

**INFLUENCE OF HEAD TEACHERS' ADMINISTRATIVE
STRATEGIES ON IMPLEMENTATION OF INCLUSIVE
EDUCATION IN INTEGRATED PUBLIC PRIMARY SCHOOLS IN
SOUTH RIFT REGION, KENYA**

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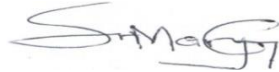
**A thesis Submitted in Partial Fulfilment for the Requirements for the
award of the Degree of Doctor of Education in Educational
Administration**

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DECLARATION

This thesis is my own original work and has not been submitted for award of a degree in any other University



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The thesis has been submitted with our approval as University Supervisors:

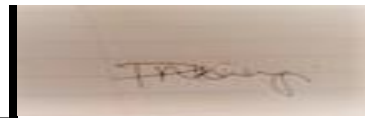


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DEDICATION

I dedicate this thesis to my Late Mother Grace Chebet Chepkwelat, my late sisters Chepngeno & Cheruto, My Father Gabriel Chepkwelat, My siblings, The Franciscan Sisters of St. Joseph, Asumbi and All differently abled children.

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GOD BLESS YOU ALL.

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ABBREVIATIONS AND ACRONYMS

| | |
|----------------|--|
| AKF | Agha Khan Foundation |
| BEA | Basic Education Act |
| BEFA | Basic Education for All |
| BVLF | Bernard Van Lee Foundation |
| BVLF | Bernard Van Lee Foundation |
| CWDs | Children with Disabilities |
| EARC | Educational Assessment Resources Services |
| FPE | Free Primary Education |
| KNBS | Kenya National Bureau of Statistics |
| LEA | Local Education Authorities |
| LWDs | Learners with Disabilities |
| MoEST | Ministry of Education, Science and Technology |
| NACOSTI | National Commission for Science, Technology and Innovation |
| NCAPD | National Coordination Association for Persons with Disability |
| SDG | Sustainable Development Goal |
| SNE | Special Needs Education |
| UN | United Nations |
| UNCRC | United Nations Convention on the Rights of the Child |
| UNESCO | United Nations Educational, Scientific and Cultural Organizations |
| UNICEF | United Nations International Children's Fund |
| WEF | World Education Forum |

ABSTRACT

Globally there is unanimity that every child has rights to education irrespective of existing personal disability status. As a result, the educational organisations set out to realise accessibility, suitability, and efficiency of learning processes within the community. This review analyzed the influence of school heads' administrative strategies on the implementation of inclusive education in integrated public primary schools in the South Rift Region, Kenya. The study was guided by the following objectives: To determine the influence of head teachers' collaboration with parents on implementation of Inclusive education in integrated primary schools in the South Rift Valley region in Kenya; to examine the influence of head teachers' support for teachers training on implementation of inclusive education in integrated public primary schools; to evaluate the influence of head teachers' allocated budget for resource acquisition and maintenance on implementation of inclusive education in integrated public primary schools; to establish the influence of head teachers' collaboration with faith-based organizations on the implementation of Inclusive education in integrated primary schools in South Rift Valley, to establish the influence of head teachers' collaboration with external funding agencies on the implementation of inclusive education in integrated primary schools in South Rift Valley region in Kenya. . Anchoring the study was the systems theory by Urie Bronfenbrenner (1965), supported by a descriptive research design. The study population comprised of 25 primary school heads, 121 special needs teachers teaching in integrated schools, 17 Sub County Directors of Education, 300 representatives of school management committees, and 490 parents' association's representatives from the 25 integrated schools in South Rift Region. The researcher used Krejcie and Morgan (1970) table for sample size determination to obtain 25 schools and 25 headteachers. Two special needs education teachers were randomly selected from each school; in addition to parents, committee representatives and parent representatives (150). Data was collected using questionnaires for head teachers and special needs teachers, while an interview schedule was used to collect data from Sub County Director of Education, County Quality Assurance and standards Officer (QASOs), members of School Management Committee (SMCs) and parents' representative. The supervisor's views and opinions were sought to improve the content validity. The reliability index was 0.7. Descriptive such as percentages and frequency distribution, and inferential statistics was done using correlation and regression analysis and then findings presented in statistical tables statistics were used to analyze significant data and presented using tables. Results from this study indicated that the influence of head teachers' collaboration with parents indicated R Square of 0.001 implying that this objective determines 1% variation in the Implementation of Inclusive education in integrated public primary schools in the South Rift Region. This could imply collaboration with parents in matters of inclusive education is not practice or parents have no funding ability. Support for teacher training R square 0.454 that is 45.4% variation, head teacher's allocated budget R Square 0.576 that is 57.6% which is attributed to funding's from all stakeholders. Collaboration with faith-based and external funding agencies determines 18% and 16.4% respectively variation in the implementation of inclusive education, implying weak linkages. The study recommends that head teacher needs to raise parents/ community awareness on their role and explore more collaborative partnerships with financial institutions, philanthropists among others to enhance implementation of inclusive education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is a fundamental right, for every child to have an education regardless of whether they are differently gifted or abled. Consequently, the concept of education strives at realizing access, appropriateness, relevance, affordability, and effectiveness of education in the community USAID (2019); Teshabaeva, Mahmudova and Yuldasheva (2020); Cahyadi, Widyastuti and Mufidah, (2021). The mechanism of achieving this is through mobilizing the necessary resources for transforming regular institutions including human expertise and adapting general infrastructure to suit the needs of all learners. Jensen Tara (2022) postulates that inclusion increases confidence , social skills, help to create a sense of belonging and make learning enjoyable for disable students and also teaches normal students kindness , compassion and patience which are good values in a community.

Wals and Benavot (2017) report campaign for an Inclusive educational approach for nations that are inclined to delivering education to all its citizens this includes Kenya. The concept of inclusivity in education to address the challenges of differentially gifted children emanated during the 1960s. World Conference of 1994 held in Spain which was dubbed the Salamanca Conference was a landmark statement on comprehensive education. The conference defined education as guidelines to bring onboard children of all nature regardless of biological, physical, and emotional conditions (Elfert,

2019; Huang, Liu, Tlili, Knyazeva, Chang, Zhang, & Holotescu, 2020 & Kiuppis, 2021).

It is a common tradition globally for learners with disability to have their education in special learning centers denying them the chance to interact with their devoid of any disability (World Health Organization, 2011). With these specialized learning centers being only present in certain localities, learners with disability are called to relocate in their quest for education leaving behind their families and the community. Based on this, a good number of these students have to choose between getting education and staying behind with their family. Additionally, separation from their family and the community ensures the promotion of a Feeling of othering that will ostracize them from their colleagues, rendering it hard for them to be genuine productive community members (Lalvani, 2013).

Inclusion of persons with disability is a concept that is founded on social justice and human liberties, affirming we all qualify for similar opportunities without regard in disabilities and inabilities. Within the educational sector, the practice of inclusion basically involves including those with disabilities in learning processes alongside those without any disability. Instead of dealing with a singular group in physically placing them, inclusion breeds a feeling of togetherness for the whole learning environment (McLeskey, Rosenberg & Westling, 2017).

As a practice, inclusive schooling continues to be supported by literature philosophically and empirically. The moment persons living with disabilities

undergo separation from those without disabilities during the school-going years, there is limitation of similar opportunities since they are not part of the bigger school community (European Agency for Special Needs and Inclusive Education, 2018). Special learning institutions for learners with disability often leads to a prolonged feeling of being neglected, less valued or empathy by other people; inclusion as a whole often ensures a feeling of positive leads communal expectations (McLeskey, Rosenberg & Westling, 2017).

Salend (2016) has found through empirical research that inclusive settings, as opposed to segregated classrooms, offer several advantages. Firstly, when teachers utilize effective practices, students with disabilities experience increased academic benefits. Secondly, students with disabilities also see improved social-related outcomes, including behavior, friendship, and self-concept. Lastly, peers without disabilities also benefit from inclusive settings, as they experience favorable academic and social outcomes. In line with this, Shogren et al. (2015) conducted research showing that non-disabled peers appreciate and enjoy the opportunities that arise from attending schools with inclusive classrooms.

As per the World Health Organization (WHO), approximately 10% of the world's population is estimated to have disabilities, with the majority of impaired children under the age of 15 residing in low-income countries. The concept of inclusive education gained momentum during the 1994 UNESCO world conference on special needs, held in Salamanca, Spain. It was recognized that every child possesses distinct characteristics, interests,

abilities, and educational requirements. Hence, individuals requiring special education should have the opportunity to attend mainstream schools, which should be equipped with child-centered teaching approaches capable of meeting their specific needs.

Some nations, like Canada, Spain, Italy, and the United States of America, have made significant advancements in the SNE program's implementation. According to Ainscow, the field of special education has only lately and unevenly developed over the world (1994). The following are a few of the global case studies we've looked at:

Over the past few years, SNE in the USA has drawn increased attention. In the present era, educating kids with learning difficulties is a struggle for the people of America. Only a small percentage (between 1% and 10%) of kids with special needs have easy access to education, and those who do usually have to go to a school that is separated. The US president's education plan intends to eliminate the achievement gap for minority groups in the US and equip all students for success in the 21st-century global economy.

In Toronto, the national event on human rights and inclusive education was organized by the Canadian organization of statutory human rights agencies (CASHRA). The emphasis of this was on the welfare and social integration of those with intellectual disabilities. However, not everyone views inclusive education as necessary, thus there hasn't been a constant demand for it. Since everyone is aware of a child's learning disability, confidentiality is impossible for them.

The majority of the time, students with special educational needs attend regular classes with regular students. There is occasionally worry that this inclusive strategy will have a negative impact on the education of other students. The findings of a study by the Centre for Education Research and Policy (CERPs) indicate that raising the proportion of students with special needs has very minor, statistically negligible effects on the academic performance of typical students.

According to a UNICEF report from the year 2000, there are around 30 million children in India who are disabled in some way. Of the 200 million children in India who are in school (6 to 14 years old), 20 million of them need special education. Less than 5% of children with disabilities attend school, despite the fact that the average gross enrollment in schools across the country is above 90%. As a result, the Indian government and nongovernmental organizations are taking action to examine and implement appropriate special needs and inclusive education programs. Focusing on children with special education needs in recent years has enhanced awareness of and sensitivity to these kids.

From the global view, expert Gay (2018) considers comprehensive education as a framework that takes into consideration a varied range of children learning needs that are diversified to fend off discrimination. There is an overwhelming agreement on the need for including all children in uniform setup. The effort attached to this statement varies, from one country to the next. There are countries including Canada, Iceland and Germany have fully

integrated the concept while others like Norway, Italy, and India have an unwavering commitment towards inclusion (Slee, 2018, Ainscow, Slee, & Best, 2019).

The inclusion of students with disabilities varies depending on the severity and type of disability, as well as the specific location. In Denmark, for instance, nearly all students (99 percent) with learning difficulties such as "dyslexia" are placed in general education classrooms. Meanwhile, Agrawal et al. (2019) found that in the United States, three out of every five children with learning difficulties predominantly attend general education classes.

Merita and Tirana (2017) suggest that head teachers can collaborate with organizations like Save the Children to provide training programs for teachers, focusing on inclusive education. Nevertheless, studies indicate that the challenges faced by head teachers in implementing inclusive education stem from teachers' attitudes and a lack of comprehensive professional knowledge in this area (Hornby, 2010).

Nevertheless, studies indicate that when head teachers take the initiative to provide specialized training for teachers, it leads to positive results for students with special needs (Hoppey & McCleskey, 2013). To establish inclusive education within schools, it becomes essential to examine how head teachers, who are responsible for the curriculum, support teachers in identifying their training needs and facilitating their professional development. Westwood (2007) theory proposes that differentiated instruction entails

teachers making adjustments to the lesson plan, classroom organization, teaching methods, educational resources, and assignment of alternative tasks.

As per the findings of Hayes and Bulat (2017), differentiated and collaborative teaching involves adapting the curriculum to deliver customized instruction and diverse learning experiences. It does not involve developing an entirely new or alternate curriculum as this approach may hinder the learners' potential growth. However, it does require a careful examination of the national curriculum standards to determine the most suitable modifications for enabling students to engage with each standard and its corresponding performance. Research has demonstrated that effective strategies such as behavior regulation, behavior counseling, and collaborative teaching with differentiated curricula can lead to improved performance and other positive learning results (Forlin & Rose, 2010).

In Australia, the National Disability Insurance Scheme (NDIS) offers customized funding packages to eligible children with disabilities. These funding packages are intended to cover the costs of treatments and other services that support children in achieving their goals and aspirations. While one of the objectives of the National Disability Insurance Scheme (NDIS) is to facilitate access to education, it is important to note that individual funding cannot be utilized for school-based services or to address education and learning objectives, as these responsibilities fall under the jurisdiction of the educational system (Whitburn, Moss, and Mara, 2017). Consequently, there is a potential risk of services for children with disabilities becoming fragmented. To mitigate this fragmentation, collaboration among allied health

professionals, educators, and parents is crucial. However, research has not yet explored how different levels of access to funding may impact such collaboration.

In a research conducted by Chelsea and Tracy-Bronson (2020) at Stockton University, an investigation was carried out to explore the strategies implemented by district-level personnel to promote successful implementation of inclusive education. The primary aim of this study was to showcase the current practices that are being utilized and proven effective in providing all students with an equitable and inclusive educational experience. Employing a qualitative research approach, the study involved gathering insights and experiences from seven special education leaders who were actively engaged in running successful inclusion programs. The research findings suggest that district-level leaders play a crucial role in facilitating the success of inclusive practices in special education. These leaders promote inclusive approaches, challenge traditional non-inclusive models, and create an environment that encourages teachers and students to enhance their understanding of inclusive education. Ashton and Arlington (2019) validate these findings, supporting Barton's earlier research that highlights the transformative potential of inclusion in fostering a fair and inclusive learning environment for students with special needs.

According to Federal Law No. 29, which incorporated the concept of inclusive education, the aim is to guarantee equal access to educational opportunities for all students with disabilities, referred to as students of determination (SODs),

in public and private schools, as well as other educational institutions in the United Arab Emirates (UAE). In 2006, the UAE government initiated a program named "School for All" to promote inclusive education. The Abu Dhabi Department of Education and Knowledge (ADEK) considers education to be a fundamental human right that should be afforded to everyone. The ADEK upholds laws and regulations and initiates efforts to ensure that individuals with disabilities are completely integrated into the mainstream education system from an early age, promoting their social and linguistic development from infancy (ADEK, 2020). Mariam Al Qubaisi, the director of special needs, expressed the objective of achieving full inclusion in the UAE by 2015. She emphasized the significance of integrating students with special educational needs into schools and the potential benefits it can offer, highlighting that inclusivity is a collective responsibility of society (Bell, 2015). Despite notable progress, achieving comprehensive nationwide inclusion remains an ongoing aspiration.

Hoppey and McLeskey (2013) argue that despite the promotion of inclusive education in policies, principals encounter challenges in achieving this goal. They suggest that school administrators should be held responsible not only for managing and overseeing their schools but also for promoting inclusive learning for students with disabilities (SOD) to advance this objective. Additionally, principals must take on various responsibilities to ensure their schools can provide teachers and other educators with the necessary professional support. In order to be effective leaders in inclusive schools, administrators should possess the requisite abilities, wisdom, and qualities for

leadership. According to Hoppey and McLeskey (2013), without the guidance and support of principals, schools would find it challenging to meet the complex demands of providing diverse services that cater to different student populations. To effectively support teachers and the broader school community, principals need to have a clear understanding of their needs. The authors argue that in order to foster a culture of inclusivity and establish learning communities within schools, principals should actively consider inclusive practices and methodologies.

School leaderships are crucial agents for school development, according to research on school improvement. Reviews emphasize the critical significance of strong, encouraging, and distributed leadership techniques that concentrate on creating shared visions and values in implementing inclusive education. Additionally, there is a wealth of descriptive study on principals' subjective perceptions on inclusive education, attitudes toward inclusion, and the connection between leadership philosophies and attitudes toward inclusion in international literature. Additionally, research from Hongkong (Poon-McBrayer, 2017) reveals that school administrators had a difficult time balancing the advantages of inclusive education, authoritarian decisions, and staff participation.

As these circumstances create the frame of opportunities and boundaries for leadership decisions, Poon-McBrayer emphasizes the necessity to investigate the socio-political contexts of school leadership's reform initiatives (Poon-McBrayer, 2017). However, there isn't much systematic study on principals'

leadership in inclusive education in the German setting. About half of principals have good views of inclusive education generally (Badstieber et al., 2017) discovered a relationship between teaching staff members' views and self-efficacy toward inclusive education and principals. The majority of studies highlighting how crucial it is for principals to lead with strength and vision have come from the subject of inclusive school development.

There is currently no overarching theoretical framework that captures all of these components and their interplay in study, policy, and practice. The integrated framework model of the principal's leadership role for inclusive education is presented in this study as a contribution to this goal. This model gives school leaders the chance to consider the things that have shaped their leadership style and practices. The framework aids decision-makers by outlining how difficult it is to implement new regulations in educational institutions. This framework may be useful for future research; for instance, when comparing the research findings across all contexts.

An American Psychiatric Association survey from 2000 states that 5% of children enrolled in public schools are thought to have unique learning problems. The complexity of inclusive early childhood classrooms has expanded as a result of these trends. The global declaration of human rights and, more recently, the millennium development goals both affirm that every child has the right to an education (MDGs). However, it is estimated that between less than 1% and 5% of children with disabilities attend school in poor nations. The creation of an inclusive education system is mandated by the

UN convention on the rights of people with disabilities, which took effect in May 2008.

