Kako, Kakuswi, Mweani, Kitundu and Kyangoma. Small homes for learners are two (2) schools; Ngiluni and Kyangoma. While the other 4 have specific disabilities. Kako and Mweani include the learners who are Mentally Handicapped (MH), Kitundu and Kakuswi are for the Hearing Impaired (HI).

1.2 Statement of the Problem

Efforts to implement Education For All (EFA), that also comprises persons with disabilities and inclusion by the government of Kenya were fairly achieved. These are the

efforts expressed in the Millennium Development Goals (MDGs) of 2000 and Goal 2 postulated that by 2015, Universal Primary Education (UPE) for all boys and girls be guaranteed. The efforts were not achieved in Kenya hence the aspirations were carried forward to the Sustainable Development Goals (SDGs) (UN, 2015). However, despite these efforts to make inclusive education implemented in schools, majority of children in Mbooni East and West sub-counties do not access inclusive education in Public Primary Schools.

Mbooni East and Mbooni West have 204 public primary schools and have only six schools where there are efforts of inclusion ,(Sub-County Director of Education, Mbooni East and Mbooni West, 2019) compared to the seven sub-counties in the county as shown in Table 1.1.. Records in the EARC offices in the two sub-counties annual report of 2018, show that out of 640 learners who had been assessed per disability, only 22 got placement in special units and 82 placed in public primary schools. This report on Table 1.1 on the situation of inclusion programs in Makueni County clearly shows that there are inclusion programs in Mbooni East and West sub-counties. Hence the need for re-appraisal of existing approaches to implement inclusion of learners appropriately in order to achieve the EFA Goals, hence the reason for this study to fill this identified gap.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of headteachers' administrative practices on inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub- counties, Kenya.

1.4 Objectives of the Study

According to Mugenda and Mugenda (2003), research objectives are specific aspects of the phenomenon under study that the researcher desires to bring out at the end of the research study.

To fulfil this stated purpose, the study was guided by the following research objectives:

i. To determine whether there is significant difference between headteachers' instructional supervision levels and inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub counties, Kenya.

ii. To establish whether there is significant difference between headteachers' levels of communication and inclusion of learners with special needs in education in public primary schools Mbooni East and West sub counties, Kenya.

iii. To examine whether there is significant difference between headteachers' co-ordination of donor support services and inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub counties, Kenya.

iv. To establish whether there is significant difference between headteachers' levels of involvement of parents in planning and inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub counties, Kenya.

v. Establish whether there is significant difference between headteachers' creation of conducive learning environment and inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub counties, Kenya.

1.5 Research Hypotheses

A hypothesis is a researcher's anticipated explanation or opinion regarding the result of the study (Mugenda & Mugenda, 2003). Research hypotheses guide the objectives for the research.

The study was guided by the following null hypotheses:

Ho1: There is no statistically significant mean difference between headteachers' instructional supervision and inclusion of learners with special needs in education.

Ho2: There is no statistically significant mean difference between headteachers' communication and inclusion of learners with special needs in education.

Ho3: There is no statistically significant mean difference between headteachers' coordination of donor support services and inclusion of learners with special needs education.

Ho4: There is no statistically significant mean between headteachers' involvement of parents and inclusion of learners with special needs education.

Ho5: There is no statistically significant mean difference between headteacher' creation of conducive learning environment and inclusion of learners with special needs education.

1.6 Significance of the Study

The findings of circumstances surrounding the learners with special needs in education regarding learning and placement are anticipated to help in identification, assessment, intervention and placement in inclusive settings. The findings would help parents change their attitudes towards their children and inclusion in public primary schools. The headteachers would benefit in acquiring new skills on how to administer their institutions to influence inclusion of learners with special needs in education. Institutions charged with the responsibility of providing programmes on administrative practices to headteachers would benefit, such as the Teachers' Service Commission (TSC),Teachers' Training Colleges, Universities, the Kenya Education Management Institute (KEMI), Kenya Institute of Curriculum Development (KICD) and Kenya Institute of Special Education (KISE). Government and County Education Officers would as well benefit with current policies and practices of inclusion from the global perspectives researched.

Several stakeholders in education sector such as the tertiary institutions and private schools, the policy makers, Education officers, school staff, parents and communities as well as the human resource professionals in the education system would benefit from the results of this research. They would gain knowledge that could assist in influencing the implementation of inclusion programmes by supervising the instructional session in inclusive learning, communicating effectively with members of staff and gain skills in the coordination of donors who support programmes in the institutions.

This knowledge would also enhance involvement of parents in the inclusion programmes, as well as researching to procure the appropriate learning instructional materials and

adapting the environment appropriately. This would influence an admirable implementation of inclusive learning and quality special needs education. In addition, the findings of the study is expected to boost the knowledge and enrich the existing literature on headteachers' administrative practices and the inclusive education settings.

Scholars and researchers may utilize the study findings to heighten research in this area by using diversity of methodologies in addition to applying different study variables and research approaches precisely in other sectors or in other topographical regions apart from the current one under study.

1.7 Limitations of the Study

According to Kombo and Tromp (2006), limitations of a research study are the challenges expected or faced in the course of carrying out the study. Despite the fact that the opinions of learners, community and other stakeholders were very useful in this study, it was not easy to cover them because tracing them incurred considerable amount of time, resources and other logistics Most of the participants were occupied with their teaching responsibilities and other school cores such that the researcher could not get the fill he questionnaires within the stipulated duration. Nevertheless, the researcher mitigated these challenges by physically availing herself to do follow-ups on how the participants were responding to the questionnaires as frequent as it was possible, as well as contacting them through phone calls either directly or through their headteachers.

A different challenge was posed by some participants who had reservations to fill in the questionnaires for they felt insecure and that their privacies were being compromised.

The researcher resolved this kind of challenge by explaining to the participants that the data was primarily intended for academic purposes. The researcher did this through talking to the participants and writing an introductory letter expounding that the data was for academic purposes only and requested them to refrain from writing their names or their schools in the questionnaires. This created some confidentiality when filling in the questionnaires. For the interview sessions with the parents and the Sub-County Education officers, there were some challenges in creating appropriate time to conduct the interviews, as most of them were busy during the daytime. The researcher mitigated this challenge through organizing to meet the parents in the evenings after close of their businesses and to meet the officers on Saturday mornings or at their convenient moments. On the same breath, the researcher tried to minimize the interaction period in order to accomplish the sessions. Nevertheless, the researcher collected adequate views regarding these categories from the respondents who participated and who closely worked and interacted with her.

1.8 Delimitations of the Study

The study confined itself to examining the influence of headteachers' administrative practices on inclusion of learners with special needs in education. The study was conducted in Mbooni East and West sub-counties in the first term of the year, 2019. The population of the study constituted public primary school headteachers, class teachers, parents and the Sub-County Education Officers (SCEO) in the constituency. Teachers in private schools were not involved in the study for their terms of service from the public ones since they are employees of private organizations.

1.9 Assumptions of the Study

This study was interested in headteachers' administrative practices on inclusion which are primarily cognitive, skill and attitudinal in nature. The researcher assumed that the participants gave credible and accurate responses to questionnaire questions. The study researcher also assumed that inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub counties was low as indicated by various indicators such as ;lack of adapted environment, wide doors, spacious classrooms, usable ramps, adapted latrines, presence of SNE trained teachers, dilapidated infrastructure in most schools and lack of evidence of minutes on special needs education in the staff minutes.

Another assumption by the researcher was that the selected research tools and the sample size would give a picture of the influence of headteachers' practices on inclusion of learners with special needs in education in public primary schools in Mbooni East and West Sub-Counties.The study was based on the assumptions that the children with special needs in education have the ability to learn under the same roof with 'normal' children in public primary schools.

1.10 Definition of Significant Terms

Administrative Practices: refer to the regular activities by heads of schools that can facilitate or impede inclusion of learners with special needs in education.

Headteacher: refers to the lead administrator and educator in an educational institution who is responsible for implementing educational policies and professional practices that promote synergy for the optimal utilization of resources in the provision of education.

Inclusion: refers to the commitment to educate each child to the maximum extent appropriate, in the school and classroom he or she would otherwise attend.

Inclusive Education: refers to the process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities and reducing exclusion within and from education.

Public Primary Schools: refer to any public institution established for the purpose of offering instructions to learners between ages six to around fourteen years in the Kenyan setting. The institution derives its support from public taxation and is headed by a headteacher.

Special Needs Education: refers to the education which provides appropriate modification in curriculum delivery methods, instructional resources, medium of communication or learning environment so as to cater for individual differences in learning in order to have SNE programme appropriately implemented.

1.11 Organization of the Study

The study is organized in five chapters as follows: Chapter one comprises of the background to the study, statement of the problem, purpose of the study, objectives of the study and significance of the study. The limitations, delimitations, basic assumptions and definition of significant terms were also be featured in chapter one. Chapter two discussed

literature related to inclusion of learners with SNE, the influence of headteachers' administrative practices as well as the theoretical and conceptual framework. Chapter three discussed the research methodology, which covers the research design, target population, sample size and sampling procedures, research instruments, instrument reliability and validity, and data collection and data analysis techniques. Chapter four discussed data analysis, interpretation and discussions. While chapter five focused on the summary of findings, conclusion and recommendations, and suggestions for further research. The researcher also wrote the references and appendices.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter embodies a review of literature on the concept of influence of headteachers' administrative practices on inclusion of learners with special needs in public primary schools. The practices include, instructional supervision, Communication, co-ordination of donor support services, involvement of parents and creation of conducive learning environment. It also includes a summary of literature review, theoretical and conceptual framework indicating inter-relationships of independent, intervening, and dependent variables. A review of literature builds a foundation or basis for which a research has been formed as it assists in developing a mutual understanding as well as insight about a research challenge (Saunders, Lewis and Thornhill, 2016). The gaps that the research sought to address were equally identified. Pather (2013),identified the lack of overall clarity of the Education For All (EFA) and Inclusive Education. The researcher had identified lack of clarity in policy and legal support of inclusion in Kenya and the world that had effected implementation in Mbooni East and West sub-counties, Kenya, where headteachers' administrative practices to be subjected to this study.

2.2 The Concept of Inclusive Education

Inclusive education is a new approach towards educating the children with diverse abilities and learning difficulties with the normal ones within the same manner. It

addresses the learning needs of all children with specific focus on those who are vulnerable, marginalization and exclusion.

Inclusive education was the most vital item in the first Word Conference on Education For All (EFA) held in Jomtien, Thailand with its slogan of "EFA" by the year 2000 UNESCO, (1990). This was a landmark conference towards Inclusive Education, even though the concpt was not widely used at that time.

In the United Kingdom (UK), Integration of learners with disabilities in the mainstream schools was the main education issue in the 1990 (Vislie, 2003; UNESCO, 2017; Tiana, Ramentol & Morilla, 2018; Azorin & Ainscow, 2020). The initial concern for integration in Western Countries was an attempt to reform systems to educate children with disabilities in separate special schools or other institution. The shift from integration to inclusion is presented at a glance at the history of special education and gradually leads to the consideration of the great advances that are reached through the 20th century in which have released a great development, where the authors did distinguish at least four stages as it is expressed by Buchem (2013:387-395):

- Exclusion : Persons with disabilities or special needs were excluded from all social contexts (family, school, community);

- Segregation: It was expressed that they needed and were likely to be educated but still separated from the rest of the society.

- Integration: In this third stage, the public schools were expected to make room for the learners with special needs so that they socialize with the' normal' learners. In

these ' spaces', there were regular classrooms, special education classrooms and pull out services,

- Inclusive stage: The social structures (classrooms, schools, communities) and socio- educational actions made from the outset making it possible for the learners with special needs. This final stage started when the Salamanca statement was done in which the delegates of the World Conferences on Special Needs Education, representing ninety-two governments and twenty-five international organizations, reaffirmed their commitment to " Education For All " (Jomtien, 1990) proclaiming five principles that can formulate special education polies and practices (UNESCO, 1994: VIII-XIX):

- Every child has a fundamental right to education, and should be given the opportunity to achieve and maintain an acceptable level of learning.

- Every child has unique characteristics, interests, abilities, and learning needs.

- Educational systems should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs.

- Those with special educational needs must have access to regular schools, which should accommodate them within a child-centered pedagogy capable of meeting these needs.

- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide and

effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire educational system.

After these paramount meetings, there arose the question, "Which is the best place for learners with special needs? " .As the researcher, I posit that the best place for the learner with special needs in education is in the inclusion program in a public primary school. According to Polo (2006), the literal definition of education is the learner's growth in all cycles in order to actualize self- development. Hence, whether we talk of special or regular (mainstream) education, both must always be personalized, never general to all.

According to Department for International Development (DFID, 2007) children with disabilities have a right to education. Since the UN Universal Declaration on Human Right was released in 1948, there has been legislation-providing education for all children. The convention on the Rights of Persons with Disabilities, which entered into force in 2008 and which was ratified by the United Kingdom in 2009, has 145 signatories(as at June 2010) including all Public Sector Achievements (PSA) countries except Afghanistan and Zimbabwe. Nevertheless, achieving the Education for All targets and Millennium Development Goals will be impossible without improving access to and quality of education for children with disabilities.

According to a report by American Psychiatric Association (2000), of learners enrolled in public primary schools, it is observed that 5 percent have specific learning disabilities. The Salamanca Statement and Frame work for Action on special needs education (UNESCO,1994), emphasized the schools need to change and adapt the diverse needs of

all learners (Maina, Akala, Nyagah, Kalai & Kibui, 2015). The Salamanca statement acknowledges that , regular schools with inclusive orientation are the most means of combating discriminatory attitudes, building an inclusive society and achieving education for all moreover, they provide an effective education to the majority of children and improve on the efficiency and ultimately the cost- efficiency and effectiveness of the education system (Article 2, p.ix). All children, including children with disabilities and those with special needs , have a constitutional right to free primary education up to the age of 18 (Republic of Kenya, 2010). The education for Persons with Special Education Needs Act (2004), provides that learners are to be educated in an inclusive setting unless this would not be in the best interests of the learner or the provision of education for other learners in mainstreams education.

Inclusion is more than mainstreaming. Mainstreaming means that a learner from a separate special education class visits the regular classroom for specific, more so non-academic subjects. Inclusion is an educational process where all learners, among them those with disabilities learn under one roof, or at least for the better part of the day (The National Council for Special Education (2010), Okongo, 2015).

According to Alkahtani, (2016),, the system of education eventually changed and special education systems were reorganized, focusing on all aspects of identification, financial issues, local school structure, teaching and learning in integrated classes. Integration refers to the inclusion of children and young persons with special educational needs into ordinary public classrooms. According to Lindsay (2007) and from school perspective,

integration refers to a learner adapting to a "host of settings" whereas inclusion refers to the school adapting in order to meet the needs of current and potential learners.

Inclusion majors on the reconstruction of curricular provision to eliminate barriers to learning and involvement (Centre for Studies on Inclusive Education (CSIE),2002).The learners said to have special needs in education have unique requirements and hence necessary to have their strengths and limitations realized. In Kenya, however, the systems of services to provide for the learners' needs as well as the Individualized Education Plan (IEP) are not obvious as posited by Oketch (2009), Mukuria and Korir (2007) and Kiptarus (2005). Inclusive education has been described by several authors to embrace involvement of all learners from all marginalized and excluded groups if it is well, in the culture, curriculum and communities of local learning centres (Ainscow, Farrell & Tweddle, 2011).

The concept of inclusion needs recognition that the interaction between the learner with his or her socio-ecological environment helps or hinders his or her educational advancement. The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994) gave the go ahead for countries to develop a more effective educational feedback for learners with impairment and those who face difficulties in learning. Peters 2007 and Vislie 2003 express that the statement points out to inclusive education as a strategy to include learners labelled to have special educational needs in mainstream education by responding to the requirements of individual learners.

Inclusive education was the most vital item discussed in 1994 at the United Nations Educational, Scientific and Cultural Organisation (UNESCO), Salamanca Conference (UNESCO, 1994). In special needs education, the Salamanca statement on inclusion is a significant International document (Hardy & Woodcook, 2015). It posits that every learner has a constitutional right to learning and hence must access quality education. From the Salamanca statement, inclusion is hence a universal right and has well, the establishment of inclusive schools has become the establishment of an inclusive society.

Many African countries have actively engaged in investigating Human Rights issues pertaining inclusion, with South Africa in the lead. South Africa embraces the responsibility to the global imperative to implement inclusive policy (Al Sartwai, & Dodin, 2011; Engelbrecht, 2007; Engelbrecht, Green, Naicker, & Engelbrecht, 2003). Salamanca (1994) on principles, policy and practice in special education highlights that the crucial potential means of putting in place conducive learning community, eradicating biasness in character, molding an inclusive society, and achieving education for all. This is by embracing a mainstream with an inclusive point of reference. This yields into efficiency and savings in education (UNESCO, 1994). With such findings, the research has it that inclusion is made to address and respond to the diversity students' needs by involving them greatly in school, cultural practices, community activities as well as minimising marginalization within schooling (Peters, 2004; UNESCO, 2009).

Inclusion of learners with special needs in public primary schools remain a goal and challenge for most educational systems around the world, as opined by Evans (2000).

While Evans and Lunt (2002) further observed that inclusion has been based on changing the philosophy and structure of schools in order to educate children with SNE with their peers, regardless of their diversities in the public schools or in the neighbourhood. Inclusion programmes are problematic and slow in low-income countries.

Kenya is a signatory of the Salamanca Statement and Framework for Action on SNE (1994) and re-affirmed its commitment to Education For All (EFA) by recognizing the necessity and urgency of providing education for children, youth and adults within regular education system and also endorsing the Framework for Action on SNE. The Dakar Framework for Action (2000), which refers to vulnerable and disadvantaged children, calls for inclusive practices to ensure that they are included in the education process and have access to schools. However, the government of Kenya has not considerably focused on these groups of children who are excluded from school and the education system, in its pursuant to the goals. In Kenya, Leonard Cheshire International (LCI) is a regional training and development programme. It has been partnering with the Kenya government and higher education establishment to retain teachers and assist a pilot inclusive education programme in public primary schools in Kenya.

An assessment by National Gender and Equality Commission conducted on assessment in the months of April and May 2015, aimed at establishing the rate of admission as a result of pre-primary education. Six counties involved were; Kisii, Taita- Taveta, Elgeyo Marakwet, Nyeri, Tharaka-Nithi and Isiolo. Stakeholders were involved in giving views at county and national government levels, to gather information on how easy it was for

children with disabilities in the pre-primary and grade 1 to IV. The assessment also identified challenges and their possible solutions to have children with SNE acquire basic education. This study findings were a representative of the other counties, Makueni county included, where Mbooni East and West sub-counties are located.

According to Charles (2011) and Wamalwa (2019), several universities in Kenya have succeeded in including learners with disabilities in regular classes and this is working very well. For example, Maseno and Kenyatta Universities have included and graduated a number of students with hearing as well as visual impairment. The Kenyan Constitution has in it policies on inclusion among them the disability mainstreaming policy in which institutions have signed performance contract and a directorate formed to oversee the implementation status of the activities on inclusion on quarterly basis to establish, the implementation status of the related inclusive activities (Adoyo & Odeny, 2015). A number of challenges have persisted in regarding the implementation of inclusive education in Kenya, despite the efforts the government has put in place. There is the apparent lack of clarity in the inclusive education policy, which stresses to the public primary school levels.

According to MOE (2009), there are impediments to implementation of inclusion, which include inadequacies in policy and legal support, inappropriate infrastructure, lack of supportive leadership, inadequacies in flexible curricula. The list of impediments include also, inappropriate pedagogical techniques, inadequate resources and facilities, inadequate capacity of teachers and teacher training for specialized staff to manage

learners with special educational needs in public primary schools, inadequate and expensive learning materials. It also includes societal negative attitudes, cultural attitudes and inadequate supervision and monitoring of the schools among others. These challenges seem to have influenced the headteachers' administrative practices on inclusion of learners with special needs in education in public primary schools in Mbooni East and West Sub-counties, Kenya, hence the purpose of this study. However, current studies by Schuelka (2018), Grimes (2020) and UNESCO (2012), suggest that it is very important to think of the most appropriate existing successful inclusive education practices that are being outlined and scaled up, rather than paying attention in the challenges.

Key factors in inclusive education implementation include school and classroom level implementation. According to Schuelka (2018), such factors include school reviews and plans; training and supporting all teachers in inclusive practices, and supporting school leadership to enact an inclusive vision for their schools. The requirements for the implementation at the national level include enabling policy to specifically articulate and support inclusion, having systematic data collection and organization, putting in place a flexible curriculum, the coordination of other aspects in the society, for example, employment.

Since early 21st century, there has been an expert consensus on the understanding of the barriers to inclusion programmes. Many scholars are currently of the same understanding of the issues (Eleweke & Rhoda; 2002, Mittler, 2000; Peters, 2003). Several scholars are ready to advocate for inclusive education development to eliminate the deficit approach

hence focusing on community collaboration, paying attention to existing assets, and to scale-up improved inclusion policies and practices (Messiou,2017; Phasha,Mahlo &Dei,2017;Schuelka & Johnstone, 2012; Scheulka, 2018; World Bank,2017). This concept views inclusion not as a special approach for marginalized learners, but as an overall educational system transformation (Opertti, Walker & Zhang, 2014).

The commonly identified field challenges to successful implementation of inclusion programmes are:

Lack of instructional supervision by the headteachers impedes the implementation of inclusion through poor pedagogies; ineffective communication, that's not timely, not at level of recipient, do not provide adequate information; lack of policy and legal support, the inclusion programme of education should be documented and policy spelt out like the general one for SNE Policy 2009 inadequate school resources and facilities, which may include adapted desks, adapted toilets, adapted balls, spacious classrooms, ramps, among others; inadequate specialized school staff. For example, speech therapists, SNE trained teachers in different disciplines, physiotherapists, among others; inadequate teacher training in inclusive thinking and techniques. Teachers may train in other disciplines in SNE and fail to special in inclusion s a discipline; didactic and passive pedagogical techniques. Teachers should embrace learner-centred pedagogies; rigid curriculum that offers no accommodation, modification, or personalization. Curriculum should be broken to cater for the different disciplines and allow preparation of Individualized Educational Programme (IEP);

unsupportive school and district leadership, the school and sub-county administration should support the inclusion programme by may be sourcing for alternative funding, constituting boards of management comprising parents of learners with SNE; Social- cultural attitudes about schools and disability. Awareness and sensitization on inclusion and different disabilities should be created to the parents (Eide & Ingstad, 2011; Eleweke & Rhoda, 2000; Johnstone & Chapman, 2009; Mittler, 2000; Peters, 2003; Rose, 2010; Schuelka, 2018; Srivastava, de Boer & Piji, 2013; UNESCO. 2003).

An inclusive school is expected to put flexibility and variety at its core. This is evidenced by the structure of the school, the content of the curriculum, the attitudes and beliefs of the staff, parents, learners, and the goal should be," to offer every individual a relevant education and optimal opportunities for development" (UNESCO,2005). Lindsay (2007) insists that parents and learners themselves have a vital contribution to shape the implementation of inclusion. UNESCO, (2005) emphasizes on removing barriers to participation in learning for all learners as the main basis of inclusive education systems. This is important in guiding development of policies and strategies that point out the causes and consequences of discrimination, inequality and exclusion in the Holistic framework of EFA goals. Weinstein (2004) suggests that successful inclusive schools put together educational system whereby general and special facilitators work collaboratively to give a comprehensive and inclusive services and schedules or all learners.

2.3 Influence of Headteachers' Instructional Supervision on Inclusion of Learners with Special Needs in Education (SNE).

Supervision of instruction is a process of inspecting both what the teachers are teaching and what the learners are learning. Those involved in instructional supervision include; headteachers, deputy headteachers, lead teachers, mentors, curriculum specialists and educational officers or administrators (Douglass and Bents, 2013; Namunga, 2017). This is referred to as administrative monitoring.

Defines supervision of instructions an important activity in promoting effective teaching and learning in schools. It drives towards the improvement of instruction and professional development of teachers. Supervision in education has the same impact and same old meaning and general concept as it was defined by Douglass and Bents (2013). Douglass and Bents described instructional supervision as " to oversee, to superintend or to guide and stimulate the activities of others, with a view of their improvement. " Marecho, 2012; Panigrahi,2012; Thakral,2015 further suggested that the concept of can be used in either academic or administrative functions of headteachers, school administrators, educational administrators and all those who manage education at different stages and sectors.

Within the school, there may exist consisting differences between the academic and administrative functions of supervision. But all in all, academic goals of instructional supervision include tasks such as monitoring of instruction, guiding teachers to improve the teaching and learning process, assessment of learners' learning outcomes, or evaluating objectives of programs, the administrative goals of supervision geared at good

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administrative of the school facilities and resources (Thakral, 2015). The practice of supervision of instructions is rarely carried out in the area of study according to reports from the Sub-County Quality Assurance and Standards Officer in the two sub-counties in Mbooni East and West sub-counties, hence the reason for the study, Education office, Mbooni East (2019)

Successful headteachers continually look for new ways to improve teaching, learning and achievement. A headteacher should provide safe environment for teachers so that they can try new models and alternative approaches that might be more effective through instructional supervision. A recent Teaching and Learning International Survey (TALIS) of 23 countries by the OECD found that while varying degree of instructional supervision exist in different national settings, school heads who adopted a stronger instructional supervision focus were associated with more collaboration between teachers, more positive teacher-learner interactions, and greater recognition of teacher innovation (Education Development Trust, 2010).

The visible presence of the headteachers in schools is correlated with smooth running of institutions and they reveal that the headteachers in high performing schools checked lesson books, schemes of work, records of work covered attendance registers, class attendance records and clock-in clock-out books frequently (Douglass and Bents, 2013; Marecho, 2012; Panigrahi,2012; Thakral, 2015). Instructional supervision enhances increased teacher interaction by providing regular opportunities for discussion focused on the teaching –achievement relationship, use of problem solving cycle of analysis, action

and evaluation to address teaching problems, increased collective teacher responsibility, more effective teaching of under-performing learners and better coordinated teaching.

Careful assessment, instructional supervision and planning are guarantee for the appropriate learner's curriculum and provide assurance that his or her needs are being met. The administrator should focus supervision on the learner's strengths rather than the disability itself and the weakness attributed to the disability and ensure that the lesson is geared to maintain the strengths. While supervising and assessing, the administrator should ensure that Individualized Education Plan (IEP) is carefully made and implemented for all Special Needs Education learners in the inclusion program with the help of the parents. It is during the supervision that the headteacher determines the need to foster supportive environment for inclusion such as staff training, continuing education, ongoing professional development opportunities and need for in-service training that addresses teachers' need for inclusive education.

However, there are some perceived ineffectiveness amongst the teachers especially in their work output, which could be attributed to various factors. Failure of the headteachers to supervise the practices of teaches while carrying out instructions can result into adverse effects to the system. This may result into poor quality of instruction especially in inclusive settings (Sule, 2015). A study by Peretomode (2001) posited that for teachers to produce good results and be effective, the headteachers must effectively monitor their lesson plans, schemes of work and lesson notes preparation. Peretomode, (2001),

Robertson (2000) maintained that if headteachers carried out frequent supervision to the teachers' lesson notes, this would enhance the performance of the teacher in classroom.

In every institution, it is the duty of the headteacher to develop and maintain the competence of the teachers. These should be maintained through checking the teaches' lesson plans and notes, schemes of work, learners' progress records, learners' notes, teachers' attendance register, classroom observation, micro-teaching, moderation of examination question papers, moderation of marking schemes, workshops among others. The headteacher is expected to have supervisory skills to carry out the tasks and motivate the teachers to apply the skills, knowledge and attitudes appropriately when handling the learners n the inclusion programmes. This helps to improve the instructional procedures. The headteachers achieve desirable an acceptable standards of performance as well as results. The practice is a tool of quality control in the administration system (Peretomode, 2001; Sule, 2015; and Robertson, 2000). The headteacher is then expected to support the teachers as they participate in the implementation of instructional programmes through overseeing their interaction with the learners both those with special educational needs and the typical ones.

Charles, Chris, and Kosgei (2012) observed that poor results amongst the learners can be due to ineffective instructional supervisory practices. They suggest that headteachers need to effectively supervise to ensure that they: Observe teachers regularly, lessons are prepared promptly, there is assessment and remedial teaching, lessons have impressive beginnings, use of appropriate learning and teaching aids, IEP programmes are

appropriate, and that there is good rapport between learners and the teachers. If instructional supervision is done effectively, it enhances the headteacher's skills in coordinating and maintaining high teaching and learning standards in the public primary schools that he/she heads (Sule, 2015).