The practice of enabling all children to learn and participate effectively in traditional school systems without segregation is known as inclusion in education. It involves shifting the emphasis from making adjustments for individuals with disabilities so they can fit into society to changing attitudes, removing obstacles, and offering the appropriate assistance in order to change society and the world. The Kenyan government has placed a strong focus on the rights of children to an education and has set an example for inclusive education by establishing special units in Kenya's normal public elementary schools. It was highlighted in the Salamanca statement and framework for action on special needs education of 1994 that schools have to adapt to the various requirements of all students.

However, multiple interpretations of inclusion can be found in the literature and in practices; there is no single philosophy of inclusive education (Göransson & Nilholm, 2014; Grosche, 2015; Piezunka et al., 2017). The definitions of inclusion in the study literature are divided by Göransson and Nilholm (2014) into four categories: placement definitions, specific individualized definitions, broad individualized definitions, and community definitions.

According to these four criteria, authors that present varying perspectives on inclusion also have quite varied attitudes toward inclusion (Krischler et al., 2019). The three dimensions of school system perspectives (SSB), human

rights/ethics perspectives (HEB), and outcomes/achievement perspectives (OAB) can also be used to test subjective understandings of inclusion, with HEB perspectives correlating with attitudes toward inclusion (Scheer et al., 2020). Therefore, participants' individualized perceptions of inclusive education should be included in studies on the establishment of inclusive schools.

However, because the focus of this research was on the evaluation of inclusive education in Rhineland-Palatinate (see Laubenstein et al., 2015), it was constrained by the legislative definition of inclusive education used in the state, which emphasizes including students with special needs in mainstream classrooms and providing special education support within these settings. Thus, this article corresponds to the definition of inclusion provided by Göransson and Nilholm, which combines placement and the notion of specific individualized support (2014).

According to research, inclusive education has a beneficial impact on kids with special needs' academic achievement and has no negative consequences on students without special needs (Gorges et al., 2018; Knigge & Kollosche, 2019; Kocaj et al., 2014). Results for socio-emotional inclusion, however, are inconsistent (DeVries et al., 2018; Gorges et al., 2018; Knickenberg et al., 2020; Knigge & Kollosche, 2019). Recent reviews and research reports emphasize the significance of research on implementation and school development processes, particularly how school leaders can promote the

implementation of inclusive education (Huber, 2017; Laubenstein et al., 2015; Moldenhauer & Badstieber, 2016; Urton et al., 2018).

Recognizing broader concepts of inclusion, it is beneficial to share the legal definition of inclusive education, which states that all schools have a general educational responsibility to facilitate teaching students with and without disabilities.

According to Laubenstein et al. (2015), who evaluated inclusive education in Rhineland-Palatinate, inclusive education development procedures had already begun in the vast majority of the focal schools. These development procedures, however, were typically not institutionalized but rather based on certain teachers or the conditions of the schools. The perceived significance of school principals as gatekeepers for the successful implementation of inclusive education was one factor that participants in the evaluation project brought up in various participant groups. Consequently, this element was given more thought for a subsequent project (see Scheer, 2020a).

Rhineland-administration Palatinate's of the educational system is frequently viewed as having a hierarchical structure in Germany (see Buchen, 2016; Huber, 2010). But when explained in more detail, it can be better described as a bureaucracy that over time transitioned from a traditional to a contemporary one (see Hanson, 1975) or a professional organization (Mintzberg, 1979) in keeping with the German tradition that schools are a part of the public administration (see Huber, 2016). According to School Law, Section 97, No.

1, the Ministry of Education is in charge of managing, controlling, and supervising schools in general.

Brauckmann-Sajkiewicz et al. (2016) and Huber present an extensive overview of the state of research on school leadership in Germany (2016). Huber (2016) claims that despite the existence of numerous studies on a wide range of subjects, comprehensive school leadership research that is integrated into global networks is lacking in Germany. According to Brauckmann-Sajkiewicz et al. (2016), the work of steering groups as well as the caliber of instruction are impacted by the leadership competencies of principals (mediated by readiness for innovation and teamwork). Additionally, they cite Pietsch (2015) who discovered that instructional leadership had an indirect impact on teaching practice and that cooperation, participation, school improvement, and commitment were all positively impacted by a leader's overall leadership style (Brauckmann-Sajkiewicz et al., 2016, p. 14).

A study project was carried out in the German federal state of Rhineland-Palatinate in 2014 to examine the principals' opinions on inclusive education in order to address the lack of research on principal leadership in inclusive education in Germany (see Scheer, 2020a).

Prior to the spread of inclusive education, China's special and general education systems each had their own paradigm for teacher preparation. For a long time, special and regular education schools flourished together, which limited communication and resource sharing between the two types of schools. In order to address this issue, special education centers (CSEs) have been

rapidly constructed at various levels of government. These centers serve inclusive education schools by offering professional and resource support (such as coordination, teacher training, resource room supervision, itinerant guidance, and consulting services) (Wang, Wang, Wang, & Niu, 2018).

According to the Ministry of Education of the People's Republic of China (2016), resource rooms have been constructed at the school level in inclusive education schools to assist student assessment, individualized tutoring, cooperative teaching and learning, coordination, etc. However, due to the inequalities in resources and enthusiasm for inclusive education in different parts of the country, the number of CSEs and resource rooms has been very small, which has constrained the ability to give adequate and timely support to inclusive education instructors. As a result, numerous studies have found that instructors lack the skills essential to teach kids with SEN, have low self-efficacy in their practice of including others, and do not seek out or work with special education specialists (Malinen, Savolainen, & Xu, 2012; Zhang, 2016).

Although there has been significant government momentum and attention given to creating inclusive education, the implementation of inclusive education is still in doubt. In schools that emphasize inclusive education, examination-oriented instruction still predominates. Students' test results and teachers' work performance are closely related (Zhang, 2016). As a result, on the one hand, teachers don't have the time or energy to educate pupils with SEN because of the high employment demand and severe workload. On the other hand, in this utilitarian setting where children strive for higher test

scores, schools have relatively little support and funding for inclusive education. Numerous studies have highlighted the value of social support for teachers because it can not only assist them in managing kids with SEN but also lower their stress levels, enhance their professional performance, and enhance their psychological well-being (Boujut, Dean, Grouselle, & Cappe, 2016; Sheffield, Dobbie, & Carroll, 1994; Yuh & Choi, 2017).

Social support can be categorized broadly into two types: perceived social support and actual social support (Uchino, 2009). While received social support refers to the support that a person really receives, perceived social support refers to how an individual perceives the availability and sufficiency of support (Lee, Moy, & Hairi, 2016). Studies already conducted have placed more emphasis on perceived social support than actual social support (Tasdan & Yalcin, 2010).

According to the literature, one of the main areas of study has been how to conceptualize social support. According to Tardy (1985), social support has five different components: content, network, description/evaluation, direction, and disposition. For the creation of social support measuring tools, the network and content have been highlighted among these factors (Tasdan & Yalcin, 2010). Many instruments have been developed from this approach. Networks include social support systems like family, friends, neighbors, coworkers, the community, and professionals (Tardy, 1985).

According to the body of research, it is beneficial to teachers' professional growth and the standard of inclusive education to clarify the nature of their

perceived social support. The success of inclusive education has been proven to be strongly influenced by professional assistance and services (e.g., Eloff & Kgwete, 2007; Feng, 2012; Henry & Namhla, 2020; Pavlovi Babi, Simi, & Friedman, 2018; Wang, Mu, & Zhang, 2017). The availability of professional development opportunities, according to Feng (2012), is crucial for teachers' career motivation in terms of their knowledge, understanding, and attitudes toward inclusive education.

Numerous other studies discovered that teachers' opinions of the sufficiency of the organizational, technical, and material resources at their disposal affected their attitudes toward inclusion and job satisfaction with it, as well as the standard of classroom instruction (Poon, Ng, Wong, & Kaur, 2014; Sharma, Forlin, & Loreman, 2007). Previous studies have looked into a variety of social support content for inclusive education teachers, including emotional support, professional support, support for inclusive teaching, classroom support, and administrative support. These studies include Sawka, McCurdy, and Mannella (2002), Devecchi, Dettori, Doveston, Sedgwick, and Jament (2012), Vlachou, Didaskalou, and Kontofryou (2015), and others (Grimes, 2013; Valeo, 2008).

Evidently, these different sorts of content have not been coherently combined to assess the total social support of inclusive education teachers. The Questionnaire of Perceived Social Support (Boujut et al., 2016) and the Taiwanese version of the Primary School Teacher Social Support Scale are two additional tools that have been customized from general questionnaires

evaluating social support in several researches (Feng & Wang, 2013). These surveys weren't made expressly to evaluate teachers of inclusive education.

The implementation of inclusive education by teachers was shown to be critically dependent on a number of demographic criteria, including gender, age, length of teaching experience, educational background, training, and the development of a resource room, according to earlier studies (e.g., Avramidis & Kalyva, 2007; De Boer, Pijl, & Minnaert, 2011; Li & Zhang, 2008; Pavri & Monda-Amaya, 2001).

No Child Left Behind (NCLB) was replaced with the Every Student Succeeds Act (ESSA) in 2015, which also reinstated the Elementary and Secondary Education Act of 1965 (Darling-Hammond et al., 2016). This federal requirement was created to close educational achievement gaps and give all kids equitable access to inclusive, high-quality educational resources and opportunities (Darling-Hammond et al., 2016). This is especially important at the elementary school level since research has demonstrated that early exposure to supportive and developmentally appropriate learning environments is a significant predictor of subsequent academic, career, and personal success (Alborno, 2017).

At the school level, administrators play a significant and multifaceted role in establishing the tone for how teachers will implement special education services and how the rest of the school community will see them (Cobb, 2015). But developing new educational ideas and practices and turning them into widespread practice is a difficult task, to say the least (Bai & Martin,

2015). Administrators must be knowledgeable with inclusion policies and special education law in order to effectively administer mandates like ESSA (Carter & Abawi, 2018). Moreover, the pressure on principals to show greater accomplishment for all children has intensified as a result of the changes in federal policy (Espisito et al., 2019).

In some African countries including South Africa, Lesotho, Zambia, and Uganda there are defined national policies to promote inclusion. The Uganda government has mitigated the financial capability of families to encourage them to school children with disabilities. It is demonstrated how cooperative problem-solving may be developed and evaluated in a serious game for financial literacy by examining the viewpoints of teaching practitioners in the field of basic education/literacy and the perspective of theory-driven game-based learning. A diverse learner target group may benefit from game-based learning. Constructivist learning theories and anchored instruction are the two instructional approaches that are used in tandem during the design process of a particular serious game. Through document analysis, design ideas from practitioners were discovered, and the serious game was created using design components for game-based learning.

Based on a study conducted by Mariga, McConkey, and Myezwa (2014), it was found that head teachers in Lesotho, Zanzibar, and Tanzania collaborate with nonprofit organizations such as Save the Children to finance and coordinate workshops and training programs for teachers focused on inclusive education, teaching methods, student management, and support. These

initiatives were implemented over a period of 18 months, with various agencies contributing to the training. However, the researchers recommended the identification of additional training initiatives tailored to the specific needs and circumstances of local schools, as there was no guarantee that a standardized set of initiatives would be equally effective in all settings.

These streams were connected to promote the cognitive and social aspects of collaborative problem-solving, a skill for the 21st century. As a result, the contributor recommends using a triologue with non-playing characters to encourage and evaluate group problem-solving. The offered serious game is unique since it was created using a design-based research methodology, in which practitioners and scientists work together. The use of the modified serious game in literacy and basic education courses requires more investigation.

Banks, Kelly, Kyegombe, Kuper & Devrie (2017) focused on modifying instruction for teachers gearing towards inclusion for developing countries of Asia Pacific since it had emerged that professional qualifications were a limitation for implementation of inclusion in developing countries. According to Mantey (2017), there is a need for resources to provide education for disadvantaged children within the conventional classrooms in Ghana.

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group may benefit from game-based learning. Constructivist learning theories and anchored instruction are the two instructional approaches that are used in tandem during the design process of a particular serious game. Through document analysis, design ideas from practitioners were discovered, and the serious game was created using design components for game-based learning.

Across continents and nations, there are differences in the readiness for inclusion. Many children, including a considerable proportion of those with specific learning needs, do not attend any kind of regular schooling. Education systems tested several approaches to dealing with students who have learning difficulties throughout the stages of SNE's development. SNE implementation was initially a worry for missionaries. In the 1970s, the majority of African governments made commitments to SNE. While industrialized economies have moved past categorical provisions to full inclusion, the majority of African nations still struggle with how to provide for children with special needs even when they are included in mainstreaming.

By developing policies like mainstreaming, family, community, or social rehabilitation, many African nations have demonstrated their theoretical interest in SNE and their desire to give concrete meaning to the concept of equalizing educational opportunities for all children regardless of their physical or mental conditions.

Zambia's initiatives to help handicapped and impaired children have received praise from UNESCO and other members of the international community. The MOE has 31 facilities for special education. Apart from the number of the

small number of special institutions, units and programmes, education and training opportunities remain very limited. Lack of cash and resources for the MOE to meet the needs of the country in terms of education and training. 5.5% of the GDP was allocated to education from 1975 to 1985, but that number dropped drastically to 2.0% in 1993. Since 1977, Zambia has had a clear policy on inclusive education. The MOE declares, among other things, that it will guarantee equitable educational opportunities for kids with special educational needs in the current policy (Education our future, 1996). The MOE intends to integrate students with special educational needs into regular classrooms and supply them with the tools and resources they require.

All children are entitled to a suitable education under the Nigerian constitution. Since there are currently 0.42% more children with special needs than their typically developing peers, inclusion has not occurred. A global agenda that demands for the complete inclusion of all students with learning difficulties in all facets of life includes all students in regular schools.

In South Africa, Adewumi & Mosito (2019) examined the implementation of comprehensive education and established that there were challenges with resources and strategies in managing inclusive classes. The study indicated that some of the teachers lacked the necessary training to handle the learners with SEN. Also, the survey revealed that there was lack of parental participation, the teachers were burdened with lots of work to handle the learners. Given the challenges that impacted on the implementation of inclusive education, there were observed pockets of credible activities given

the immense experience of teachers in the enforcement of inclusive education. Engaging activities such as providing remedial work, utilization of teaching aid apparatus, constant communication with the parents of the learners with disabilities as well as individual work to develop the learner's ability to accomplish tasks. Similarly, in Zambia, Ngulebe (2017) looked into the barriers and promoters in delivering inclusive education and found that uncoordinated policy, inadequate government funding, inadequate facilities, and lack of collaboration from other stakeholders hinder the implementation of IE. Another study by Saidi (2017) examined the strategy for implementing education inclusivity thereby establishing inadequate training for addressing the demands of differently gifted children as the barrier.

Following the end of World War II, Kenya began to offer special education, which is now primarily provided to all categories of children with learning challenges. Until the introduction of units and integrated programs in the 1970s, these kids could only receive an education in special schools. Although these students have posed a significant challenge to the education system, SNE has continued to grow. As a result, the majority of Kenyan students with special needs do not have access to educational services. For instance, in special schools, special units, and integrated programs in 1999, there were only 22,000 students with exceptional needs enrolled.

There were 107 special schools in Kenya by the late 1990s. Mental, visual, autistic, and physical disabilities are the most common categories of disabilities, according to notes. The idea of inclusive education has changed

during the past ten years. This idea was developed to ensure that access to education and the development of lifelong learning are made possible for all people and to democratize possibilities for such learning. The Kenyan government has taken action through groups like Leonard Cheshire International (2001). However, despite these initiatives, the exclusion issue still exists in public primary schools.

Only a quarter of students with exceptional needs attend special units within regular schools, whereas three quarters attend special schools. Children with specific educational requirements attend special schools or are accommodated in special education units. The integration and inclusion policy is also being put into practice in order to reach the majority of the 750,000 primary school-aged children with special education needs, of whom only 26,000 are currently enrolled. According to estimates, 10% of the population has a disability, with 25% of those being school-age children. An estimated 90,000 of the 750,000 people have been located and evaluated.

Through research in Kenya, Pather (2019) focused on factors for directly attributing to articulating inclusivity policy in education and found that there are challenges attributable to inadequate resources and inadaptable learning resources for the special needs in Isinya Sub-County in Kajiado. Budget allocation to support activities such as seminars and trainers for the teachers proved to be inadequate and thus trainings have not been undertaken. This is also despite the support and willingness of the head of the school to provide such opportunities for the teachers handling students with disabilities.

Similarly, Keitany et al., (2020) examined the success level of inclusion for special needs for pre-schools for Kericho County and found inadequacy and inappropriateness of materials as limiting program success. Similar findings were arrived at by Omamo (2017), for public schools. Further, Maina (2014) audited how the development of leadership skills for school heads impacts inclusivity leading to conclusions that development plans lacked comprehensiveness for effective implementation.