Other research studies were done by Sule, Arop and Alade (2012) on "Principals' classroom visitation and Inspection, and teachers' job performance in Akwa-Ibom State, Nigeria. " The study revealed that the strategies significantly influenced the teachers' job performance. More research work was done by Alimi and Akinfolarin (2012) on the impact of selected modes of instructional supervision activities on learners' academic performances in senior secondary schools in Ondo State, Nigeria. They found out that there were significant relationships of checking of learners' notes, class visitations/observations, checking of teachers' punctuality and attendance as well as moderation of examination questions and marking schemes on learners' academic performance in senior secondary schools in Ondo State. This findings support the intention of the researcher of this study that intends to establish the influence of headteachers' administrative practices on inclusion of learners with special needs in public primary schools in Mbooni East and West sub counties, Makueni County.

In Cameroon, supervision of instructions in schools started back in 1907, when the missionaries ran most schools. The government of Cameroon adopted seven several strategies, one being to improve and guarantee teacher quality by the appointment of Regional Pedagogic Inspectors (RPIs) for effective supervision in the Basic Education

Ministry. This ministry developed a framework of its 2012, Map for the purpose of quality education for all children of schooling-going age. This helped to realize the vision of an "Emerging Cameroon in 2035" that stressed on the function of instructional supervision at each level in basic education .The supervisors are expected to carry out instructional supervision so as to improve on teachers' output, at the central, regional, divisional, and sub-divisional levels (Lyongo, 2018).Otherwise, several researchers posit that poor supervision of instructions by headteachers leads to laxity amongst teachers at work, and results to poor performances from learners in examinations. This leads to low self-esteem and might result into school-dropouts early in school stages (Sullivan & Glanz, 2000 a 2000b; Meme Regional Delegation of Education, 2016).

Researchers(Wiles& Bondi,2011; Glickman, Gordon, & Ross, 2008; Sergiovanni & Starratt 2002; Zepeda, 2007), have redefined instructional supervision as that strategy or level of educational administration which concentrates in enhancing effectiveness, as both the teacher and learners strive to get both service both as individuals and groups. It is a means of giving specialize assistance in improving instruction. The most importance of supervision of instructional are to give the best practices in the teaching- learning process, to control and enhance quality of learning by increasing academic achievement of learners. It is quite important to note that feedback from instructional supervision practices is used to help teachers gain and apply modern teaching pedagogies, innovations and technology in and out of their classrooms. Feedback from instructional supervision practices helps teachers improve in work output and enhance professional growth and career development (Tshabalala, 2013; Wambui, 2015; and Lyonga, 2018).

Studies by (Frazer, 2001; Gerumi, 2003; Musungu & Nasongo, 2008; Moswla, 2010; Archibong, 2012; Acheson, 2008), conclude that instructional supervisors should be acquainted with the aspects of effective teaching and learning in school systems and the procedures for improvement. Likewise, the supervisor must be in a position to detect the absence of such effective teaching and learning behaviours in schools for improvement of learners learning outcomes and quality assurance in education. Hence, the role played by instructional supervision in academic benefits and learners success cannot be taken for granted.

Researchers, amongst them, (Mbua, 2003; Habimana, 2008; Gongera, 2013; Tshabalala, 2013; Sergiovanni & Starratt, 2002; Sullivan & Glanz, 2000; Mohammed, 2014).in their literature reviews observed that the rationale for instructional supervision should be to ensure equality in education and to promote teachers' professional growth which produces quality in education and to improve success rates of learners with competencies and skills. Therefore, effective supervision helps teachers to improve their work performances, develop their ability and confidence needed in classroom practices, and ensure professional growth and teacher quality The quality of teacher education to teach in the inclusion programmes in Mbooni East and West is wanting, very few are been trained in SNE.

2.4 Influence of Communication on Inclusion of learners with Special Needs in Education.

Communication is the foundation of positive human interaction. It bridges actual information and factual content. Communication removes the guesswork from any message and has the advantage of transparency and accuracy (Leonard, 2018; MOEST 2006). Authors Adair (2003); Bernard (2000); Mbiti (2007) and Umoh (2013) posit that, "he who communicates is he who leads." The headteachers in this study should hence take decision, influence people and get inclusion done smoothly, since the success of a leader, teacher or any professional depends on ability to communicate. The headteacher should be aware that communication failures, especially in a professional context are costly because they can affect productivity as expressed by Adair (2003).

Communication is two-fold, generating the understanding and support to the professionals and parents, in their need to create decisions about the learner's educational program. In communication, there is listening and speaking. The listening skill in communication is crucial for it gives information and data that one can use in creating an appropriate program for the learner. Apart from the verbal, communication from the headteacher can be in written form to the teachers, learners, parents and stakeholders in public primary schools. This method is among the best for it keeps record or databank of what has been communicated or deliberated upon. The headteacher can keep handwritten notes, emails voicemails, or texts. But the frequency of communication within the concerned groups is paramount (Elweke and Rodda, 2002; Strough, 2003). The major point in communication is the preparation and the willingness to get actively involved in

the planning of one's child's education. In the institution, the headteacher is expected to enhance working together as a team in the public primary school, because it is important and is supported through communication (Strough, 2003).

According to Dubin (2018) and Mbiti (2007), administration is only possible when channels of communication through which the members of staff take part in the decision-making process are available and convenient. The headteacher is here required to communicate the date and time for all staff meetings to all teachers at least two days in advance except for emergency cases and the agenda specified in writing. Parents meetings that take place once in every term according to the Ministry of Education guidelines should also be communicated by the headteacher. Otherwise, poor communication leads to misunderstanding between teachers, learners, parents and the administrators.

When the headteacher communicates, he plays a big role in the success of inclusion. The headteacher has four aspects of an administrator's role in inclusion to communicate; vision and agenda; structure and organization, staff training and allocation of resources. Learners need to be communicated to with clarity on the areas they need to identify that make them comfortable and that make them uncomfortable for they are the key players in inclusion. When the headteacher communicates to the learners, teachers and parents, there is teamwork and inclusion brings about unlimited benefits (Peter, 2004).

2.5 Influence of Headteachers' Coordination of Donor Support Services on Inclusion of Learners with Special Needs Education

According to study by the European Agency for Development in Special Needs Education (EADSNE, 2013), several factors are responsible for variation in inclusion practices within and between countries. International Cooperation among Governmental and Non-Governmental, regional and interregional organization can play very important role in supporting the move towards inclusive schools. Donor support services are the types of aids and assistance that organizations, for example Faith Based Organizations and Community Based Organiztion, can donate to the needy or institutions. Donors do not locate themselves to institutions but they are invited by stakeholders and partners. Hence, in the public primary schools with SNE programmes such as inclusion, the headteacher is responsible for coordinating the parents, stakeholders and interested partners to locate the donors available and solicite for support in funding for renovations, adaptations and implementation of inclusion programmes among others.

Donors' support services range from local, regional and international. They may include not limited to the Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs), Faith-Based Organizations (FBOs) as well as Individual Significant Others. Peters (2017) acknowledges that countries from the North, including United States, Canada and other countries from Europe have realized the essence to safe-guard the educational rights of all learners through legislative and policy frameworks that intensively address the programmes of inclusive education.

There is the No Child Left Behind Act (NCLB) in the United States, enacted in 2002, that creates provision to make sure that no child in particular those with the highest learning needs, are not excluded in the standard-driven learning environments. Mukuna and Obiakor (2004) looked into the differences amongst the developed and developing worlds in serving learners with disabilities, who are the main clients in inclusive learning and who greatly need the donor support in provision of appropriate learning environments. They further referred to Kenya, Nigeri, and South Africa noting that unlike the developed world, the schooling of learners with special needs education in developing worlds is not yet addressed sufficiently. Hence, Eleweke and Rodda (2002) and Bayat (2014) express insufficient achievements in inclusion programmes in most developing countries.

Studies by Economic and Social Commission for Western Asia (ESCWA) (2015) show that in Malawi, there is a non –state organization called One billion. Its initiatives include providing every public primary school in Malawi with a solar projector as a means of access to electricity in the classroom. In Ghana as well, there is the Varkey Foundation which operates USD 2 million program funded by a philanthropic organization called Train for Tomorrow Program (TFTP).These examples among others demonstrate that non-state actors provide low-cost educational opportunities especially the inclusive education in public primary schools. International Organizational NGOs such as Save the Children Fund of United Kingdom (UK) have added advantage of being able to exchange and move ideas and networks across national boundaries, and influences government policy on the inclusion of learners with SNE within the framework of Universal Primary Education (European Agency for Development in SNE, 1999). Therefore, school heads

have a special responsibility in promoting positive attitudes and interests throughout the school community and other interested partners to the school. These partners may include research institutions and curriculum development centres. If the headteacher properly coordinates community involvement and donor participation, it may supplement in school activities, provide help in doing homework and compensate for lack of family support.

Republic of Kenya (ROK, 2012) express the need to provide educational facilities, instructional materials, equipment, trained teachers, professionals and support staff to address the diversities in learners said to have Special Educational Needs (SEN) at all levels; hence the need to partner with other organizations through the coordination of the institutional management. The headteacher, therefore, has the responsibility to co-ordinate the donor support services from willing organizations to support the inclusion of learners with SNE. The headteacher must uphold this trust through co-ordination. Recent developments indicate that coordinators have the role to inspire, advice and support and not to make unilateral decisions. Headteachers have the challenge to help the stakeholders appreciate that donor support services alone will not actualize the programme but their input is paramount (O'Toole, 2010).

In Mbooni East and West Sub-Counties, donor support services are available since the region is a semi-arid and arid region. Organizations like World Vision, Dorcas Aid, Caritas, Compassion, AMREF and Local CBOs and significant others are available to assist in inclusion of learners with SNE. The researcher has found out that most headteachers in Mbooni East and West sub-counties are ignorant of these services; hence,

they do not approach partners or co-ordinate the available donor support services. Therefore, the main objective of the study is to investigate on the influence of headteachers' administrative practices on inclusion of learners with SNE in public primary schools in Mbooni East and West sub-counties, Kenya. The researcher has reviewed studies from other developed countries, and the local scenes.

2.6 Influence of Headteachers' Involvement of Parents on Inclusion of Learners with SNE

Parents' involvement in planning of the special education decision-making process is virtually important. Parents are major stakeholders of the Individualized Education Program (IEP) that determines a learner's path. Research by Ambrukaitis and Ruvskus (2016) show that teachers often consider the interests and expectations of parents of a learner with a disability ill-informed or unrealistic, hence, parents' desires and concerns remain unheard by teachers and are not included into the education process. This situation calls for the headteacher to employ administrative practices, education policies, child rights and rights for the children with disabilities to link the teachers and parents by involving the parents in the inclusion programmes.

Inclusive education policies are designed to broaden access to education and to promote opportunities for all learners with special educational needs to realize their potential. Therefore, the headteacher must implement the aspects of the policy to make significant contribution to inclusion of learners with SNE by involving parents as   full partners in the process of educating their children.   He should enable them to have access to

information and first hand experiences of different forms of educational provision so that they can make informed choices (EADSNE, 2011. The headteacher has the responsibility to promote positive attitudes in education. In the institutions where parental and teacher attitudes towards the education of learners with SEN appear to be largely determined by personal experiences, the headteacher should thus, spell out the educational policies that recognize these, attitudinal factors and incorporate strategies and resources to address them (European Agency for Development in SNE, 2010).

According to EADSNE (2010), the headteacher should appreciate that the crucial area for the success of inclusive strategies is the role played by parents. Therefore, parents of a public school should not only be seen as 'clients' but as 'partners' in the inclusion process. EADSNE (2010) posits that in co-operation with the school, outside agencies and other professionals, parents should have a clear voice and be involved in the planning, implementation, evaluation and the structure and content of their child's education, including the development of their child's IEP.

The headteacher is deemed to play a significant role in the excellent implementation of government institutions educational reforms. As in any reform endeavours, the headteacher goes through several complexities and challenges which are constrains to implementation of the policy. Such may include; scarce resources, as well as stakeholders renouncing their responsibilities, in addition to the top-down and centralized reform model of Kenyan policies which minimizes the headteacher's innovative role (Kamunde, 2010). A strong school administration is a key ingredient to the institution's success,

effectiveness and development (Ouma, 2009).With the foregoing, according to Muuya (2002), the special needs education policy implementation lacks any guidelines to enable stakeholders to do any innovative and proactive decisions making it impossible for them to contribute to promote inclusive learning for the learners with special educational needs in public primary schools

Records from the Sub-County offices in Mbooni East and West sub counties clearly indicate assessment reports from the Public Primary School that headteachers do not involve parents in decision-making on placement and intervention of learners with SNE. This seems to be the major reason that there are only two public schools practicing inclusive education.

2.7 Influence of Headteachers' Creation of Conducive Learning Environment on Inclusion of Learners with SNE.

In 1990, the Western countries wanted to have a better program of SNE. They had go through exclusion, segregation and were practicing integration by then but wanted to adopt the inclusive setting curriculum (UNESCO, 2017)

Udeme (2016) identifies the parameters appropriate for inclusive education as placing the learner in age appropriate grade place, having no special classes or schools and a cooperative learning practiced where teachers can share ideas for improvement of the educational system. According to Sumane (2012), the learning environment is a purposefully organized physical, social and informative set of circumstances, in which a learner forms and implements his/her experience; knowledge, skills and attitudes towards

himself/herself and the surrounding world. In inclusion, Mutisya (2014) emphasizes that head teachers should advise teachers to use locally available and improvised resources to support learning. The headteacher should use local artisans to make and repair the devices that can help minimize shortage. Noting that these devices are very expensive and others not locally available, the researcher is uncertain if public primary schools in Mbooni East and West sub counties have the appropriate resources for all the learners in the inclusive programs.

Momoh (2010), Lyons (2012) posit that material resources include textbooks, charts, maps, audiovisual and electronic instructional materials like the radio, tape recorder, television, and video tape recorder. More instructional materials include paper supplies, and writing materials, the likes of pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencils ruler, slate, workbooks and many more. There is also observed very strong positive significant relationship between instructional resources and academic performances. Schools endowed with appropriate learning environment and resources performed highly compared with the less endowed.

Republic of Kenya, (2009), DFID (2009), Fonseca and Canboy (2006) and MOEST (2009) observed that development and maintenance of physical facilities in public primary schools by communities, parents and sponsors had to be enhanced in the institutions. The physical facilities included administrative block, lecture theatres, auditoriums, libraries, laboratories, workshops, playgrounds, assembly halls, staff quarters, learners' hostels, kitchen, cafeteria, special rooms like clinics, and toilets

amongst others. If all the mentioned facilities are available, the authors posit that they facilitate or inhibit construction of a culture of success.

According to Sussana, et Al (2020); Stough (2003) and Ngugi (2007), many colleges and universities offer training for public and special needs education teachers but questions are being raised regarding the adequacies of the programs, teaching and learning resources. The researchers emphasize that the programs tend to concentrate on the pathology of disabilities, rather than instructing on modifications to favour the requirements of the learner. Of most concern is the curriculum that should be adapted to enable learners with special educational needs to learn at their own pace.

An appropriate learning environment would not be complete without other support services. These may include the services of trained SNE teachers since the success of inclusion of CWDs requires the involvement of professionals who can assist in identification, referral, diagnosis, treatment and provision of other appropriate educational and related services (Mutisya, 2004). The headteacher is required to sensitize the other 'normal' learners to provide peer support such as peer-tutoring, pushing wheelchairs and sighted guides. The headteacher should further provide for services like speech therapists, physiotherapists and occupational therapists according to their needs. Guidance and counselling is major component to assist learners appreciate one another despite their diversities. The headteacher should organize for awareness and sensitization of the community to make them help in adapting the environment, provide financial support as well as transport of the Learners with Disabilities (LWDs) to and from school.

The researcher argues that bringing all these persons on board to support inclusion of learners with SNE is a mammoth hurdle; hence the headteacher should use his/her administrative practices appropriately. Bearing in mind that creation of conducive learning environment is an important factor in inclusion, which needs careful planning and approaches, the researcher is doubtful if the public primary schools in Mbooni East and West sub counties have such arrangements. Creation of conducive learning environment may be impeded by factors such as poor time management, technological difficulties, missing social interaction, need for self-discipline, lack of teacher contact, among others. This study is made to establish such factors.

2.8 Summary of literature review

The fundamental principle of the inclusive education is that all children should learn together, whenever possible, regardless of any diversities they may have (UNESCO, 1994). According to Loreman, Deppler and Harvey (2005), institutions that practice whole inclusion for learners do not embrace separate special classes. However, total inclusion of learners irrespective of their unique needs, is a contentious practice, and it is not extensively used (Hastings, 2003). It is more popular for topical educational agencies to give a variety of settings, from special classes to mainstreaming then to inclusion, and to appoint learners to the system that deems most probable to assist learners in their individual goals. This is supported by the disability policy of the Disabled Persons Organizations (DPOs) of South Africa, that says, "Nothing about us without us."

The literature reviewed traces the foundation of inclusive education to the right of every child to education. The development of inclusion in both the developed and developing countries has been reviewed. Segregation of CWDs is less and lesser practiced. The prevailing view is that they should be educated together with their peers in public primary schools, (EASNE, 2013)

Inclusive education is pegged on the framework of human rights, equity and diversity (Winzer and Mazurek, 2012). The development of inclusive education revolves around the right of every individual to education, as stated in the 1948 Universal Declaration of Human Rights and in the context of the United Nations' agenda of Education for All (EFA) that was specified by the 1990 Jomtien Declaration (UNESCO, 2015). Subsequently, policy makers and educators in agreement to Winzer and Mazurek (2012), are taking in the inclination that all children should learn under the same roof and the functions, content, processes, and structures of schooling are being recast in nations around the world.

Special Education Policy (2009), shows that the Ministry of Education faces challenges in the efforts to address barriers to education for learners with special needs. The challenges are related to: access, equity, quality, relevance, attitude, stigma, discrimination, cultural, taboos, skills, physical environment, physical facilities as well as poverty (MoE, 2009).

According to the literature reviewed, it has been realized that learners with Special Educational Needs (SEN) have been in segregated institutions. Segregation alienates

learners from their families and communities. Many studies have been carried out on inclusion in Kenya. Maina (2014) studied influence of headteacher leadership development on implementation of inclusive education in public primary schools in Kiambu County, Kenya. Kuromei (2012) studied effectiveness of inclusive education in public primary schools in Keiyo District, in Elgeyo Marakwet County, Kenya. Wanjiru (2012) studied school based factors influencing effective implementation of Inclusive Education in Public Primary School in Kikuyu District. None of these studies addressed the influence of headteachers' administrative practices on inclusion of learners with SNE in Public Primary Schools in Mbooni East and West sub-counties, Kenya.

Subsequently, one of the primary misconception of inclusion is a notion in the resource-intensity of the practice. Several policy-makers suddenly think of the cost of resources especially the specialized teachers and equipment. But, study after study concur that with the argument that inclusion is in fact cost- effective. It is said that it is cheaper to have learners in one school and under one roof, rather than in special units and schools (ADB, 2020)

2.9 Theoretical Framework

The study will adopt the social model of disability and the Vygotsky theory of Proximal Development.

2.9.1 Social Model of Disability

Studies have generally come up with three categories of models of disabilities. These are the 'medical' models, which depicts disability as an attribute of an individual; The 'social' models, express disability as a product of environment; as well as the models which

deposit disability as a result of the individual- environment interaction. The proponents of the model include: McKay, 2002; Lindsay, 2003; Keller, Miller and Cobb (2006); Kauffman and Hung (2009); Anastasiou and Keller (2011). The social model of disability is a method of viewing the world, developed by persons with disabilities. The model expresses that barriers in society, not through their impairment or difference, disable individuals. These barriers can be such like physical, or buildings not having accessible toilets among others. Hence, applying the term "Disabled people" or " Disabled person " is not a worth judgement about what people can or cannot do, but it is about a political description of the shared, disabling experience that persons with impairments go through in the society (Inclusion London, 2020).

This study was guided by the Social Model of Disability, developed by Rieser (2002). This model encourages the society to view concept of including the CWDs from 'a human right and equality' perspective rather than as focus on the CWDs as faulty. This model investigates the barriers that prevent Persons with Disabilities from participating in any situations as the cause of their disability. The disability movement is composed of organizations for and of PWDs that believe that position of the PWDs and the discrimination against them are socially created (Rieser, 2005). The social model of disability emphasizes well that the impairment does not make the PWDs less human beings. The PWDs' movements believe that the 'Cure' to the issue of disability is in the restructuring of the society, and not focusing on the individual's impairment.

The British Council of Organizations of Disabled People also adopted the social model now the British Council of Disabled People, which is the national umbrella for organizations controlled and run by disabled people. According to Mike Oliver, the Social Model of Disability was not meant to be an all–encompassing explanation of all that a person with disability experiences. The same thoughts are also shared by Barnes (2004) that it separates out disabling barriers from impairment and enables the focus on exactly what it is   which denies PWDs human and civil rights and what action needs to be taken. By 1990s, the social model of disability was attracting increasing interests even among those hitherto hostile to radical campaigns led by PWDs.

A broad range of organizations shared same allegiance in both statutory and voluntary sectors. They included the Leonard Chesire Foundation, NHS Trusts, Local Authority Social Service Departments and the Disability Rights Commission. The Social Model of Disability first sees the strengths of the child, rather than the disability. The social model of disability discovers systemic barriers, derogatory attitudes, and social exclusion, which make it challenging for individuals with impairments to attain their valued functioning. The model is a distinction between the terms impairment and disability. In the social disability model, impairment refers to the actual attributes or lack of attributes that may affect an individual, for example lack of mobility or breathe independently while as, disability refers to the restrictions caused by the society when it fails to give equivalent attention and accommodation to the needs of individuals with impairments.

To compare social model of disability with the Medical model, a simple example is used whereby, if an individual has difficulties in climbing the stairs, the medical model will concentrate on making the individual physically able to climb stairs. On the other hand, the social model of disability will try to make staircase unnecessary by replacing it with a wheelchair ramp. As concerns the social model of disability, the individual remains impaired with respect to climbing stairs, but the impairment is no longer a challenge since the individual is able to reach to the same destination without climbing the stairs. Therefore, Social model of disability advocates for the inclusion of all children, however "severe" the disability or handicapped one is in the mainstream education system.

This research study adopted the social model of disability as that many children with special needs especially the ones with disabilities are excluded from education opportunities due to barriers related to head teachers' administrative practices. Working towards inclusion is working towards removal of such barriers, and applying certain intervention measures which could lead to removal of the barriers. If this is done, there is hope that the handicapped would be limited even though the impairment would still remain. In education, Social model of disability means that not only infrastructure but also the curriculum and the entire environment should be accessible to learners with special needs in education. This is why most scholars posit that mainstream education should be inclusive of learners with special needs in education and young persons.

According to inclusion London, there are criticisms from the persons with disabilities that expose the failures of the social model to handle the specific experiences and

requirements of certain cadres of persons with disabilities, among them, mental health system survivors and individuals with long term health conditions. However, in practice it is not a failure of the social model itself, but of its application and implementation by the persons with disabilities 'rights movement. Therefore, this study adopted the social model of disability which favours the ideas of inclusive education and encourages the removal of barriers that hinders the children with special needs from accessing quality basic education

Strengths of Social Model of Disability

It investigates barriers that prevent persons with disabilities from participating in any situation in order to suggest solutions. This is important in inclusion programmes because the administration will prevent or remove them if they occur.

It emphasizes that impairment does not make the person with disability less human being. This is very important for the learners in the institution to be sensitized inorder to accept the included learners.

It discovers systematic barriers, derogatory attitudes and social exclusion which inter functioning of persons with disabilities. This will help the headteacher, teachers, parents and the society at large to understand the learners included.

Limitations of Social Model of Disability

It does not identify the disability hence making the individual more disabled.

It has been labelled an outdated ideology in need of further development

EASNE,2018, justifies the use of the social cultural theory of development since inclusive education increases the social and academic opportunities. The model relates to the variables of three objectives, coordination of donor support services, involvement of parents in planning and creation of conducive learning environment. The other two are supported by the Vygotsky theory of proximal development; instructional supervision and communication.

Both the model and the theory were used to capture all the variables in the five objectives.

2.9.2 Vygotsky Theory (1998)

The Vygotsky Theory (1998) of Proximal Development is a Sociocultural Theory of Development (SCT). Vygotskian thinking indicates that the origin of knowledge construction should not be sought in the mind but in the social interaction co-constructed between a more and a less knowledgeable individual (Lantolf, 2008). Vygotsky posits that learning as a mediated process is social in origin and then becomes individual as a result of linguistically mediated interaction between the learner and more experienced members of the society including parents, teachers and peers (Vygotsky 1978/1995, 2020). The Vygotsky theory of proximal development was used to support two variables of first and second objectives; instructional supervision and communication.

Vygotsky advocated the process of "scaffolding "In this context of inclusion. Inclusion is an academic discipline in special needs education for teaching adapted curriculum for

learners with special needs in education. In this theory, learners with special needs are given support by professional personnel and capable peers. In an integrated class, dynamic assessment of learners is very crucial to identify the strengths and weakness of the learners with special needs. This identification helps the teacher to use the strengths to alleviate the weaknesses in the process of instructions. This is the Vygotsky's Zone of Proximal Development (ZPD).

This theory is applicable in this study because once the special education learners are integrated in the general or mainstream school, they interact and are supported by the teachers, parents, and peers in the learning process. The adapted curriculum and improved pedagogies with appropriate facilities assist the SNE learners to be more independent and self-reliant. This makes the learner to actualise and realise full potential since disability is not inability, as proven by Goldalyn Kakuya, the Kenya Certificate of Primary Education (KCPE) top candidate, 2018, who has albinism disability.

The strengths of Vygotsky's theories are outlined by several studies. According to Ballard & Butlev (2011), the theory provides a solid foundation for examining how learners, before they enter school and how this knowledge relates to concepts learned at school. Since inclusion is an academic discipline for teaching adapted curriculum for learners with special needs in education, the social cultural approach to education theory and technology frameworks will afford teachers and learners the pursuit of goals consistent with the best possible personalized learning. Excerpts from Evarett (2014), confirm that the theory approach also promotes more ways to learn, more subjects to choose from the

flexibility various methods would provide. The works of James Wertsch and others in support of the theory, elaborate that individuals 'internalize' aspects of the culture (e.g Language, physical tools, and symbols) as they develop. A thought shared by Knapp (2008), Mcleod (2010), Warford (2011), Ohta (2005), Sabani (2010).

Ormrod, (2012), cited Vygotsky's descriptions of developmental processes as being vague and speculative since it focuses more upon the processes through which learners develop rather than the characteristics that learners of particular ages are likely to demonstrate. However, Ormrod points out those learners reasoning skills do not necessarily appear at the same ages in different cultures.

2.10 Conceptual Framework

The conceptual framework shows the relationship between independent and dependent variables. Figure 2.1 below identify various variables that must interrelate in order to make inclusion of learners with special needs successful

Figure 2. 1 Significant differences between headteachers' practices and inclusion

Instructional Supervision	**Communication**	**Coordination of Donor Support Services**	**Levels of Parental Involvement in planning**	**Creation of conduciveLearning Environment**	Independent Variables
⬚ Positive attitudes by teachers ⬚ Improved professional documents ⬚ Improved results ⬚ Curbed dropout rates	- Sign post-slow down PH school. - Copy of school rules on inclusion - Minutes book- communicates on inclusion - Registers – for learners with SNE	- Copies of application for donation of resources - Evidence of feedback from donors - Evidence of new infrastructure in	1.Payment of services for children 2.Visits and observations in learning	a) Age appropriate grading b) Adapted learning resources c) Trained SNE teachers d) Peer support	

Output
i. Adapted environment.
ii. Wide doors
iii. Spacious classrooms
iv. Usable ramps
v. Presence of SNE trained teachers

Intervening Variables

Inclusion of Learners with SNE in Public Primary Schools

Dependent Variables

The researcher developed this conceptual framework to show the relationship between the headteachers' administrative practices and inclusion of learners with special needs. The independent variables in this study are the instructional supervision, effective communication, coordination of donor support services, involvement of parents and provision of appropriate learning environment. While as, the dependent or the outcome variable in this study is inclusion. In addition, teacher characteristics such as age, marital status, gender, level of education, and work experience are probable intervening or mediating variables between the independent and the dependent variables.

The level of creation of conducive learning environment and infrastructure such as adapted desks, spacious classrooms, ramps on the doorways, adopted toilets and wide doors enhance inclusive education. Such provision is enriched by appropriate and sufficient supply of teaching and learning resources such as hearing aids, braille machines, sign language books, magnifying glasses among others. Inclusion cannot be successful without the valuable support services like those given by itinerant teachers, psychological assessment, peer tutoring, and speech therapists among others. Failure to implement inclusion is therefore shown by observable behaviours like teachers failing to prepare professional documents like schemes of work, lesson plans, learners progressive records, register marking, individualized educational programmes, and lesson notes.

On the hand, lack of instructional supervision, inappropriate communication, failure to involve parents, poor coordination of donor support services, and creation of unconducive learning environment lead to poor implementation of the curriculum hence failure to implement inclusion. If the coordination is poorly done in a certain school,there will be no evidence of any letters of application of the resources,no new

structures or renovations and may be no evidence of feedback from the donor organizations. If the headteacher fails in applying these administrative practices appropriately then ,this leads to inappropriate intervention and placement of learners with special needs in education which is indicated by observable drop-out rates, stagnation in one grade, lack of individualized educational programmes, no peer-tutoring and no adaptations of the learning environment and infrastructure. These practices may affect inclusion of learners with SEN either positively or negatively.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers focuses on research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis and reporting as well as ethical considerations.

3.2 Research Design

Kothari (2014) defined a research design as the conceptual structure for conducting research that constitutes a blueprint for collecting, measuring, and analyzing data. Research design is also described as a scheme, an outline or a plan used by the researcher to answer research questions (Orodho, Khatete, & Mugiraneza, 2016). Authors Kombo and Tromp (2006) also argue that a research design is the 'glue ' that fixes together all elements of a research and further posits that it can be taken as the arrangement of the conditions in which research data can be collected and analysed by putting together relevance and purpose of the research.

This research study used a mixed research design which provides an in-depth and clarification of data and adopted the descriptive research design, which is a scientific method which involves observing and describing the behavior of the variable understudy without influencing it in any way. It aims to accurately and systematically describe a population , situation or phenomenon (Aryand Donald 2010; Achmadi & Narbuko 2013)

Studies by Johnson, Onwellegbuzie, and Turner (2007) posit that mixed research designs put together elements of qualitative and quantitative approaches for purposes of expounded and deepened understanding and collaboration. Creswell and Clark (2011) as well as Mugenda (2008), justify use of mixed research method combination of qualitative and quantitative data, which provides a more complete understanding of the research problem than each individual approach. Best and Kahn (2006) views further justify the adoption of mixed research design approach for this study.

According to Creswell and Clark (2011), the researcher utilized purposive sampling within the mixed design research paradigm. This was useful for the researcher in collecting and analyzing both quantitative and qualitative data in the same phase and then merging the two sets of results into an overall interpretation. The main reason to translate the methods, to develop a more complete understanding of the phenomena, and to compare multiple levels within a system. The researcher also applied a concurrent timing strategy in order to implement the quantitative and qualitative strands during the same phase of the research. This also helped to prioritize the methods equally, keep the strands independent during the analysis, and to mix the results during the overall interpretation (Creswell & Clark, 2011).The strategy helps to collect information that describe, explore, enable the researcher to understand social life, as such strategies try to quantify social phenomena main issues, situations as well as challenges that usually face or are prevalent in society (Orodho, Khatete,& Mugiraneza, 2016). In addition, this method was neither expensive nor time consuming for it allowed the researcher to use questionnaires to collect substantial

amount of data from sampled population, bearing in mind that the study population was large and geographically stretched covering the entire Mbooni East and West sub counties.

The application of both quantitative and qualitative approaches in collecting data enhanced the elimination of biasness for the two approaches. It assisted in checking one another whereby the subjectivity attached to qualitative research is minimized by the objectivity of quantitative approach (Saunders, 2016).There are other studies that used these two approaches successfully and they include: Chew (2004), Sutherland (2004), Ng'ethe (2013) and Kipkebut (2010) among other scholars There were two broad components of the study which determined the design and data sources addressed in five specific research objectives. First, this study examined the headteacher administrative practices in relation to instructional supervision, communication and coordination practices. Secondly, the researcher investigated the headteachers' administrative practices influence on involvement of parents in planning and creation of conducive learning resources in inclusion of learners with special needs in education in public primary schools.

3.3 Target Population

According to Maina, (2012);Singh and Singh,(2012), a population refers to the putting together items of interest in research that stand for a group that the researcher wishes to generalize one's research results. It is also referred to as a complete set of individual cases or objects bearing certain observable behavior or traits that make it different from other populations.

The study covered Mbooni East and Mbooni West Sub-Counties. Mbooni East has four (4) educational divisions and Mbooni West has four (4) educational divisions as well. There are 8 divisions in total, hence the target population for this study constituted of 204 headteachers, 1632 teachers and two (2) Education Officers (SDEO). The total population targeted was 1896. The researcher chose headteachers since they play the vital role of administration and management of inclusion in the schools, the teachers are directly involved in the implementation of the curriculum both regular and adapted. The parents are important because of support and attitude towards inclusion that can impede or facilitate success of the inclusion program. They were sampled from the units.

3.4 Sample Size and Sampling Procedures

According to Matula, Kyalo, Mulwa and Gichuhi (2018), a sample is a sub-section of the population selected by either "probability or non-probability methods to participate in the study. Further, Singh and Singh (2012), describe a population as a small unit or proportion of population chosen by the researcher for observation and analysis. The findings of which the researcher infers about the characteristics of the population .In the first stage, purposive sampling method was used to identify respondents for an equal representation in the sample amongst different sub-groups in Mbooni East and West sub counties. Purposive sampling with proportionate allocation was chosen for the research study since it entails the selection of individual sampling unit of a sample that is proportionate to the size of the unit that increases the probability of sample represented (Singh & Singh, 2012; Orodho, Khatete, & Mugiraneza, 2016). These samples composed of public primary schools (204) and special units (6). Simple random sampling was used within each stratum to select the samples to minimize biasness and ascertain that there is equal representation of the

subgroups in the sample (Mugenda & Mugenda, 2003: Kothari, 2004: Orodho, Khatete, & Mugiraneza, 2016)

In each sub-county, twenty percent of the schools used in the study were selected based on the number of schools in each sub-county as proposed by Gay, Mills, and Airasian (2009). These researchers posited that social researchers recommend that 10 percent to 30 percent of the accessible population is adequate and at least 30 cases are necessary for a group for statistical data analysis. Basing our conclusion on this, 210 public schools, 204 public primary schools and 6 special units were used in the study.

With a total population of 1842 teachers in Mbooni East and West Sub-Counties, the sample size was determined through the same method. Therefore, 163 teachers were selected for this study as shown in table 3.0. According to Alreck and Settle (2004), a sample size of 100 cases is required for statistical data analysis. On the same breath, 2 Sub-county Educational Officers were selected for the study which is approximately 20 percent of the total using the same method.

To supplement quantitative data collected from questionnaires, qualitative approach was applied through conducting in-depth interviews with 2 sub- county Education Officers and 6 parents in Mbooni East and West sub-counties. Identifying an appropriate sample size in qualitative research is often ambiguous hence qualitative data is collected until saturation is reached as suggested by various scholars (Saunders, Lewis, & Thornhill, 2016). Investigating documents by Guest, Bounce and Johnson (2006), Latham (2013), and Crouch and McKenzie (2006), the number of respondents in a qualitative research is determined by a situation where any increase in respondents does not give rise to an

increase or new knowledge to the researcher or a situation of saturation. Crouch and

McKenzie (2006), posit that less than 20 respondents participating in a qualitative study

assists the researcher to build and maintain a close relationship geared to improvement of

open and transparent exchange of views.

Table 3. 1 Target population and Sample size of the Study

| | Total Target Population | | | | Total Sample Population | | |
	No. of Head Teachers	No. of Teachers	No. of Parents from Units	Sample of Head Teachers	Sample of Teachers	Sample of Parents from Units	Total Sample Population
Kalawa	24	192	10	3	19	1	23
Kathulumbi	20	160	0	2	16	0	18
Waia	20	240	10	3	24	1	28
Kisau	33	264	10	4	24	1	29
Tulilmani	22	136	10	2	12	1	17
Mbooni	38	264	20	3	20	2	26
Kithungo	17	136	0	2	12	0	14
Kitundu	15	240	0	3	20	0	23
Kalawani	15	100	0	1	14	0	14
SCQASO	204	1632	60	23	163	6	192
	-	-	-	-	-	-	2
							194 Respondents

The data show the proportionate target population and sample size for headteachers, class

teachers and parents (from the units only).

Source: Mbooni East and Mbooni West Education Offices, 2018.

3.5 Research Instruments

The research instruments for data collection in this study were questionnaires to collect

quantitative data from headteachers and teachers as well as interview guide for collecting

qualitative data from the Education Officers and selected parents. In addition, the researcher designed closed-ended questionnaire to answer specific research objectives and to test hypothesis as posited by Mugenda and Mugenda (2003). A closed- ended questionnaire in form of 5-Likert scale based on a five point rating that ranged from strongly agree to strongly disagree were administered to headteachers and teachers who participated in the study. Those specific items of Likert scale were those modified from Kipkebut (2010), Chew (2004), Ng'ethe (2013)). The questionnaires which were used had section A (background information that comprises of demographic characteristics) and section B (main questions that included part 1, Instructional supervision; part II, communication); part III, coordination of donor support; part IV, involvement of parents in planning; part V, creation of conducive learning environment with the questions based on 5-Likert scale). The researcher used questionnaires for teachers since a lot of information can be obtained using them from a large sample. The questionnaire instruments were adapted from UNESCO's toolkit for creating Inclusive Learning Friendly Environment (ILFE). The first questionnaire was administered to headteacher regarding the influence of headteachers' administrative practices on inclusion of learners with special needs in education. In order to triangulate the information provided by the headteachers, a class teachers' questionnaire was also administered. The questionnaire had both closed-ended and open-ended items. Open-ended items gave respondents an opportunity to give their opinion and provide in-depth information. Close-ended items facilitated outright scoring of data and data analysis.

As posited by Gorrell et al (2011), questionnaires are of most advantage over other methods as far as administration is concerned since they possess greater potential of reaching out a large number of participants simultaneously leading to a quicker accumulation of data for the study. Questionnaires also measure the attitudes of participants and assist in collecting data that allows for or against certain viewpoint, and in addition, they elicit more information from the respondents in a short duration at minimal cost as well as giving anonymity and confidentiality to the participants (Orodho, Khatete & Mugiraneza, 2016; Kipkebut, 2010). In addition, data collected using questionnaires helped the researcher to make use of the SPSS (version 23) to analyze data because questionnaires generate quantitative data (Des Vaus, 2002). The participants had amble time to complete the questionnaires at their convenience.

Bryman and Bell (2003), however, argue that the great disadvantage of using the questionnaires is that they lack capacity to motivate respondents to answer questions as well as returning the completed questionnaires to the researcher in good time, which leads to low return rate. To minimize this happening, the researcher did not relent in reminding the respondents through their headteachers to complete filling the questionnaires that led to high response rate.

The researcher conducted face-to-face interview with the sub-county Education Officers and the parents from the units to gather more in-depth information and details on the respondents' experiences on inclusion of learners with special needs in education. This face-to-face interviews also assisted the researcher in clarifying some issues related to inclusion of learners with special needs in education in Mbooni East and West Sub-

counties as these officers are the custodians of teachers' records as well as their supervisors. The researcher being the main research instrument, the interviews served to provide a deeper personal and insightful information. To arrive at this, the researcher designed semi-structured open questions that required both facts and opinions of participants (Jacobs & Furgerson, 2012). The researcher aligned the interview schedule questions with the research objectives and this made it easier to get appropriate information. The main reason for the interview was to make clear issues in the questionnaires and quotations from the interview schedules helped to support quantitative data.

For this study, interview schedules were used because they have many advantages since they provide an in-depth data that may not be possible to obtain by use of questionnaires. This is because they assist the researcher to verify certain matters and as well make clarification on issues of the study. Since interviews are more flexible than questionnaires, the researcher was able to extract more information, some of which was quite confidential and sensitive from the interviewees. In addition, probing during the interview sessions led to higher response rates that complemented the data collected from questionnaires since it is not easy for participants to absolutely fail to respond to questions or ignore the interviewer (Saunders, Lewis, & Thornhill, 2016).

Interview guides were used to gather information from the parents and the Sub-County Education Officer. The interview method gave an in-depth probing of participants concerning influence of headteachers' administrative practices on inclusion of learners with special needs education. The analysis of documents was done to supplement the questionnaire and interview guides. The documents that were examined included quality

assurance reports, training manual, policy documents, assessment reports and school development plans. Furthermore, secondary data was gathered from carrying document analysis and checklists from headteachers' offices such as cashbooks, visitors' book, inventories, and any such relevant study documents. This secondary information was also integrated into the final report of this thesis.

3.6 Validity of Research Instruments

Validity is the meaningfulness and accuracy of data that has been generated by a given instrument (texasgateway,org 2015). Kothari (2004, refers to validity of instruments as the extent in which differences found with a measuring instrument reflect true inferences among those being tested. Validity of instrument refers to the degree to which an empirical measure or different units of a concept accurately represent that concept or if the items in the measuring instrument singularly or collectively stand for what they are expected to measure (Orodho, Khatete, & Mugiraneza, 2016).

Burton and Mazerolle (2011) asserts that in survey research, face validity establishes an instrument's ease of use, clarity, and readability, while content validity establishes the instrument's credibility, accuracy, relevance and breadth of knowledge regarding the domain. Both face and content validity was enhanced through the views of experts in the field, including the research project supervisors, on the instruments appearance, relevance and representativeness of its elements.

The researcher used content validity for this study. According to Sekaran (2013); Saunders, (2016), content validity is the measure of the degree to which the data collected by use of

a particular instrument represents the content of the concept being measured. However, the instrument content validity was improved by application of expert judgement. To achieve this, the researcher issued copies of questionnaires, interview schedule and document analysis schedule to her two supervisors who read through them and advised accordingly on the various areas of improvement hence making the instrument more valid. A thorough review of the related literature to identify the items required to measure the concepts or variables was also done. The researcher further issued questionnaires to some of her Doctoral colleagues in the Department of Educational Administration and Planning who read and critiqued, thus ensuring content validity and sense in the questionnaires (Saunders et al, 2009;). A pilot study was conducted whose results facilitated necessary revision and modification of test items, especially the questionnaires to ensure that they measured what they intended to measure

3.7 Reliability of Research Instruments

Reliability is the extent to which a measuring instrument and procedure produces the same results on repeated trials. It therefore has to do with the consistency of data overtime (Lee EY 2014). Several methods were used to enhance the reliability of the research instruments. A pilot study was done through the administration of questionnaires to participants who did not participate in the final study. The pilot test results were used to correct any ambiguities, repetitiveness, and jargon in the questionnaire and the interview guides to ensure their reliability. A pilot study is important for testing reliability of data collection instruments (Kimberlin & Winterstein, 2008).

The researcher used 20 teachers who did not participate in the actual study for the pilot study, which is 10 percent of the sampled population of 194 participants in the actual study as posited by Connely (2008) that a pilot sample should be 10 percent of the sample intended for the main parent study. Reliability (internal consistency) of the questionnaires was therefore determined using Cronbach's Alpha Coefficient method through the help of SPPS version 23. Cronbach's Alpha Coefficient ranges from 0 to 1 (Kimberlin & Winterstein, 2008).

As a rule of the thumb, several researchers argue that alpha values of 0.70 or above are acceptable (Desvaus, 2002; Maizura, Malamani & Aris, 2009,). Nevertheless, Cronbach's alpha values can vary depending on the nature of the study. For instance, in exploratory research, a Cronbach's alpha of 0.6 is acceptable (Hair et al, 1998; Maizura et al, 2009). Moreover, recommendations by Davis and Cosenza (2009), posit that a reliability coefficient of 0.50 or 0.60 as sufficient for exploratory studies.

According to studies by George and Mallery (2003), it is true that questionnaire Likert scale for Social Science research is decreed reliable if the statistical alpha is equal or greater than 0.50. Likewise, Kipkebut (2010) maintain that a statistical alpha of 0.5 and above is reliable for testing reliability of research instruments. Moreover, Desvaus (2002) recommend that the relationship between an item and the rest of the items in the scale should be at least 0.30.

This research study therefore adopted a Cronbach's alpha of 0.7 as the hallmark of reliability. Hence, all items in the variables of the study were reliable for the reliability

assessments were listed; instructional supervision (0.946), communication (0.947), coordination of donor support services (0.948), involvement of parents in planning (0.948) creation of conducive learning environment (0.9455). The higher the alpha coefficient is, the sure presence of consistency among the items in the assessment concept. In this study, all the variables used had a statistical alpha of 0.7 and above as shown in table 3.2.

Table 3. 2 Summary of reliability statistics for variables for headteachers

Determinant	Number of items	Cronbach's Alpha
Instructional supervision **communication**	4	0.946
Coordination of donor support services	3	0.948
Involvement of parents in planning	2	0.947
Creation of conducive learning environment	2	0.9455

The reliability of qualitative research instrument concentrates on the researcher as being the real instrument and making the validity and reliability be treated the same (Cohen, Manion & Marison, 2007 in Ekabu 2018). In addition, reliability entails trustworthiness of a researcher to her participants which has in it; Credibility, transferability, dependability and conformability. Credibility is the confidence in the findings that the participants have in the researcher as well as the conditions under which the research was carried out which was guaranteed through the researcher beseeching with the participants to consent freely to take part in the study without being coerced or compelled. The participants were also given the privilege to withdraw and freedom of expression. On the same breath,

participants were assured that data collected as well as their opinions would be treated with a lot of confidentiality hence being credible.

Transferability is the applicability of the research findings in other contexts and settings (Cherop, 2013). The researcher maintained transferability by following the research methodology, collected data, and reported the phenomenon of the study which that accorded other researchers and scholars to read and make the last sentence about the findings and infer to other circumstances.

Ekabu (2018) describes dependability or consistency as showing that findings could be repeated if another study was done with the same instrument and under same situation. To ensure this, the researcher used interview schedule and made sure that data collection and reporting was specified in alignment to the study objectives. This gave assurance that if future researchers did a similar study under the same conditions, there was a higher probability of gaining the same results.

Conformability or neutrality in this study meant that there was no biasness in the study findings because only the participants' views and opinions were recorded. By recording or collecting data at the source of the interview helped in avoiding bias from the researcher. Any leading questions were eliminated and amble time allocated to all interviewees to answer questions. The use of varied data sources, that is, the triangulation method, enhanced the reliability. Triangulation eliminates biases arising from relying exclusively on one data collection method (Gall, 2003).

3.8 Data collection procedures

The researcher obtained an introductory letter from the Department of Educational Administration and Planning at the University of Nairobi and as well secured a permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher further sought permission from the County Director of Education and the County Commissioner in Makueni County, as well as from the Sub-county Directors of Education in Mbooni East and West and the Deputy County Commissioners in both Mbooni East and West Sub-Counties. After securing the permissions, the researcher then distributed the questionnaires to the participants in the sampled schools. The researcher later collected the filled questionnaires within a duration of two weeks. To carry out the face-to-face interviews, the researcher booked appointments with the sampled parents and the two Education Officers as scheduled. There was checking and observation of documents and checklists from the headteachers' offices.

3.9 Data Analysis Techniques

According to Matula et al (2018), data analysis is the process of systematically organizing, summarizing and scrutinizing responses obtained from respondents, whether in text format (qualitative research) or numbers (quantitative research), in order to make conclusions.

Quantitative data were first entered into an Excel Spreadsheet Database and updated every day after fieldwork. This is appropriate for purposes of organization and easier management during the data collection phases. The researcher then checked all completed questionnaires for completeness. Quantitative and qualitative data that was collected from both primary and secondary sources were categorized, frequencies tallied, then coded and

entered into the computer to generate quantitative data. After the data were cleaned, descriptive statistics like the mean, standard deviation, percentages were done, and estimations for all the variables of the study and the information presented inform of frequency tables. The descriptive statistics assisted the researcher to meaningfully report distribution of scores using a few indices (Mugenda & Mugenda, 2003).

Statistical Package for Social Sciences (SPSS) version 23 was utilized for data analysis. Demographic data was analyzed using descriptive statistics, that is, frequencies and percentages. Responses from participants for both the headteachers' administrative practices and inclusion of learners with SNE in the study schools were coded and analyzed accordingly into frequencies and percentages. Quantitative data were presented in frequency tables.

The analysis report on the Likert scale results were done through the descriptive statistics that is known as the "collapsing response 'by (Gwavuya, 2003), which is done by adding the responses. Strongly Disagree percentages are added to those of Disagree responses (SD+D). Strongly Agree are added to the Agree (SA+ A) as well as the mean and the standard deviation of all the variable items. The same method was applied to all response type tables when reporting findings.

Qualitative data was collected using interview questions that were aligned to the research objectives and questions on influence of headteachers' involvement of parents on inclusion of learners with special needs in education and on influence of headteachers' participation in provision of appropriate learning environment on inclusion of learners with special needs education This data amassed from semi structured interview schedules and

secondary data from document analysis and checklists from the headteachers' offices were analyzes qualitatively. The hand written notes from the interview and document analyzing were transcribed, categorized, summarized and complied into the ordinary themes according to objectives and the qualitative findings were combined into the quantitative findings from the questionnaires in the final report.

Inferential statistics in the second stage were also computed to test the stated hypothesis of the study. Student independent t-test and One Way ANOVA test were used to test hypotheses at 95 percent level of confidence and 5 percent level of precision. The t-test was used to analyze the five objectives on the questionnaires fill-in by the headteachers, since it is recommended for small data less 30 participants. The One- Way ANOVA output was used to analyze all the five objectives on the section fill-in by the teachers. It is recommended for larger data above 100 participants.

The Independent samples t-test compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. It is also used to test hypothesis in statistics. The analysis and discussion covers the similarities and differences in relationship between the administrative practices and inclsion using t-test (Levene's Test for Equality of Variance) and stating the Null hypothesis for headteachers and One-Way ANOVA output for the teachers where the Null hypothesis was stated basing on the hypothesized relationship between inclusion and the independent variables. The one-way analysis of variance (ANOVA) was used to determine whether there are any statistically significant differences between the means of two or more independent groups (Cooper & Schindler, 2016) These data is represented in

table 4.24 (Levene's Test for Equality of Variance) and Table 4.25 (One-Way ANOVA Output).

3.10 Ethical Considerations

Saunders et al 2009; Kothari, 2004 ; Orodho et al, 2006; Mugenda, 2008, posit that ethical issues in research are related to confidentiality, volunteerism and anonymity as well as the appropriateness of the researcher' behavour in relation to the rights of those who become the subject of their work or are affected by it.

Before embarking on the study to collect data, the researcher secured permission documents from the County Director of Education, the County Commissioner at Makueni County headquarters, from the two Sub-County Directors of Education as well as from -the two Sub-county Commissioners in Mbooni East and West Sub- counties..

Prior to the administration of the instruments, the researcher sought consent to collect data from the respondents (informed consent) explaining to them the nature of study, that is the reason why the data is being sought to ensure they are comfortable and requesting them to fill the questionnaires voluntarily. This was done through a covering letter. The letter also highlighted to the selected respondents that their participation was voluntary and that they could terminate at any point without penalty. The letter further emphasized the issue of utmost confidence to the information given by the respondents. Anonymity and confidentiality of the respondents was ensured by not giving identity on tools. The respondents chose venue or location of interview where they felt comfortable. The information collected was treated confidentially and used for the purpose of the study only.

In the final report, the researcher reported results of the study that represented what was observed or reported by the participants after proper analysis of all the data collected. The data analysis was objectively done and this ensured there was no misinterpretation of data hence minimizing the likelihood of distortion of the findings, conclusions and any other course of action that could have arose from the study process.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS, AND DISCUSSIONS

4.1 Introduction

The chapter presents the findings and discussion of the study carried out. The chapter presents the response rate, the respondents' distribution by gender, academic qualifications, the period of service as a head teacher, category of school and designation.

The analysis and discussion covers the similarities and differences in statistically significant differences between the administrative practices and inclusion. The researcher used t-test (Levene's Test for Equality of Variances) to state the Null hypotheses for questionnaires fill-in by the head teachers in all the five objectives. A t-test is used to test variance of variables from a small data less than 30 participants. The study had a sample population of 23 head teachers. One Way ANOVA output was used to state the Null hypotheses for questionnaires fill-in by the teachers in all the five objectives. One-Way ANOVA Output is used to analyze data from a large population sample, over 100 participants. The Null hypotheses were stated basing on the hypothesized relationship between inclusion and the independent variables. According to Matula et al (2018) and Creswell (2009), t-test is among the most common used inferential statistics.

4.2 Overall Response rate

The study involved a total of population of 1896 respondents and a sample size of 194 respondents was determined for the study in Mbooni East and West sub counties. 186 teachers were chosen to fill the questionnaires. A good response was received from 173

104

teachers in Mbooni East and West sub counties who responded to the questionnaires. This gives a highly significant response rate of 94.57 percent. This according to Mugenda and Mugenda (2003), a 50 percent response rate is adequate, a 60 percent and above response rate is good and a 70 percent and above response rate as adequate, a 70 percent and above response rate as being very good. Basing on this assertion, 94.57 percent response rate is therefore, deemed very high and sufficient to make valid and reliable conclusions for this study. The researcher's efforts of pre-notifying the relevant respondents yielded to this high response rate. In addition, the use of drop and pick method applied by the researcher allowed participants ample time to fill the questions before the researcher picked them in person. Table 4.1 presents the response rate

Table 4. 1 Response rate

Category	No. administered	No. returned/used	Percentage (%)
Head teachers	23	18	78.26
Teachers	186	186	100
Parents	6	6	100
Officers	2	2	100
Total	217	212	94.57

Rate of return was 173 teachers out of 186 teachers who returned their fill-in questionnaires duly completed. This was a highly significant response of 94.57 percent. The impressive return rate was due to the efforts of the researcher who constantly kept reminding the

respondents about the essence of completing the exercise either through direct calls or through their head teachers. The response is deemed to make valid and reliable conclusions for this study.

Concurrently, 6 parents and 2 Education Officers were subjected to face to face interviews as sampled from their population. The interviews yielded 100 percent. This small number of parents and officers was in line with findings by different scholars such as Lathan (2013), Creswell (2011), Saunders (2016), and. These scholars recommended that qualitative data require small samples for homogenous interview respondents and the data should be collected to saturation until no new information is obtained from the interviewees.