The prevalence of differently gifted children within the country was 2,489,252 (Bunning *et al.*, 2017) with the ones in rural areas being highly impacted. Challenges related with special needs children related to the burden of caregiving as well as perceived hindrance to education inclusion, with stress as a common phenomenon among the people in society. The study further goes on to explain that the perception of the people in society concerning disability especially in the rural part of Kenya depicted overlapping explanations as well as the common plurality of convictions about the condition of disabled children. The study revealed that the following could be likely interpretations. To begin with, oscillation among explanatory lines depicted instability, impacting on the broader willingness to accept disability not as a curse but as a condition that can be overcome to have a normal life as others. Secondly, and more positively, despite having the challenges, the willingness to have an acceptance of disability as part of their lives, showed a healthy pluralism.

The budget allocation aspect, most schools do not enjoy the financial allocations to support getting resources for the special education (Mwangi,

2015). According to this study, the findings depicted that the financial position of the schools was not sufficient to enable allocation of resources for the inclusion education. It is for this reason that most of the schools with inclusive education ended up seeking help assistance from Sponsors, Donors, NGOs and other Well-wishers in view of enhancing the implementation of comprehensive education special need education. The study also determined that a crucial limitation of skilled staff in most special need schools and special units were inadequate. The study further realized that the necessary instructional resources that are required to support the inclusive learning program were massively inadequate. The most crucial and important resource for this inclusive education program were unavailable and thus proved a hindrance to the full implementation of inclusive education.

According to the survey conducted, some of the special needs' institutions had poor infrastructure to support the inclusive education program. This factor contributed to the slow base of implementation of inclusive education as there was no support for the special needs learners to get the quality education they deserved. The researcher then concludes that the special needs education was dependent on key factors; financial support, trained or experienced head teachers, enough skilled teachers for special needs program, good infrastructure. These factors could then be examined as determinants to the successful implementation of inclusive education.

Kenya's teacher training programs in the Republic of Kenya (2018a) fail to adequately meet the needs of students with special requirements. Inclusive

education receives minimal attention in initial teacher education programs, with limited time dedicated to this aspect. Moreover, universities offer optional courses in special education, as highlighted by Mugambi (2017). The Kenya Institute of Special Education (KISE) only manages to train 2000 teachers per year, as reported by the Department for International Development in 2015. This number is insufficient to cater to the increasing population of both regular students and students with special needs. Despite the fact that modified curriculum is accessible in schools, the utilization of curriculum adjustments by instructors in their respective fields is limited to only 17.9%, as indicated by the Kenya Special Needs Education Survey Report (Republic of Kenya, 2014b). To fully implement inclusive education for diverse learners, it was therefore logical to examine head teachers' recommendations for specialized teacher training.

Buhere and Ochieng (2013) postulate that pedagogical aspects of specialized competencies can be trained internally in school using resource or special teachers in collaborative teaching with regular teachers. However, Meenakshi, Anke & Sip Jan Piji (2013) study on implementation of inclusive education in developing countries, argue that even though international organizations and NGOs have initiated some projects or programs, only 16 out of 140 countries had projects on inclusive education for learners with special needs in regular schools. On the whole, the effect of teacher training on implementation of inclusive education for learning outcomes for these learners has not been determined through research. It was therefore necessary to determine training

areas that head teachers support teachers to implement inclusive education in schools through this research.

According to Dayanandan (2018), the majority of the special needs and OVCs are in public schools both at primary (96.6%) and secondary level (90.0%). Comparatively, for out-of-school children, the majority are differently gifted (Dayanandan, 2018). This survey sampled 21 counties through 14 convenient clusters. However, the three counties of South Rift were left out through the designed sampling technique thus no information on disability prevalence and schooling was obtained for Kericho, Bomet, and Narok Counties. Given that overwhelmingly, children in rural areas depicted greater disability rates (60%) compared to children in urban areas (40%), the South Rift Counties of Bomet, Narok and Kericho could equally have higher prevalence rates of disability due to being largely rural (VSO Jitolee, 2017). Moreover, the cumulative prevalence of persons with disability in the three counties is 4.8 % among the top 5 disability prevalence Nationally (KNBS, 2019).

Table A1. Distribution of people with a disability by domain and residence

| County | Seeing difficulties | Hearing difficulties | Mobility difficulties | Cognition difficulties | Self-care difficulties | Communicati on difficulties |
|-----------------------|----------------------------|-----------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------------|
| Bomet | 0.3% | 0.2% | 0.5% | 0.3% | 0.3% | 0.2% |
| Kericho | 0.3% | 0.2% | 0.5% | 0.2% | 0.2% | 0.2% |
| Narok | 0.3% | 0.2% | 0.4% | 0.2% | 0.2% | 0.1% |
| Cumulative prevalence | | | | | | 4.8% |

Source: Development Initiatives based on KNBS

The population of the region is classified as 90% rural according to the 2019 census thus making the impact of disability to be overwhelming. By overlooking the South Rift region which comprises counties that are adjoined and with similar demographic and socio-economic characteristics, there is an inherent geographical gap that encompasses a population of various ethnical, social, as well as health backgrounds.

1.2 Statement of the Problem

Education should enable a learner to be self- independent, self- reliant in life and to earn a living, hence all learners irrespective of their difficulties should be assisted to attain lifelong education. The Kenya Constitution 2010 fends off discriminations and entitles every learner to attain quality education and that can be achieved through provision of conducive environment that can enhance good learning for all learners, inclusion and improved performance of individual regardless of being differently abled.

Office of High Commissioner on Human Rights (OCHR, 2011) states that 39% of children with disabilities attain mainstream preschool, 37% of pupils with disabilities attains primary education and 9% of the young students attain secondary school. These numbers though challengeable to confirm, contributes to more school-aged children who are left out of school, despite the disable children being the minority of the mainstream population. Studies relating to inclusive education focus on access to basic education, challenges to implementation and not much have been expounded various or multi-sectorial collaborations that can be effective on implementing Inclusive

Education. OHCHR (2011) notes that within the 1882 Schools that practices inclusion in Kenya 26,744 students with disabilities attends primary and 24,000 are segregated to special schools. This suggest that there remains a large number of children who are not receiving right to quality inclusive education.

Even with the numerous potential benefits of Free Primary Education (FPE) and the commitments made by the Kenyan government to achieve universal access to education through FPE, there seems to be a delay in implementing inclusive education. This is apparent from the low number of children with disabilities being enrolled and the high rate at which they drop out in Bomet County, as highlighted in a study by Chemaiyio (2014). For girls, the studies showed that there have been 61% against 60% for boys' enrollment and of these population, around 25% of them voluntarily leave the schools. In addition, there is an evident lack of research in Kericho, Bomet, and Narok, especially in Integrated Schools. Moreover, the relatively high disability prevalence of 3.2% in the regions coupled with the largely rural nature compounds the problem for differently gifted learners.

Further, the Kenya special needs education survey also overlooked the three counties of South Rift namely: Kericho, Bomet, and Narok. The factors surrounding the implementation of inclusive education as we had categorically highlighted before; social support, headteachers' administrative strategy, financial status in resource allocation, are some of the determinants for a successful inclusive education implementation. Looking at these three

counties, not much has been investigated on concerning inclusive education implementation. It is for this reason that prompts the present study to investigate the influence of the administrative collaborative strategies of school heads on inclusivity in integrated public schools in the South Rift Region, Kenya.

1.3 Purpose of the Study

To investigate the influence of head teachers' administrative strategies on the enforcement of comprehensive education in integrated public primary schools in the South Rift Region, Kenya.

1.4 Research Objectives

This study sought to achieve the following objectives:

- i) To determine the influence of head teachers' collaboration with parents on the implementation of Inclusive Education in integrated primary schools in the South Rift Valley region in Kenya.
- ii) To examine the influence of head teachers' support for teachers' inclusive education training on implementation of Inclusive Education in integrated public primary schools.
- iii) To evaluate the influence of head teachers' allocated budget for resource acquisition and maintenance on the Implementation of Inclusive Education in integrated public primary schools.
- iv) To establish the influence of head teachers' collaboration with faith-based organizations on the Implementation of Inclusive education in integrated primary schools in the South Rift Valley region in Kenya.

- v) To analyse the influence of head teachers' collaboration with external funding agencies on the Implementation of Inclusive Education in integrated primary schools in the South Rift Valley region in Kenya.

1.5 Research Hypotheses

This research evaluated the following hypotheses:

H₀₁: There is no significant difference between the Head teacher's collaboration with Parents and the implementation of inclusive education in integrated public primary schools, South Rift Region

H₀₂: There is no significant difference between Head teacher's for teacher training implementation of inclusive education in integrated public primary schools, South Rift Region Kenya

H₀₃: There is no significant difference between head teacher's allocated budget for resource acquisition and implementation of inclusive education in integrated primary public schools South Rift Region Kenya

H₀₄: There is no significant difference between head teachers' collaboration with Faith based organisations and the implementation of inclusive education in integrated public primary schools South Rift Region .

H₀₅: There is no significant difference between head teachers' collaboration with External funding agencies and the implementation of inclusive education in integrated public primary schools South Rift Region

1.6 Significance of the Study

Results from this research tried to give insights to head teachers and teachers about challenges in implementation of inclusive education in Kenya.

Moreover, school heads may learn of the effective strategies as well as areas of collaboration with various stakeholders to ensure the effectiveness of the inclusive programs for education.

Ministry of Education may be able to develop a training manual to incorporate head– teachers’ collaboration with the various participants in implementing Inclusive Education. For policymakers, it provides valuable information in the design of future policy for collaboration between school administrations in implementing the program. The school management committees and boards may be able to identify various stakeholders to collaborate within the modification of school infrastructures and other learning resources for the program. The study may also provide background for scholars to research on a similar program. In this case, the findings of the study may provide highlights for inclusive programs.

1.7 Limitations of the Study

In terms of limitations, the issue of the influence of head teachers’ management of inclusive education was likely to raise concerns among head teachers’ commitment and competence thus the respondents might not volunteer information that is crucial for the research. The researcher used triangulation of instruments by collecting information from various respondent groups such as teachers, County Director of Education, Quality Assurance and Standards Officers, and Parents. Finally, with a limited study area defined, findings may only be conventional to particular parts of the country cautiously.

1.8 Delimitations of the Study

Only institutional factors with a direct effect on inclusion implementation are the foundation of research. The sample was drawn from public integrated schools offering primary curriculum in Kenya. The study only focused on five independent variables: collaboration with parents, support for teacher training, budget allocation for Inclusive Education resources, collaboration with faith-based organizations, and collaboration with external funding agencies. The study was conducted for a duration of one (1) year from Jan 2021 to 2022. The study was conducted in South Rift Region in three counties; Bomet, Kericho, and Narok.

1.9 Assumptions of the Study

The assumptions made for this study were:

- i) The informants were having adequate knowledge on understanding inclusive education guidelines.
- ii) Professional experience and training skills of the respondents allowed them to respond effectively to matters of inclusive/mainstream education.
- iii) The respondents can distinguish between a special school and an inclusive school.
- iv) The respondents were honest when filling the questionnaires and when being interviewed
- v) The information provided from the survey was up to date and accurate.

1.10 Definition of Significant Terms

Administrative Strategies – refer to are practices and activities undertaken by school administrators or head-teachers in executing school activities and programmes undertaken by the school administrator in ensuring inclusion.

Allocated budget for resource acquisition and maintenance – this refers to the finance plan that is set aside for the purpose of refurbishing essentials for inclusive learning as well as managing them.

Collaboration with external funding agencies – This is the engagement of the primary school with NGOs and other donors for the purpose of supporting inclusive education.

Collaboration with parents – refers to involving parents in supporting student learning as partners. An inclusive educational system ensures that every student has equal access to optimal learning environments and opportunities, empowering them to maximize their capabilities and achieve their full potential.

External Stakeholders: refer to persons or organizations involved in education inclusion not directly involved with learners who are differently gifted in the school environment. In this study, they include government agencies, NGOs, faith-based organizations, and well-wishers.

Implementation – refers to the actualization of a plan, programme, or activity based on a predesigned schedule and conditions. In this case, implementation refers to the actualization of Inclusive Education based on the written guidelines aimed at meeting the set targets.

Inclusive education- refers to offering education services in a classroom for all pupils with different abilities and all forms of disabilities in the context of integrated primary schools.

Inclusive School - refers to an educational setup designed to incorporate learners with different abilities through customized resources for individual needs.

Integrated Public Primary Schools – refers to schools owned and run by the government offering primary level education and, which have been modified through the provision of special facilities and staff, to cater to all learners irrespective of disability, within the same learning environment.

South Rift Region refers to the geographical area comprising the three counties of Kericho, Bomet, and Narok in the Southern part of the Great Rift Valley in Kenya.

Special education -refers to learning provided to differently gifted learners with challenges to access education in the existing modality.

Support for teachers' inclusive training - encouraging or influencing for inclusive teacher training

1.11 Organization of the Study

The study format includes chapter one which entails background, stating the problem, the study objectives, questions for research, hypothesis and purpose for conducting the study. The significance of the study is presented together with factors limiting it, assumptions made and terms defined as used herein. The second chapter highlights an assessment of the literature to back up the study, theories are reviewed to establish a framework, and the variables are

modeled into a conceptual framework. Chapter three presents a comprehensive depiction of the design and techniques for obtaining data, analysis, and presentation. Chapter four anchors the findings through analysis and presentation for reporting. Finally, chapter five presents' conclusions, recommendations, and further research suggestions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the relevant literature on the study variables is reviewed. The concept of inclusive education is presented, followed literature review guided by variables: collaboration with parents, support for teachers' inclusive training, allocated budget for resource acquisition and maintenance, and collaboration with external funding agencies. Finally, the section presents theories anchoring the research.

2.2 The Concept of Inclusive Education

The endorsement of inclusive education was affirmed at the "World Conference on Special Needs Education: Access and Quality" (Muñoz-Martínez, Gárate-Vergara & Marambio Carrasco, 2021; UK AID, 2022), and later reaffirmed at the World Education Forum (Dakar, Senegal 2000). The Salamanca Statement urged governments to adopt inclusive education as a policy priority, emphasizing the need to create inclusive educational systems. The United Nations' Standard Rules on Equalization of Opportunities for Persons with Disabilities further reinforce the principle of inclusion, promoting equality and participation for all. Inclusive education (IE) is a process that involves addressing the diverse needs of all students by eliminating barriers in the learning environment and within it. Inclusive education involves enrolling children in their local schools, alongside their peers of the same age, while providing them with tailored support (UNICEF, 2007). The process of inclusive education aims to strengthen the educational

system's ability to cater to the needs of all students. The Jomtien World Conference (1990) held in Thailand emphasized that every individual, be it a child, teenager, or adult, should have access to educational opportunities that align with their fundamental learning needs. This conference also set forth the goals for "Education for All." Through the philosophy and methodology of inclusive education, all children have the potential to achieve greater academic and social success. This approach encompasses a wide range of activities, including social, recreational, artistic, athletic, musical, daycare, after-school care, extracurricular, religious, and other endeavors.

The core tenet of inclusive education, as established by UNESCO in 1994, is that all students, regardless of their differences or disabilities, should learn together. Inclusion is built upon the belief that each learner possesses unique qualities, interests, abilities, and specific learning needs. Furthermore, students with special education requirements should have fair and equal access to the general education system, receiving personalized accommodations. Inclusive education embraces diversity and differences, recognizing their value and the potential for enriching the learning experience. In order to promote inclusion, it is essential to move away from the traditional model of "special education," which relies on separate and segregated learning spaces for students with disabilities. Instead, a shift towards inclusive education within the general education system is needed. However, for this transition to be successful, it is crucial to ensure that students with disabilities are provided with the appropriate accommodations and support within the regular or mainstream school system. To establish an inclusive learning environment, careful

planning and structural changes are necessary during the transition from special education approaches to inclusive education. Inclusive education brings numerous benefits to communities, families, teachers, and students by ensuring that children with disabilities attend school alongside their classmates and receive the necessary support to thrive academically and socially (Richard, 2018). Moreover, the advantages of inclusion extend beyond the school setting and positively impact local communities as well. By integrating children with disabilities into neighborhood and local communities, inclusion helps diminish prejudice and barriers (Gorica, 2019). This integration fosters a more accepting environment that benefits everyone, promoting a friendlier and open society.

Inclusivity in education as a concept is premised on the principle that all children abled differently, irrespective of cultural, social, or religious differences deserve equal learning opportunities. In this respect, the adjustment towards ensuring education for all young people has been clamored for since the 1960s. Ultimately, this has led to several declarations by the UN towards inclusivity in education (Li, 2020).

The case of the Salamanca convention defines inclusivity in education as guidelines that are actionable for accommodating all children irrespective of status or underlying condition. Salamanca Conference articulated the education inclusivity idea (Ainscow, 2019). This was further reinforced in Geneva Conference of 2008 championing respect for rights and elimination of discrimination (Mehta et al., 2018).

For children with differentiated abilities, the majority reside in developing states accounting for 150 million distributed across the continents of Africa, Asia, the Middle East, the Caribbean, and Latin America (Cleland & Machiyama, 2017). Notwithstanding the declarations by international conventions on inclusivity in education, implementation challenges manifest for both developing and developed states attributed to mismatch in policy and practice as well as insufficient funds (Mavropoulou *et al.*, 2021).

Lack of specific pedagogy and generic teaching practices for all children hamper implementation of inclusivity in education (Majoko, 2018). Despite attempts at different approaches for some cases, especially among autistic learners and those with speech difficulties, there is no particular differentiation (Thurm *et al.*, 2019). However, there is a need for differentiation for varied needs in curriculum implementation. The research has amply demonstrated that teaching is diversifying, that workloads are rising, and that many regular-class teachers are not eager to participate in complete inclusion education. The perceived danger to teachers' competence and the predicted misbehavior of pupils with special needs are their two main worries. Teachers only have a small amount of time to teach the class, leaving little opportunity for discussion or reflection. It is a significant departure from teachers' current lifestyle. Teachers may also believe that because certain students have special needs, the rest of the regular class would suffer and the average student won't be able to retain the information. They may just concentrate on the work of the pupils who are most in need, ignoring the other children.

Children with impairments make up the majority of the population worldwide and are concentrated in developing nations. Around 150 million people live in Africa, Asia, Latin America, the Caribbean, and the Middle East out of a total global population (Rajput *et al.*, 2018). Despite worldwide pronouncements supporting the implementation of inclusive education, both developed and developing nations face obstacles, including discrepancies between rules and practices, anti-inclusion attitudes, and inadequate resources. In the context of India, "inclusive education is quickly becoming official vocabulary". The process of integrating "students with special needs into regular schools or general educational settings" is commonly referred to as mainstreaming (Corcoran *et al.*, 2019). Around 55 million students are currently unable to access mainstream education due to factors such as geographical isolation, social class, religion, and exclusion based on different ethnic groups. In conventional educational settings, it is essential to meet the needs of all students and eliminate any obstacles that hinder their participation.

Mainstreaming offers a natural, real-world environment, which is its principal benefit. Important life skills are gained in such a setting. The advantages of regular classrooms for practical learning are numerous. First off, mainstreaming offers a wide range of rewarding socialization opportunities.

2.3 Collaboration with Parents and Implementation of Inclusive Education

Based on current understanding, collaboration plays a crucial role in the development of an individual education plan and its effective implementation.

According to NCSE (2014), collaboration can be defined as an interactive process where individuals with specific expertise come together as equals to generate suitable programs or processes, or to find solutions to problems. This collaborative approach is highly recommended in order to ensure meaningful learning experiences for all children within the classroom community, especially those with special educational needs (Florian & Spratt, 2013).

According to Hallahan and Kauffman (2013), collaboration refers to the formation of teams aimed at fostering effective instruction and support for children with special educational needs (SEN). They emphasized the necessity of such teams due to the potential lack of available human resources in schools. Friend and Cook (2017) highlighted several key principles that influence teacher-parent collaboration. These principles include the belief that cooperation should be voluntary, the importance of sharing resources, taking collective responsibility for decisions, working towards shared goals, acknowledging each other's roles, possessing intuitive collaboration skills to design formal program processes, and ultimately, fostering trust and respect among team members. In order to function as a team, teachers and parents must have a thorough understanding of special education needs, the Individualized Education Programme (IEP) content, and the procedures involved (Mislán, Kosnín, & Yeo, 2014).

Emphasizing the importance of collaboration among teachers, the framework for inclusive pedagogy known as "Promoting Teacher Collaboration in Action" highlights the value of working together with fellow educators while

upholding the dignity of students as integral members of the classroom community (Florian, 2014). This framework draws upon both theoretical principles and insights derived from teacher reflections and observations of student teachers' practices. Furthermore, fostering inter-professional collaboration between nurses, therapists, and teachers is crucial in facilitating appropriate developmental and academic progress for students with special healthcare needs. These students may require medical professional nursing care, whereas others with severe disabilities, such as challenges in communication and language or motor development, may benefit from the support of a speech and language therapist or occupational therapist, respectively (Pufpaff, McIntosh, Thomas, Elam & Irwin 2015).

Numerous studies conducted worldwide emphasize the significance of teacher-parent collaboration in ensuring effective and meaningful education for students with special educational needs (SEN). Researchers Hendersen and Mapp (2012) have revealed the vital role that collaboration plays in facilitating productive consultations and information sharing between teachers and parents. By working together, both parties can accurately identify areas of a child's development that require attention and collaboratively establish appropriate goals and objectives (Carlisle, Stanley, & Kemple, 2015). Additionally, the work of Dettmer, Dyck, and Thurston (2011) highlights the value of collaborative teamwork in achieving inclusive educational objectives. It further reinforces the importance of a joint effort between teachers and parents to support students with SEN.

When teachers and parents function as separate entities, it becomes challenging to establish and sustain collaboration between them (Braley, 2012). In order to foster the development of Individualized Education Programs (IEPs), facilitate discussions on strategies to enhance student performance, and exchange ideas, teachers and parents need to maintain consistent communication. Therefore, effective communication between educators and parents should encompass various formats rather than being limited to straightforward methods (Taylor, Smiley, & Richards, 2014). According to Lee and Low (2013), the interaction between instructors and parents plays a crucial role in their ability to cooperate and share knowledge. When instructors and parents are mutually open and supportive of each other's responsibilities, it leads to effective communication (Unger, Jones, Park, & Tressel, 2001).

Studies have shown that for the continuous improvement of students' development, it is crucial for teachers and parents to collaborate and adjust their roles, responsibilities, and behaviors (Bateman & Herr, 2016). According to Welch and Sheridan (2015), successful partnerships between parents and educators depend on mutual reliance and reciprocity. As part of the educational process, there is a need to reassess and redefine the roles, responsibilities, and connections between them.

To enhance students' prospects, it is important for teachers and parents to recognize their shared interests and responsibilities towards the students (Epstein, 2015). Building a successful teacher-parent partnership relies on the

notion of shared duties, as emphasized by Christenson (2012). Cramer (2016) highlights the significant role of teachers in assisting parents by providing resources both within and beyond the classroom and implementing educational strategies, while parents require support and encouragement to effectively fulfill their roles in their child's personal development and academic achievement.

Understanding the respective roles in the collaborative process is essential for achieving successful student outcomes. Ambiguous definitions of roles between parents and teachers can hinder the effectiveness of teacher-parent collaboration. Inclusive educational systems have long emphasized the importance of parental participation (Braley, 2012). Previous research has highlighted the advantages of parental involvement in a child's education (Hoover-Dempsey, Walker, & Sandler, 2015), different ways in which parents can engage (Wanat, 2014), and how parental involvement enhances student outcomes. To facilitate effective collaboration, teachers and parents need to set aside preconceived notions about each other's roles and focus on meeting the specific requirements of students with special educational needs (SEN).

Ensuring the preparedness of students with special educational needs (SEN) is a critical consideration in the inclusive process. It is necessary to transition these students from segregated special education classrooms, characterized by low performance goals, to mainstream classrooms that demand more and have higher expectations for results. Building reliable partnerships requires teachers to recognize the role parents play and engage with them as collaborative

partners. For more effective collaboration, it is vital for both parties to have a clear understanding of their respective expectations. To achieve success, the collaboration between teachers and parents requires a substantial amount of organization, planning, and patience (Couchenour & Chrisman, 2014). For the effective implementation of practices relating to Special Educational Needs (SEN), it becomes crucial to clearly define the factors that foster a harmonious partnership between teachers and parents. According to van Hover, Hicks, and Sayeski (2012), several challenges, such as ambiguous responsibilities between educators and parents, can hinder the smooth execution of SEN educational practices.

An Inclusive educational system ensures that every student has access to suitable learning environments and opportunities to reach their full potential. This inclusivity extends beyond the confines of the classroom and encompasses the involvement of parents. By acknowledging parents as crucial contributors to their child's education and embracing their active participation within the learning community, we can foster innovative solutions and establish open lines of communication between parents and teachers.

The enhancement of children's inclusion and academic success in the education of students with disabilities has been widely discussed as a result of collaboration among stakeholders (Friend and Cook, 2017; Hargreaves, Holton, Baxter, Burgoyne, 2021; Heras, Amor, Verdugo, & Calvo, 2021; Kisbu-Sakarya and Doenyas, 2021; Vlcek, Somerton, & Rayner, 2020). Collaborative consultation relies on the collective expertise of education

stakeholders who join forces to establish a "shared vision, a shared framework, and shared strategies." The ultimate goal is to prioritize student-centered objectives (Cloninger, 2017).

A major distinguishing characteristic of this model is its capacity for knowledge and information sharing among team members, facilitating a holistic and student-centered approach. This collaborative approach ensures consistency in support strategies, including those specifically tailored to meet the needs of students with disabilities, across various settings such as schools, individual therapy, and home environments (Vlcek, Somerton, & Rayner, 2020). Previous research indicates that collaborative consultation has a positive impact on students' educational outcomes by enhancing their skill acquisition across different environments, promoting their active participation in the classroom, and facilitating the use of appropriate accommodations (Asher & Nichols, 2016).

In addition to education staff like principals, teachers, and teacher assistants, other crucial individuals involved in the education of students with disabilities and potential team members encompass parents and allied health professionals (Iacono McKinstry, Wilson, Bagley & Kenny, 2020; Vlcek, Somerton & Rayner, 2020). Nevertheless, it is important to acknowledge that these stakeholders might lack the necessary skills to collaboratively devise and execute support strategies within the classroom, including appropriate adjustments (Vlcek, Somerton, & Rayner, 2020). Furthermore, there may be instances where parents are not granted active participation in their child's

educational journey (Cuskelly, 2020). By facilitating a platform for educators, allied health professionals, and parents to collectively combine their expertise in a process of productive troubleshooting and collaborative development of support measures, a team-based approach can effectively surmount these obstacles. Collaborative consultation has been identified as a recommended strategy to support students with disabilities and promote their optimal educational accomplishments (Friend & Cook, 2017). This approach emphasizes the importance of working together to ensure the highest possible outcomes for these students.

In contrast to pull-out intervention models that prioritize individual therapy and potentially limit the transfer of skills to the classroom, the collaborative approach promotes teamwork among educators and allied health professionals. This shift aims to address problems and exchange vital information necessary for effective teacher professional development and capacity building (de Oliveira, Pereira, de Souza, Lopes, 2020; Vlcek, Somerton & Rayner, 2020). By implementing consistent support measures across different contexts and involving parents as integral team members, the approach strengthens the home-school relationship and facilitates the achievement of shared goals (Vlcek, Somerton, & Rayner, 2020).

Despite recognizing the necessity for collaborative team approaches involving educational staff, allied health professionals, and parents, there remains a scarcity of research on how to effectively establish successful collaborative teams (Vlcek, Somerton & Rayner, 2020). Resolving obstacles to stakeholder

collaboration, such as role ambiguity, time and financial constraints, and difficulties in forming mutually beneficial partnerships, remains an area with limited understanding (Suc, Bukovec, Karpljuk, 2017; Vlcek, Somerton & Rayner, 2020). Moreover, parents often feel that their expertise, experiences, and contributions are undervalued in studies examining teacher-parent collaboration (Amod, 2020; Cuskelly, 2020). Consequently, further research is needed to address these gaps in knowledge and enhance our understanding of how to foster effective collaborative teams. Research on the collaboration between teachers and allied health professionals highlights a significant knowledge gap and a lack of recognition for their unique contributions. This situation is further exacerbated by disciplinary disparities and a dearth of guidelines on how to effectively collaborate (Suc, Bukovec, Karpljuk, 2017; Vlcek, Somerton & Rayner, 2020).

The process of implementation of inclusive education is the most significant and for most of the time the most difficult phase of the inclusive education program development process. This is due to the fact that the final stage of any curriculum is in the classroom. And here the program involves the students, the school administrators, teachers and the community. This implementation process involves the students acquiring the planned experiences, education, attitude, and skills that are aimed at empowering them to function effectively in the community. Effective implementation of inclusive education requires among several aspect; the parental engagement in the education of their children.

Yulianti, Denessen & Dropp (2018) defines parental engagement as a consolidation of the commitment as well as the active participation on the parents' sides to not only the school but also the child. Also, that the engagement of the parents involves their participation and support at school and at home. This was found to directly influence the children's academic performance. The reason behind this was deduced to be the facilitation of both curricular as well as co-curricular support to ensure effective learning for their children in school (Hossain, 2021).

Also, parental engagement comprises of parents being active collaborators in their own children's school matters and development. This also implies that in participating actively and collaborating, they ensure that they are well informed on matters pertaining to the lives of their children in school and as such ensure that they are not hindered by any factor from learning. This establishes a link between the parents and the school to ensure the children get quality education.

According to Male and Palaioiou (2017) they observed that head teachers and other school administrators are key in establishing the necessary condition for inclusion in education. Thus, it is their unique responsibility to guarantee that all learners in their schools receive an appropriate education. Male and Palaioiou (2017) acknowledges that inclusion dictates the use of a strong commitment as well as the support from the whole academic community.

In order for a company to achieve success, collaboration becomes paramount. The same principle applies to inclusive education, where collaboration plays a vital role in ensuring that every student receives a high-quality education on an equal footing. Within an inclusive setting, the cooperation between parents and teachers holds tremendous potential in fostering a child's overall growth. A pivotal factor in establishing inclusive practices in Bangladesh lies in the partnership between parents and teachers. In addition to educators, parents play a significant role in the development and implementation of inclusive practices. Extensive research has demonstrated the substantial impact of parental involvement on children's educational outcomes (Wilder, 2014).

In Bangladesh, collaboration plays a vital role in fostering positive outcomes for all primary students, with a particular emphasis on benefiting children with disabilities and their families. To facilitate the establishment of inclusive practices, involving families and the community becomes an essential means of supporting teachers. This collaborative approach helps teachers effectively cater to the diverse needs of students, creating an inclusive educational environment (UNICEF, 2014).

In an article summarizing the findings of three studies, Ahmmed and Mullick (2013) highlighted the significance of collaboration among teachers, parents, and the community in overcoming obstacles to the implementation of inclusive education policies in Bangladeshi schools. However, to obtain more recent insights on this subject, further research is proposed. Islam (2017) conducted research indicating that regular parent-teacher conferences can

provide additional opportunities for parents to support their children and closely monitor their academic progress. The outcomes of this study are expected to contribute to improved behavior and academic performance among students.

In a study conducted by Griffin (2014), the focus was on exploring the perspectives and experiences of parents and school staff involved in pre-annual IEP or 504 plan meetings, as well as examining collaborative activities during these meetings. The study also aimed to gather opinions and recommendations from participants on improving the special education process. The participants in this research consisted of an assistant principal, a self-contained ESE teacher, a resource ESE teacher, a general education inclusion teacher, and three parents whose children were receiving special education services. All participants were actively engaged in the elementary school's special education program. The study's findings revealed a disparity between the perceptions of school staff and parents regarding the level of collaboration during pre-annual IEP or 504 plan meetings. While school staff believed they provided opportunities for parents to participate collaboratively, parents expressed a lack of genuine open and transparent cooperation. The school made efforts to establish a relaxed atmosphere during official meetings to encourage collaboration. However, parents expressed frustration with certain informal aspects of the process, such as the initiation of services. Both teachers and parents raised similar concerns and dissatisfaction with the IEP process, and they also offered similar suggestions for improvement and reform. According to both parents and school staff, a consensus was reached

that the institution lacked sufficient resources, which hindered honest dialogue and effective teamwork. To improve parental understanding of the special education process and promote collaboration, the suggestion of providing access to external advocacy and support organizations was put forward. Furthermore, it was emphasized that policymakers should engage in more classroom activities in order to gain a comprehensive understanding of the impact of policy changes.

Kumari and Naylor (2016) delve into the importance of collaboration between teachers and parents, particularly when it comes to children with special needs. The paper highlights how disparate responsibilities between home and school can be incongruous for these children, as they require specialized and supportive care in both settings. To foster effective collaboration between teachers and parents, it is crucial for instructors to empower parents and encourage their active involvement. The study aims to identify the key factors that contribute to teacher-parent collaboration in the development of practice plans. Incorporating school activities into a plan and implementing them through cooperative efforts relies on essential components such as parenting, communication, volunteering, learning at home, making decisions, and working with communities. Based on the findings of a study, it is evident that teachers bear the responsibility of creating the academic year's schedule. However, to enhance the decision-making process, it is recommended that teachers involve parents in this aspect through regular brief meetings. Currently, parents tend to passively follow the instructions provided by teachers and carry out school activities. However, the study reveals that while

parent and teacher participation in school events is high, true cooperation between them is somewhat lacking.

The article by Bevzyuk (2018) examines the importance of parental collaboration in fostering inclusive education. It focuses on the pedagogical requirements for future primary school teachers, emphasizing the need for their professional development, acquisition of motivation skills, adoption of a responsible and friendly attitude towards parents, and the cultivation of a habit of collaborating with parents in the context of inclusive education. This article highlights the importance of specific training facilities for aspiring primary school teachers, enabling them to cultivate their professional and academic discipline within the realm of educational and pedagogical practice. It emphasizes the significance of engaging with parents in the context of inclusive education. The article argues that only a highly skilled and qualified primary school teacher possesses the ability to effectively manage parent interactions through a combination of training, coaching, and internet platforms, alongside traditional educational methods.

Based on Ali (2017) study, it is evident that numerous students with disabilities and disadvantaged backgrounds continue to face challenges when it comes to being included in mainstream schools in Bangladesh. This issue is particularly prevalent among primary school students with disabilities. Nevertheless, inclusive practices have specifically focused on addressing the needs of at-risk groups who have been historically marginalized and excluded from the country's traditional mainstream education system. The research

findings highlight several challenges in implementing inclusive practices in education. These obstacles include a scarcity of adequately trained teachers, limited availability of study materials and assistive technology, insufficient funding, a rigid curriculum, and inadequate coordination between the community and schools. The study strongly advocates for a comprehensive approach that involves active community engagement to address these barriers effectively. The insights from this study serve as a valuable foundation for my planned research, as it emphasizes the significance of fostering partnerships between communities and schools.