4.3 Demographic characteristics of head teachers and teachers

The first part of the questionnaires for both head teachers and teachers, the participants were requested to provide information on demographic data such as: gender, age, academic qualifications, number of years served in the current station, years of service as head teacher, if trained in special needs education, and category of school. The main purpose of describing the demographic characteristics, which was not part of the study, was to ascertain if there was any influence on the research findings, as well as the accuracy of the data collected.
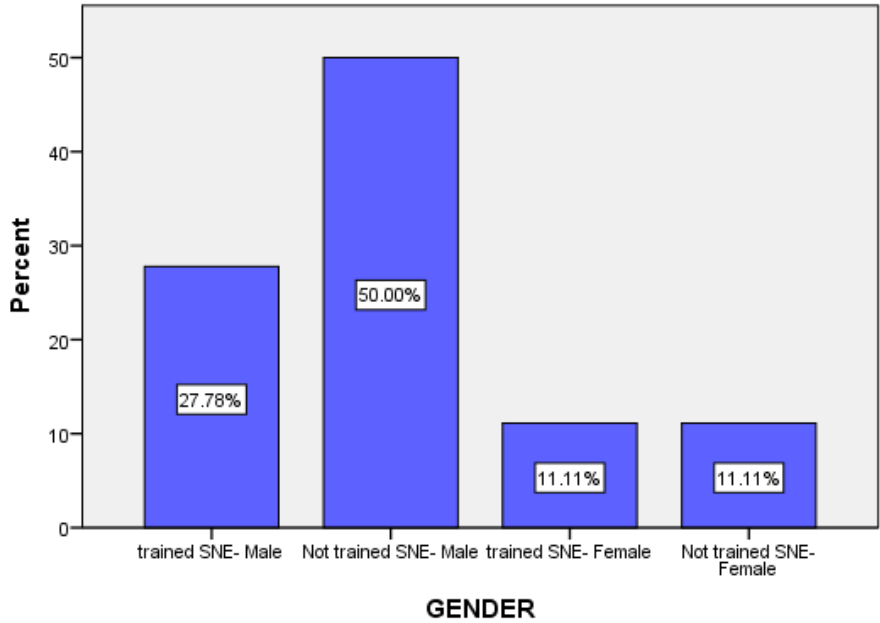
Figure 4. 1 A Bar Graph: Head teacher's Distribution by Gender

The study reveal that majority of the head teachers were male but not trained in SNE as

represented by 50.00%.
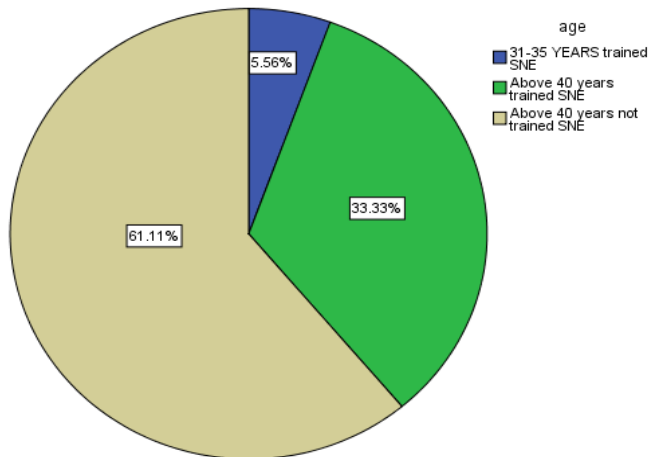
Figure 4. 2 A Pie chart Showing Head teacher's Age Percentage

Majority of the head teachers aged above 40 years but were had not received any training

in SNE as represented at [61.11%].
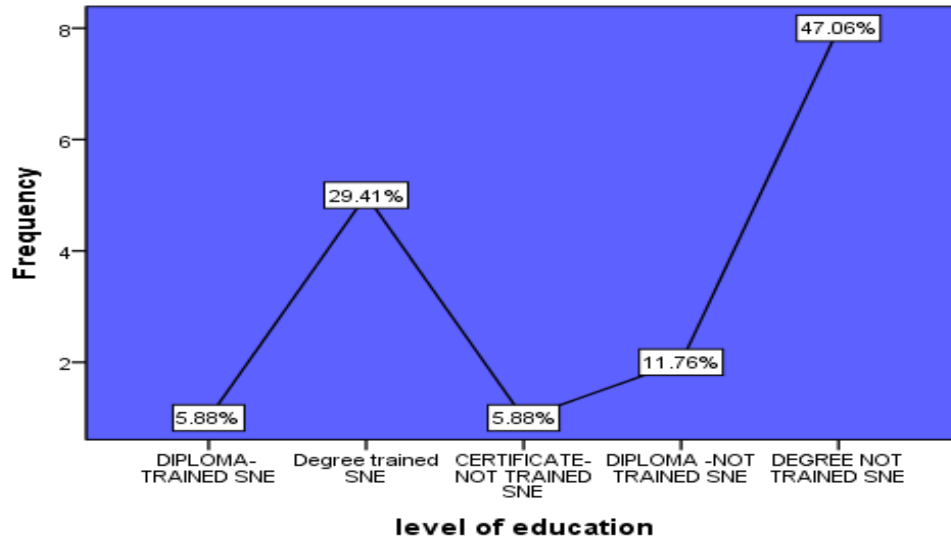
Figure 4. 3 A Line Graph Showing Head teachers Level of Education

The descriptive statistics results of the study indicate 47.06% of the head teachers had attained degree as their highest level of education but had not received training in SNE.
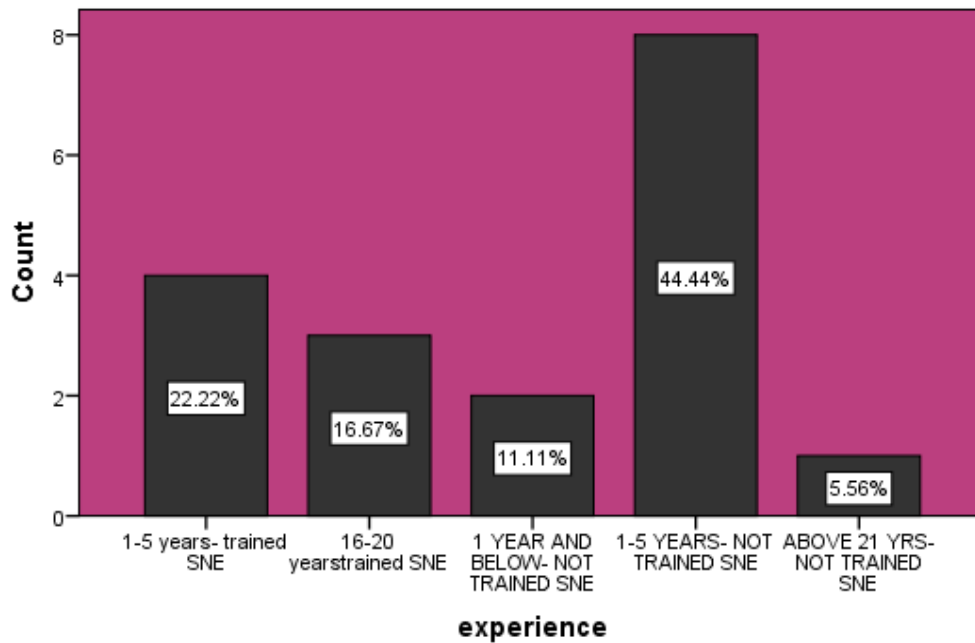
Figure 4. 4 A Bar graph Showing Head teachers Teaching Experience by Years

Majority of the head teachers had a working experience of between 1-5 years as represented by 44.44%.

Table 4. 2 Distribution of teachers by gender, age bracket

The researcher investigated the gender of the respondents by grouping into age brackets. The results showed that the male gender participated in larger percentage than the female gender.

Informants by Gender

	Frequency	Percent
Male	152	81.7
Female	34	18.3
Total	186	100.0

Most of the respondents were male (81.7). A small percentage of the female teachers participated in the study (18.3)

Table 4. 3 Distribution of Respondents by Age Bracket

	Frequency	Percent
31-35 years	10	5.4
Above 40 years	176	94.6
Total	186	100.0

The largest percentage (94.6) was from respondents aged above 40 years; those aged between 31-35 years participated at 5.4 percent.

Table 4. 4 Distribution of respondents by Level of Education

	Frequency	Percent
Certificate	10	5.4
Diploma	25	13.4
Degree	138	74.2
No response	13	7.0
Total	186	100.0

Degree holders had the highest percentage (74.2), followed by Diploma holders (13.4) and then certificate holders (5.4), while 7.0 did not respond.

Table 4. 5 Distribution of Respondents by Experience

	Frequency	Percent
1 year and below	16	8.6
1-5 years	134	72.0
16-20 years	26	14.0
Above 21 years	10	5.4
Total	186	100.0

Respondents with experience between 1-15 years had highest percentage (72.0), followed by 16-20 years (14.0), 1 year and below (8.6) and above 21 years (5.4). The descriptive statistics results of the study reveal that majority of the head teachers had not trained in SNE as represented by 81.8% were male, followed by those who had trained in SNE at 71.4%. Female head teachers at 28.6% were involved in the study and had trained in SNE while those female head teachers who had not trained in SNE were represented by 18.2%. The study also indicated that 100% of the head teachers who had no trained in SNE were aged above 40 years. Respondents who aged 31-35 years were represented by 14.3%. The descriptive statistics results of the study reveal that majority of the head teachers had trained in SNE and had attained a university degree as their highest level of education as represented by 83.3%. The rest of the responded has trained in the lower cade levels.

The descriptive statistics results of the study indicate 72.7% of the head teachers has a teaching experience ranging from 1-5 years and had not received trained in SNE. Followed by those informants who had not trained in SNE and had teaching experience at interval 1-5 years at 66.7%. Those who had trained in SNE at 57.1%, those who did not train in SNE and had a teaching experience of below 1 year at 18.2% and those who had not trained in SNE had a teaching experience of above 21 years.

In table 4.2 the summary of the teacher respondents per gender indicated that majority of the informants who participated in the study were male teachers as represented by 81.7 percent and female teachers at 18.3 percent. Naturally, the male gender has no passion for handling the young ones especially the challenged ones. This asserts why we have few teachers trained in special needs education in public primary schools in Mbooni East and West Sub-Counties.

These findings were supported by an Observational study, on male and female Professional caregivers, which stated that surrounded by women in early childhood and education, young children grow up in a women's world. With approximately only 3% of men working in pre-primary education all over the world (OECD, 2012), the workforce in these settings is predominantly female. However, this is disputed by Aigner (2012) who found that, during daily occurring situations, male caregivers interacted on average more positive and less punitive toward children than their female colleagues, and were more permissive than females. The descriptive statistics findings of the study reveal that 94.6 percent of the respondents are in the age bracket of above 40 years while the remaining age of the respondents been between the age of 31 to 35 years at 5.4 percent.

Majority of the respondents have attained university degree as represented by 74.2 percent. Followed by those teachers who are diploma holders at 13.4 percent. Teachers having a certificate making the least count at 5.4%. According to descriptive inferential data from the Sub-County Education Officers, most of teachers trained in special needs education are Diploma holders (13.4%) from the descriptive statistics results. We conclude that, few public primary schools in Mbooni East and West sub counties are staffed with special needs education trained teachers who can support implementation of inclusion of learners with special needs in education in the two sub counties. The descriptive statistics findings of the study showed that 72.0 percent of the teachers had teaching experience of between 1 to 5 years. Teachers with teaching experience of between 16 to 20 years followed as represented by 14.0 percent. Those with experience of one year and below at 8.6 percent while those who have served in the service for more than 21 years had the least count at 5.4 percent.

The study findings show that 72.0 percent of respondents had teaching experience between 1-5 years, then it is not possible to been trained in Special Needs Education (SNE), hence they knew very little if any about the inclusion of learners with special needs in education. A research by Maina (2015), found out that positive attitudes are indispensable if inclusion has to succeed in regular public primary schools. Another study was also done by Langas (2017) on effects of teacher characteristics on pupils' academic performance in KCPE in inclusive classroom in public primary schools in Narok North Sub- County, Kenya. It showed that majority of the respondents 84 (87.5%) agreed while 12 (12.5 %) strongly agreed that the teachers lack of knowledge has created an attitude in teachers which has directly affected the performance of learners with special needs in education. Praisner (2003); Agbenyega (2006) ;Shaddock (2005);Morris and Sharma (2011) agreed with the

findings and noted that the teachers have no professional knowledge and skills to handle learners with special needs in inclusive setting which leads to the poor results.

During the interviews with the Education Officers, one of them disclosed that most teachers are never interested in implementing inclusion for the fear that they are not qualified enough since most of them are not trained in special needs education. The officer concluded that negative attitude of the teachers was the greatest challenge in the implementation of inclusive education (MoE, Mbooni East &West Sub- counties 2019).

Literature reviewed show that head teachers' professional training and work experience was a major ingredient in their administrative practices such as instructional supervision. Kirui (2012) further posits that if the two aspects are below average, then, the head teacher who is considered as an instructional leader fails in the practice and the teachers do not trust their reports. However, a study by Wawira (2012), in contrast found that head teachers' administrative experience and professional training does not impact on their performance in instructional supervision roles. Buregeya (2011), Duflo (2007), and Nyamwamu (2010) concur further by stating that the headteachers make informal class visits rather than formal as they collect data on teachers' classroom conduct or behaviour

4.4 Instructional Supervision and Inclusion of learners with Special Needs in Education in Public Primary Schools

The first objective of the study was to determine the influence of head teachers' instructional supervision on inclusion of learners with special needs in education in Mbooni East and West Sub Counties, Makueni County. The researcher collected and analyzed the data using SPSS (Version 23);

Table 4. 6 Inclusion checklist for visited schools

School	Adapted Environment	Wide Doors	Spacious Classrooms	Usable Ramps	Adapted Latrines	Presence of SNE Trained Teachers	Indicator score out of 12
Utangwa HGM	0	1	1	1	0	1	4
Mutaki Primary School	0	1	1	0	0	0	2
Mutitu SDA	0	1	1	0	0	0	2
Lung'u P S	0	1	1	0	0	1	3
Kavumbu	0	1	1	0	0	1	3
Kalawa Ps	0	1	2	1	0	1	5
Syokilati	0	1	0	1	0	2	4
Kyaume	1	1	1	0	0	1	4
Miangeni	0	0	2	0	0	0	2
Nthilani	0	2	2	0	0	2	6
Ngiluni Ps And Small Home	2	2	2	2	2	2	12
Kaketi	0	1	2	0	0	2	5
Ititu	0	1	2	0	0	2	5
Kathulumbi	0	0	2	1	0	0	3
Kimandi	0	0	2	0	0	2	4
Kako M.H School	2	2	2	2	2	2	12
Iviani	0	0	1	1	0	2	4
Kakuswi H.I Special School	2	2	2	2	2	2	12
Kyangoma Special School	2	2	2	2	2	2	12
Kikima Deb P.S	0	0	0	0	0	2	2
Mweani Special School	0	2	2	0	0	2	6
Tututha Primary Special Unit	0	0	2	1	0	2	5
Kitundu Primary School	0	1	1	0	0	1	3
Total score (out of 12)	**9**	**23**	**34**	**14**	**8**	**32**	**120**

The result findings from table 4.3 show that adaptation have been carried out only in the public primary schools with special units or small homes. These are Mweani special unit, Kyangoma special unit, Kakuswi H.I. special unit, Kako M.H special unit and Ngiluni small home

Table 4. 7: Mean and standard deviations for indicators

Table 4.7 is tabulation of the means and standard deviations of variables instructional supervision and inclusion.

Indicators	Mean	SDev
Adapted environment	0.39	0.783
Wide doors	1.00	0.739
Spacious classrooms	1.48	0.665
Usable ramps	0.61	0.783
Adapted latrines	0.35	0.775
Presence of SNE trained teachers	1.39	0.783

All the indicators as shown in the above table have a mean rating with a large margin from the standard deviation thus most of the respondents felt that the indicators were not put in place as required. In most public primary schools, the head teachers had not made the environment friendly to the learners with disabilities. Environments are adequately adapted in the small homes and special units only. This practice positively influences the placement of learners with SEN in these institutions rather than being included in the mainstream programs. Adapted environment and adapted latrines are poorly done in the institutions in Mbooni East and West sub counties.

The Teacher's Service Commission has staffed most of the schools with SNE trained teachers. Only four out of the twenty-three schools did not have SNE trained teachers, but the rate of implementation of inclusion in the area under study is still very low. This indicates that apart from the training the SNE teacher needs other supporting factors and practices to implement inclusion The schools with SNE trained teachers but with poorly implemented inclusion programs are those with no adaptations in their schools to accommodate learners with disabilities. In Inclusion, the environment must change to adapt the learner in a friendly environment. Such adaptations include; wide doors, usable ramps, adapted desks, spacious and well ventilated classrooms, adapted balls for the V.I among others. The researcher feels that these adaptations have not been done in the public primary schools in Mbooni East and West Sub- Counties.

Table 4. 8: Showing cross tabulation for Inclusion against Supervision

Correlations			
		Schools Indicator scores	Head teachers supervision
School indicator scores	Pearson Correlation	1	.720[**]
	Sig. (2-tailed)		.000
	N	23	23
Frequency of head teachers supervision	Pearson Correlation	.720[**]	1
	Sig. (2-tailed)	.000	
	N	23	23

[**]. Correlation is significant at the 0.01 level (2-tailed).

H0: There is statistically significant association between Frequency of head teacher's Supervision and school indicator score

H1: There is no statistically significant association between Frequency of head teacher's

Supervision and school indicator score

Since P-value< 0.001< p=0.05, we fail to reject HO, and conclude that there is statistically significant association between Frequency of head teacher's Supervision and school indicator score. The two variables had a positive Pearson's correlation relationship at 0.720.

Table 4. 9: Showing Correlations between learners included against frequency of Head teachers' Supervision

	Correlations		
		No of Learners Included	Frequency of head teacher's Supervision
No of Learners Included	Pearson Correlation	1	.090
	Sig. (2-tailed)		.682
	N	23	23
Frequency of head teacher's Supervision	Pearson Correlation	.090	1
	Sig. (2-tailed)	.682	
	N	23	23

H0: There is statistically significant association between Frequency of head teacher's Supervision and number of Learners Included

H1: There is no statistically significant association between Frequency of head teacher's Supervision and number of Learners Included

Since P-value= 0.682> p=0.05, we reject HO, and conclude that there is no statistically significant association between Frequency of head teacher's Supervision and number of Learners Included.

Seven items were used to study this variable assessed on a 5 point Likert scale ranging from 1- strongly agree to 5-strongly disagree. The detailed descriptive results for the objective are as shown in Table 4.3 as discussed below.

Table 4. 10 Descriptive statistics for instructional supervision

	Mean	SDev	SNE Training No SNE Training	SA %	A %	U %	D %	SD %
The head teacher closely supervises classroom teaching activities to enhance inclusive learning	4.17	0.924	Yes	28.6	57.1	0.0	0.0	14.3
			No	36.4	63.6	0.0	0.0	0.0
The head teacher supervises the learners learning activities to enhance inclusion	3.17	1.383	Yes	42.9	57.1	0.0	0.0	0.0
			No	18.2	81.8	0.0	0.0	0.0
The head teacher involves the teachers in supervision of curriculum implementation on inclusion of learners with special needs education	4.00	0.970	Yes	42.9	42.9	0.0	0.0	14.3
			No	18.2	63.6	18.2	0.0	0.0
The head teacher supervises preparation of professional documents to enhance inclusive teaching and	4.17	0.985	Yes	28.6	51.3	0.0	0.0	11.8
			No	36.4	63.6	0.0	0.0	0.0

The descriptive statistics results shown in table 4.3 reveal that head teachers trained in SNE agree at 57.1 that they closely supervise the classroom teaching activities to enhance inclusive learning, 28.6 percent of them strongly agreed, while 14.3 percent strongly disagreed. Secondly, for those head teachers who have not been trained in SNE 63.6 percent agreed that they closely supervise the classroom teaching activities to enhance inclusive learning where else 36.4 percent of them strongly agreeing with the same.

The item had a mean rating of 4.17 and standard deviation of 0.924 an implication that majority of the respondents in Mbooni East and West Sub-counties feel that headteachers do not supervise classroom-teaching activities for the purpose of enhancing inclusivity in learning. The descriptive statistics results also indicate that respondents who have trained in SNE at 57.1 percent of them agreed that they supervise the learners learning activities to enhance inclusion while 42.9 percent of them strongly disagree. In addition, for those headteachers who have not trained in SNE 81.8 percent agree that they supervise the learners learning activities to enhance inclusion thus 18.2 percent of them strongly disagreeing. The item had a mean of 3.17 and a standard deviation of 1.383. Therefore, the descriptive statistics results making a conclusion that most of the respondents do not believe whether the headteachers supervise the learners learning activities to enhance inclusion.

The descriptive analysis results shown in table 4.3 indicate that 42.9 percent of the

respondents who have been trained in SNE strongly agree that they involve teachers adequately in supervision of the curriculum implementation on inclusion of learners with special needs education same as those agreed and 14.3 percent strongly disagreed. In addition, those informants who have not been trained in SNE agreed that headteachers involve teachers in supervision of curriculum implementation on inclusion of learners with special needs education as represented by 63.6 percent, 18.2 percent representing both those who agreed and were undecided. The item had a mean of 4.00 and a standard deviation of 0.970. Therefore, most of the informants indicated that they did not involve teachers adequately in supervision of the curriculum implementation on inclusion of learners with special need education. The results indicate that respondents who were trained in SNE at 57.1 percent of them agreed that they supervise the preparation of professional documents to enhance inclusive teaching and learning in the school, 28.6 percent strongly agreed while 36.8 percent of them strongly agreed while 14.3 percent strongly disagree.

Some of the aspects on instructional supervision answered by the teachers included whether the head teacher involves the teachers in supervision of curriculum implementation of learners with special needs in education; and the head teacher closely supervises classroom teaching activities to enhance inclusive learning .The result findings show that the aspect of head teacher involves teachers in curriculum implementation has a significant mean which is 0.000 less than the tabulated mean of 0.005. We fail to reject the null hypothesis that there is statistically significant mean difference between head teachers involvement of the teachers in supervision of curriculum implementation on inclusion of

learners with special needs and their level of education. The result findings showing that the head teacher closely supervises classroom teaching activities to enhance inclusive learning, significant mean is 0.000. Hence, we fail to reject the null hypothesis that there is statistically mean difference between head teachers close supervision of classroom teaching activities to enhance inclusion in learning and their level of education. This failure to carry out the administrative practices negatively affects the implementation of inclusion program in public primary schools in Mbooni East and West sub-counties.

In addition, for those head teachers who have not been trained in SNE, 63.6 percent agree that they supervise the preparation of professional documents to enhance inclusive teaching and learning in the school and 36.4 percent of the respondents strongly agreed. The item had a mean of 4.17 and a standard deviation of 0.985 an indication that majority of the respondents do not agree with the point that they supervise the preparation of professional documents to enhance inclusive teaching and learning in the school. An independent student t-test was carried out for head teachers' supervision and inclusion of learners in public primary schools as shown on table 4.8 where the results stated that: $H0_1$. There is statistically significant differences between head teachers' supervision of classroom teaching activities to enhance inclusion in learning and been trained in SNE.

Since the calculated p-value = 0.302 > P-value = 0.05, we reject H0. Therefore, we conclude that there is no statistically significant difference between head teachers closely supervision of classroom teaching activities to enhance inclusion in learning and been trained in SNE (M= 3.86. SD= 1.464) not been trained in SNE (M= 4.36, SD = 0.505), t

(16) = -1.068, p= 0.302).This is clear indication that implementation of inclusion of learners with special needs in education has not taken root as far as instructional supervision is concerned. This study findings differ with results in the literature review, which allude that study results by Education Development Trust (2010), reveal that current Teaching and Learning International Survey (TALIS) of 23 nationals by the OECD established that ranging degree of instructional supervision exist in various national settings. School heads who had a diverse commendable instructional supervision focus were related with more collaboration among teachers, high positive teacher- learner interlinkages, and higher recognition of teacher innovation. The differences could be as a result of diverse teaching and learning environments.

A study carried out on learners in inclusive settings in West Africa by Obanya (2008) concur with studies carried out in Kenya by several researchers: Kitavi (2005), Muoka (2007), Kimeu (2010), Muriithi (2012), Abas (2014), and Ngui (2018), that instructional supervision counted to a great deal the learners' learning process and that if the headteacher fails to supervise, will not have influence on implementation of the curriculum such as inclusion. But Kiamba (2011), in his researcher findings alluded that, according to the Ministry of Education School Management Guide (2000), inspection visits to schools are poorly planned and lack clear objectives.

Table 4. 11: Descriptive statistics for instructional supervision on inclusion from teachers.

	Mean	SDev	SNE Training	SA	A	U	D	SD
			No SNE Training	%	%	%	%	%
The headteacher closely supervises classroom teaching activities to enhance inclusive learning	4.2118	0.81544	Yes	53.9	21.1	13.2	0.0	11.8
			No	40.0	60.0	0.0	0.0	0.0
The headteacher supervises the learners learning activities to enhance inclusion	3.2235	1.31785	Yes	0.0	51.3	0.0	0.0	48.7
			No	0.0	82.7	13.7	0.0	17.3
The headteacher involves the teachers in supervision of curriculum implementation on inclusion of learners with special needs education	4.2059	0.86275	Yes	42.1	0.0	0.0	0.0	11.8
			No	20.9	0.0	0.0	0.0	0.0
The headteacher supervises preparation of professional documents to enhance inclusive teaching and learning in the school	4.2118	0.81544	Yes	36.8	51.3	0.0	0.0	11.8
			No	39.1	60.9	0.0	0.0	0.0

The respondents trained in SNE, 53.9 percent of them strongly agree that head teachers closely supervise the classroom teaching activities to enhance inclusive learning, 21.1 percent of them agreed, 13.3 percent were undecided while 11.8 percent strongly disagree.

Secondly, for those teachers who have not been trained in SNE, 60.0 percent agreed that the head teachers closely supervise the classroom teaching activities to enhance inclusive learning where else 40 percent of them strongly agreeing with the same. The item had a mean rating of 4.2118 and standard deviation of 0.81544 an implication that majority of the teachers in Mbooni East and West sub-counties feel that head teachers do not supervise classroom teaching activities for the purpose of enhancing inclusivity in learning. Hence has negatively effects on inclusion of inclusion in public primary schools in Mbooni East and West sub- counties as shown in Table 1.1.

The results indicates that 42.1 percent of the respondents who trained in SNE strongly agree that head teachers involve teachers adequately in supervision of the curriculum implementation on inclusion of learners with special needs education. The findings indicate that 53.9 percent of teachers trained in SNE agree that headteachers' instructional supervision enhances their teaching to implement inclusion. In addition, those teachers who have not trained in SNE strongly agree that head teachers involve teachers in supervision of curriculum implementation on inclusion of learners with special needs education as represented by 20.9 percent. The item had a mean of 4.2059 and a standard deviation of 0.86275. Therefore, most of the teachers indicated that head teachers do not involve teachers adequately in supervision of the curriculum implementation on inclusion of learners with special needs education. This descriptive statistical analysis contradict the findings from studies by Dornbush and Scott (2003), Goldhammer (2003), Kiamba (2011) and Ekabu (2018) who support the instructional supervision of teachers for if given feedback on their instructional practices have high esteem and motivated to teach.

The results indicate that respondents who trained in SNE at 51.3 percent of them agree that head teachers supervise the preparation of professional documents to enhance inclusive teaching and learning in the school while 36.8 percent of them strongly agreed while 11.8 percent strongly disagree. In addition, for those teachers who have trained in SNE 60.9 percent agree that head teachers supervise the preparation of professional documents to enhance inclusive teaching and learning in the school and 39.1 percent of the respondents strongly disagreed. The item had a mean of 4.2118 and a standard deviation of 0.81544 an indication that majority of the respondents do not agree with the point that head teachers supervise the preparation of professional documents to enhance inclusive teaching and learning in the school.

In addition to calculation of the means and the standard deviations, a One way ANOVA output for the teachers was carried and analysed in the hypotheses .The one way ANOVA test for the headteachers' supervision and inclusion showed that there is statistically significant mean difference between headteacher instructional supervision of classroom teaching activities to enhance inclusion in learning and their level of education. Since the calculated p-value is 0.001 < P-value = 0.05, we fail to reject H01. Hence we conclude that there is statistically significant mean difference between head teachers closely supervising of classroom teaching activities to enhance inclusion in learning and their level of education as determined by one-way ANOVA $(F_{(2, 158)} = 12.476, P < 0.001)$.

These research statistical analysis findings were supported by a study carried out by Ngui (2018) that sought to determine the extent to which checking of teachers' professional

documents by the principals influenced students KCSE performance in Mwala Sub-county. The findings showed that no teacher's work record was checked by the principal daily. The documents were checked on a termly basis. A similar study by was done by Abdinoor (2012) in Isiolo who found out that head teachers did not supervise proper preparation of professional documents for their staff which led to a drop in academic performance. Abdinoors' findings concurred with findings from studies carried out by Leina (2013), in Starehe, Kimani (2013) in Naivasha, Ndung'u ((2015) in Kiambu, and Tamoh (2015) in Ololulunga. According to Ndung'u (2015), most head teachers ignored some aspects of Instructional supervision such as checking of learners' learning activities and records of work. Other studies carried out by Ngatuka (2002), Ministry of Education, Kenya (2007), Wilson (2010), and Ndung'u (2015), identified low staffing, lack of professionally trained personnel, none committal and negative approaches to work as some of the challenges facing instructional supervision. On the contrary, studies by Mbiti (2007) posit that attitudes of teachers towards instructional supervision in schools promote efficient implementation of programs, but it is the headteacher who should promote and create such attitudes by the approaches used in engaging in the instructional supervision activities.

Krammer, Blake & Rexach (2005) carried out a research study in America that revealed how teachers in high excelling schools view supervision as a friendly activity while as those in poor performing schools view it as a witch-hunt. These observations concurred with the findings by Marwanga (2004) and Adikinyi (2007) who observed that teachers do not take instructional supervision positively; hence, the advisory observations are not taken in. The researcher also carried out interviews with the two Sub County Education Officers

who were both male, using interview schedule guides. The officer from Mbooni West Sub County had served for three years in the Sub County while the officer in Mbooni East Sub County had served for two years in the Sub County .The officer in Mbooni west, narrated that there were 836 teachers and 107 head teachers in the Sub County, making a total of 943 teaching staff.

According to the education officer narration, there are four schools that practiced SNE in Mbooni West, namely: Kyangoma, Kitundu, Tututha and Mweani. But only one of them has a unit namely: Mweani for the Physically Handicapped (PH), the other three have special disciplines, Kyangoma Tututha and Kitundu are for the Mentally Handicapped (MH). The Education officer expressed his findings from regular visits and observations to the public primary schools that instructional supervision was not carried out in the schools to enhance implementation of inclusion in the area under study.

While interviewing the Education Officer from Mbooni East, he gave the population of head teachers as 97 and 796 teachers, amounting to 893 teaching staff. He explained that in Mbooni East Sub-County, there were three schools with established Special Needs Education programs. These were Ngiluni Mixed Day and Boarding primary school, Kako Special Unit for the Mentally Handicapped (MH) and Kakuswi School for the Hearing Impaired (HI). Ngiluni Mixed Day and Boarding Primary school has a Small Home for the learners who are Physically Handicapped (PH). These inferential statistics revealed that inclusion in the two Sub-Counties was yet to be implemented.

The two officers expressed that in the other public primary schools in Mbooni East and West Sub-Counties, little was mentioned about those learners with SEN and are learning with the regular learners with very little or no attention in terms of individualized Educational program (IEP). The two officers both mentioned in the interview that head teachers in their returns to the Ministry of Education always indicated that some numbers of learners with Special Educational Needs (SEN) existed in their enrolment but say nothing about their special program. These learners were always being made to repeat classes until they dropped out of school when performance was pecked on mean scores. The officers said that some of the head teachers had the training in SNE (83.3 percent with degrees, diploma at 16.7 percent). Most of them had the knowledge but they did very little in their administrative practices citing challenges in the institutions, community and the Ministry of Education. The officers said that head teachers should carry out instructional supervision, do communication, coordinate all donor support services, involve parents in the inclusion program, and participate in providing appropriate learning environment, among other practices. The Education officers agreed that all public primary schools had learners with Special Needs in Education, especially Specific Learning Difficulties (SLD) and Emotional Behavioral Difficulties (EBD), the most common ones and the least identified amongst the disciplines.

'*It is very unfortunate for those learners who suffer from the SLD and EBD for they are wrongly and mistakenly labelled as stupid for the case of SLD and as being rude and unruly for case of EBD'* ,commented the Education Officer, Mbooni East Sub- County.

The Education Officer from Mbooni West Sub-County briefly discussed their roles in

enhancing inclusion of learners with Special Needs in Education in Public Primary Schools, he said,

"*It's our noble duty as education officers to support the proper implementation of Inclusive Education of the learners with Special needs in education by ensuring regular monitoring of Curriculum implementation with special passion for the Adapted curriculum, inspecting the infrastructure to ensure adapted physical facilities like wide doors, ramps, adapted desks, rails in the latrines, magnifying glasses, wheel chairs, crutches, among others. We check on Curriculum Based Establishment (CBE)and its composition concerning those trained in Special needs education to ensure that inclusion is implemented in the right way, we hold staff-meetings with head teachers to discuss the progress of inclusion in their schools and encourage them to sensitize and create awareness to the parents and communities around their schools, guide the head teachers on how to solicit for donor support in their respective schools, as well as directing the Educational Assessment Resource Centres (EARC) Officers, who currently referred to as Curriculum Support Officers in Special Needs Education (CSO-SNE) to carry out regular assessments, give appropriate interventions and proper placements timely. We also advice the government, through the Ministry of Education on the position of special needs education on the ground, the strengths and challenges faced in the programme, among others.*"

The officer conclusively asserted that without the appropriate physical facilities, equipment for assessment and professionally trained personnel to teach and carry out the assessment, inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub counties, Makueni County, will remain a dream. Both, Education Officers cited the following as among some of the head teachers' administrative practices:

Instructional supervision, communication, coordination of donor support services, involving parents, providing appropriate learning environment, among others. The two officers supported the idea of inclusion saying that it is the best programme that gives learners an opportunity to have the privilege to learn with the regular learners in the mainstream. The inclusion programme in the public primary schools in Mbooni East and West sub counties in Makueni County is challenged by poor staffing of the teachers trained in special needs education, inadequacy of adapted infrastructure, poor and delayed funding of the programme, insufficient and inappropriate instructional materials, negative attitudes, stereotyping and discrimination, lack of well-equipped offices for the assessment programs, among others. The Educational Assessment Resource Centre Officers, who currently being referred to as Curriculum Support Officers-Special Needs Education (CSO-SNE) have the role to create awareness and sensitize stakeholders to support the inclusion programme, assess the children identified both in schools and at home, suggest the best intervention, and the appropriate placement, and in most cases, the inclusion especially to the cases that are not severe.

The Curriculum Support Officers (SNE) also do routine supervision of the preparations of individualized Educational Programs (IEP) and advice the teachers accordingly. The Education Officers were frank to state that the Curriculum Support Officers (SNE) rarely carried out the routine assessments due to lack of facilitation in terms of funds and transport, as well as inadequate and inappropriate equipment. A report that concurs with Kiamba (2011), who alluded that, the government had not deployed more Curriculum Support Officers (SNE) to match the increased enrolments of learners with special needs

in education, the growing number of new schools, and who would enhance the implementation of inclusion programs.

Finally, the Education Officers cited some strengths in support of inclusion in the two Sub-Counties, stating that the few trained teachers in Special Needs Education had passion for the inclusion programme and had inducted co-teachers to assist in the implementation as well as parents to help in preparation of Individualized Educational Programme materials for their children bot at home and in school.

The common challenges faced in instructional supervision mentioned by the two officers were in the area of balancing staffing due to the few trained teachers and head teachers in Special Needs Education in order to ensure proper implementation of the inclusion of learners with special needs in education. There was uneven workload amongst the teachers. They both cited the challenge of inadequate and delayed Free Primary Education Fund, Special Needs Education subsidy by the government, negative attitudes from their peers, some teachers, some of their parents and the community, attribution to poor performance, among others. The Education Officer from Mbooni East had this to say,

"Before *the Government of Kenya introduced Free Primary Education, teachers as well as parents were supporting extra tuition. After the government scrapped the tuition, the quality of education has deteriorated since teachers have no ample time to complete the syllabus and to give Individualized Educational Programme to learners with special needs in education and other learning difficulties and challenges. Further, the government has delays in disbursing the funds and the parents are reluctant to make payments for they*

claim that the education is free" This report was supported by the findings by UNESCO (2005) and Kiamba (2011).

The two Education Officers from Mbooni East and West Sub-Counties posited that inclusion of learners with special needs in education was far from full implementation in public primary schools in Mbooni East and West sub counties, Kenya.

Generally, these results are in agreement with literature reviewed. Rustermier, (2002) for example reported that Denmark, which is a pioneering country in terms of inclusion of learners has a remarkably rising number of children in special classes as well as in Germany and Norway. The findings also concurs with Miles (2000), Bosa (2003), and Mittler (2002), who described the situation of inclusion in some countries in Africa such as South Africa, Uganda, and Lesotho among others, which have no National Policy in favour of inclusion. Authors such as Vislie (2003) and Piji and Vann De Bos (2001) fixed the last nail by discussing how Integration was the most preferred programme in the United Kingdom and other Western countries. These results bitterly differ with The Individuals with Disabilities Education Act (IDEA, 1990) who supported the concepts of educating learners with disabilities alongside their peers in their neighborhood public primary schools in the United States. Further, the statistical analysis repots do not support The World Conference on Special Needs Education (SNE) in Salamanca in 1994, with the espousal of the Salamanca Statement and Framework for Action on Special Needs Education, which signifies the event that set the policy agenda for inclusion on a global basis (UNESCO, 1994).

To conclude, studies by Dornbush and Scott (2003) , Goldhammer (2003) and Kiamba (2011), support the instructional supervision of teachers for if given feedback on their instructional practices develop high esteem and get motivated to teach and support the

learners with special needs in education.

Hence, the headteachers in Mbooni East and West sub-counties should embrace this practice in order to fill the gap identified by the researcher in the area of study

4.5 Communication and Inclusion of Learners with Special Needs in Education in Public Primary

The second objective of the study was to find out the influence of headteachers' effective communication on inclusion of learners with special needs in education in Mbooni East and West Sub- counties, Makueni County. Nine items were used to study this objective on a Likert scale 1 to 5, where 1 is strongly agree and 5 is strongly disagree as shown in Table 4.4.

Table 4. 12 Descriptive statistics on   communication and inclusion (Headteachers)

	Mean	SDev	SNE Training	SA	A	U	D	SD
			No SNE Training	%	%	%	%	%
There are well spelt communication means on inclusion by use of official letters, circulars, notices, minutes, reports and announcements.	3.94	0.998	Yes	28.6	57.1	0.0	0.0	14.3
			No	18.2	72.7	0.0	9.1	0.0
There is open communication means on inclusion between head teachers, teachers, learners, parents and community which is continuous, clear and not ambiguous, for example by use of dialogue and meetings.	3.94	0.998	Yes	28.6	57.1	0.0	0.0	14.3
			No	18.2	72.7	0.0	0.0	0.0
The school mission and vision communicates well the concept of inclusion of learners with SNE.	3.89	1.079	Yes	28.6	42.9	0.0	14.3	14.3
			No	27.3	54.5	18.2	0.0	0.0
The headteacher uses three major communication networks to express the concept of inclusion in the school namely: downwards, upwards and horizontal communication.	4.2294	0.89724	Yes	14.3	57.1	0.0	14.3	14.3
			No	9.1	72.7	18.2	0.0	0.0

The descriptive statistical analysis findings indicated that 57.1 percent of the respondents who had trained in SNE agreed that they provided well spelt communication means by use of official letters, circulars, notices, minutes, reports and announcements. Those who strongly agreed at 28.6 and those who strongly disagreed making the least count on the category at 14.3 percent. Informants who had not trained in SNE majority of them agreed that they provided well spelt communication means by use of official letters, circulars, notices, minutes, reports and announcements at 72.7 percent, those strongly disagreed at 18.2 percent and 9.1 percent disagreed. The item had a mean of 3.94 and a standard deviation of 0.998. Implying that majority of the respondents involved in the study did not support that they provided well spelt communication means by use of official letters, circulars, notices, minutes, reports and announcements.

The item had a mean of 3.94 and a standard deviation of 0.998. A show in the study that majority of the headteachers in Mbooni East and West sub counties did not agree that there is open communication means between head teachers, teachers, learners ,parents and community which is continuous, clear and not ambiguous , for instance, by use of dialogue and meetings on inclusion. This study findings differ with Pacer center findings that posit within the special Education process where the individualized Education Programme (IEP) meetings and other school meetings are important components of a learners education program. The findings further revealed that a parent's responsibility goes beyond giving consent and taking part in the explanations. The document highlights that in the process, the parent is expected to ask questions, bring up issues to discuss, gather information, and clarify points as part of their role in the special needs education process.

The item had a mean of 3.89 and a standard deviation of 1.079. Making a conclusion, that majority of the headteachers in Mbooni East and West sub counties cited that school mission and vision did not communicate well on the concept of inclusion of learners with special needs.

The findings indicated that 57.1 percent of the informants who had been trained in SNE agreed that they used three major communication networks to express the concept of inclusion in the school namely; downwards, upwards and horizontal communication. Those strongly agreed at 14.3 percent, disagreed and those who strongly disagreed both represented by 14.3 percent. On the other hand, respondents who had not trained in SNE,72.7 percent of them agreed that, that they used three major communication networks to express the concept of inclusion in the school namely; downwards, upwards and horizontal communication. Undecided following at 18.2 percent while those who strongly agreed at 9.1 percent. The item had a mean of 4.17 and a standard deviation of 0.985. An indication that majority of the headteachers in Mbooni East and West sub counties do not consistently use three major communication networks to express the concept of inclusion in the school namely; downwards, upwards and horizontal communication. The study findings differ with various studies especially Katolo (2015), who posit that the headteacher is expect to communicate to his members of staff, parents/ guardians, learners and significant others to clarify any unclear policies. This is because literature has it that.

Education for learners with special educational needs is a shared task of parents and professionals. The role of families and parents in the inclusion can be improved through communicating vital information in precise and clear language. The head teacher who is

the head of the institution, is bestowed with the mandate to coordinate all the activities of the school ,for example, curricular and extra- curricular, parents meetings, Board of Management (BOM) meetings, staff meetings and learners programmes. Hence, not the case in the public primary schools in Mbooni East and West sub counties, Makueni County.

Table 4. 13 Descriptive statistics on   communication and inclusion (teachers)

	Mean	SDev	SNE Training No SNE Training	SA %	A %	U %	D %	SD %
There are well spelt communication means on inclusion by use of official letters, circulars, notices, minutes, reports and announcements.	3.9647	0.92240	Yes	36.8	51.3	0.0	0.0	11.8
			No	0.0	79.1	0.0	3.6	17.3
There is open communication means on inclusion between head teachers, teachers, learners, parents and community which is continuous, clear and not ambiguous, for example by use of dialogue and meetings.	3.9882	0.93574	Yes	36.8	51.3	0.0	3.6	11.8
			No	11.8	84.5	0.0	0.0	0.0
The school mission and vision communicates well the concept of inclusion of learners with SNE.	3.9824	098193	Yes	36.8	35.5	0.0	15.8	11.8
			No	30.0	41.7	27.3	0.0	0.0
The headteacher uses three major communication networks to express the concept of inclusion in the school namely: downwards, upwards and horizontal communication.	4.2294	0.89724	Yes	19.7	52.6	0.0	15.8	11.8
			No	8.2	74.5	17.3	0.0	0.0

The finds indicated that 51.3 percent of the respondents who had trained in SNE agreed that the head teachers provided well spelt communication means by use of official letters, circulars, notices, minutes, reports and announcements. Those who strongly agreed at 36.8 and those who strongly disagreed making the least count on the category at 11.8 percent. Informants who had not trained in SNE majority of them agreed that head teachers provided well spelt communication means by use of official letters, circulars, notices, minutes, reports and announcements at 79.1 percent. 17.3 percent strongly agreed while those who disagreed were represented by 3.6 percent. The item had a mean of 3.9647 and a standard deviation of 0.92240. Implying that majority of the teachers in Mbooni East and West sub-counties did not support that head teachers provided well spelt communication means by use of official letters, circulars, notices, minutes, reports and announcements.

The results also indicate that 51.3 percent of those teachers involved in the study and were trained in SNE agree that there is open communication means between head teachers, teachers, learners ,parents and community which is continuous, clear and not ambiguous , for instance, by use of dialogue and meetings on inclusion. Those who strongly agree among them been represented by 36.8 percent and those who strongly disagree at 11.8 percent. Respondents who did not train in SNE majority of them at 84.5 percent agree that that there is open communication means between head teachers, teachers, learners , parents and community which is continuous, clear and not ambiguous , for instance, by use of dialogue and meetings on inclusion. Those who strongly agree among them been represented by 11.8 percent while 3.6 percent of them disagree. The item had a mean of 3.9882 and a standard deviation of 0.93574. This concurs with the Pacer Center who

describes the communication within the special education process where the Individualized Education Program IEP meetings and other school meetings as important components of a learner's education program. A parent's responsibility goes beyond giving consent and taking part in the explanations. In the process, the parent is expected to ask questions, bring up issues to discuss, gather information, and clarify points as part of their role in the special education process.

As shown in the study that majority of the teachers in Mbooni East and West sub counties did not agree that there is open communication means between head teachers, teachers, learners ,parents and community which is continuous, clear and not ambiguous , for instance, by use of dialogue and meetings on inclusion.

The results of the study indicated that 36.8 percent of those respondents who had been trained in SNE strongly agreed that the school mission and vision communicated well on the concept of inclusion of learners with special needs. Closely followed by those who agreed at 35.5 percent. Informants who disagreed at 15.8 percent and those who strongly disagreed at 11.8 percent. Secondly, those head teachers who did not train in SNE 42.7 percent of them agree that the school mission and vision communicated well on the concept of inclusion of learners with special needs. Followed by those who strongly agreed at 30.0 percent while those who are undecided making the least count at 27.3 percent. The item had a mean of 3.9824 and a standard deviation of 0.98193. Making a conclusion that majority of the teachers in Mbooni East and West sub counties cited that school mission and vision did not communicate well on the concept of inclusion of learners with special needs.

The findings indicated that 52.6 percent of the informants who had been trained in SNE agreed that head teachers used three major communication networks to express the concept of inclusion in the school namely; downwards, upwards and horizontal communication. Those strongly agreed at 19.7 percent, disagreed at 15.8 percent and those who strongly disagreed as represented by 11.8percent. On the other hand, respondents who had not trained in SNE 74.5 percent of them agreed that that head teachers used three major communication networks to express the concept of inclusion in the school namely; downwards, upwards and horizontal communication. Undecided following at 17.3 percent while those who strongly agreed at 8.2 percent. The item had a mean of 4.2294 and a standard deviation of 0.89724. An indication that majority of the teachers in Mbooni East and West sub counties felt that head teachers do not consistently use three major communication networks to express the concept of inclusion in the school namely; downwards, upwards and horizontal communication.

Effective communication is closely linked to digital inclusion, which seems to lack among the SNE learners, their parents and most stakeholders in Mbooni East and West sub counties the targeted area of study. Digital learning is an essential ingredient to inclusion. The teachers, learners and the parents are expected to be digital literate. But according to research as reviewed by literature, there is unequal access Information and Communications Technology (ICT) has become known as the digital divide, It is imagined more often when addressing access to personal computers (PCs) or the internet and that the divide is there between the ones who have access and those who have not. Moreover, the simple binary divide sidelines the several different types of ICT methods used in

communication like the video, phone, and others which are available and the many levels of communication possible involved. Having this review in mind, it is clear that there no communication between the headteacher, teachers, learners and the parents in the inclusive setting.

These study findings are supported by Ambrukaitis and Ruskus (2002) who posit that the different participants in education processes could have diverse priorities as far as the education of learners with special needs in education or challenges. This research shows that teachers often consider the likes and expectations of parents of a learner with an impairment, poorly-informed or not realistic, hence, the parents' desires and cares remain unheard by teachers and not included into the education process. The findings are further supported by Opini, 2011; Gona et al., 2010; Hartley et, al., 2009 who assert that disability is understood in the context of communities. From the findings of this study, the researcher concluded that the headteachers did not involve the parents of the learners who are from the community to plan for the inclusion of learners with disabilities. The results were P= 0.1315> P- value 0.05 (t-test) and P=0.0025< P-value 0.05 (One-Way ANNOVA Output).The findings indicated that the headteachers did not involve parents in the planning for inclusion activities and as well the teachers' results concluded that there is statistically significant mean difference between headteachers' involvement of parents and inclusion. An implication that the headteachers can plan without involving the parents. This explains why implementation of inclusion programs has failed to take shape in public primary schools in Mbooni East and West since inclusion depends on the context of the community.

According to the researcher, the study findings reveal a situation where the parents or the community seem to underestimate the capabilities and skills in a child with disability. Hence the failure to support inclusion programs. They further write that in Kenyan societies, parents expect their children to take good care and support them in their old age. Therefore, if a parent begets a child who is challenged, they consider themselves unfortunate. However, their lifestyle can change if they acquire education, enabling them to support the family in different endeavors, citing the slogan by the PWDs which says "Disability is not inability" (Opini, 2010; Ingstad and Grunt, 2007).

The research findings in this study revealed that there was poor communication between the head teachers and the teachers in the public primary schools. This study findings concur with findings by Buhere (2013) where the teacher participants affirmed that some of the resources were inappropriate because the headteachers fail to consult the special needs education teachers when went to purchase the resources, or when they acquired or modified the school structure.

The study reveal that 80.0 percent of the respondent cited that staff meeting book was available in co-education school type while 20.0 percent of the respondents stated also staff meeting book was available but they did not specify the type of the school with the item having a mean rating of 1.170 and a standard deviation of 0.383. If the headteachers administrative practices implemented and which are key areas of focus at 86.7 percent for co-education school, 13.3 percent for type of schools unspecified , mean rating of 1.110 and a standard deviation of 0.323.

The second section of the data analysis involved generation of inferential statistics for the variable by testing of research hypothesis. The null hypothesis for the variable was, There is statistically significant mean difference between well spelt communication means and their level of education There is no statistically significant mean difference between well spelt communication means and been trained in SNE an independent sample t-test was conducted to compare mean difference between been trained in SNE and not been trained in SNE against headteachers well spelt communication means. Since calculated p-value = 0.777> P-value = 0.05, the hypothesis is accepted H0 and conclude there is no statistically significant difference between headteachers well spelt communication means and been trained in SNE (M= 3.86. SD= 1.345) not been trained in SNE (M= 4.00, SD = 0.775), t (16) = -0.288, P = 0.777. This is because the teachers had gotten used to normal running of the institution with or without the communication. Previous studies indicate that communication is key in implementation of inclusion program.

The null hypothesis suggests that the independent variable, well spelt communication and the dependent variable, inclusion of learners with special needs in education, are independent of one another.

An independent sample t-test was conducted to compare mean difference between been trained in SNE and not been trained in SNE against headteachers open communication. Since calculated p-value = 0.777> P-value = 0.05, we reject H0 and conclude there is no statistically significant difference between headteachers open communication and been trained in SNE (M= 3.86. SD= 1.345) not been trained in SNE (M= 4.00, SD = 0.775), t (16) = -0.288, P = 0.777).

The null hypothesis suggests that the independent variable, open communication and the

dependent variable, inclusion of learners with special needs in education are independent of one another. The researcher was interested in finding out if there was any relationship between open communication and inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub counties, Makueni County. The Levene's Test for Equality of Variances, in independent t-test was used at 95 percent confidence interval of the difference. This is shown on Table 4.4 on page 108, Table 4.41 on page 113, Table 4.42 on page and Table 4.8 on page 150, at -1.418 (lower) and 1.13 (upper). This is supported by study findings that posit that effectively communication is two-way, generating the understanding and support the professionals and parents all need to make effective decisions about the child's educational program.

In communication, there is listening as well as speaking. Listening provides information and data, which one can use in creating a suitable program for one's child. Communication can as well be in written form. It is paramount to determine the type of communication that works the best for each parent and the school. Of most importance to effective communication is the preparation and the willingness to be actively involved in planning ones child's education. It is also of great importance to work together as a team which is supported through effective communication (PACER Center, 2020). There is statistically significant mean difference between the school mission, vision communication on concept of inclusion of learners with special needs and been trained in SNE. Since calculated P-value $=0.0577>$P-value$=0.05$. We reject HO conclude that there is no statistically significant mean difference between the school mission, vision communication on concept of inclusion of learners with special needs and been trained in SNE

Since calculated p-value $= 0.334 >$ P-value $= 0.05$, we reject H0 and conclude that there is

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no statistically significant difference between the school mission, vision communication on concept of inclusion of learners with special needs and been trained in SNE (M= 3.57. SD= 1.512) not been trained in SNE (M= 4.09, SD = 0.701), t (16) = -0.996, p= 0.334).

There is statistically significant mean difference between three major communication networks and been trained in SNE

There is no statistically significant mean difference between three major communication networks and been trained in SNE. Since calculated p-value = 0.420 > P-value = 0.05, we reject H0 and conclude that there is no statistically significant difference between three major communication networks and been trained in SNE (M= 4.14. SD= 1.464) not been trained in SNE (M= 4.18, SD = 0.603), t (16) = -0.853, p= 0.420).   There is statistically significant mean difference between well spelt communication means and their level of education

There is no statistically significant mean difference between well spelt communication means and been trained in SNE

Since p-value is 0.000 < P= 0.05, we fail to reject H0 and conclude that there is statistically significant mean difference between well spelt communication means and their level of education as determined by one-way ANOVA (F (2, 158) = 113.540, P<0.001).

There is statistically significant mean difference between open communication and their level of education

There is no statistically significant mean difference between open communication and been trained in SNE

Since p-value is 0.000 < P = 0.05, we fail to reject H0 and conclude that there is statistically significant mean difference between open communication and their level of education as

determined by one-way ANOVA (F (2, 158) = 112.900, P<0.001).

There is statistically significant mean difference between the school mission, vision communication on concept of inclusion of learners with special needs and their level of education.

There is no statistically significant mean difference between the school mission, vision communication on concept of inclusion of learners with special needs and their level of education.

Since p-value is 0.000 < P= 0.05, we fail to reject H0 and conclude that there is statistically significant mean difference between the school mission, vision communication on concept of inclusion of learners with special needs and their level of education as determined by one-way ANOVA (F (2, 158) = 16.727, P< 0.001).

There is statistically significant mean difference between three major communication networks and their level of education

There is no statistically significant mean difference between three major communication networks and their level of education. Since p-value= 0.001< p= 0.05, we fail to reject H0 and conclude that there is statistically significant mean difference between three major communication networks and their level of education as determined by one-way ANOVA (F (2, 158) = 7.356, P=0.001).

4.6 Headteachers' Coordination of Donor Support Service and Inclusion of Learners with Special Needs in Education in Public Primary Schools

Table 4. 14 Descriptive statistics on headteachers' Coordination of Donor Support Services and Inclusion

Table 4.7 below shows the mean and standard deviation where the findings from the Likert

scale are in percentages.

| | Mean | SDev | SNE Training | SA | A | U | D | SD |
			No SNE Training	%	%	%	%	%
Head teacher coordinates the service provided by the donors to enhance inclusion of learners with SNE.	3.39	1.243	Yes	0.0	57.1	0.0	14.3	28.6
			No	9.1	72.7	9.1	0.0	9.1
Head teacher coordinates donors to provide services that are readily accepted by the school community for proper inclusion of learners with SNE.	3.44	1.199	Yes	14.3	57.1	0.0	0.0	28.6
			No	0.0	72.7	18.2	0.0	9.1
Headteachers coordination of donors support services influence inclusion of learners with SNE.	3.99	1.290	Yes	0.0	57.1	0.0	14.3	28.6
			No	18.2	54.5	18.2	0.0	9.1

The descriptive statistical findings indicated that 57.1 percent of the respondents who had trained in SNE agreed that they coordinated the services provided by the donors to enhance inclusion of learners with SNE. Those who strongly disagreed at 28.6 percent and those who disagreed making the least count on the category at 14.3 percent. Informants who had not trained in SNE majority of them agreed that they coordinated the services provided by the donors to enhance inclusion of learners with SNE and announcements at 72.7 percent. Those undecided, strongly disagreed and strongly agreed all at 9.1 percent. The item had a mean of 3.390 and a standard deviation of 1.243 had not trained in SNE.

The results indicate that 57.1 percent of the respondents who had trained in SNE agreed that they coordinated the services that are readily accepted by the school community for proper inclusion of learners with SNE. Respondents who strongly disagreed at 28.6 percent and those who strongly agreed at 14.3 percent. Informants who had not trained in SNE majority of them agreed that they coordinated the services that are readily accepted by the school community for proper inclusion of learners with SNE at 72.7 percent. Informants who were undecided followed at 18.2 percent while those who strongly disagreed were represented by 9.1 percent. The item had a mean of 3.440 and a standard deviation of 1.1990.

The respondents indicated that 57.1 percent of them who had trained in SNE agreed that they coordinated the services that influenced inclusion of learners with SNE. Headteachers who strongly disagreed at 28.6 percent and those who disagreed as represented by 14.3 percent. Respondents who had not trained in SNE majority of them agreed that they coordinated the services that influenced inclusion of learners with SNE at 54.5 percent. Informants who were undecided, strongly agreeing both at 18.2 percent while those who strongly disagreed were represented by 9.1 percent. The item had a mean of 3.990 and a standard deviation of 1.290. Generally on the respondents proper coordination of donor support service and inclusion, the respondents did not agree with the above three items as shown by the mean and standard deviation spread across.