Hasnat (2017) conducted a comprehensive analysis of the practices, realizations, and behaviors of parents and teachers in the rural setting of Bangladesh. The focus of the thesis was to identify obstacles to parent involvement and highlight the efforts of one head teacher in overcoming these barriers. The findings revealed several factors that hindered parent engagement. The survey conducted for the thesis indicated that poverty and illiteracy were the primary reasons why parents showed a lack of concern for their children's academic progress. This indifference on the part of parents was disheartening for teachers. In addition to socioeconomic challenges, other issues such as a lack of connection between parents and teachers, ineffective parent-teacher communication, and the politicization of educational programs were identified as significant problems.

In 2022, Muhammad, Fatema, Mustafizur, Muhammad, and Mohsina conducted a study to explore the benefits of collaboration between parents,

teachers, and the community, focusing on their involvement in primary schools. The aim of the project was to foster inclusive practices by promoting engagement between parents, community members, and teachers. The study emphasized the importance of providing parents and the community with adequate attention and opportunities, enabling them to actively participate in the learning process and visit the primary school on different occasions. Employing a quantitative approach, this research aimed to examine the various aspects of parent, teacher, and community collaboration and their impact on enhancing inclusive practices within the primary school setting. Data for this study was collected through the utilization of a closed-ended questionnaire, which also allowed participants to provide additional remarks. A total of 42 instructors from ten elementary schools were selected to participate in the data collection process. The quantitative findings derived from the data highlighted that collaboration is a crucial objective in achieving inclusive practices. According to the study participants, when parents, teachers, and the community work together, students can experience various benefits such as social support, learning-related assistance within the classroom, as well as improvements in their physical, mental, and emotional well-being. Through a thematic analysis of the gathered data and participant comments, the study identified positive outcomes for students. The research findings provide compelling evidence for the effectiveness of parent, teacher, and community collaboration in fostering inclusive practices within the primary school of Jamalpur Sadar Upazila. This partnership has the potential to significantly

enhance the quality of education for all students, thereby contributing to their overall educational development.

Laskar (2017) in Malaysia concluded that all persons with duties shaping the life of a child must collaborate to ensure optimum towards success in education. The study by Laskar (2017) included both primary and secondary schools thus missing the specific dimensions and practices in public primary schools. Lunenburg & Ornstein (2021) advocate for programs including parents to take part in learning as being beneficial as the environment becomes welcoming while tapping into diversity inability among parents.

A substantial amount of research reveals a strong and favorable relationship between parents' interest in and involvement in their children's education and their subsequent adjustment and achievement. According to Froiland (2021), parents' complete participation is necessary for children to achieve their academic potential. The study also finds that parental involvement in children's learning has a good impact on the children's performance at school, emphasizes the significance of parental involvement further. Similar to this, Antony and Ogg (2019) note that children's academic motivation and achievement rise when parents are adequately involved in their children's education. Students understand that those who look after them in society care about them when schools and parents collaborate.

As schools seek to enhance the atmosphere and performance of their institutions, the movement to incorporate parents in education has grown stronger. It was widely accepted that parental participation can foster better

conduct and social adjustment in addition to raising a child's self-esteem, attitude, and academic performance in all subject areas. Due to parental and family engagement in their education, all of these aspects aid youngsters in becoming responsible, dependable people.

Mo and Singh (2018) conducted a study utilizing Wave I data to examine the true influence of parental involvement on the educational achievements of children. Through an analysis of the emotional and cognitive development of the children, the researchers discovered that parental participation had a significant effect on the overall academic success of the child. The study found that when children were aware of their parents' active involvement in the educational process, they displayed a higher inclination to pay attention in class (Mo & Singh, 2018).

In Malaysia, Adams, Harris, and Jones (2016) reached a compelling conclusion that emphasizes the importance of collaboration among parents, teachers, and all individuals invested in a child's life to ensure the child receives the highest quality education possible. Another study conducted by Olibie (2014) explored parental involvement specifically in curriculum implementation. The aim of this research was to assess the extent to which parents can participate in the implementation of the curriculum. The findings of the study revealed a lack of significant parental involvement in curriculum implementation, leading to inadequate execution of the curriculum and consequently a decline in academic performance within schools. In addition, the researcher emphasized the need for greater efforts from instructors and

head teachers to establish connections with parents and actively involve them in the curriculum implementation process. It was suggested in the report that head teachers should develop strategic plans to encourage and facilitate increased parental involvement in curriculum implementation.

The objective of the collaborative strategy between the school and parents is to ensure the appropriate and effective implementation of inclusive education, along with other important factors such as discipline, infrastructure, funding, and the provision of professional guidance, all aimed at promoting the academic success of children. It is important to note that this strategy is not imposed on parents, but rather a joint effort between parents and the school, working together to achieve these goals.

The majority of instructional resources utilized in conventional classroom settings were not originally developed considering students with special educational needs. Therefore, it becomes essential to modify these materials to cater to their specific requirements. Research indicates that designing the curriculum around the notion of "sameness" can significantly enhance the learning outcomes of these students. If the goal of inclusive education in regular schools is to be achieved, it is vital to ensure that children with special needs have equal access to the curriculum compared to their peers.

Determining the most effective ways to provide customized support for parental involvement and engagement in daily activities remains a challenging task. In this research study, our objective was to investigate the extent to

which parental participation and collaboration contributed to the successful implementation of inclusive education.

Shiwani, Akala, Kalai, and Gatumu (2021) conducted a study to investigate the influence of collaborative relationships between head teachers, parents, governmental organizations, and non-governmental organizations on the implementation of inclusive education in public primary schools within Nairobi City County, Kenya. The research employed a descriptive study design, utilizing document analysis as well as questionnaires distributed to 297 teachers and 71 head teachers. Additionally, interviews were conducted with four Education Assessment Resource Center Officers (EARCs) and eight Quality Assurance Standards Officers (QASOs). The findings of the study revealed a significant association between the adoption of inclusive education and the collaborative relationships of head teachers. However, according to feedback from head teachers and teachers, there was a notable lack of well-structured coordinated partnerships in most schools, resulting in inadequate provision of specialized teaching and learning resources (63.4% and 63.3% respectively), assessment of learners (64.8% and 70.4% respectively), and allocation of funds (69% and 69.7% respectively). This deficiency was attributed to low participation in school programs.

2.4 Head teachers' Support for Teacher Training in Inclusive Education

The duties of school leadership has grown to include fostering an egalitarian environment, providing instructional and collaborative leadership, managing and organizing procedures, and developing and maintaining strong bonds with

parents, stakeholders, and community members. It is evident that the role of principals has evolved into a more intricate and multifaceted position, requiring effective administrative leadership for inclusive educational reform at the school level. However, extensive research indicates that only a limited number of principals possess the necessary skills to meet the challenges and expectations associated with the mandate (Vorapanya & Dunlap, 2014).

Research examining school-wide inclusion programs reveals that various factors, including teacher dissatisfaction, high teacher turnover rates, an increase in special education-related lawsuits, elevated levels of stress and isolation experienced by principals, commonly impede the effectiveness of administrative initiatives. The extent to which principals invest their efforts in daily tasks, demonstrate resilience in the face of challenges, and persevere despite setbacks is strongly influenced by their self-confidence levels. Merely selecting capable and experienced individuals for leadership roles is not enough; it is crucial for school administrators to possess unwavering belief in their own ability to effectively handle the multitude of demands associated with their positions. Individuals with low self-confidence tend to restrict their efforts, surrender easily, or settle for less, whereas those with strong self-assurance will exert greater effort to overcome challenges. Despite the evolving nature of their duties and responsibilities over time (Chonthanont, 2013), principals continue to face immense pressure in providing students with a comprehensive and well-rounded education.

Thailand's inclusive education for children with special needs has been guided by the SEAT framework (Vorapanya & Dunlap, 2014). SEAT focuses on four key elements: students, environment, activity, and tools. Placing students, both with and without disabilities, at the core of inclusive education is a deliberate choice within the SEAT framework. The success of inclusion is heavily influenced by the surrounding context, encompassing the physical, social, and philosophical aspects of the school and community environments. In the inclusive classroom, the curriculum is driven by purposeful and appropriate activities, such as individualized education plans, assessments, instructional strategies, community-based learning, quality assurance, teamwork, education, coaching, mentoring, and progress tracking. To effectively facilitate an inclusive classroom, teachers require access to the necessary resources.

This situation may be exacerbated by the fact that many of these institutions are specifically designed to educate and train students with specific impairments, thereby necessitating longer travel distances for enrollment in a school that can cater to their needs. This problem is further compounded by the lack of uniform availability of special education schools across all provinces in Thailand (Kosuwan et al., 2014). Consequently, physical resources such as technology, infrastructure, and adequate funding, as well as intangible factors such as vision, legislation, and support, play a crucial role in addressing this issue (Chonthanont, 2013). In order to accommodate students from remote areas, these colleges often offer residential options, compelling many students to leave their hometowns in order to access education. Furthermore, the prospects of inclusion are notably limited due to the

prevalence of specialized educational institutions that cater to specific impairments. This narrow focus often leaves students and their families feeling isolated, with limited opportunities for personal growth and development within their immediate communities (Viriyangkura, 2010). However, in Thailand, local community schools are actively striving to promote inclusivity in response to this issue (Vorapanya & Dunlap, 2014).

In their study exploring the state of inclusive schools in the United Arab Emirates (UAE), Nida, Mohamed, and Duyar (2021) focused on investigating the influence of school principals in promoting inclusivity in the city of Al Ain, UAE. The researchers employed a phenomenological approach and adopted a qualitative research design to delve into the subject. Data collection involved conducting semi-structured interviews with a total of ten participants, comprising five educators from public schools and five from private schools. These instructors had experience teaching both general education and special education. To analyze the gathered qualitative data, thematic analysis was employed, enabling a comprehensive examination and refinement of the findings. The findings underscored the significance of principals considering the factors impacting the integration of students of determination (SODs), commonly referred to as students with special needs, and embracing effective inclusive approaches within schools. Principals' awareness of inclusive education has played a substantial role in shaping the advancement and advancement of inclusive schools. These findings shed light on the variables that can facilitate the establishment of inclusive schools in the UAE context, urging policymakers and practitioners to acknowledge the pivotal role

principals assume in the triumphant implementation of inclusive schools. The study recommended the enhancement of principals' understanding of inclusive education and schools through consistent professional development opportunities.

According to Khaleel, Alhosani, and Duyar, (2021) principals' efficacy beliefs are fundamentally linked to the leadership role and are crucial in moderating their conduct. In order for administrators to successfully achieve the requirements and expectations of their leadership role, it is crucial to recognize and comprehend the variables that support principals' confidence in their own efficacy. Law mandates that elementary school principals implement inclusive education in their institutions; however, they frequently express low levels of confidence in their capacity to carry out this goal, and little research has been done to pinpoint the precise variables that can reliably foretell a rise in sense of efficacy in this area. Specifically, since the Individuals with Disabilities Education Act was reauthorized.

Research suggests that the fundamental block inclusion is a training of personnel to implement the program (Bradford *et al.*, 2021). According to Gilles *et al.*, (2020), teachers perceive inadequacy in their preparedness to engineer adaptations for special learners. This view has widely been presented by researchers who revealed a shortage of comprehensive coaching for teachers to implement inclusion in academic systems.

Although the drive for inclusive education aligns with a broader human rights agenda, numerous educators harbor significant reservations when it comes to

endorsing the widespread integration of students with special educational needs (Nasibullov et al., 2015). In a comprehensive UNESCO study encompassing fourteen nations, Saloviita (2020) discovered substantial variations in the opinions of approximately 1000 instructors who had experience teaching children with special educational needs. Notably, the study revealed that certain types of children were favored by teachers for inclusion in regular classrooms. Similarly, Celik and Kraska (2017) conducted a cross-cultural study investigating teacher perspectives on inclusion or integration across the United States, Germany, Israel, Ghana, Taiwan, and the Philippines.

Hayes and Bulat (2020) established that notwithstanding teachers' inherent instinct to facilitate learners' progression, challenges are insurmountable in implementing inclusion of all learners, especially limited skills and knowledge. Administrative support is seen as significant in shaping the attitude of teachers to articulate inclusion as it bestows confidence in the teacher towards the environment created by the administrator to facilitate learning (Trust & Horrocks, 2017).

Teaching a diverse group of students in the same classroom presents numerous challenges. Educational institutions in developing countries often face a scarcity of essential instructional resources, such as maps, charts, and other visual aids (Al-Said & Emam, 2014). This lack of resources, including classroom space and educational materials, significantly hampers the effective implementation of inclusive education. To successfully integrate inclusive

education practices in the classroom, teachers must establish a stimulating and beneficial learning environment for every student. Moreover, the attitudes of instructors are heavily impacted by personal training (Varcoe & Boyle, 2014). Unfortunately, there is a limited availability of inclusive teacher training programs, despite the pressing need for knowledgeable and skilled teachers in inclusive classrooms.

In order to explore the potential collaboration between schools and regional organizations to enhance opportunities for inclusive education, Uttayotha and Scheef (2021) conducted a qualitative pilot study that involved interviews with various stakeholders. The analysis of the gathered data yielded three key themes. Firstly, the partnership between the school and external organizations, as well as internal collaboration within the school, experienced a significant increase. Secondly, the coaching and mentorship provided through this collaboration proved vital, particularly because many teachers had not received adequate training on creating inclusive classrooms during their teacher education programs. Lastly, interviewees emphasized the importance of on-site service provision at the school, as it ensured that the training content remained meaningful and relevant to the school's context.

According to a study conducted by Gathumbi, Ayot, Kimemia, and Ondigi (2015), which examined the preparedness of Kenyan teachers and school administrators to cater to students with special needs in inclusive education, it was found that 79% of the respondents acknowledged that the majority of teachers had not received specialized training in special education.

Furthermore, 88.6% of the respondents attributed this lack of training to inadequate support from the Ministry of Education and the school administration.

Based on an analysis by Merita and Tirana (2017), head teachers have the potential to collaborate with organizations such as Save the Children to provide training opportunities for teachers in the realm of inclusive education. Nonetheless, research suggests that the challenges faced by head teachers when implementing inclusive education stem from the attitudes of teachers themselves and a deficiency in their professional understanding, as highlighted by Hornby in 2010. Additionally, a UNESCO research conducted in 2014 reveals that approximately only 60% of educators in public schools have received sufficient training to effectively address the social and emotional requirements of students with special needs. Winter (2010) emphasizes that the most valuable investment one can make is to ensure that newly trained teachers possess a solid foundation in inclusive education. The significance of pre-service training lies in its ability to shape teachers' perspectives on inclusion and enhance their competence in working with students who have special needs.

The successful implementation of inclusion within the school community, collaboration and teamwork are vital. According to Voltz and Brazil (2011), the head teacher plays a crucial role in fostering teamwork to achieve inclusion. Brazil (2010) emphasizes the significance of regular collaborative planning and problem-solving sessions between general and special education

teachers to facilitate the effective implementation of inclusive education. Insufficient time allocated for teachers to adequately prepare and revise the curriculum required for successful inclusion can pose challenges. To address this, a potential approach is for the general education teacher to take on the lead teaching role while the special education teacher serves as an instructional assistant, as suggested by Voltz and Brazil (2011).

In their investigation on the effectiveness of team teaching in promoting inclusive education, Wilson and Michaels (2013) made a significant discovery. They found that when team teaching arrangements are utilized, both teachers and students with special needs can experience feelings of helplessness and frustration. Teachers may perceive a lack of administrative support, hindering their ability to make necessary accommodations in their classrooms to successfully implement the inclusion process. Similarly, learners with special needs may feel that they are not receiving the personalized instruction they require (Kavale & Forness, 2012). To foster an inclusive educational environment successfully, Brazil (2010) emphasizes the crucial role of the head teacher. It is the head teacher's responsibility to ensure the implementation of suitable team teaching practices. By doing so, they can address the concerns of both teachers and students with special needs, creating an environment that supports their individualized needs and facilitates their overall academic success.

To underscore the importance of inclusion in improving the learning and engagement of all students, there are key criteria that need to be addressed.

Firstly, educational programs for instructors must prioritize the topic of inclusion, making it a central focus. By placing inclusion at the forefront, educators can ensure that it receives the necessary attention and consideration in the teaching process. Furthermore, Barton emphasizes another crucial component: providing teachers and staff with disability and equality awareness training. This training should be conducted by qualified specialists who can enhance teachers' understanding of the fundamental principles of inclusion (Moria & Orozco, 2020). By equipping educators with the necessary knowledge and awareness, they can better support students with diverse needs, fostering a more inclusive and supportive learning environment.

According to Sip's (2013) research, which focused on the introduction of inclusive education in developing countries, only 16 out of 140 nations had initiatives in place to integrate students with special needs into regular schools. This finding is noteworthy considering that international organizations and NGOs had initiated a number of projects and programs. However, there has been a lack of comprehensive research to evaluate how teacher preparation influences the successful implementation of inclusive education and its impact on the learning outcomes of these learners. Consequently, identifying key areas for training is crucial in enabling school principals to effectively support teachers in implementing inclusive education. To achieve inclusive education, a comprehensive approach is necessary, involving multiple sectors to tackle community attitudes, professional preparedness, family concerns, and access to resources. It is essential to acknowledge the importance of well-functioning educational institutions, intermediary connections, and a thoughtful transition

towards inclusive educational experiences as the fundamental pillars of success.

In order to address disability issues, including inclusive education, it is crucial to take into account the individual experiences and developmental stages of each person with a disability within their communities and families. Adopting a comprehensive approach requires a multisectoral perspective. This approach emphasizes the importance of collaborating with community-based rehabilitation initiatives to establish a supportive infrastructure across various institutional sectors, such as health, education, social services, and vocational training. The active participation and contributions of professionals who assist individuals with disabilities, their families, and communities are essential in implementing this approach (Sip, 2013).

Occupational therapists have been at the forefront of the shift to inclusive schooling. Occupational therapists were working with "orthopedic children" in the Toronto public school system in Ontario, Canada, according to documentation dated 1950. Occupational therapists who work in schools in the United States have expanded the ideas of inclusive education in mainstream programs for people with disabilities and special education (mental, physical and social). Their focus on strengths encouraged educators to reconsider the terminology they used to identify pupils with impairments and members of underrepresented groups (immigrants, newcomers, the poor). Methods of instruction and curriculum that are inclusive of children have received a lot of support. A "child-friendly" culture and practices have recently received

support. There has been a heated debate in England over the applicability of traditional curriculum subjects, and it has been argued that academic subjects should originate from learning domains in order to significantly improve the lives of children with special needs. Ineffective inclusive teaching methods also make inclusion difficult. Numerous studies have shown that how children are raised matters just as much as what they are taught.

Although the selection and application of teaching strategies are vital in inclusive classrooms, instructors sometimes spend more time organizing the curriculum than they do considering the methods they will employ to help children learn. It is significant to note that teachers who intentionally plan and thoughtfully choose effective teaching strategies to differentiate instruction can enhance the learning of all students. In order to ensure that every student has the best chance for success, it is essential to identify these strategies and become proficient in using them.

Occupational therapists have recently begun to play a bigger part in South Africa's effort to integrate CwD (Education of children with disability) into regular educational settings. In advocating for laws that completely promote the inclusion of all persons with disabilities in all facets of community life, the profession is "actively embracing a leadership position." Occupational therapists are moving into the medical field in Rwanda. They are still few in number, and the field is young. Nevertheless, there is a curriculum for occupational therapy education in universities. Because of the profession's long history of supporting inclusive schools and the impending increase in

occupational therapists in Rwanda, there is a chance to develop new internal champions who will support inclusive education and, ultimately, enhance the lives of children with disabilities in that country. It is the school administrator who needs to facilitate for the support of such resources to ensure there is successful implementation of inclusive education (Mills & Chapparo, 2018).

The requirement for early intervention for kids with developmental delays to lessen the impact of a handicap over the long run and improve a child's quality of life by boosting confidence and independence is also mentioned in the description of some inclusive education program designs. To meet these demands, occupational therapists work in a range of situations and settings as early intervention rehabilitation team members (Mills & Chapparo, 2018).

Collaboration between occupational therapists and classroom instructors plays a vital role in addressing strategies beyond the classroom setting. Although occupational therapists are often called upon to assess and implement such strategies, the responsibility typically falls upon the classroom teachers. By working together, classroom teachers can enhance their autonomy in implementing occupational therapy practices, deepen their understanding of students' educational needs, and strengthen their proficiency in employing intervention strategies. Mills and Chapparo (2018) highlight the significance of this collaborative approach. It is therefore, the headteachers' mandate to ensure that such resources are availed to the schools for successful implementation of inclusive education.

Shiwani, Kalai, Akala, and Gatumu (2021) conducted a study to explore the impact of head teachers' support for teachers' professional development on the implementation of inclusive education. They employed a descriptive survey and utilized Chi-square analysis to test the null hypothesis. The findings of the Chi-square analysis indicated a significant correlation between the adoption of inclusive education and head teachers' support for teachers' professional growth. However, the study revealed that a large majority of head teachers and instructors lacked specialized skills in evaluating diverse learners (77.5% and 80.5%), managing behavior (74.7% and 79.1%), and implementing differentiated instruction (80.3% and 81.1%). This lack of expertise hindered the effectiveness of teachers and impacted student performance. To effectively implement inclusive education, the study recommended that head teachers collaborate with multiple agencies to prioritize and facilitate teachers' training in these areas.

In order to effectively implement inclusive education, principals need to tackle several obstacles. These hurdles include reducing litigation and educator turnover rates, promoting collaboration among different stakeholders, and establishing a unified school vision centered on acceptance and customized experiences for students. The self-efficacy beliefs of principals play a pivotal role in accomplishing goals and maintaining resilience when confronted with difficulties.

Previous empirical research has demonstrated that self-efficacy beliefs play a crucial role in determining the level of effort and perseverance individuals

exert when confronted with failure or difficulty. As highlighted by Dwyer (2019), leadership self-efficacy specifically refers to a leader's confidence in their own abilities, knowledge, and effectiveness in motivating, directing, and influencing the behavior of others. The efficacy of a leader significantly influences goal-setting, resilience, and aspirations. Furthermore, an individual's efficacy beliefs serve as strong predictors of their conduct. The study revealed that managers with low self-efficacy tend to display rigidity, indifference, concern, and are more susceptible to burnout. Conversely, principals who possess a strong belief in their abilities tend to demonstrate adaptability, persistence, resilience, and internal motivation. Therefore, when evaluating the effectiveness of an administrator, it is important to consider specific educational contexts or initiatives. Researchers have cautioned that self-efficacy is situation-dependent and, in certain cases, task-specific. This means that administrators may feel effective in some leadership situations but not in others, emphasizing the need for a nuanced understanding of self-efficacy in various contexts.

To date, limited research has explored the factors that influence administrators' confidence in effectively implementing inclusive educational methods within schools. This study aims to address this gap by examining the impact of various variables on elementary school principals' self-efficacy in establishing an inclusive and equitable environment. Specifically, we investigate the influence of factors such as years of experience as a special educator, levels of education, and hours dedicated to inclusion-related professional development

on principals' self-efficacy in successfully implementing inclusive educational practices.

2.5 Budget Allocation for Resource Availability in Inclusive Education

The fundamental challenges in leadership involve effectively allocating and generating resources to foster advancements in teaching and learning. Principal Washington, along with his leadership team and the groups of leaders at the central office, are uniquely positioned to guide the distribution and utilization of resources that contribute to resolving these issues. However, it is important to note that while they bear some responsibility, they are not solely accountable for the persistent inequities in public education, nor can they guarantee that schools will fully realize the potential of education as a catalyst for societal equality. In order to accomplish this, both school leaders and education officials must possess a deep understanding of innovative resource practices and be mindful of the various ways in which incentives can be employed to cultivate an environment that nurtures teaching and learning (Rix, Sheehy, Fletcher-Campbell, Crisp, & Harper, 2013).

The allocation of resources in the field of education is seldom isolated from external factors; instead, it often mirrors the prevailing political climate, which sets the stage for the emergence of successful leadership opportunities. Skillful leaders, in particular, possess the ability to strategically leverage data to inform decisions related to resource allocation, thereby providing insights into the effectiveness, efficiency, and fairness of resource distribution. Moreover, these dynamics impact the extent to which leaders at various levels of the

education system can assign resources to specific districts, schools, programs, educators, and students. Such allocations are contingent upon the leaders' specific responsibilities, obligations, and authority within the system. Additionally, the type of governance system in place exerts influence over the choices made regarding resources and incentives. As leaders shoulder the task of distributing educational resources and generating funds, various governance challenges arise. These challenges involve multiple stakeholders, including the voting public, state legislatures, local school boards, superintendents, principals, and teachers' groups. Each of these entities plays a crucial role in decision-making processes related to resource allocation and cash generation. Through their collective efforts, they provide valuable perspectives on managing funds and designing incentives that foster effective and equitable learning experiences for students and education professionals alike.

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viewpoint. However, it is worth noting that there is a dearth of studies conducted in the South Rift Valley region of Kenya, if any at all.

The use of inclusive education in the pursuit of inclusive schools in Indonesia poses a complex challenge, particularly for governments. This topic involves enrolling children with disabilities, learning disabilities, and other marginalized groups in regular schools, which necessitates a nuanced understanding of inclusive education among provincial and regional educators and personnel. Additionally, establishing and operating inclusive schools in Indonesia under strict guidelines requires administrative approaches that focus on developing a curriculum capable of providing all students with access to a suitable and equitable education, allowing them to reach their full potential. Research suggests that the provision of tailored education and accommodations for students with special needs may not always yield desirable outcomes. According to Rix, Sheehy, Fletcher-Campbell, Crisp, and Harper (2013), this approach may be ineffective, as it often demands additional training and resources.

By ensuring appropriate and effective allocation of funds, inclusive education can foster high-quality environments that enable students to participate in classroom settings and actively engage in educational activities. It is crucial to recognize that allocating financial resources for the purchase of social and educational materials is not an end in itself. Instead, the ultimate goal is to establish educational systems that are equitable, non-discriminatory, and accessible to all students, including those with special needs and those from

underprivileged backgrounds. An inclusive rights-based approach emphasizes the necessity for schools to adapt and be flexible in accommodating the diverse needs of students. This approach acknowledges the importance of embracing the idea that educational institutions should be responsive to the individual requirements of each student. As highlighted by UNESCO (2009), the principles of inclusivity demand that schools provide equal opportunities and support for all learners, regardless of their specific needs or circumstances. The difference between the two is important as it highlights a shift in priorities, moving away from solely acknowledging the presence of students with Special Educational Needs (SEN) in classrooms, towards achieving meaningful outcomes, acquiring knowledge, and fostering positive results (World Bank, 2013). The allocation of educational opportunities is influenced by the distribution of economic resources. Consequently, achieving equity in the funding of inclusive education means finding a just and fair approach to distribute available resources, ensuring that every child can not only access and participate in education but also have the opportunity to learn and succeed (Barrett, 2014).

According to Li (2010), adequacy and equity represent the key challenges in educational expenditure. Adequacy focuses on the system's ability to allocate sufficient funds to achieve desired outcomes. In order to progress, it is crucial to comprehend government-established methodologies, successful implementation strategies, and, most importantly, educational objectives.

The planning and allocation of resources for education in a state are influenced by numerous factors. To establish a meaningful connection between resources and goals, effective policy measures strike a delicate balance by considering various input, output, and outcome indicators (Kundu, Gaurav, Surajita, & Khwaja, 2016).

Maulid and Nuswantara (2021) conducted a study to examine the role of the budgeting process and political will in the implementation of inclusive education. The researchers collected data through direct observation, interviews with key stakeholders such as participants of the inclusive education program, and relevant policy makers. The study focused on the General Directorate of Special Education Republic of Indonesia and schools in Jakarta as the primary subjects. The research highlighted the challenges faced by Indonesian governments and public schools designated as inclusive schools when striving to implement the philosophy of inclusive education. Additionally, this study highlights how the appropriate budgeting approach can influence teachers' preparedness and willingness to educate children with impairments.

Petronilla M, Kingi (2018) in her study Teachers` Participation in the Management of Financial Resources on their Motivation, recommends that schools should embrace participatory structures that encourages high level of teachers` participation in management of finance in order to increase motivation. The motivation and professional well-being of teachers are closely linked to their interactions with students and overall success in the classroom.

Regardless of whether students have disabilities or varying abilities, teachers in such settings are often expected to assume a nurturing role for all students.

In Wangari (2015) investigation, the focus was on examining the factors that influence managers' decisions regarding the provision of resources for students with special needs in public elementary schools within Nairobi County, Kenya. The primary objective of the study was to determine the extent to which head teachers' training in special needs education, as well as educational policies, resource availability, and resource adequacy, influence the allocation of resources for the implementation of special needs education. Adequate allocation of resources is crucial for the efficient and effective governance of educational institutions. To achieve the research goals, a mixed-methods approach combining qualitative and quantitative methods was employed in the form of a descriptive survey. The target audience consisted of 150 participants, including 86 instructors and 12 head teachers, who were selected as the sample size for the study. To gather data on resource allocation, both head teachers and teachers were administered questionnaires as part of the data collection process. The researcher conducted a pilot study to assess the likelihood of achieving desired outcomes. The Statistical Package for Social Sciences (SPSS) was utilized to conduct descriptive and content analysis on the collected data. The findings of the study, aligned with its objectives, indicated that the financial resources available to schools were inadequate to support the allocation of resources for special education. Consequently, many special schools relied on external sources such as donors, sponsors, well-wishers, and non-governmental organizations (NGOs) to enhance the

provision of special needs education. A substantial majority of head teachers (91.7%) and teachers (88.9%) expressed that the schools' financial situation was insufficient. A recent study has highlighted significant shortcomings in special schools and special units, particularly in terms of professional staff and instructional resources. The study found that a majority of these institutions lacked adequately trained personnel, especially in counseling and instructor support. Specifically, 75.0 percent of head teachers and 64.7 percent of teachers acknowledged the insufficiency of staff in these crucial areas.

Moreover, it was determined that the availability of instructional resources necessary to effectively support special education programs was scarce and inadequate. Across all special schools and special units, there was a notable shortage of essential resources needed for successful implementation. Alarming, a majority of teachers (82.1%) and head teachers (91.7%) expressed their belief that the current provision of instructional materials was inadequate. The study reveals significant deficiencies in the infrastructure of certain schools, particularly when it comes to accommodating students with special needs. It concludes that various factors, such as financial constraints, appropriately trained head teachers, counseling professionals, skilled staff, and adequate resources, are vital determinants for the successful implementation of special needs education, yet they remain insufficient. Having individuals with proper management training can positively impact and contribute to the success of special needs educational institutions. Furthermore, such individuals would ensure the allocation of appropriate resources tailored to the unique needs of each individual.

It is obvious that budgetary limitations influence the type and scope of educational offering in many different ways. Despite the implementation of FPE in Kenya in 2003, some parents have been struggling financially as a result of the hidden costs of education, such as the provision of school uniforms and other essentials like health care. Due to this, many parents have begun to hold back their kids, especially those who have learning impairments. The majority of the time children from low-income families are excluded from national development, which has expanded the gap between the rich and the poor and the attainment of excellent education between developed and developing nations. Costs play a key role in determining the availability of education.

Resources for education are limited, and in some cases, those needed for special educations are incredibly rare. The commitment of society to providing resources to accommodate unique educational requirements contributes in part to the shortage that exists at any given time. Economic limitations are still present and are getting worse. Even in the field of education, there is no standard method for calculating school costs, making it challenging to compare one institution to another. Kenya's special education industry has seen significant growth, which has resulted in an increase in the government's ongoing spending. A shift in society's and parents' attitudes about impaired children led to a desire for additional schooling for them, which led to an increase in government recurrent spending (Okongo *et al.*, 2015).

The resources here imply the essential learning materials such as the text books (brailled for the visually impaired), audiovisuals, and instructional materials, among others. These instructional materials play a major role in the successful implementation of comprehensive education. They apply the implementation to the extent of academic progress and performance of the learners (Okongo *et al.*, 2015). The research determined that these materials are a determinant to the academic success of the special needs students, their aids in academic progression. Schools equipped with these resources tend to have better performances in terms of academic and find a competitive academic platform with their colleagues who are no disabled. This ensures an equal platform for all learners to acquire quality education.

However, schools that have inadequate resources tend to strive and struggle to utilize what they have to gain confidence in their academic progression. This concept has been corroborated by Buhere and Ochieng (2013). The adequacy of the teaching quality combined with the availability of resources gives the schools a better chance to progress successfully in academics. In a research conducted by Mutai (2018), the impact of communication impairment on academic performance of students in mainstreamed public elementary schools in Kericho County, Kenya, was examined. The study was grounded in Albert Bandura's social learning theory. Questionnaires were employed as the primary data collection tool. Additionally, a document analysis guide was used to gather data on students' performance in 2017. Descriptive statistics, specifically frequencies and percentages, were utilized to analyze the qualitative data. The findings of the study also highlighted that teachers

employed various instructional techniques to support students with communication disabilities (CD). However, it was concluded that schools lacked sufficient teaching and learning materials specifically designed for CD learners, which subsequently had an impact on their academic achievement.

The level to which inclusive education takes hold in a school and whether teachers are given the tools and resources they need to teach inclusively are both determined by school leadership. In order to provide access, participation, and achievement for everyone, inclusive teaching is done in schools, where fostering an inclusive school culture is essential. Part of the resources includes infrastructure. Infrastructure is also a factor that affects the implementation of inclusive education in schools. The establishment and maintenance of infrastructure in schools is an activity that the heads of schools lead and get support from either well-wishers, agencies, or parents and guardians and sometimes government. However, the lack of support in maintaining this infrastructure or developing them is solely based in the efficiency of the school administration to gather support and collaborate in establishing and maintaining infrastructure to support the implementation of inclusive education.

This is demonstrated by a case study of Kenya, where since the implementation of free primary education (FPE) in 2003, the majority of classrooms in public primary schools have become overcrowded and the facilities available have become significantly overstretched, which has significantly decreased the quality of education provided in these schools.

Other locations lack the adaptability to accommodate the variety of instructional methods that may be necessary for these students. Some large comprehensive schools are thought to be so impersonal that some students struggle to adjust to them. In order to better serve the requirements of students with disabilities, new buildings should be designed or modifications should be made to the ones that already exist.