Table 4. 15: Descriptive statistics: headteachers' coordination of donor support service and inclusion (teachers)

	Mean	SDev	SNE Training / No SNE Training	SA %	A %	U %	D %	SD %
Headteacher coordinates the service provided by the donors to enhance inclusion of learners with SNE.	3.5706	1.26784	Yes	36.8	51.3	0.0	0.0	11.8
			No	0.0	79.1	0.0	3.6	17.3
Headteacher coordinates donors to provide services that are readily accepted by the school community for proper inclusion of learners with SNE.	3.4824	1.19775	Yes	36.8	51.3	0.0	3.6	11.8
			No	11.8	84.5	0.0	0.0	0.0
Headteachers coordination of donors support services influence inclusion of learners with SNE.	3.8824	1.04810	Yes	36.8	35.5	0.0	15.8	11.8
			No	30.0	41.7	27.3	0.0	0.0

The finds indicated that 52.6 percent of the respondents who had trained in SNE agreed that the head teachers coordinated the services provided by the donors to Enhance inclusion of learners with SNE. Those who strongly disagreed at 31.6 percent and those who disagreed making the least count on the category at 15.8 percent. Informants who had not trained in SNE majority of them agreed that the head teachers coordinated the services provided by the donors to Enhance inclusion of learners with SNE and announcements at 69.1 percent. 13.6 percent were undecided while those who strongly disagreed were

represented by 8.2 percent. The item had a mean of 3.5706 and a standard deviation of 1.26784.

The results indicate that 51.3 percent of the teachers who had trained in SNE agreed that the head teachers coordinated the services that are readily accepted by the school community for proper inclusion of learners with SNE. Respondents who strongly disagreed at 31.6 percent and those who strongly agreed at 17.1 percent. Informants who had not trained in SNE majority of them agreed that the head teachers coordinated the services that are readily accepted by the school community for proper inclusion of learners with SNE at 64.5 percent. Informants who were undecided followed at 27.3 percent while those who strongly disagreed were represented by 8.2 percent. The item had a mean of 3.4824 and a standard deviation of 1.19775.

The respondents cited that 68.4 percent of the teachers who had trained in SNE agreed that the head teachers coordinated the services that influenced inclusion of learners with SNE. Teachers who strongly agreed at 19.7 percent and those who strongly agreed as represented by 11.8 percent. Respondents who had not trained in SNE majority of them agreed that the head teachers coordinated the services that influenced inclusion of learners with SNE at 42.7 percent. Informants who were undecided followed at 27.3 percent, strongly agreeing at 21.8 percent while those who strongly disagreed were represented by 8.2 percent. The item had a mean of 3.8824 and a standard deviation of 1.04810.

Generally on the headteachers proper coordination of donor support service and inclusion, the respondents did not agree with the above three items as shown by the mean and standard

deviation spread across.

There is statistically significant mean difference between headteachers co-ordination of services provided by the donors to enhance inclusion of learners with special needs and their level of education

There is no statistically significant mean difference between headteachers co-ordination of services provided by the donors to enhance inclusion of learners with special needs and their level of education.

Since p-value is $0.000 < p = 0.05$, we fail to reject H0 and conclude that there is statistically significant mean difference between headteachers co-ordination of services provided by the donors to enhance inclusion of learners with special needs and their level of education as determined by one-way ANOVA($F_{(2, 158)} = 10.691$, $P < 0.001$).

There is statistically significant mean difference between headteachers co-ordination of donors to provide services that are accepted by the school community for proper inclusion of learners with special needs and their level of education.

There is no statistically significant mean difference between headteachers co-ordination of donors to provide services that are accepted by the school community for proper inclusion of learners with special needs and their level of education. Since p-value= $0.161 > p = 0.05$, we reject H0 and conclude that there is no statistically significant mean difference between headteachers co-ordination of donors to provide services that are accepted by the school community for proper inclusion of learners with special needs and their level of education as determined by one-way ANOVA($F_{(2, 158)} = 0.1.848$, $P = 0.161$).

There is statistically significant mean difference between headteachers support co-

ordination of donor services influencing inclusion of learners with special needs and their level of education. Since p-value is 0.001 <p= 0.05, we fail to reject H0 and conclude that there is statistically significant mean difference between headteachers support co-ordination of donor services influencing inclusion of learners with special needs and their level of education as determined by one-way ANOVA(F (2, 158) = 12.761, P<0.001).Hence, presenting a reason why there is slow implementation of inclusion in the area under study.

4.7 Headteachers' Involvement of Parents in planning and Inclusion of Learners with Special Needs in Education in Public Primary Schools Kenya

Table 4. 16 Descriptive statistics on headteachers' Involvement of Parents in planning and Inclusion

Table 4.16 presents findings inform of mean and the standard deviation in percentages.

	Mean	SDev	SNE Training No SNE Training	SA %	A %	U %	D %	SD %
The headteacher involves parents in decision making on inclusion of their children	4.17	0.985	Yes	14.3	71.4	0.0	0.0	14.3
			No	54.5	36.4	9.1	0.0	0.0
The headteacher involves the parents in helping the SNE teachers in making the IEP	4.11	0.900	Yes	28.6	42.9	0.0	28.6	0.0
			No	36.4	63.6	0.0	0.0	0.0

The study findings indicate that 71.4 percent of the headteachers who had trained in SNE agreed that they involved parents in decision making on inclusion of their children. Headteachers who strongly disagreed and those who strongly agreed both represented by 14.3 percent.

Respondents who had not trained in SNE majority of them strongly agreed that they involve parents in decision making on inclusion of their children at 54.5 percent. Informants who agreed followed at 36.4 and undecided teachers were represented by 9.1 percent. The item had a mean of 4.17 and a standard deviation of 0.985. The study results indicate that 42.9 percent of the respondents who had trained in SNE strongly agreed that they involved parents in helping the SNE teachers in making the Individualised Educational Programme (IEP). Headteachers who strongly agreed and those who disagreed both as represented by 28.6 percent. Respondents who had not trained in SNE majority of them agreed that they involved parents in helping the SNE teachers in making the IEP at 63.6 percent. Teachers who strongly agreed followed at 36.4 percent. The item had a mean of 4.110 and a standard deviation of 0.900. This indicates that training in SNE is important because the percent of trained teachers who pushed the duty of preparing IEP to parents was below that of those not trained in SNE, The teachers not trained have little knowledge on IEP, hence they push the preparation to the parents.

Table 4. 17 Descriptive statistics: headteachers' Involvement of Parents and Inclusion (teachers)

	Mean	SDev	SNE Training No SNE Training	SA %	A %	U %	D %	SD %
The headteacher involves parents in decision making on inclusion of their children.	4.2000	0.90894	Yes	19.7	68.4	0.0	0.0	11.8
			No	53.6	32.7	13.6	0.0	0.0
The headteacher involves the parents in helping the SNE teachers in making the IEP	4.2294	0.87047	Yes	36.8	35.5	0.0	27.6	0.0
			No	33.6	66.4	0.0	0.0	0.0

The study findings indicate that 68.4 percent of the teachers who had trained in SNE agreed that the head teachers involve parents in decision making on inclusion of their children. Teachers who strongly agreed at 19.7 percent and those who strongly agreed as represented by 11.8 percent. Respondents who had not trained in SNE majority of them strongly agreed that the head teachers involve parents in decision making on inclusion of their children at 53.6 percent. Informants who were agreed followed at 32.7 and undecided teachers were represented by 13.6 percent.

The study results indicate that 36.8 percent of the teachers who had trained in SNE strongly agreed that the head teachers involve parents in helping the SNE teachers in making the IEP. Teachers who agreed followed at 35.5 percent and those who disagreed as represented

by 27.6 percent. Respondents who had not trained in SNE majority of them agreed that the head teachers involve parents in helping the SNE teachers in making the IEP at 66.6 percent. Teachers who strongly agreed followed at 33.6 percent.

Table 4. 18 Parents Discussion on Inclusion

Table 4.18 indicates the results from the interviews which were converted to themes for analysis.

Parent interview guide	Mean	SDev		Frequency	Percent
View on topic	1.000	0.000	Important	3	100.0
Who communicates	1.000	0.000	Headteacher	3	100.0
Who supervises	1.000	0.000	Headteacher	3	100.0
Support donor	1.33	0.577	Yes	2	66.7
			No	1	33.3
Who coordinates	1.37	0.597	Headteacher	2	66.7
			BoM	1	33.3
Heard of SNE	1.000	0.000	Yes	3	100.0
Like to hear SNE	1.000	0.000	Yes	3	100.0
SNE benefits	1.000	0.000	Yes	3	100.0
Disadvantages	1.33	0.577	Yes	2	66.7
			No	1	33.3
Inclusive of learner SNE	1.000	0.000	Yes	3	100.0
Good things about SNE	1.33	0.577	Education	2	66.7
			Sanitary	1	33.3
Have learner with SNE	1.000	0.000	Yes	3	100.0
Included mainstream	1.000	0.000	Yes	3	100.0
Challenges	1.33	0.577	Yes	2	66.7
			No	1	33.3
Solutions	2.67	0.577	Parents involvement	1	33.3
			None	2	66.7
What heads do	2.000	0.000	Encourage learners	3	100.0
Any other contribution	1.67	1.155	Yes	2	66.7
			None	1	33.3
Any other question	2.000	1.000	Yes	1	33.3
			No	1	66.7

The study reveal that 100 percent of the respondents involved in parents interview guide viewed the topic headteachers administrative practices and inclusion of Special Needs Education very important. Informants also at 100 percent cited that headteachers communicates deliberation of decision from BOM ,staff meetings , reports from learners and parents to the relevant groups with the same percentage as who is responsible for supervising learning programmes, on-going projects, discipline of teachers and learners. The study indicates that 66.7 percent of the respondents agreed that the institutions received support from donors with the same percentage of the respondents who cited that headteachers coordinated the donor services while 33.3 percent of the informants disagreed having the same percentage of those respondents who agreed that the coordination of donor services in the institutions is done by the BOM.

Majority of the informants agreed at 100 percent that they have heard of special education. The parent respondents expressed that the topic (Headteachers' administrative practices and Inclusion of special needs education) was of great importance for discussion with them since they all had children with special needs in education, and felt happy when involved in matters pertaining these children. The respondents concurred at a 100 percent that the headteacher communicates deliberations of decisions from BoM, staff meetings, reports from learners and parents to the relevant groups. The parents agreed at 100 percent that the responsibility of supervising learning programs, on-going projects, discipline of teachers and learners lies solely in the hands of the headteacher. The institution receives support from donors. The respondents agreed at 66.7 percent that the institution receives donor support which is mainly coordinated by the headteacher, only a 33.3 percent were of the

opinion that the BoM coordinated the donor support at 100 percent, the respondents agreed that they had heard of the SNE programme, and had been sensitized and awareness created about inclusion that is why they had agreed to enroll their children in the programme. The respondents agreed that the SNE programme had saved them a lot of agony of educating their challenged children.

They said that their children had benefitted in learning under the same roof with the regular learners. The preparation of Individualized Educational Programme (IEP) instructional materials was very helpful to the learners and the parents as they were being involved by the subject teachers, and this made them feel involved and informed in the inclusion of their children. This was agreed at 100 percent. On the same breath, respondents who are the parents of learners in the inclusion programme cited some challenges of the programme such as, stereotyping by parents of regular learners who view them as unfortunate parents and are not willing to have their children share facilities and instructional materials with the learners with special needs in education. Their children also face discrimination from some of their peers and some teachers who have no training in SNE. Due to lack poor infrastructure and insufficient provision of special or adapted learning and teaching materials, learners with SEN, do not benefit adequately from the inclusion programme.

A major challenge is understaffing of SNE trained teachers in public primary schools. The respondents agreed at 66.7 percent that they had heard about Inclusion programme, hence it was not a new concept to them, but stakeholders were gradually taking in. The respondents had learners in the programme and were ready to support their children. The

respondents suggested intensive sensitization and awareness on Inclusion, regular assessments and prompt interventions, more financial support from the government to SNE kitty in FPE. The government to motivate SNE teachers with special allowances and remuneration in order to have better implementation.

These findings were greatly supported by Rogan and Grayson (2016), who opined that parents had neither been adequately sensitized nor awareness been created on inclusive education. Hence, the parents are not of any significant help to the teachers handling their children, especially on home environment, parental commitment to education, health and nutrition, which influenced learners' attitude to learning and anticipated changes. The study indicates that 100% of the informants had heard about inclusion of learners with SNE. 66.7 percent of them have heard on education provision while 33.3 percent have not heard.

Respondents in the study cited that at 100 percent they had learners with special needs in education, and that they were willing to have them included. But they cited theirs fears in their children being discriminated against and stereotyped by the regular learners, and their parents as well as the teachers who have on training in SNE. They also cited lack of appropriate infrastructure and insufficient instructional materials, for example adapted toilets and desks, magnifying glasses, among others. They expressed their fears that the programme may be too expensive if special levies were charged on the inclusion programme and that the government may not meet the subsidy or make delays in disbursements. The parents also said that the public primary schools in Mbooni East and West Sub-counties were poorly staffed with teaching staff, and more especially those

trained in SNE. The study indicates that the possible solution on the challenges facing implementation of learners with SNE in the institutions is total involvement of the parents. This is represented by 33.3 percent while majority of the informants at 66.7 percent did not respond to question. 66.7 percent of the respondents had other key points of discussion where they cited government delays in disbursements of the special kitty for SNE and which for many years has remained constant even with the high cost of living and inflation. The respondents cited lack of efficiency in SNE programme due to the few field officers (CSO-SNE) and inadequate equipment for assessment.

An interview with one of the Education Officers revealed that negative attitudes portrayed by the parents in participation in inclusion dragged down the program of inclusion of learners with SEN. The officer further narrated that parents do not cooperate when summoned to the school to get reports about their children, claiming that their children were normal. Hence, this creates communication breakdown and lack of information. The challenges were said to be systemic in nature. Richard and Rodgers (2014) posited that the availability and provision of adequate support dictated the teacher's attitudes. In cases where support and resources are not sufficient, the teachers will always portray negative attitudes. At 33.3 percent of the respondents, had questions to ask such as; who trains the SNE teachers? What is the fate of the learners with SEN when they complete primary education? Will the donors continue to support the learners when they join higher institutions of learning?

4.8 Headteachers' creation of conducive Learning Environment and Inclusion of Learners with Special Needs in Education

Table 4. 19 Headteachers' creation of conducive Learning Environment

Table 4.19 gives a picture of how head teachers make adaptations in the school environments in order to create conducive learning environment for the learners included in mainstream.

	Mean	SDev	SNE Training No SNE Training	SA %	A %	U %	D %	SD %
The headteacher provides adaptations in the school for enabling learning environment.	4.18	1.015	Yes	57.1	28.6	0.0	0.0	14.3
			No	30.0	60.0	0.0	0.0	0.0
Headteacher enhances peer support amongst the learners.	4.24	0.970	Yes	57.1	28.6	0.0	0.0	14.3
			No	30.0	60.0	0.0	0.0	0.0

The descriptive statistical findings indicated that 57.1 percent of the informants who had been trained in SNE strongly agreed that they provided adaptation in the school for enabling learning environment. Those agreed at 28.6 percent and those who strongly

disagreed as represented by 14.3 percent. On the other hand, respondents who had not trained in SNE, 60.0 percent of them agreed that they provided adaptation in the school for enabling learning environment having 30.0 percent strongly agreeing. The item had a mean of 4.180 and a standard deviation of 1.015. The results indicate also that 57.1 percent of the informants who had been trained in SNE strongly agreed that they enhance peer support amongst the learners. Those agreed at 28.6 percent and those who strongly disagreed as represented by 14.3 percent. The findings from respondents do not support the variable.

Table 4. 20 Headteachers' creation of conducive learning environment (Teachers)

	Mean	SDev	SNE Training	SA	A	U	D	SD
			No SNE Training	%	%	%	%	%
The headteacher provides adaptation in the school for enabling learning environment.	4.1779	0.90894	Yes	67.1	21.1	0.0	0.0	11.8
			No	33.7	51.0	15.3	0.0	0.0
Headteacher enhances peer support amongst the learners.	4.2761	0.84830	Yes	55.3	32.9	0.0	0.0	11.8
			No	34.7	65.3	0.0	0.0	0.0

The descriptive statistical findings indicated that 67.1 percent of the informants who had been trained in SNE strongly agreed that head teachers provide adaptation in the school for enabling learning environment. Those agreed at 21.1 percent and those who strongly disagreed as represented by 11.8 percent. On the other hand, respondents who had not trained in SNE 51.0 percent of them agreed that head teachers provide adaptation in the

school for enabling learning environment having 33.7 percent strongly agreeing while 15.3 percent were undecided. The item had a mean of 4.1779 and a standard deviation of 0.90894.

The results indicate that 55.3 percent of the informants who had been trained in SNE strongly agreed that head teachers enhance peer support amongst the learners. Those agreed at 32.9 percent and those who strongly disagreed as represented by 11.8 percent. Secondly, respondents who had not trained in SNE 65.3 percent of them agreed that head teachers enhance peer support amongst the learners with 34.7 percent strongly agreeing. The item had a mean of 4.2761 and a standard deviation of 0.84830. Hence the respondents do not support the dependent variable.

Table 4. 21 Physical Facilities Adapted for Learners with SNE

	Mean	SDve	Available Not available	Male	Female
				%	%
Adapted desks	1.4444	0.51131	Yes	40.0	37.5
			No	60.0	62.5
Spacious classroom	1.000	0.0000	Yes	38.9	0.0
			No	61.1	0.0
Ramps on the door ways	1.1111	0.32338	Yes	31.2	100
			No	68.8	0.0
Adapted toilets	1.4444	0.51131	Yes	30.0	50.0
			No	70.0	50.0
Wide doors	1.1111	0.32338	Yes	43.8	0.0
			No	56.2	100

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The descriptive statistical analysis results indicated that the respondents ignored the questions, most probably because they were not happy with the situation in the public primary schools in Mbooni East and West sub counties. Only 43.8 percent of the male respondents agreed that there was availability of wide doors. The item had a rated mean of 1.1111 and a standard deviation of 0.32338.

The statistical analysis results were supported by the Ministry of Education document (2009) in the literature review where impediments to implementation of inclusion were cited, which included ; inappropriate infrastructure, inadequate facilities, inadequate capacity of teachers to manage learners with special educational needs in public primary schools, inadequate and expensive learning and instructional materials, societal negative attitudes, and inadequate supervision and monitoring of curriculum implementation by the Education officers. This findings are further supported by research findings by Gyezaho (2014), who observed that inadequate supply of facilities like piped water, electricity, instructional materials, adapted furniture ,spacious classrooms, among others as failure to successful implementation of inclusion of learners with special needs in education.

According to Monahan and Marino (2005) and Langas (2017), observations and findings, teachers develop diverse attitudes towards their duties, learners, classroom management as well as the interaction with the learners. Such attitudes impact greatly on the learners' academic performance and retention in school. World Bank (2002) reported that learners with special needs in education are at times neglected, discriminated, abused, marginalized or made to stay out of class during lessons. Such environment is not appropriate or

conducive to learners in an inclusive learning. Long (2011) and Kristensen (2003), observed that learners with SEN face hostile environment in the public primary schools where there is high demand in uniforms, textbooks, stationery, tuition and activity fees. The cost of these requirements is high and most parents who have learners with SEN are low- earners, hence cannot afford the expenses. Frustrations by the headteachers in pursuit for the items leads to most learners with special needs in education and in the inclusion programme, dropout of school.

Surveys by World Bank (2002) reveal unreported sexual harassment and teenage pregnancies amongst the learners in the inclusive set up. Male teachers and some female teachers are the key suspects or identified culprits in these menace. Reports by the Forum for African Women Educationist (FAWE) show that more than 12,000 girls drop out of schools in Kenya every year as a result of teenage pregnancy. These happenings indicate that the headteacher does not provided appropriate learning environments. These findings are strongly proven by the independent sample student t- test, $p=0.193>p$- value$= 0.05$, where we reject HO and conclude that there is no statistically significant difference between headteachers provision of adaptation in the school to enable learning environment and been trained in SNE (M= 4.14. SD = 1.464) not being trained in SNE (M= 4.20, SD =0.632) ,t (15)= -0.111, p = 0.193).These research study findings imply that special needs learners are unsafe/insecure, their learning environment is rather restrictive as evidenced by inadequate and inappropriate resources. Hence the study findings are in accordance with Glasgow and Hicks (2005) who posited that the greatest barrier faced by learners with special needs in education in inclusion set-ups is that which does not accommodate them

but excludes them instead. But, research findings by Musungu and Nasongo (2008), Reche, Bundei, Riungu and Mbugua (2012), Namunga (2017) and differ with the above findings by alluding that some situations require more direct approach to supervision by school administrators.

Table 4. 22 Creation of conducive teaching /resources for Learners with SNE

Table 4.22 displays the mean and standard deviations of SNE devices for learners in inclusion.

	Mean	SDve	Available / Not available	Male	Female
				%	%
Hearing aids	1.8889	0.32338	Yes	0.0	43.8
			No	100.0	56.2
Braille Machines	2.0000	0.0000	Yes	0.0	38.9
			No	0.0	61.1
Sign language books	1.8889	0.32338	Yes	0.0	43.8
			No	100	56.2
Magnifying glasses	1.7222	0.46089	Yes	20.0	46.2
			No	80.0	53.8

The descriptive analysis results of the study indicate that 100 percent of the male respondents involved in the study cited that there was no availability of hearing aids

followed by those female informants who also disagreed at 56.2 percent. On the other side, only 43.8 percent of the female respondents stated that there was availability of hearing aids. The item had a rated mean of 1.8889 and a standard deviation of 0.32338. Majority of the female respondents stated that there were no braille machines at 61.1 percent while only 38.9 percent agreed on availability of braille machines. The item had a rated mean of 2.000 and a standard deviation of 0.000.

Sign language books were 100 percent stated by male respondents involved in the study that they were not available, 56.2 percent 0f the female respondents disagreed with the same while 43.8 percent of the female informants agreed on availability of sign language books. The item had a rated mean of 1.8889 and a standard deviation of 0.32338. On magnifying glasses majority of the respondents stated that there was no availability at 80.0 percent male and female informants at 53.8 percent. 46.2 percent of the female respondents agreed on availability of magnifying glasses and 20.0 percent of the male informants. The item had a rated mean of 1.7222 and a standard deviation of 0.46089. The respondents did not support the variable.

According to Owoko (2010), resources is a term that refers not just to teaching methods and materials but as well as the time available for instruction, the knowledge and skills of teachers acquired training and experience. The teaching of learners with special needs in the inclusive setting deviates from the "regular" curriculum. The learners with special needs may need extra time for instruction, other pedagogies and professional knowledge. This is achievable through an increase in resources or by re-arranging the available

resources.

In inclusive setting, learners with special needs are not expected to meet the classroom standards but rather the classroom meets the individual needs of the learners (Okong'o,2015, Bargsma,2000) Scholars Puri and Abraham 2004 as well argue that the headtearcher and as well as the teachers are expected to make efforts to identify and attend to learners with special learning needs for example the dietary needs for learners in the pre- school level. Margaritoiu (2010) argues that it is the availability and utilization of resources in an inclusive setting that sets the pace for enhancing practical conditions for inclusion. He further states that the resources creating an enabling environment for teaching and learning for all learners, both typical and with special educational needs. For the headteacher, it is important to make available and sufficient resources that include school infrastructure, assistive equipment. Material, knowledge and skills teachers have acquired through training and experience. These are created when handling differences in the school and classroom environment. But Meijer (2003) on the other hand, urges that problems faced by the teaching staff are explicitly practiced hence teachers search for solutions which can be used in the most near future.

According to Glassgow and Hicks (2005), Rombo (2007) , Mpya (2007) and Buhere (2013), the most challenging barrier in inclusive schools are the inappropriate learning environment that do not accommodate learners with special educational needs but rather excludes / and rejects them. Such conditions may include poor inclusive settings in classroom organization, path access-ways and other school facilities which should be

accessible by learners with impairments as they poster learning, on their wheelchairs, craters or calipers among others. This school of thought justifies the Kenyan Disability Act of 2003 (Section 21) where persons with disabilities are entitled to a barrier-free and disability-friendly environment to enable them to have access to infrastructure. Tomlison (2005). New Brunswick Association for Community Living (2007) identified insufficient knowledge and skills as a systematic barrier to the implementation of inclusion. They recommend that headteachers in public primary schools in Kenya should make sure that all learners with special educational needs be accommodated by making the school environment barrier-free as indicated in table 4.24 below.

Table 4. 23 Co-ordination of Donor Support Services by head teachers

Table 4.23 indicates SNE services that deem important for the learners in inclusion program.

	Mean	SDev	Available/ Not available	Male %	Female %
Services	1.1669	0.38348	Yes	33.3	66.7
			No	66.7	33.3
Itinerant teaching	1.6111	0.50163	Yes	0.0	63.6
			No	100.0	36.4
Psychological assessment	1.7778	0.42779	Yes	25.0	42.9
			No	75.0	57.1
Peer tutoring	1.3333	0.48507	Yes	16.7	83.3
			No	83.3	16.7
Speech therapist	2.0000	0.0000	Yes	38.9	38.9

The study indicate that 66.7 percent of the male respondents involved in the study cited that there was no availability of services followed by those female informants who also disagreed at 33.3 percent. On the other side, 66.7 percent of the female respondents stated that there was availability of services and 33.3 percent of the same by the male informants. The item had a rated mean of 1.1669 and a standard deviation of 0.38348.

Majority of the female respondents stated that there was itinerant teaching at 63.6 percent. Male respondents disagreed at 100 percent while female informants disagreed at 36.4 percent. The item had a rated mean of 1.6111 and a standard deviation of 0.50163. Psychological assessment was 75.0 percent stated by male respondents involved in the study that it was not done, 57.1 percent of the female respondents disagreed with the same while 42.9 percent of the female informants agreed on availability of psychological assessment the same as 25.0 percent of the male respondents. The item had a rated mean of 1.7778 and a standard deviation of 0.42778. On peer tutoring the respondents stated that it was not provided at 83.3 percent male and female informants at 16.7 percent and vice versa for those informants who agreed that peer tutoring was offered. The item had a rated mean of 1.3333 and a standard deviation of 0.48507.

The study findings also indicate that on speech therapist the respondents stated that they were not available at 61.1 percent both for male and female informants and 38.9 percent both male and female respondents agreed that speech therapist were available . The item had a rated mean of 2.000 and a standard deviation of 0.000.

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This study findings concur with the findings from a study by Buhere (2013) that revealed that inadequate resources are the main constrain inhibiting the implementation of inclusive education for learners with special educational needs which was cited by a majority 14 (46.7 %) of the headteachers and 42 (35.2%) of the teacher participants. The findings agreed with Grunland (2010) who urges that Inclusion needs support of both equipment and skills to provide for unique needs of the special needs learners. In the same study by Buhere (2013),the teachers who were interviewed confirmed that the resources available were inadequate and also cited that regular teachers did not have the capacity as well as confidence to handle the resources. The participant teachers affirmed that the headteachers were negative in spearheading a collaboration between the special needs education teachers and the regular teachers.

According to the research findings, the researcher can point out and conclude that the public primary schools were having inadequate resources and the few available, were inappropriate, hence could not be put into effective use. The findings may lead to a conclusive implication that absence of policies that guide the use of the resources as related to special needs education in public primary schools, could be an impediment in the implementation of inclusion programs.

NULL HYPOTHESIS STATING:

Ho1: There is statistically significant mean difference between headteachers' instructional supervision and inclusion of learners with special needs in education.

Ho2: There is statistically significant mean difference between headteachers' effective communication and inclusion of learners with special needs in education.

Ho3: There is statistically significant mean difference between headteachers' co-coordination of donor support services and inclusion of learners with special needs education.

Ho4: There is statistically significant mean difference between headteachers' involvement of parents and inclusion of learners with special needs education.

Ho5: There is statistically significant mean between headteacher' participation in provision of appropriate learning environment and inclusion of learners with special needs education.

INDEPENDENT T-TEST FOR HEADTEACHERS SUPERVISION AND INCLUSION

$H0_1$**. There** is statistically significant mean difference between headteacher supervision and inclusion in learning and been trained in SNE

$H1_1$. There is no is statistically significant mean difference between headteacher supervision and inclusion in learning and been trained in SNE

Since p-value = 0.293 > P-value = 0.05, we reject H0 and conclude that there is no is statistically significant mean difference between headteacher supervision and inclusion in learning and been trained in SNE (M= 3.57. SD= 1.44) not been trained in SNE (M= 4.13, SD = 0.56), t (16) = -1.0915, p= 0.293).

INDEPENDENT T-TEST FOR HEADTEACHERS' EFFECTIVE COMMUNICATION AND INCLUSION

$H0_2$ There is statistically significant mean difference between effective communication

means and been trained in SNE

H1$_2$. There is no statistically significant mean difference between effective communication means and been trained in SNE.

An independent sample t-test was conducted to compare mean difference between been trained in SNE and not been trained in SNE against headteachers effective communication means. Since calculated p-value = 0.0577> P-value = 0.05, we reject H0 and conclude there is no statistically significant mean difference between effective communication means and been trained in SNE (M= 3.86. SD= 1.417) not been trained in SNE (M= 4.065, SD = 0.7135), t (16) = -0.60625, P = 0.577).

INDEPENDENT T- TEST FOR HEADTEACHERS COORDINATION OF DONOR SUPPORT SERVICES AND INCLUSION

H0$_3$ There is statistically significant mean difference between headteachers co-ordination of donors services to enhance inclusion of learners with special needs and been trained in SNE

H1$_3$: There is no statistically significant mean difference headteachers co-ordination of donors' services to enhance inclusion of learners with special needs and been trained in SNE .

An independent sample t-test was conducted to compare mean difference headteachers co-ordination of donors services to enhance inclusion of learners with special needs and been trained in SNE. Since p-value = 0.390> P-value = 0.05, we reject H0 and conclude there is no statistically significant mean difference between headteachers co-ordination of donors services to enhance inclusion of learners with special needs and been trained in SNE and been trained in SNE (M= 3.43. SD= 1.487) not been trained in SNE (M= 3.76, SD = 1.125), t (16) = -1.0587, P = 0.390).

INDEPENDENT T-TEST HEADTEACHERS INVOLVEMENT OF PARENTS AND INCLUSION

H0$_4$ .There is statistically significant mean difference between if headteachers involves parents in inclusion of learners with special needs and been trained in SNE

H1$_4$. There is no statistically significant mean difference between if headteachers involves parents in inclusion of learners with special needs and been trained in SNE

Since p-value = 0.1315 > P-value = 0.05, we reject H0 and conclude that there is no statistically significant mean difference between headteachers involves parents in inclusion of learners with special needs and been trained in SNE (M= 3.71. SD= 1.254) not been trained in SNE (M= 4.405, SD = 0.5965), t (16) = -1.59, p= 0.1315).

INDEPENDENT T-TEST FOR HEADTECHERS' CREATION OF CONDUCIVE LEARNING ENVIRONMENT

H0$_5$ **.**There is statistically significant mean difference between headteachers' creation of conducive learning environment and been trained in SNE

H1$_5$. There is no statistically significant mean difference between headtechears' creation of conducive learning environment and been trained in SNE

An independent sample t-test was conducted to compare mean difference between been trained in SNE and not been trained in SNE against headteachers' creation of conducive learning environment. Since p-value = 0.4735> P-value = 0.05, we reject H0 and conclude there is no statistically significant mean difference between headteachers creation of conducive learning environment and been trained in SNE (M= 4.14. SD= 1.464) not been trained in SNE (M= 4.28, SD = 0.5575), t (15) = -0.215, P = 0.4735).

Null hypothesis stating:

Ho1: There is statistically significant mean difference between headteachers' instructional supervision and inclusion of learners and their level of education.

Ho2: There is statistically significant mean difference between headteachers' effective communication means and their level of education.

Ho3: There is statistically significant mean difference between headteachers' co-coordination of donor support services and their level of education

Ho4: There is statistically significant mean between headteachers' involvement of parents and inclusion of learners and their level of education.

Ho5: There is statistically significant mean between headteacher' participation in provision of appropriate learning environment and inclusion of learners and their level of education

One-way ANOVA test for headteachers supervision and inclusion

$H0_1$**. There** is statistically significant mean difference between headteacher instructional supervision and inclusion in learning and their level of education.

$H1_1$. There is no statistically significant mean difference between headteacher instructional supervision and inclusion in learning and their level of education

Since p-value = 0.047 < P-value = 0.05, we fail to reject H0 and conclude that there is statistically significant mean difference between headteacher instructional supervision and inclusion in learning and their level of education as determined by one-way ANOVA ($F_{(2, 158)}$ =21.73, P<0.047)

ONE-WAY ANOVA TEST FOR HEADTEACHERS COMMUNICATION AND INCLUSION

$H0_2$ There is statistically significant mean difference between headteachers' communication means and their level of education

$H1_2$. There is no statistically significant mean difference between headteachers' communication means and their level of education

Since p-value is 0.000 < P= 0.05, we fail to reject H0 and conclude that there is statistically significant mean difference between headteachers' communication means and their level of education as determined by one-way ANOVA (F (2, 158) = 62.13, P<0.001).

ONE-WAY ANOVATEST FOR HEADTEACHERS' COORDINATION OF DONOR SUPPORT SERVICES AND INCLUSION

$H0_3$ There is statistically significant mean difference between headteachers co-ordination of donor support services to enhance inclusion of learners with special needs and their level of education

$H1_3$: There is no statistically significant mean difference between headteachers co-ordination of donor support services to enhance inclusion of learners with special needs and their level of education

Since p-value= 0.054 > p= 0.05, we reject H0 and conclude that there is no statistically significant mean difference between headteachers co-ordination of donor support services to enhance inclusion of learners with special needs and their level of education as determined by one-way ANOVA(F (2, 158) = 8.43, P<0.054).

ONE-WAY ANOVA HEADTEACHERS INVOLVEMENT OF PARENTS IN PLANNING AND INCLUSION

H0$_4$. There is statistically significant mean difference between if headteachers involves parents on inclusion of learners with special needs and their level of education

H1$_4$. There is no statistically significant mean difference between if headteachers involves parents on inclusion of learners with special needs and their level of education

Since p-value= 0.0025 < p= 0.05, we fail to reject H0 and conclude that there is statistically significant mean difference between if headteachers involves parents on inclusion of learners with special needs and their level of education as determined by one-way ANOVA (F (2, 158) = 7.9405, P=0.0025).

ONE-WAY ANOVA FOR HEADTECHERS' CREATION OF CONDUCIVE LEARNING ENVIRONMENT

H0$_5$ .There is statistically significant mean difference between headteachers creation of conducive learning environment and their level of education.

H1$_5$. There is no statistically significant mean difference between headteachers creation of conducive learning environment and their level of education.

Since p-value= 0.001< p= 0.05, we fail to reject H0 and conclude that there is statistically significant mean difference between headteachers creation of conducive learning environment and their level of education as determined by one-way ANOVA(F (2, 151) =39.23, P=0.001).

INTERVIEW SCHEDULE FOR SUB COUNTY EDUCATION OFFICER

The two Sub County Education Officers were male. The officer from Mbooni West Sub County had served for three years in the Sub County while the officer in Mbooni East Sub

County had served for two years in the Sub County. The officer in Mbooni west, narrated that there were 836 teachers and 107 headteachers in the Sub County, making a total of 943 teaching staff.

According to the education officer, there are four schools that practice SNE in Mbooni West ,namely : Kyangoma, Kitundu, Tututha and Mweani. But only one of them practice Inclusion, namely : Mweani for the PH,the other three have special disciplines, Kyangoma, Tututha and Kitundu are for the MH.

The Education Officer from Mbooni East gave the population of headteachers as 97 and 796 teachers, making a total of 893 teaching staff.

In the other public schools little is mentioned about those learners with SEN and are learning with the regular learners.The headteachers in their returns to the Ministry of Education will indicate that some numbers of learners with SEN exist among their enrolment but say nothing about their special programme. These are those learners who were always being made to repeat classes until they dropped out of school when performance was pecked on mean scores. The officer said that some of the headteachers had the training in SNE (83.3 percent with degrees, diploma at 16.7 percent).Most of them had the knowledge but they did very little in their administrative practices citing challenges in the institutions, community and the ministry of education. They should carry out instructional supervision, do effective communication, coordinate proper donor support services ,involve parents in the inclusion programme, and provide appropriate learning environment, among other practices.

The Education officers agreed that all public primary schools had learners with SNE, especially Specific Learning Difficulties (SLD) and Emotional Behavioral Difficulties (EBD), the most common ones and the least identified amongst the disciplines.

'*It is very unfortunate for those learners who suffer from the SLD and EBD for they are wrongly and mistakenly labelled as stupid for the case of SLD and as being rude and unruly for case of EBD'*, commented the Education Officer, Mbooni East Sub- County.

The Education Officer from Mbooni West Sub-County briefly discussed their roles in enhancing inclusion of learners with Special Needs in Education in Public Primary Schools, he said, "*It's our noble duty as education officers to support the proper implementation of Inclusive Education of the learners with Special needs in education by ensuring regular monitoring of Curriculum implementation with special passion for the Adapted curriculum, inspecting the infrastructure to ensure adapted physical facilities like wide doors, ramps, adapted desks, rails in the latrines, magnifying glasses, wheel chairs, crutches, among others. We check on Curriculum Based Establishment (CBE) and its composition concerning those trained in Special needs education to ensure that inclusion is implemented in the right way, we hold staff-meetings with headteachers to discuss the progress of inclusion in their schools and encourage them to sensitize and create awareness to the parents and communities around their schools, guide the headteachers on how to solicit for donor support in their respective schools, as well as directing the Educational Assessment Resource Centres (EARC) Officers, currently being referred to as Curriculum Support Officers-SNE (CSO-SNE) to carry out regular assessments, give appropriate interventions and proper placements timely. We also advice the government, through the Ministry of Education on the position of special needs education on the ground, the strengths and challenges faced in the programme, among others.*

Both, Education Officers cited the following as among some of the headteachers' administrative practices: Instructional supervision, effective communication, proper coordination of donor support services, involving parents, creating of conducive learning

environment, among others. The two officers supported the idea of inclusion saying that it is the best programme that gives learners an opportunity to have the privilege to learn with the regular learners in the mainstream.

The inclusion program in the public primary schools is challenged by poor staffing of the teachers trained in special needs education, inadequacy of adapted infrastructure, poor and delayed funding of the program, insufficient and inappropriate instructional materials, negative attitudes, stereotyping and discrimination, lack of well-equipped offices for the assessment programs, among others. The Educational Assessment Resource Centre Officers, who currently being referred to as Curriculum Support Officers-Special Needs Education (CSO-SNE) have the role to create awareness and sensitize stakeholders to support the inclusion programme, assess the children identified both in schools and at home, suggest the best intervention, and the appropriate placement, and in most cases, the inclusion especially to the cases that are not severe. The CSO (SNE) also do routine supervision of the preparations of Individualized Educational Programs and advice the teachers accordingly. The Education Officers were frank to state that the Curriculum Support Officers (SNE) rarely carry out the routine assessments due to lack of facilitation in terms of funds and transport, as well as inadequate and inappropriate equipment.

Finally, the Education Officers cited some strengths in support of inclusion in the two Sub-Counties, stating that the few trained teachers in Special Needs Education had passion for the inclusion programme and had inducted co-teachers to assist in the implementation as well as parents to help in preparation of Individualized Educational Programme materials for their children both at home and in school. The common challenges mentioned by the two officers were in the area of balancing staffing due to the few trained teachers and

headteachers in Special Needs Education in order to ensure proper implementation of the inclusion of learners with special needs in education. They both cited the challenge of inadequate and delayed Free Primary Schools Education Fund, Special Needs Education subsidy by the government, negative attitudes from their peers, some teachers, some of their parents and the community, attribution to poor performance, among others. The two Education Officers from Mbooni East and West Sub-Counties posited that inclusion of learners with special needs in education was far from full implementation in public primary schools in Mbooni East and West sub-counties, Kenya

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study with respect to the specific objectives of the research, conclusions, recommendations and proposals for further research.

5.2 Summary of the Study and major findings

The purpose of this study was to examine the influence of headteachers' administrative practices on the inclusion of learners with special needs in education in public primary schools in Mbooni East and West Sub-counties, Kenya. The study was guided by the following research objectives;

1. To determine the influence of headteachers' instructional supervision on inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub-counties, Kenya,

2. To find out the influence of headteachers' communication on inclusion of learners with special needs in education in public primary school in Mbooni East and West sub-counties, Kenya,

3. To examine the influence of head teachers' co-ordination of donor support services on inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub-counties, Kenya,

4. To identify the influence of the headteachers' involvement of parents in planning on inclusion of learners with special needs in education in public primary schools in Mbooni East and West Sub-Counties, Kenya,

5. To establish the influence of headteachers' creation of conducive learning

environment on inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub-counties, Kenya.

The study employed the descriptive research design and mixed research methodology, which put together components of qualitative and quantitative techniques in data collection and analysis. Purposive sampling was used to schools in Makueni county and simple random sampling was used to select the teachers and the headteachers. The sample included in this study were one hundred and seventy-three (N= 173) teachers, twenty-three (N=23) headteachers, six (N=6) parents and two (N=2) Education Officers. One hundred and eighty-six questionnaires administered to the teachers, and twenty-three the head teachers, interview schedules prepared for two education officers and six parents. The researcher also did document observations and checklists in the headteachers' offices. One hundred and seventy-three teachers and eighteen head teachers returned duly completed questionnaires. The six parents sampled from a population of 60 parents and two education officers from the two sub-counties participated in the interviews.

The research used questionnaires to collect quantitative data from headteachers and teachers while separate interview schedules were used to collect qualitative data from Education Officers and parents Document analysis and observation checklists were also done at the headteachers' offices. Data from questionnaires were analyzed quantitatively while data from interview, document analysis and observation checklist were analyzed qualitatively with the results eventually being integrated into quantitative results. Descriptive and inferential statistics were both generated. Data generated from descriptive analysis were presented in tables, bar graphs, pie charts percentages and figures. Inferential statistics generated data, which was used to test the formulated hypotheses. One Way

ANOVA Test and Student Independent t-test was used to test the stated hypotheses at 95% degree of freedom and 5% level of precision. Statistical Package for Social Sciences (SPSS) version 23.0 was used to aid in data analysis. After a comprehensive data analysis, the study findings were summarized as below:

5.2.1 Influence of Headteachers' Instructional Supervision on Inclusion of Learners with Special Needs in Education

The first objective of the study was to determine the influence of headteachers' instructional supervision on inclusion of learners with special needs in education in public primary schools in Mbooni East and West Sub-Counties, Kenya. The quantitative descriptive results obtained from the questionnaires were ; Since p-value = 0,047 < p- value = 0.05, we reject H0 and conclude that there is statistically significant mean difference between head teachers' instructional supervision and inclusion in learning and their level of education as determined by one- way ANNOVA (F (2,158)= 21.73, p< 0.047). Inferential data was obtained from the parents and education officers. These were the parents who regularly visited the schools and interacted with the teachers and head teachers on the progress of their children with SNE. The education officers have reports on instructional supervision from their routine visits, lesson observations, checking of learners' work. The results indicated that headteachers do not supervise learners learning activities. This shows that if headteachers carried out proper instructional supervision, implementation of inclusion program would be successful.

5.2.2 Influence of Headteachers' Communication on Inclusion of Learners with Special Needs Education

The second objective of this study was to find out the influence of headteachers' communication on learners with special needs in education in public primary schools in Mbooni East and West Sub-Counties, Kenya.

Results from inferential statistics (Independent t- test and One Way ANOVA test) show that communication is significantly related with inclusion in public primary schools in Mbooni East and West sub-counties, Kenya. Since P-value is $0.000 < P = 0.05$, we fail to reject HO and conclude that there is statistically significant mean difference between head teachers' communication means and their level of education as determined by One- way ANNOVA $(F(2, 158) = 62.13, P < 0.001)$. This means that for successful implementation of inclusion programs in public primary schools in Mbooni East and West sub-counties to take place, the headteachers should practice good and communication skills that enhance inclusion.

5.2.3 Influence of Headteachers Coordination of Donor Support Services on Inclusion of Learners with Special Needs education

The third objective of this study was to examine the influence of headteachers' coordination of donor support services on inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub-counties, Kenya.

The quantitative descriptive results from the questionnaires show that the respondents do not agree with the variable, coordination of donor support services as indicated by the mean and standard deviation spread across. The results were confirmed by the qualitative results of the interviews from the Education Officers and parents who posited that headteachers do not coordinate properly the donor support services. But the respondents conclude that

there is statistically significant mean difference between headteachers support coordination of donor services influencing inclusion of learners with special needs and their level of education as determined by One-way ANOVA. Since p-value = 0.047 < p- value 0.05, we reject H0 and conclude that there is no statistically significant mean difference between head teachers' coordination of donor support services to enhance inclusion of learners with special needs and their level of education as determined by one- way ANNOVA (F (2, 158)= 8.43, P < 0.054).

5.2.4 Influence of Headteachers' Involvement of Parents on Inclusion of Learners with Special Needs Education

The fourth objective of this study was to identify the influence of headteachers' involvement of learners with special needs education in public primary schools in Mbooni East and West sub-counties, Kenya.

The quantitative descriptive results from questionnaires show that the respondents do agree with the variable that headteachers involve parents in the inclusion program of their children who live with disabilities in public primary schools in Mbooni East and West Sub-Counties.

The independent t- test hypothesis and the One-Way ANOVA hypothesis also corroborate by concluding that there is statistically significant mean difference between if headteachers involve parents in decision making on inclusion of learners with special needs in education in public primary schools in Mbooni East and West Sub-Counties, Kenya. Since p-value= 0.00025< p= 0.05, we fail to reject H0 and conclude that there is statistically significant mean difference between if head teachers involve parents in inclusion of learners with special needs and their level of education as determined by one- way ANNOVA (F (2,

158) = 7.9405, p= 0.0025).The results therefore concur with literature reviewed for this study which show that involving parents in decision making influences greatly the implementation of their children in inclusive learning in public primary schools in Mbooni East and West sub-counties, Kenya.

5.2.5 Influence of Headteachers' Creation of Conducive Learning Environment on Inclusion of Learners with Special Needs in Education

The fifth objective of this study was to establish the influence of headteachers' creation of conducive learning environment on inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub-counties, Kenya.

The quantitative descriptive results from the questionnaires show that majority of the respondents do not agree with the variable that headteachers create conducive learning environment. These results were corroborated by the qualitative results of the interviews with the parents and the Education Officer who posited that headteachers do not provide appropriate learning environment to enhance implementation of inclusive education programs. Since p-value = 0.001<p=0.05, we fail to reject H0 and conclude that there is statistically significant mean difference between head teachers' creation of conducive learning environment and their level of education as determined by one-way ANNOVA (F (2, 151)=39.23, p=0.001)

This results therefore concur with literature reviewed for this study which show that head teaches do not provide appropriate learning environment that can enhance inclusion programs in public primary schools in Mbooni East and West sub-counties, Kenya.

5.2.6 Relationship between independent and the dependent variables

The descriptive analysis of the independent and the dependent variables of this study showed a high rejection of influence of headteachers' administrative practices (mean = 3.93934 on a scale of 1 to 5) on inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub-counties occasioned by the independent variables of the study. This is supported by literature reviewed. Moreover, for this study respondents were more dissatisfied with the provision of appropriate learning environment (mean =4.14) followed by effective communication (mean= 4.0667), involvement of parents (mean=4.0575), instructional supervision (mean = 3.8525), while proper coordination of donor support services (mean= 3.580) offered the least contribution to inclusion of learners. The results therefore conclude that provision of appropriate learning environment is the most important factor of all the variables of this study that influence inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub-counties, Kenya. This is in contrast to several studies which show that provision of appropriate learning environment had the least influence on inclusion of learners with special needs in education hence the failure in implementation.

5.3 Conclusion

After carrying out a detailed data analysis, the research has concluded that the head teachers don't carry out their administrative practices as expected in the public primary schools in Mbooni East and West Sub-Counties .The study findings confirm the reason why there is slow implementation of inclusion programs in the area under study.

The findings from the independent variable, instructional supervision, conclude that the headteachers do not carry out instructional supervision. in public primary schools in

Mbooni East and West Sub-Counties.

Communication was the second independent variable The teachers who participated in the study reported that communication was crucial for implementation of inclusion programs but felt that the head teachers do not practice it adequately in public primary schools in Mbooni East and West Sub-Counties.

The third objective examined the coordination of donor support. From the result findings, the researcher concluded that the head teachers and teachers had the feeling that there was no need to coordinate for the donor support services. The researcher concluded that this negation could have contributed to the slow implementation of inclusion programs in the area under study.

The findings of the fourth objective on involvement of parents in planning and inclusion indicated that the headteachers did not approve the involvement of parents in the planning of implementation of inclusion programs as necessary. Nevertheless, the teachers who participated approved the involvement of the parents in the planning of implementation of inclusion programs in public primary schools as very necessary. The researcher concurs with the teachers since they are the implementers of the curriculum and know the importance of the parent in the implementation of the inclusion curriculum.

The fifth objective established the creation of conducive learning environment. The researchers' findings from the headteachers showed that the headteachers did not participate in the creation of conducive learning environment for implementation of inclusion programs in public primary schools in Mbooni East and West sub-counties, Makueni.

The researcher concludes that there is less influence of headteachers' administrative practices on implementation of inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub-counties which is largely caused by insufficient creation of conducive learning environment, lack of communication, failure to adequately involve the parents in planning , failure to carry out instructional supervision as well as lack of coordination of donor support services.

5.4 Recommendations

Basing on the findings of the study, the researcher wishes to make the following recommendations:

1. There is need for the Ministry of Education to re-introduce ways of equipping the public primary schools like one that existing in the 70s and 80s which was called Kenya Schools Equipment Scheme that used to equip the schools adequately and evenly. The head teachers will concentrate in managing the resources and leave out the donors and other supporters.

2. Although all teachers including the headteachers are graduates from different teacher training colleges and universities, not all have excellent communication skills. Hence, Kenya Education Management Institute (KEMI) which is committed to improving quality of education by enhancing capacity of education managers, should infuse the learning area of communication in the training curriculum for headteachers..

3. The Ministry of Education should organize for INSETs and workshops to sensitize the headteachers on the roles played by donors in funding education programs, among them, the special needs education, inclusion.

4. Parents are represented in the Board of Management (BoM) which operates under the

Education Act. The BoM is bestowed with the responsibilities to support curriculum development, participate in the school development plan and the learning improvement plan, and manage school finances. The Ministry of Education should amend the policy on nominations and make it a policy that there is a slot for such parent representation in the BoM.

5.5 Suggestions for further research

i. Basing on the findings of this study, the researcher suggests that a replica of the same study be carried out if the results of the study hold in other sub-counties in Kenya.

ii. Further, the researcher suggests further research on influence of headteachers' administrative practices on implementation of inclusion of learners with special needs in education and effectiveness of head teachers' in the implementation inclusion in private primary schools in Kenya.

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APPENDICES

Appendix I: Participants Letter of Consent

University of Nairobi,

Faculty of Education

Department of Educational Management, Policy and Curriculum Studies (Formerly Educational Administration and Planning),

P.O. Box 92-00902

KIKUYU

Date:_____

Contact Person: DOMITILLA MWANZIA

Telephone: +254 717077845

Dear Participant,

You are being requested to take part in a research study on influence of headteachers' administrative practices on inclusion of learners with special needs education in Public Primary Schools in Mbooni Constituency, Kenya. Guidelines on how to go about the exercise will be provided. The risks, benefits, and the rights of the participants will be explained to you.

I, the researcher will be ready to clarify anything that is not clear to you. It's your right to question anything regarding the study any time. There is no coercion to participate but it is completely voluntary. The participant is not obliged to take part in the study but has the right to withdraw from it at any given time in the course of the study; without penalty or loss of benefits. In case of a withdrawal, the participant is kindly requested to return for a

trial discussion in order that we determine the research was conducted in an orderly and professional manner.

Thank you for your cooperation and assistance.

I will participate

Date:_____

Signature:_____

School code:_____

I decline to participate.

Date:_____

Signature:_____

School code:_____

Appendix II: Questionnaire for the Headteachers

This questionnaire is designed to help the researcher investigate the influence of headteachers' administrative practices on inclusion of learners with Special Needs Education in public primary schools in Makueni County, Kenya. You are requested to participate in the study by filling in this questionnaire the information you will give will be used for the purpose of the study only. Do not disclose your identify.

Section A: Demographic data

Put a tick in appropriate box [ ]

What is your gender? Male   [   ]   Female   [   ]

What is your age?

25 years and below [   ]   26 – 30 years   [   ]

31 – 35 years   [   ]   36 – 40 years   [   ]

41 – 45 years   [   ]   Above 45 years   [   ]

How long have you served as headteacher?

1 year and below   [   ]   1 – 5 years   [   ]

6 – 10 years   [   ]   11-15 years   [   ]

16 – 20 years   [   ]   Above 21 years   [   ]

How long have you served as headteacher in this school?

1 year and below   [   ]   1 – 5 years   [   ]

6 – 10   [   ]   11 – 15 years   [   ]

16 – 20   [   ]   Above 21 years   [   ]

What is your level of education?

P1 [ ] Diploma [ ] Degree [ ] Masters [ ] PhD [ ]

Do you have training in SNE?..

If other training, specify..

Section B : Headteachers' Administrative Practices and Inclusion of Learners with Special Needs Education.

In the scale of 1 to 5, indicate the extent to which you agree with the statements.

Key

5 = Strongly agree; 4 = Agree, 3 = Undecided 2 = Disagree   1 = Strongly Disagree

No.	Statements	1	2	3	4	5
	Effective Communication and Inclusion					
1	There are well spelt communication means by use of official letters, circulars, notices, minutes, reports, and announcements.					
2	There is open communication, means between headteachers, teachers, learners, parents and community which is continuous, clear and not ambiguous, example by use dialogue and meetings on inclusion.					
3	The school mission and vision communicates well the concept of inclusion of Learners with SNE					

4	The headteacher uses three major communication networks to express the concept of inclusion in the school namely: downwards, upwards, and horizontal communication.					
B. Instructional Supervision and Inclusion						
5	The headteacher closely supervises classroom teaching activities to enhance inclusive learning.					
6	The headteacher supervises the learners learning activities to enhance inclusive.					
7	The headteacher involves the teachers in supervision of curriculum implementation on inclusion of learners with special needs education.					
8	The headteacher supervises preparation of professional documents to enhance integrated teaching and learning in the school.					
C. Headteachers' Proper Coordination of Donor Support Services and Inclusion						
9	Headteachers' coordinates the services provided by the donors to enhance inclusion of Learners with SNE.					
10	Headteacher coordinates donors to provide services that are readily accepted by the school community for proper					

	inclusion of learners with SNE.					
11	head teachers' coordination of donor support services influence inclusion of learners with SNE.					
D. headteachers' involvement of parents and inclusion						
12	The headteacher involves parents in decision making on inclusion of their children.					
13	The headteacher involves the parents in helping the SNE teachers in making the IEP.					
D. head teachers' involvement of parents and inclusion						
14	The headteachers provides adaptations in the school for enabling learning environment.					
15	Headteacher enhances peer support amongst the learners					

Thank you for your cooperation.3	The school mission and vision communicates well the concept of inclusion of Learners with SNE					
4	The headteacher uses three major communication networks to express the concept of inclusion in the school namely: downwards, upwards, and horizontal communication.					
B. Instructional Supervision and Inclusion						

5	The headteacher closely supervises classroom teaching activities to enhance inclusive learning.					
6	The headteacher supervises the learners learning activities to enhance inclusive.					
7	The headteacher involves the teachers in supervision of curriculum implementation on inclusion of learners with special needs education.					
8	The headteacher supervises preparation of professional documents to enhance integrated teaching and learning in the school.					
C. Headteachers' Proper Coordination of Donor Support Services and Inclusion						
9	Headteaher coordinates the services provided by the donors to enhance inclusion of Learners with SNE.					
10	Headteacher coordinates donors to provide services that are readily accepted by the school community for proper inclusion of learners with SNE.					