According to Wang et al.,(2013) the objective of inclusive early childhood classrooms is to establish a physical environment that supports the growth, development, and learning of a varied population of children from different cultural backgrounds and with a wide range of abilities. One of the main challenges for inclusive classrooms is encouraging full involvement and parity of chances for everyone, regardless of ability, gender, or culture. It is essential for the physical environment to foster a tolerant, welcoming, learning community to which all children have membership and full access to learning experiences in order to achieve inclusion. Inclusion cannot be achieved by merely placing all children in the same physical setting.

The environment for an inclusive classroom should be distinct from traditional special education settings, which were often segregated from regular classes, according to study done by Lucas and Thomas in 1990. Setting the groundwork for each child to confront obstacles and, as a result, succeed in school, inclusive classrooms are designed to support a complete range of learning opportunities.

The impact of the adequacy of facilities on students' academic performance is crucial as part of the factors that determine the implementation of education. The establishment and maintenance of physical facilities in educational institutions by communities, parents, and sponsors should continue to be encouraged. This can be attributed to the lack of such facilities interfering with the learning process (the Republic of Kenya, 1988a). The report indicates the importance of school facilities for quality education. The difference in school facilities can be seen to account for the disparity in academic achievement.

Having differently endowed learners together in an enclosed setup is a recipe for challenges. This is because simple teaching materials required adaptation and are not easily modifiable. School budget priorities should be set to include the acquisition of learning materials as well as infrastructural facilities for inclusion (Mmbuji, 2017). Hayes and Bulat (2020) established that strategic plans for inclusive education have been developed while curriculum and process modified. However, the provision of special equipment is limited to a few schools for differing disabilities.

Budget allocation is meant assist the schools to strategically set the pace for implementation of inclusive education. By facilitating training for special needs teachers on how they can better handle learners with special needs is a major step towards the implementation process (Ovadia, 2019). This can be acquired through trainings and seminars on how to handle special needs students aside from teaching them. Also, the heads of schools require better management training skills for their schools. This could add on a good task

apprenticeship as well as guarantee of academic success in special needs schools and those that offer special need education. The right strategies would be implemented and allocation of resources done properly as required enabling full implementation.

Even though primary education was rendered free by the government in 2003, the burden on the parents was greatly reduced. However, the continuous care and provision of resources for inclusive learning is another factor that should be considered. These resources approved by the ministry of education in government should also be included in the budget allocation to allow the heads of school arrange and facilitate the necessary resources to enhance the full implementation of inclusive education in the schools. For instance, the support provision that is required for the visually impaired require braille tuition and facilities to aid in their learning need to be addressed as well as any other complex disability condition that the learner may have. Kenyan government has created policies that are inclusive and that are causing changes in practice in terms of budgetary allocation, personnel training, and better assessing and placing children with disabilities. The study concentrated on a particular program run by the Kenyan Ministry of Education, Science, and Technology that aims to encourage the inclusion of children with visual impairment in educational settings. The initiative's historical and social circumstances as well as the regional factors that affect its implementation are taken into account in the study. The study also sought to identify and investigate the obstacles to the participation and academic success of kids with visual impairments that the

project reveals, as well as the difficulties that educators, families, schools, and communities encounter in attempting to remove these obstacles.

The government continues to value the continuation of special schools and special departments affiliating with regular schools. However, the increased number of special needs children entering education as a result of UPE cannot be accommodated by this primarily residential specialized care. By encouraging more inclusive practices and increasing the SEN budget, local mainstream schools have opened their doors to more students as a reaction to this problem. The Kenyan government intends to broaden the scope of its offerings by enrolling more students and meeting a variety of learning requirements through focused initiatives including allocating financing for particular students and institutions that accept students with impairments. The government has put in place a five-year investment package to support seven important areas, inclusive education at a total cost of KSh 39 million, this includes: teacher training, equipment supplies to resource centers, advocacy and awareness raising, provision of equipment and teaching or learning materials, provision of equipment to regular schools, provision of grants to schools, and providing support to resource centers.

2.6 Collaboration with Faith Based organization in inclusive education

Multiple research studies have provided evidence of a connection between teacher collaboration and self-centered beliefs regarding inclusive education. Pugach (2005) suggests that it is plausible for prospective teachers to acquire knowledge through collaboration, which can significantly impact their self-

efficacy for inclusive teaching. The study conducted by Kunnari, Ilomäki, and Toom (2018) further strengthens this notion by highlighting the positive influence of interprofessional teamwork on teachers' moral convictions.

A review by Hamman, Lechtenberger, Griffin-Shirley, and Zhou (2013) indicates that individuals' inclination to cooperate is influenced positively by their self-centered thoughts. Consequently, educators who possess a robust self-concept regarding collaboration are more likely to effectively promote inclusive education compared to those with lower self-esteem. Establishing collaborative relationships holds paramount importance in ensuring the social engagement of all members within our school, as emphasized by Lütje-Klose and Urban (2014).

One of the objectives of teacher education is to enhance the self-centered cognitions of pre-service teachers, as a positive self-concept is commonly viewed as a favorable outcome, as highlighted by Marsh and Craven (2006). However, the examination of research findings that indicate a connection between interprofessional collaboration and self-concept is currently lacking. Encouraging more extensive and rigorous research on teacher collaboration, as suggested by Friend, Cook, Hurley-Chamberlain, and Shamberger (2010), could facilitate the exploration of this relationship.

Based on an analysis by Judith, Gross, Shana, Haines, Cokethea, Francis, Martha, and Turnbull (2015), school-community relationships play a vital role in the success of schools. These relationships often go beyond the resources and support typically provided by schools to address the needs of staff,

families, and students. Additionally, community partners also benefit from their interactions with schools, and one of these benefits is gaining an understanding of the inclusive values upheld by educational institutions. To further explore effective community partnerships and factors that promote their development, we conducted focus groups with community partners at five schools.

In the study conducted by Ackermann, Casey, Collins, and Hannon (2022), it was emphasized that missionaries are driven by the missionary approach to development interventions and a genuine desire to assist the most vulnerable individuals and groups. This strong motivation compels them to advocate for equal access to excellent education, especially among marginalized populations. Missionaries possess a distinct advantage in addressing the pressing educational requirements of those at risk of being left behind. Moreover, they can aid governments in enhancing their education systems by virtue of their long-term presence within the communities they serve and their extensive national and international networks.

Collaboration involves more than just offering direct services. Bridging the divide between research and practical implementation in early childhood settings is vital for effective personnel training, professional growth, and the successful execution of high-quality programs. To engage all stakeholders in collaborative efforts that promote positive student outcomes and elevate teacher practice, simultaneous renewal presents a comprehensive framework that ensures continuity across teacher preparation, inclusive teaching approaches, and professional development.

When supporting students and educators in inclusive environments, it is crucial to consider multiple stakeholders. Teacher educators need to collaborate closely with classroom teachers, school administrators, related service providers, and families to effectively prepare and train teacher candidates. The outcomes of these partnerships should serve the interests of all team members involved. However, Soslau and Raths (2017) argue that traditionally, teacher preparation programs have placed teacher candidates in classrooms without coordinating or communicating expectations for executing course content and instructional practices. As a result, there is a lack of communication and cooperation among all parties, leading to limited benefits for both the preservice teachers and the students in the classroom (Soslau & Raths, 2017).

Collaboration through a simultaneous renewal strategy holds particular significance for school-based partners and teacher educators. A fundamental principle of this approach is that no single individual possesses all the knowledge and skills necessary to meet the diverse needs of young children with impairments or those at risk, along with their families. The most effective outcomes are achieved through collective effort and cooperation. Unlike traditional methods, simultaneous renewal embraces an organic and flexible approach to collaboration, devoid of predetermined objectives or predefined steps. Instead, experts suggest that partnering entities address a series of questions at the outset of their collaborative endeavors and revisit them as they progress (Bier, Raths, Campell, Kazeni, Hintz, Kelly-Petersen & Peck, 2012).

In accordance with the findings of Willems and Gonzalez-DeHass (2012), school-community partnerships represent strong connections formed with individuals, groups, and organizations within the local community who are committed to collaboration and working towards the holistic development of students, encompassing their intellectual, social, and emotional well-being. Such partnerships between schools and the community yield positive outcomes not only for student achievement and post-secondary outcomes but also for the community at large. Auerbach (2010) asserts that authentic partnerships are characterized by respectful alliances among educators, families, and community groups, emphasizing the importance of relationship building, open dialogue, and power sharing in the pursuit of a socially just and democratic educational environment. The establishment of genuine and trustworthy relationships is vital for the effectiveness of school-community partnerships.

Any faith-based organization (FBO) is characterized by its adherence to a set of faith-based principles or beliefs, as well as its mission that aligns with the social ideals of a specific faith. These organizations often attract members and activists from a particular religious community. In some cases, FBOs are directly involved in establishing faith-based schools, exemplifying their commitment to fostering religious tolerance and collaboration in the pursuit of educating a unified community sharing the same faith.

Following the World Education Forum in Dakar in 2000, endeavors to achieve the goal of Education for All (EFA) by 2015 have emphasized the

involvement of a broader array of stakeholders, with a specific focus on the active participation of civil society in the developmental process towards this objective. This approach aligns with the recognition that charitable organizations and non-governmental organizations (NGOs) working closely with aid recipients should receive financial support alongside governments. The country of Sierra Leone serves as a poignant example of the ramifications of conflict. During a decade-long civil war, over two million individuals were displaced, while thousands more endured injuries or disabilities resulting from human rights violations. The nation's economic, social, and physical infrastructure was largely devastated as a consequence.

In Janne, Carrington, Jensen, Molbaek, and Schmidt' (2020) study on the collaborative practice of inclusion in schools, they analyze various perspectives on goals and issues related to inclusive education and special education. Their research encompasses international literature and examines how the collaboration among professionals shapes processes of inclusion and exclusion. Our findings indicate that discussions surrounding inclusive school development primarily revolve around strategies that directly address students' needs, while seldom incorporating changes to the professional practices of teachers and other educators, such as collaboration. Building upon this, our argument is that the establishment of inclusive schools necessitates a transformative process where special education and general education evolve into inclusive education. This transformation entails changes across multiple dimensions, including educational content, teaching methodologies, approaches, and structures. While classroom practice is certainly a crucial

aspect, it is just one component within the broader school practice that requires modification to achieve true inclusivity. To support this perspective, we provide a framework that outlines the necessary adjustments across various aspects of the educational system to ensure the success of inclusive education. Collaboration plays a significant role in the Danish context, both directly and indirectly. The indirect form of collaboration primarily involves the exchange of helpful ideas, group brainstorming, and the implementation of solutions to real-world issues, all based on a deep understanding of specific techniques and instruments. The research project "Approaching Inclusion" (2016-2019) sheds light on the impact of collaborative processes between teachers and other educators on the development of inclusive schools in Denmark (Hansen, Jensen, Lassen, Molbaek, & Schmidt, 2018; Molbk, Hansen, Jensen, & Schmidt, 2019; Schmidt, Hedegaard, Jensen, & Molbk, 2018). However, the results of this project reveal that mere guidance does not guarantee the necessary changes in culture and practice.

Based on research on collaboration, teaching practice involves the participation of various specialists in different ways, assuming different roles and capacities, and engaging in diverse forms of cooperation (Hansen, Andersen, Hjholt, & Morin, 2014). Despite the significant differences in their structures and approaches, collaboration can be broadly categorized into two types: direct Form; in this type of collaboration, specialists directly interact with the students in various ways. They engage with the students in immediate and hands-on ways, providing support, guidance, and specialized instruction. For example, a specialist may work closely with a student in a one-on-one

setting, addressing specific needs and challenges. Indirect Form: In this type of collaboration, specialists support teachers in their work with one or more students. They act as resource persons, providing expertise, resources, and assistance to the teacher. Their role is to ensure that the teacher can continue to deliver individualized instruction to the entire class. This type of collaboration often takes place outside the classroom, such as in special education programs or social training sessions. Both forms of collaboration involve direct interaction with students, but the specific nature and context of the interaction differ. The direct form focuses on immediate engagement with individual students, while the indirect form emphasizes supporting teachers in their efforts to meet the diverse needs of the entire class. In the indirect form of collaboration, specialists work with students by directly supporting and assisting the teacher in their practice, leading to benefits for all students. In this role, specialists act as consultants, counselors, or tutors to the teacher. Their primary objective, as highlighted by Gottlieb and Rathmann (2014), Hansen et al. (2014), and Jensen (2017), is to utilize their specialized knowledge and expertise to contribute to the development of new methods that cater to the educational and personal growth of each student.

The broad scope of cooperation in its indirect form involves various valuable contributions such as offering helpful suggestions, providing up-to-date and specialized information, engaging in group brainstorming, providing support and guidance, and fostering inquiries and debates that promote critical thinking and analysis of current practices. In their work, Gottlieb and Rathmann (2014) outline four distinct methods for conducting consultancy

tasks. Drawing upon expertise in specific approaches and techniques, the advisory role primarily concentrates on providing solutions to real-world problems. On the other hand, the consultative function not only proposes ideas for resolving actual issues but also introduces fresh interpretations and perspectives that highlight alternative potential solutions. The inspirer encourages the teacher to cultivate novel perspectives and approaches to comprehend students and effectively manage the classroom. They provide new knowledge, insights, and responses that broaden the teacher's understanding. Additionally, the sparring partner's role involves assisting teachers in engaging in critical and reflective discussions about their own teaching practice.

According to research on indirect forms of collaboration (Hansen et al., 2014), functioning as the teacher's sparring partner has the greatest impact on creating inclusive learning environments. In this role, the resource person assists the teacher in reflecting upon and analyzing their teaching practices and underlying beliefs, facilitating the discovery of new insights and solutions that contribute to the development and validation of inclusive teaching approaches. Another collaborative approach that fosters fresh perspectives, instructional methods, and enhances inclusive teaching practices is co-teaching (Friend, 2016; Hansen, 2019; Murawski & Lochner, 2018). In co-teaching, the consultant actively instructs alongside the general instructor in the classroom, rather than simply providing assistance and advice. This collaborative approach aims to enhance the teacher's practice by actively engaging in teaching together.

These collaborative efforts, rooted in reflection and the application of new knowledge, align with the principles of inclusive education. They shed light on the cultural and social aspects that shape teachers' and other educators' beliefs, attitudes, and values regarding differences among students. Moreover, they evaluate whether a student's individual needs pose barriers to their learning (Hansen et al., 2014; Jensen, 2017; Molbaek, 2017).

In their study conducted in 2013, Yue and Kaili aimed to examine the inclusive strategies employed in three kindergartens operated by religious organizations in Hong Kong. The researchers employed a questionnaire to collect information regarding the schools' backgrounds, the specific needs of their students, teacher training programs, special education services, curriculum design, school policies, parental involvement, and the challenges faced by these schools in implementing inclusive practices. The primary goal of this research was to ascertain the impact of religious beliefs on the provision of inclusive care for children with special needs. The findings of the study revealed that religious beliefs, among other factors, played a significant role in enhancing the availability of inclusive education services for students in these institutions.

In Hong Kong, the limited options for young children with disabilities to attend school are a result of the special education laws in place. Currently, only approximately 218 out of 769 kindergartens and child care facilities offer integrated programs that cater to both typically developing children and those with special needs (Zhang, 2011). However, the number of children with

special needs enrolled in kindergartens and kindergartens with daycare facilities remains relatively low compared to the overall student population of 140,000 (Information Services Department, 2011; Zhang, 2011). This means that the majority of children with special needs are being integrated into mainstream settings without adequate support, despite the urgent need for early interventions and treatments. Furthermore, the privately owned nature of kindergartens in Hong Kong exposes them to market influences since early childhood education is not part of the compulsory school system (Poon, 2008). This further complicates the situation, as market forces can affect the availability and quality of inclusive education services for children with special needs. Schools often rely on various justifications to explain the limited inclusion of students with special needs. These explanations commonly include claims such as insufficient available slots, inadequate resources, lack of teacher training in special education, and insufficient facilities (Cheuk & Hatch, 2007; Zhang, 2011).

The current state of inclusive education in Hong Kong exhibits certain limitations and, therefore, necessitates special educators to explore alternative means of supporting students with special needs. One potential alternative is seeking support from religious organizations. Traditionally, the field of special education has shown little interest in incorporating religious aspects, as it tends to focus solely on educational needs (Ault, 2010; Zhang, 2010). However, there has been a recent shift in perceptions regarding the potential contributions of religion and faith to early childhood education and special education. Families with children with disabilities have reported various

benefits when their children attend religious institutions, including receiving support from faith communities and facilitating social experiences in public settings (Ault, 2010). Furthermore, several studies (Bailey et al., 2006; Bruder et al., 2000; Dunlap et al., 2002) have uncovered promising results indicating that religion has served as an emotional support for parents in raising children with challenging behaviors.

According to Shao (in Belshaw, Calderisi, and Sugden 2001), churches have been involved in providing services for health, education, and water supply in Sub-Saharan Africa because these needs were met during the colonial era and because there is a current urgent need for such services. Shao makes the observation that when a government is unable to construct a clinic in a community, people frequently turn to a church for assistance. Religious organizations have a long history of contributing to social progress.

Belshaw (2015) lists the following benefits of FBOs' development work: (1) the long-term dedication to their memberships as they have long served the community; (2) the likelihood that the majority of members are among the poorest and most marginalized in developing countries; (3) links to sister organizations that may provide funding and expertise; (4) emphasis on the "golden rule," or treating others as you would like to be treated; and (5) spiritual and relational experiences that can be life-changing. FBOs may thus commit to long-term work while earning the trust of the community because they have frequently worked there for a significant amount of time.