11	Head teachers' coordination of donor support services influence inclusion of learners with SNE.					
D. Head teachers' involvement of parents and inclusion						
12	The headteacher involves parents in decision making on inclusion of their children.					
13	The headteacher involves the parents in helping the SNE teachers in making the IEP.					
D. Head teachers' involvement of parents and inclusion						
14	The headteachers provides adaptations in the school for enabling learning environment.					
15	Headteacher enhances peer support amongst the learners					

Thank you for your cooperation.

Appendix III: Questionnaire for Teachers

The study seeks to investigate the influence of headteachers' administrative practices on inclusion of learners with special needs education in public primary schools in Mbooni Constituency, Kenya. The study is purely academic in nature and hence confidential. Answer all questions by either filling in the blank spaces or ticking the option that applies. To ensure the confidentiality do not write your name on the questionnaire.

Section A : Demographic Data – Put A Tick In Appropriate Box [ ]

What is your gender?   Male   [   ]   Female   [   ]

What is your age?

25 years and below [   ]   26 – 30 years   [   ]

– 35 years   [   ]   Above 40 years   [   ]

What is your level of education?

Certificate   [   ]   Diploma [   ]   Degree [   ]

Masters   [   ]   EdD   [   ]

How long have you worked as a teachers   [   ] years

Do you have any training in SNE?

Yes   [   ]   No. [   ]

If No, how do you manage the SNE curriculum and the leaners with SNE?

....

....

No.	Statements	SA	A	N	D	SD
1	Headteachers' communication has a great influence on inclusion of learners with Special Needs Education					
2	Headteachers' use well spelt communication means by use of official letters, circulars, notices, minutes, reports and announcement					
3	The school mission, vision and motto communicate well the concept of inclusion of learners with Special Needs Education (SNE)					
4	Headteachers' use of three major communication means namely; downwards, upwards and horizontal communicate well the concept of inclusion of learners with of SNE					
5	There is open communication means between headteacher, teachers, learners, parents, and community which is continuous, clear and not ambiguous, example by use of dialogue and meetings of inclusion of learners with SNE					
6	Headteachers involves the parents in the decision making of their children's inclusion program.					
7	Headteacher provides for appropriate learning environment for inclusion of learners with SNE.					

Section B: Headteachers' Effective Communication and Inclusion of learners with SNE

Please tick to indicate the extent to which you agree with the following statements in a 5 – Likert Scale where :

Key

SA = Strongly agree;   A = Agree,   N =Neutral

D   = Disagree   SD = Strongly Disagree

Section C: Headteachers' Instructional Supervision and Inclusion of Learners with SNE

Apart from what you learnt in college, what other skills and knowledge have you gained as a teacher through Head teachers' supervision?

....

....

....

Do you apply the above mentioned skills and knowledge in your daily teaching of

learners with SNE who are integrated?

Yes [   ]   No [   ]

If yes, how? ....

If Yes, how? ....

No.	Statements	SA	A	N	D	SD
3	Headteacher supervises the teaching and implementation of SNE curriculum.					
4	Headteacher supervises preparation of professional documents to improve the learning and inclusion of learners with SNE in the school.					
5	Headteacher supervises preparation and use of instructional material used in teaching and learning to ensure that all learners participate in learning.					

Section D : Headteachers' Proper Coordination of Donor Support Services and Inclusion of Learners with SNE

No.	Statements	SA	A	N	D	SD
1	Headteacher coordinates the services provided by the donors to Enhance Inclusion of Learners with SNE.					
2	Headteacher coordinates donors to provide services that are readily accepted by the school community for proper Inclusion of learners with SNE.					
3	Headteachers' coordination of donor services influence inclusion of learners with Special Needs Education.					

Appendix IV: Observation Checklist

The following are areas the researcher will observe in the field. The research instrument is meant to assess the nature and state of physical facilities and teaching / learning resources in public primary school that have influence on inclusion of learners with Special Needs Education.

Name of school: _____

Physical Facilities_____

Facility	Available	Not available	State/functionality
Adapted desks			
Spacious classrooms			
Ramps on the door ways			
Adapted toilets			
Wide doors			
Teaching / Learning Resources			
Hearing aids			
Braille Machines			
Sign language books			
Magnifying glasses			

Support Services		
Service	**Available**	**Not Available**
Itinerant teaching		
Psychological assessment		
Peer tutoring		
Speech therapist		

Which methods of curriculum delivery are used in the schools studied?

Learner centered   [   ]   B. Teacher centered   [   ]

State other observations made by the researcher within the school compound as regarding

to SNE inclusion of learners.

....

7. Respondents recommendations in regard to enabling environment to cater for the

learners with Special Needs in Education Learning.

....

Thank you for your cooperation.

UTANGWA H.G.M

Date visited: 7/1/2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	1
Spacious classrooms	1
Usable ramps	1
Adapted latrines	0
Presence of SNE trained teachers	1

TOTAL SCORES: 4

School enrolment: 520

No. of learners included: 4

Remarks :   Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly			☐		
Quarterly					
Yearly					

SCORE: 3

MUTAKI PRIMARY SCHOOL

Date visited : 26TH /2

/2019 Time : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	1
Spacious classrooms	1
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	0

TOTAL SCORES: 2

School enrolment: 384

No. of learners

included: 0 Remarks :

Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly					
Quarterly				☐	
Yearly					

SCORE: 2

MUTITU S.D.A

Date visited : 8/1/2019

Time   : 8:00 AM

INDICAT OR	SCORE (12)
Adapted environment	0
Wide doors	1
Spacious classrooms	1
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	0

TOTAL SCORES: 2

School enrolment: 533

No. of learners included:

01Remarks : Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly					
Quarterly				☐	
Yearly					

SCORE: 2

LUNG'U P.S

Date visited : 09TH 1/2019

Time   : 8:00 AM

INDICAT OR	SCORE (12)
Adapted environment	0
Wide doors	1
Spacious classrooms	1
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	1

TOTAL SCORES: 3

School enrolment: 294

No. of learners

included: 0Remarks :

Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly			☐		
Quarterly					
Yearly					

SCORE: 3

KAVUMBU PRIMARY

Date visited : 10/1/2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	1
Spacious classrooms	1
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	1

TOTAL SCORES: 3

School enrolment: 434

No. of learners included:

01Remarks : Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly			☐		
Quarterly					
Yearly					

SCORE: 3

KALAWA P.S

Date visited :14^T /1 /2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	1
Spacious classrooms	2
Usable ramps	1
Adapted latrines	0
Presence of SNE trained teachers	1

TOTAL SCORES: 5

School enrolment: 508

No. of learners included:

04Remarks : Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly		□			
Monthly					
Quarterly					
Yearly					

SCORE: 4

SYOKILATI P.S

Date visited :16TH /1/2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	1
Spacious classrooms	0
Usable ramps	1
Adapted latrines	0
Presence of SNE trained teachers	2

TOTAL SCORES: 4

School enrolment: 315

No. of learners included:

02Remarks : Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly					
Quarterly				☐	
Yearly					

SCORE: 2

KYAUME PRIMARY SCHOOL

Date visited :21 /1 /2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	1
Wide doors	1
Spacious classrooms	1
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	1

TOTAL SCORES: 4

School enrolment: 387

No. of learners included:

03Remarks : Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly			☐		
Quarterly					
Yearly					

SCORE: 3

MIANGENI PRIMARY SCHOOL

Date visited :23/1 /2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	0
Spacious classrooms	2
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	0

TOTAL SCORES: 2

School enrolment: 425

No. of learners included:

10Remarks : Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly					
Quarterly				☐	
Yearly					

SCORE: 2

NTHILANI PRIMARY SCHOOL

Date visited :29/1 /2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	2
Spacious classrooms	2
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	2

TOTAL SCORES: 6

School enrolment: 150

No. of learners included:

01 Remarks :   Very

poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly			☐		
Quarterly					
Yearly					

SCORE: 3

NGILUNI PRIMARY SCHOOL AND SMALL HOME

Date visited : 31/1/2019

Time   : 8:00 AM

INDICAT OR	SCORE (12)
Adapted environment	2
Wide doors	2
Spacious classrooms	2
Usable ramps	2
Adapted latrines	2
Presence of SNE trained teachers	2

TOTAL SCORES: 12

School enrolment: 246

No. of learners included:

24Remarks :   Poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly		□			
Monthly					
Quarterly					
Yearly					

SCORE: 4

KAKETI PRIMARY SCHOOL

Date visited : 5 /2 /2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	1
Spacious classrooms	2
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	2

TOTAL SCORES: 5

School enrolment: 230

No. of learners included:

02Remarks : Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly					
Quarterly				☐	
Yearly					

SCORE: 2

ITITU PRIMARY SCHOOL

Date visited : 7 /2 /2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	1
Spacious classrooms	2
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	2

TOTAL SCORES: 5

School enrolment: 608

No. of learners included:

14Remarks : Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly			☐		
Quarterly					
Yearly					

SCORE: 3

KATHULUMBI PRIMARY SCHOOL

Date visited : 14 /2 /2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	0
Spacious classrooms	2
Usable ramps	1
Adapted latrines	0
Presence of SNE trained teachers	0

TOTAL SCORES: 3

School enrolment: 346

No. of learners included:

04Remarks : Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly				☐	
Quarterly					
Yearly					

SCORE: 2

KIMANDI PRIMARY SCHOOL

Date visited : 15 /2 /2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	0
Spacious classrooms	2
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	2

TOTAL SCORES: 4

School enrolment: 348

No. of learners included:

03Remarks : Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly			☐		
Quarterly					
Yearly					

SCORE: 3

KAKO M.H SPECIAL SCHOOL

Date visited : 19 /2/2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	2
Wide doors	2
Spacious classrooms	2
Usable ramps	2
Adapted latrines	2
Presence of SNE trained teachers	2

TOTAL SCORES: 12

School enrolment: 20

No. of learners included: 0

Remarks :   Very

poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly		☐			
Monthly					
Quarterly					
Yearly					

SCORE: 4

IVIANI PRIMARY SCHOOL

Date visited : 21/2 /2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	0
Spacious classrooms	1
Usable ramps	1
Adapted latrines	0
Presence of SNE trained teachers	2

TOTAL SCORES: 4

School enrolment: 284

No. of learners

included:arks :   Poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly			☐		
Quarterly					
Yearly					

SCORE: 3

KAKUSWI H.I SPECIAL SCHOOL

Date visited : 26 /2 /2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	2
Wide doors	2
Spacious classrooms	2
Usable ramps	2
Adapted latrines	2
Presence of SNE trained teachers	2

TOTAL SCORES: 12

School enrolment: 28

No. of learners

included: 0Remarks :

Poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly		☐			
Monthly					
Quarterly					
Yearly					

SCORE: 4

KYANGOMA M.H SPECIAL SCHOOL

Date visited : 5/3/2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	2
Wide doors	2
Spacious classrooms	2
Usable ramps	2
Adapted latrines	2
Presence of SNE trained teachers	2

TOTAL SCORES: 12

School enrolment: 30

No. of learners

included: 0Remarks :

        Poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly		☐			
Monthly					
Quarterly					
Yearly					

SCORE: 4

KIKIMA DEB P.S

Date visited : 7TH /3

/2019Time : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	0
Spacious classrooms	0
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	2

TOTAL SCORES: 2

School enrolment: 598

No. of learners included:

06Remarks :   Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly			□		
Quarterly					
Yearly					

SCORE: 3

MWEANI SPECIAL UNIT AND P. SCHOOL

Date visited : 12 /3/2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	2
Spacious classrooms	2
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	2

TOTAL SCORES: 6

School enrolment: 325

No. of learners included:

10Remarks :   Very poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly					
Quarterly				☐	
Yearly					

SCORE: 2

TUTUTHA PRIMARY AND SPECIAL UNIT

Date visited : 14 /3 /2019

Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	0
Spacious classrooms	2
Usable ramps	1
Adapted latrines	0
Presence of SNE trained teachers	2

TOTAL SCORES: 5

School enrolment: 422

No. of learners included:

08Remarks :   Very

poor

Frequency of supervision by Head teacher

Likert scale (5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly			☐		
Quarterly					
Yearly					

SCORE: 3

KITUNDU PRIMARY SCHOOL

Date visited : 19TH /2 /2019 Time   : 8:00 AM

INDICATOR	SCORE (12)
Adapted environment	0
Wide doors	1
Spacious classrooms	1
Usable ramps	0
Adapted latrines	0
Presence of SNE trained teachers	1

TOTAL SCORES: 3

School enrolment: 498

No.oflea

rners

included

: 04

Remarks

:Very

poor

Frequency of supervision

by Head teacher Likert scale

(5-1)

Daily - 5, Weekly – 4, Monthly – 3, Quarterly – 2, Yearly – 1

Frequency	5	4	3	2	1
Daily					
Weekly					
Monthly			☐		
Quarterly					
Yearly					

SCORE: 3

Appendix V : Interview Schedule for Sub County Education Officer

You are kindly requested to respond to the following interview. Any information given will be treated with confidentiality.

Gender……………………………………………………………………………..

How long have you served in this sub-county?...

How many public primary schools are in Mbooni East Sub-county/Mbooni West Sub-county? ....

What is the total number of teachers in the sub-county?...

....

How many public primary schools practice Inclusive Education in Mbooni East sub-county?...

Explain briefly your role in enhancing inclusion of learners with Special Needs Education in public primary school..

Comment on headteachers' administrative practices that can influence inclusion of learners with Special Needs Education in public primary schools.

....

.What is your view on inclusion of learners with Special Needs?...............................

....

.What reported challenges do headteachers face in integrating Special Needs Education in public primary schools?

....

Evaluate the role of EARCs in inclusion of learners with SNE.

....

How frequent do EARCs carry out awareness, and sensitization meetings and assesments of persons with disabilities in the Sub-county?

....

What challenges do you face in enhancing headteachers' administrative practices, including those related to inclusion of learners with SNE6?

....

Thank you for your cooperation.

Appendix VI: Document Analysis Guide (H/T)

This research instrument is intended to investigate the professional documents headteachers use to analysis the progress of teachers in integrating Special Needs Education.

Name of school..

School type   Boys only [   ]   Girls only [   ] Co-education [   ]

	Documents to be analyzed	Analysis details	Remarks
3	Scheme of work	Is it available Does it follow approval syllabus? Does it indicate adapted instructional resources? Is it checked and signed by headteacher?	
4	Records of work	Is it up to date? Is it in line with lesson plan and scheme of work? Is it checked regularly by the headteacher?	
5	Teacher's Lesson plan	Are objectives SMART? Is there objective for individualized Educational Programme (IEP)? Is it signed by the headteacher?	
6	Teachers' lesson book	Is it available? Is it in line with scheme of work? Is it signed by the headteacher?	
7	Learner's progress records book	Is it available? Does it show IEP assessments? Is it signed by the headteacher?	

8	Staff meeting book	Is there indication of headteachers' administrative practices implemented? Are there minutes on inclusion of learners with Special Needs Education? What was the area of focus in (ii)?	
9	Class attendance registers	Are they available? Are they attended daily? Are they checked and signed by the headteacher? How frequent are they checked?	

Thank you for your cooperation

Appendix VII: Parents' Interview Guide

1. What do you think about the topic that has brought us here today (Headteacher's administrative practices and inclusion of Special Needs Education?

2. In this school, who communicates deliberation of decisions from BoM, staff meetings, reports from learners and parents to the relevant groups?

3. Who is responsible for supervising learning programmes, on –going projects, discipline of teachers and learners?

4. Does the institution receive support from donor? Who coordinates the donor services if any? Please explain.

5. Have you heard of special needs education?

   I would like to hear more of your thoughts and opinions about SNE.

   What are the benefits of SNE?

   What are the disadvantages of SNE?

6. Have you heard of inclusion of learners with SNE? If yes, is it a concept stakeholder are readily to adopt?

   What are some of the good things, you have heard about it?

   What are some of the bad things you have heard about it?

7. Do you have a learner with special needs in education? If yes, would you like the learner to be integrated?

8. What challenges have you observed or experienced while implementing inclusion of learners with SNE in your institution? Suggest possible solutions.

9. Let's summarized some of the key points from our discussion. Is there anything else?

10. Do you have any questions?

   Thank you for taking the time to talk to us!!

Statistical analysis for headteachers output- independent t-test for independent variables

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Headteacher supervises classroom	Equal variances assumed	4.747	.045	-1.068	16	.302	-.506	.474	-1.512	.499
	Equal variances not assumed			-.883	6.918	.407	-.506	.574	-1.867	.854
Headteacher supervises learners	Equal variances assumed	3.627	.075	-1.115	16	.281	-.740	.664	-2.147	.667
	Equal variances not assumed			-1.046	10.346	.320	-.740	.708	-2.311	.830
Headteacher involves teachers	Equal variances assumed	.549	.470	-1.068	16	.302	-.506	.474	-1.512	.499
	Equal variances not assumed			-.925	7.950	.382	-.506	.548	-1.771	.758

Independent Samples Test

									95% Confidence Interval	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Preparation professional document	Equal variances assumed	1.340	.264	-1.145	16	.269	-.506	.443	-1.445	.432
	Equal variances not assumed			-.954	7.088	.371	-.506	.531	-1.758	.745
Open communication	Equal variances assumed	1.306	.270	-.288	16	.777	-.143	.496	-1.195	.909
	Equal variances not assumed			-.255	8.570	.804	-.143	.560	-1.418	1.133
Spelt communication	Equal variances assumed	1.306	.270	-.288	16	.777	-.143	.496	-1.195	.909
	Equal variances not assumed			-.255	8.570	.804	-.143	.560	-1.418	1.133
School mission and vision	Equal variances assumed	5.299	.035	-.996	16	.334	-.519	.522	-1.625	.586
	Equal variances not assumed			-.853	7.666	.420	-.519	.609	-1.935	.896
Three major communication	Equal variances assumed	2.566	.129	-.079	16	.938	-.039	.491	-1.080	1.002
	Equal variances not assumed			-.067	7.315	.948	-.039	.582	-1.404	1.326
Coordination service	Equal variances assumed	4.656	.046	-1.500	16	.153	-.870	.580	-2.100	.360
	Equal variances not assumed			-1.378	9.648	.199	-.870	.631	-2.284	.544
Coordinates donor	Equal variances assumed	2.863	.110	-.569	16	.577	-.351	.616	-1.657	.955

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		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
provision	Equal variances not assumed			-.515	9.166	.619	-.351	.681	-1.886	1.185
Coordination donor support services	Equal variances assumed	.007	.935	-.179	16	.860	-.104	.581	-1.335	1.127
	Equal variances not assumed			-.176	12.220	.863	-.104	.590	-1.387	1.180
Parents decision making	Equal variances assumed	.368	.552	-1.628	16	.123	-.740	.455	-1.704	.224
	Equal variances not assumed			-1.431	8.334	.189	-.740	.517	-1.925	.444
Headteacher helping	Equal variances assumed	6.302	.023	-1.552	16	.140	-.649	.418	-1.536	.237
	Equal variances not assumed			-1.305	7.254	.232	-.649	.498	-1.818	.519
Provides adaptation	Equal variances assumed	2.073	.170	-.111	15	.913	-.057	.516	-1.157	1.043
	Equal variances not assumed			-.097	7.584	.925	-.057	.588	-1.427	1.313
Peer support	Equal variances assumed	2.987	.104	-.319	15	.754	-.157	.492	-1.206	.892
	Equal variances not assumed			-.274	6.923	.792	-.157	.574	-1.517	1.203

ANOVAtest for teachers output

ONE WAY ANOVAOUTPUT FOR TEACHERS ON INDEPENDENT VARIABLES						
		Sum of Squares	Df	Mean Square	F	Sig.
Headteacher supervises classroom	Between Groups	16.340	2	8.170	12.476	.000
	Within Groups	103.462	158	.655		
	Total	119.801	160			
Headteacher supervises learners	Between Groups	5.162	2	2.581	1.689	.188
	Within Groups	241.360	158	1.528		
	Total	246.522	160			
Headteacher involves teachers	Between Groups	38.034	2	19.017	33.565	.000
	Within Groups	89.519	158	.567		
	Total	127.553	160			
Preparation professional documents	Between Groups	37.122	2	18.561	39.192	.000
	Within Groups	74.828	158	.474		
	Total	111.950	160			
Spelt communication	Between Groups	78.785	2	39.392	113.540	.000

	Within Groups	54.818	158	.347		
	Total	133.602	160			
Open communication	Between Groups	81.335	2	40.668	112.900	.000
	Within Groups	56.913	158	.360		
	Total	138.248	160			
School mission and vision	Between Groups	26.754	2	13.377	16.727	.000
	Within Groups	126.352	158	.800		
	Total	153.106	160			
Three major communication networks	Between Groups	11.108	2	5.554	7.356	.001
	Within Groups	119.302	158	.755		
	Total	130.410	160			
Coordination service	Between Groups	28.565	2	14.283	10.691	.000
	Within Groups	211.074	158	1.336		
	Total	239.640	160			
Coordinates donor provision	Between Groups	5.040	2	2.520	1.848	.161
	Within Groups	215.519	158	1.364		
	Total	220.559	160			
Coordination donor	Between Groups	25.798	2	12.899	12.761	.000

support services	Within Groups	159.717	158	1.011		
	Total	185.516	160			
Parents decision making	Between Groups	8.966	2	4.483	5.540	.005
	Within Groups	127.854	158	.809		
	Total	136.820	160			
Headteacher helping	Between Groups	17.615	2	8.808	15.327	.000
	Within Groups	90.795	158	.575		
	Total	108.410	160			
Provides adaptation	Between Groups	35.244	2	17.622	28.873	.000
	Within Groups	92.159	151	.610		
	Total	127.403	153			
Peer support	Between Groups	45.922	2	22.961	49.581	.000
	Within Groups	69.929	151	.463		
	Total	115.851	153			

Appendix VIII: Research Authorization - NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/35407/31421**

Date: **27ᵗʰ June, 2019.**

Domitilla Wanza Mwanzia
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of head teachers' administrative practices on inclusion of learners with special needs in education in public primary schools in Mbooni Constituency Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending 27ᵗʰ **June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Makueni County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. ROY B. MUGIIRA, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

Appendix IX: Research Permit

THIS IS TO CERTIFY THAT:
MS. DOMITILLA WANZA MWANZIA
of UNIVERSITY OF NAIROBI, 6015-300
NAIROBI,has been permitted to conduct
research in *Makueni   County*

on the topic: *INFLUENCE OF HEAD*
TEACHERS ADMINISTRATIVE PRACTICES
ON INCLUSION OF LEARNERS WITH
SPECIAL NEEDS IN EDUCATION IN
PUBLIC PRIMARY SCHOOLS IN MBOONI
CONSTITUENCY KENYA

for the period ending:
27th June,2020

Permit No : NACOSTI/P/19/35407/31421
Date Of Issue : 27th June,2019
Fee Recieved :Ksh 2000

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 – 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 25620

CONDITIONS: see back page

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Appendix X: Research Authorization –County Director Of Education

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone: ....
Fax: ....
Email:cdemakueni@gmail.com
When replying please quote

Ref No. MKN/C/ED/5/33/VOL.2/188

COUNTY DIRECTOR OF EDUCATION
P.O. BOX 41 - 90300
MAKUENI

2nd July ,2019

Received 03/07/2019
and the applicant is
hereby cleared to
collect data as
authorized

Sub-County Directors of Education
Mbooni East Sub-County
Mbooni West Sub-County
MAKUENI COUNTY

RE: RESEARCH AUTHORIZATION FOR DOMITILLA WANZA MWANZIA

This office is in receipt of a letter from the Director General, National Commission for Science, Technology and Innovation (NACOSTI) authorizing Domitilla Wanza Mwanzia to carry out research on **"Influence of head teachers' administrative practices on inclusion of learners with special needs education in public primary schools in Mbooni East and Mbooni West Sub-Counties in Makueni County, Kenya"** for the period ending 27th June, 2020.

Following this authorization, you are allowed to accord her the necessary assistance to carry out the research in the schools she will identify.

Gachungi J. Muriithi
County Director of Education
MAKUENI COUNTY
CCs
Director General/ CEO, NACOSTI

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone: ....
Fax: ....
Email:cdemakueni@gmail.com
When replying please quote

Ref No. MKN/C/ED/5/33/VOL.2/188

COUNTY DIRECTOR OF EDUCATION
P.O. BOX 41 – 90300
MAKUENI

2ⁿᵈ July ,2019

Sub-County Directors of Education
Mbooni East Sub-County
Mbooni West Sub-County
MAKUENI COUNTY

RE: RESEARCH AUTHORIZATION FOR DOMITILLA WANZA MWANZIA

This office is in receipt of a letter from the Director General, National Commission for Science, Technology and Innovation (NACOSTI) authorizing Domitilla Wanza Mwanzia to carry out research on **"Influence of head teachers' administrative practices on inclusion of learners with special needs education in public primary schools in Mbooni East and Mbooni West Sub-Counties in Makueni County, Kenya"** for the period ending 27ᵗʰ June, 2020.

Following this authorization, you are allowed to accord her the necessary assistance to carry out the research in the schools she will identify.

Gachungi J. Muriithi
County Director of Education
MAKUENI COUNTY
CC:
Director General/ CEO, NACOSTI

Appendix XII: Research Authorization – Mbooni West Sub-CountY

THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams "DISTRICTER"MBOONI WEST
Telephone: 020-2338734
Email:mbooniwestdc@yahoo.com

REF. MBW/ED/2/VOL.II/188.

DEPUTY COUNTY COMMISSIONER
MBOONI WEST SUB-COUNTY
P.O. BOX 1- 90125
KIKIMA.

DATE: 16TH JYULY, 2019

DOMITILA WANZA MWANZIA
UNIVERSITY OF NAIROBI
P.OBOX 30197-90200.
NAIROBI.

RE:RESEARCH AUTHORIZATION.

Reference is made to the County Commissioner Makueni County letter Ref: MKN/CC/ADM.6/I.VOL.III/223, DATED 1ST July 2019 on the above subject.

You are hereby authorised to undertake research on *"influence of head teachers administrative practices on inclusion of learners with special needs in education in public primary schools in Mbooni Constituency Kenya"* for period ending 27th June2020.

By copy of this letter all other government officials are requested to give you the necessary assistance.

HILLARY KOECH A.K
FOR: DEPUTY COUNTY COMMISSIONER
MBOONI WEST SUB-COUNTY.

OFFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

DEPUTY COUNTY COMMISSIONER
MBOONI EAST SUB COUNTY
P.O. BOX 1- 90127
MBUMBUNI

Telegrams "DISTRICTER" MBOONI EAST
Telephone:
Fax: 020-2354345
While replying

Date: 17/07/2019

Quote
Our Ref: MBNEST/ED.12/6 VOL.1 /34

Domitila Wanza Mwanzia
University of Nairobi
P.O Box 30197 – 90200
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to a letter from the County Commissioner, Ref. No. MKN/CC/ADM.6/1 VOL.111/223, dated 1st February, 2019 on the above subject matter.

You are hereby authorized to undertake research on *"influence of head teachers administrative practices on inclusion of learners with special needs in education in public primary schools in Mbooni constituency, Kenya"* for a period ending 27th June, 2020.

By a copy of this letter all other Government officials are requested to accord you the necessary assistance for the success of your research work.

JABIR RUMBA
FOR: DEPUTY COUNTY COMMISSIONER
MBOONI EAST

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Appendix XIV: Research Authorization Mbooni West

MINISTRY OF EDUCATION

Telegrams: "EDUCATION",Mbooni

Telephone: Mbooni 0737-990642
Fax No: 020-2450580
Email: mbooniwestdeo@yahoo.com

SUB COUNTY DIRECTOR OF EDUCATION OFFICE

MBOONI WEST

P O BOX 200
KIKIMA

When replying please quote:

REF: MBNW /SCDE/VOL 2/210

DATE 16/JULY/ 2019

HEAD TEACHERS MBOONI WEST

RE: RESEARCH AUTHORIZATION FOR DOMITILA WANZA MWANZIA

This office is in receipt of a letter from the Director General, National commission for science, Technology and Innovation{NACOSTI} authorizing Domitila Wanza Mwanzia to carry out research on "Influence of Head teachers administrative practices on inclusion of learners with special needs education in public primary schools in Mbooni West Sub County" For the period ending 27th June,2020.

Following this authorization, you are allowed to accord her the necessary assistance to carry out the research in the schools she will identify.

P.J.M.MUINDE

SUB COUNTY DIRECTOR OF EDUCATION

MBOONI WEST

CC:

DIRECTOR GENERAL/CEO,NACOSTI