In the majority of developing nations, including Kenya, faith-based groups play a significant role in providing spiritual services, psychological counselling, educational expenses, medical services, building infrastructure, and providing assistive gadgets like wheelchairs, Brails, among others. Numerous researches (Appleby, 2011, Mensah et al. 2013, Tsang, 2015) look further into role of FBO as the primary agent of transition and assimilation into the host Society.

FBOs as well as local community initiatives provide a non-formal agency that aims to help keep the children in school and acquire knowledge. FBO-school association provides a link for the students to get mentored and spiritual awareness. This is essential as it shapes up their moral and social virtues as they relate with everyone in the society.

Moreover, FBOs assist faith-based schools with hiring teachers, particularly those with skills-set that are essential to handle the students with special needs. This program of recruitment aims at assisting the integrated school get the professional resource they require to effectively implement the inclusive education program. Nongovernmental organizations (NGOs) and faith-based groups are needed to provide more assistance since they can work closely with communities and can solve many societal problems from the ground up. Faith-based organizations have sent food, books, and other goods as well as excellent assistance. More infrastructure spending (e.g., the construction of more classrooms, the hiring of more teachers, and the sensitization of teachers

to special needs training) is, in the opinion of the majority, the most successful strategy for achieving effective inclusion.

The absence of political will among government organizations to undertake inclusive education programs is another major problem. The talks with participants made it clear that private and faith-based organizations provided the majority of the support.

Parents believe that non-profit groups should not take on the primary role in promoting inclusive education in the Pacific, but rather, governments should. The interviewees claimed that governments did not offer enough funding for the supply of essential educational assistance gadgets, which prevents pupils from pursuing an education since their parents cannot buy them. Despite regulations requiring all children to attend school, the majority of disabled children are unable to enroll in mainstream schools because they lack access to the essential assistive technology.

Community based organizations as well as Faith-based organizations (FBO) are mostly reputable for their community initiatives seeking to look into the welfare of some of its community population. This section of the population are mostly community members who are in need or require special care and attention. Within these initiatives, there are those that are mutual support, informal counselling groups, faith-based groups, neighborhood association, informal counselling, among others. Faith-based organizations have been considered over the years as more efficient and sustainable on provision of some learners to complete their academic journey (Kirui, 2019). This is

facilitated through either, financial contribution to their school fees, their learning resources and in some cases, contribution in the development of some special need school infrastructure. They also play important role in provision of spiritual and psychological support for learners commonly termed as interventions.

2.7 Collaboration with External Funding Agencies in Inclusive Education

Given the recognized importance of inclusive education as a basic human right, a catalyst for personal development, and a driver of enhanced economic performance (United Nations, 2006; World Bank, 2013), it is imperative for all nations to prioritize its funding. Regrettably, despite the widely acknowledged requisites, the immense potential of inclusive education, and the prevailing global commitments (UNICEF, 2012), there remain barriers that obstruct children from accessing education in an inclusive setting.

According to Baker (2012), there is a positive correlation between increased or improved student learning outcomes and an overall measure of per-child expenditure. However, the extent of this effect varies across different studies, suggesting that certain students may benefit more from increased funding than others. Additionally, factors such as how the funds are allocated and utilized intelligently to generate advantages can diminish the impact of financial resources on students' learning outcomes. Expensive educational resources, such as smaller class sizes or higher teacher salaries, are positively associated with pupils' learning outcomes. Nevertheless, the magnitude of these effects also depends on student demographics and contextual factors, which may

result in varying levels of impact. While there is limited evidence regarding more cost-effective alternatives, it is generally recognized that investments in children yield benefits. Sustained increases in funding, distributed equitably among regional public school districts, can enhance both the level and distribution of students' academic achievements. Although money alone may not be the sole solution, achieving fairness and adequacy in educational outcomes necessitates a more equitable and sufficient allocation of financial resources. Current evidence suggests that the most promising approaches involve combining increased funding with greater accountability in its utilization.

The rapid demographic changes within the Irish educational system have placed immense pressure on the resource allocation procedures for supporting Special Educational Needs (SEN) provision in recent decades. Prior to the introduction of the new allocation model in 2017, the Irish educational system employed two systems for distributing funds to support SEN services across schools. The first system was the general allocation model (GAM), which allocated funds based on the number of mainstream class teachers at the primary level or the number of students combined with predetermined levels of "high incidence" special educational needs at the post-primary level (Department of Education and Skills, 2016). The second system involved an automatic entitlement based on a diagnostic/medical approach, specifically designed to cater to students with 'low-incidence' special educational needs, typically of a more severe nature, within regular schools. This approach relied on the identification of impairment categories through formal assessments

conducted by multidisciplinary teams or professionals such as psychologists, occupational therapists, or speech and language therapists. Assistance and support were then allocated based on category-specific recommendations.

Funding can be allocated to promote inclusivity in countries that possess efficient education management information systems capable of identifying children with disabilities. Fiji has recently taken a significant step towards this goal by integrating disability information into its staffing model. This approach ensures that schools with students in need of specific assistance receive a proportionate increase in personnel. Additionally, Fiji's data system, utilizing students' learning profiles, facilitates the provision of grants to schools for special and inclusive education. This development, as highlighted by Mont and Sprunt (2019), demonstrates Fiji's commitment to enhancing educational opportunities for all students.

According to Gold (2012), head teachers may hold diverse perspectives on policy initiatives, but engaging with stakeholders enables the interpretation and implementation of inclusive education policies. Effective collaborations and partnerships between schools and various stakeholders, as highlighted by Stoner et al. (2005), contribute to improved learning outcomes for students with special needs. However, Hayes and Bulat (2017) argue that head teachers should prioritize initiatives that involve parents and other interested parties to support the educational needs of students with special needs and enhance teachers' preparedness for effective inclusive education. Kenya's Sector Policy for Learners and Trainees with Disabilities (Republic of Kenya, 2016)

emphasizes the importance of cooperation among parents, developmental partners, Faith-Based Organizations (FBOs), school heads, and other stakeholders for successful service delivery. However, the SNE Policy Review Data Collection Report (Republic of Kenya, 2018a) highlighted the issue of service duplication resulting from inadequate coordination mechanisms and the limited capacity of Ministry of Education (MoE) personnel to effectively coordinate education providers.

Shiwani, Kalai, Akala, and Gatumu (2021) conducted a study to examine the impact of head teachers' collaborative relationships with parents, governmental organizations, and non-governmental organizations on the implementation of inclusive education in public primary schools in Nairobi City County, Kenya. The researchers employed a descriptive survey methodology and used Chi-square as a statistical test for the null hypothesis. The study involved document analysis and administered questionnaires to 297 teachers and 71 head teachers. In addition, interviews were conducted with four Education Assessment Resource Center Officers (EARCs) and eight Quality Assurance Standards Officers (QASOs). Descriptive statistics were utilized to code, evaluate, and present quantitative data in the form of frequency tables and bar graphs. Qualitative data were coded, transcribed, and presented in a narrative format. The findings of the study revealed a correlation between the adoption of inclusive education and the collaborative relationships of head teachers. However, head teachers and teachers highlighted certain areas of concern regarding the provision of specialized teaching and learning resources, assessment of learners, and the outsourcing of

funds. Specifically, 63.4% and 63.3% of respondents expressed that schools lacked well-structured coordinated partnerships in these areas due to low participation in school programs. To address this issue, it is essential for head teachers to strengthen collaborative partnerships and maximize their utilization to promote the attainment of inclusive education goals.

The program of inclusive education has been over the years developed and considered as a strategy to ensure there is contribution to democracy. 'Equality' and 'education for all' are some of the slogans used by the government to spread the gospel. Despite the fact that it is an educational program, it is viewed tandem as an educational strategy and has caught the attention of agencies. These agencies assist in funding and development of school infrastructure, facilities for learning, or funding the programs in terms of resources and trainings to ensure the program is implemented.

As a concept of "social inclusion" has gained significant importance in government policies worldwide. Educational reforms are considered crucial in promoting social inclusion and cohesion. Historically, the differentiation between "special education" and "mainstream" schooling was based on the idea that different types of students require distinct forms of education. However, there is now a closer examination of these categorical distinctions. Policymakers are increasingly focusing on broader issues of social inclusion and how education can foster social cohesion in countries experiencing growing social and cultural diversity. It is important to note that these ideas

extend beyond industrialized nations in North America, Europe, and Australasia, encompassing a global perspective.

Significant interest in the concept of "inclusive education" has also been demonstrated in the developing nations. Strong proponents of "inclusion" as a fundamental tenet of schooling and educational systems include international organizations like the United Nations (UN), the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the World Bank, and the United Kingdom's Department for International Development.

Education for All (EFA) National Education Assessments were carried out by 183 nations in the late 1990s under the direction of UNESCO, the World Bank, UNDP, UNFPA, and UNICEF. A World Declaration on Education for All was adopted by nations throughout the world in April 2000 at the World Education Forum in Dakar, Senegal, capping what has been called the largest assessment of education in history. While obtaining education for all may be viewed as an ideal, the concept gave people in poor countries optimism and a boost for a change that was seen as essential to achieving inclusive education.

The 2009 Global Monitoring Report highlighted a number of impressive and motivating national and regional accomplishments. For instance, the Courier Special Issue of the UNESCO from 2008 concisely states that: Over 3 million fewer kids are not attending school today thanks to Tanzania and Ethiopia. As many girls as boys enroll in secondary school in Bangladesh, a country with significant gender disparities. Through creative cash transfer programs for the poorest households, where payments are made contingent on school

attendance and medical checkups, some nations in Latin America are increasing the number of children enrolled and retained in school. Most remarkably, the New York City school system is currently conducting a pilot study of Mexico's Oportunidades program, one of the largest educational initiatives in the nation.

Adding to the difficulty, the Courier (2008) reports that at least 29 million children will still be deprived of their right to an education in 2015, with an estimated 75 million children of primary school age not in school globally. Another 776 million individuals, or 16% of the world's population, are illiterate at the very least. Women make up two thirds of this group. It is quite simple for UN members to verbally declare their support for the EFA idea. The issue of whether EFA is a feasible option is something realistic. And thus, attainable objective for post-colonial states that are caught in a cycle of debt to foreign lending institutions, according to Armstrong et al. Action Plans should be supported by financial resources connected to sustainable sources of income and be a component of a national strategy for sustainable development (Armstrong, Armstrong, and Spandagou 2010).

The financial sustainability of inclusion is a matter of great significance, as highlighted by Tomlinson (2014), who asserted that "educating children with exceptional needs in regular schools will undoubtedly be more cost-effective than in special schools." It is crucial to emphasize that the concept of inclusion should extend to all individuals, not just those with disabilities, as noted by Des Santos (2001). Children with learning difficulties frequently encompass

individuals with physical, sensory, or cognitive impairments. The international organizations' policies and documents emphasize the inclusive education's cost-effectiveness (Peters 2004; International Journal of Inclusive Education 35 UNESCO 2005).

Concerns concerning the privatization of inclusive education, which "may in turn lead to "cost-cutting" in areas that are vital for educational access for all," are added to UNESCO's (2005) Guidelines for Inclusion's discussion of the cost-effectiveness of inclusive education. However, the language surrounding inclusive education is being used more frequently to inform discussions and legislation regarding academic failure. This highlights a problem that isn't unique to developing nations but is particularly acute there. On the one hand, it is clear that teachers, especially those working in the mainstream sector, need to be properly trained in order to interact with children who have a variety of special educational needs. This training should also focus on improving and directing learning support.

The terminology of inclusive education, on the other hand, can itself obstruct an investigation of more pervasive issues with regard to both funding and policy for raising the standard of education for all children. The truth is that for many people, especially in the developing world, fairness and equality of opportunity remain distant ideals. For instance, people who are impoverished frequently endure academic deterioration and develop special education requirements as they move through the educational system, eventually being

excluded from the parts of the educational system that give the best chances for upward social mobility (UNESCO 1996).

Adapting a general classroom to achieve inclusive status necessitates additional staff beyond the regular number to aid general classroom teachers (Bryant *et al.*, 2019). The number of paraprofessionals for special needs is near 290,000, who take part in aiding learning for inclusivity. Consequently, schools encounter difficulties in retaining paraprofessionals leading to rapid turnover associated with low wages, lack of advancement in career, and low levels of support from administration (Naghavi, 2019).

The agencies such USAID have been a catalytic driver of the development of schools and programs in Kenya. They are the links to a supportive network in developmental programs to assist in fostering inclusive education.

Consequently, agencies have also taken up the privilege of the intellectuals or well-off persons to take care of the welfare of some of the students with disabilities. These supports come in form of provision of all the basic and educational needs for the students to receive quality inclusive education in school. A sponsor agency can take up to any number of students to support and the parents or the guardians of the students consent to the sponsorship program for academic progression of their children.

During the transition of a general education classroom to an inclusive environment, additional staff members are typically present to provide support to the general education teacher (International Education Association, 2014). It is estimated that there are approximately 290,000 special education

paraprofessionals employed in schools, and their role has become increasingly important in the education of students with special needs, particularly within inclusive settings (Ghere & York-Barr, 2011). However, schools have encountered challenges in retaining their paraprofessionals and support workers. Ghere and York-Barr (2011) identify several reasons for paraprofessional turnover, including low compensation, limited opportunities for career advancement, and a lack of respect and support from the administration. There is need therefore for the headteachers to initiate efficient collaborations with external agencies to provide support services and educational resources for the effective implementation of inclusive education.

It is important to understand that self-determination should be supported through methods rather than by external entities in determining the characteristics of support services that must satisfy an acceptable standard. When the fundamental infrastructure required to support education is lacking, it is exceedingly difficult to establish comprehensive support for inclusive education (Mgaiwa, 2018). How can nations like Indonesia, Vietnam, and Laos address the challenges of inadequate resources and poor learning environments, where it is common to find two teachers responsible for six classes and classrooms lacking cleanliness, comfort, and basic infrastructure such as floors and ceilings? Furthermore, what does inclusive education encompass within such institutions? The implementation challenges of Education for All (EFA) largely stem from economic inequality between nations, cultural imperialism, where Northern countries often dictate the pace and direction to Southern countries and a lack of political will both

internationally and at the national level to ensure an equitable distribution of resources. Essentially, these external agencies are dependent upon on the necessary facilitation in terms of; funding for training, funding for infrastructure, funding for assistive devices, as well as funding for support staff. All these are geared towards the successful implementation of inclusive education. Additionally, we read about multibillion dollar rescue packages for struggling nations, with banks, mortgage companies, and other businesses arguing that these are essential to guarantee the survival of the various countries' economies. What about universal access to education, diversity, gender equality, and inclusion?

In Irungu's (2018) study, it was discovered that there was a lack of sufficient collaboration between schools and the Education Assessment Resource Centre (EARC) staff when it came to offering assistance services. The study indicated that there was a need for improved cooperation in order to effectively implement inclusive education. One of the contributing factors to this issue was the limited expertise of Quality Assurance and Standards (QASOs) officers in assisting head teachers in enhancing teaching and learning practices. According to the Sector Policy for Learners and Trainees with Disabilities (34), learners with special needs often face exclusion from inclusive education. This is primarily due to the inability of regular schools to meet their social and academic requirements. Additionally, the lack of specialized resources and personnel in EARCs further hampers their ability to provide the necessary support services in schools.

Adoyo and Odeny (2015) conducted a study in Western Kenya which highlighted the collaborative efforts between the Leonard Cheshire Disability Organization and conventional schools to promote inclusive education. These collaborations focused on various aspects such as technical and life skills, teaching and learning materials, and professional development. The aim was to enhance the inclusivity of education within these schools.

In Nairobi City County, NGOs like Mellon Educate provide financial support to schools in order to improve inclusive education. However, despite these efforts, head teachers often face a shortage of essential supplies for teaching and learning. This limitation hinders their ability to effectively implement inclusive education practices.

2.8 Summary of Review of Related Literature

The reviewed empirical studies point to administrative support, teacher competency and collaborations with various stakeholders as significant in realizing inclusivity in education. However, the Head teachers and teacher needs multidimensional collaborations approaches for the successful implementation of inclusive education. Most researchers have focus on challenges on implementation, teacher competency and leadership skills, this study thus explores more on collaborations approaches that may led to successful implementation of inclusive education. Also, although Kenya's educational options have increased, a widespread internal efficiency issue—the exclusion of children with special needs from education—has persisted.

The bulk of the world's population of disabled persons are thought to reside in developing nations in regions like the Middle East, Latin America, Asia, Africa, and Latin America. Less than 2% of them 150 million of whom are children receive any kind of rehabilitation assistance. Therefore, if inclusive education is successfully implemented, more people with disabilities may be able to access educational and other services in the affected nations. These nations ought to expand special education to include all students with disabilities in regular education settings.

However, evidence suggests that most developing nations are not implementing inclusive education in a satisfactory manner. The main obstacles to the effective implementation of inclusive education in developing nations include the lack of support services like the physical infrastructure, pertinent instructional materials and curriculum, inadequate personnel training programs, lack of funding structure, and sociocultural beliefs. The government of the affected countries must take steps to ensure the successful implementation of inclusive education in order to achieve the MDGs and, in the case of Kenya, vision 2030, as noted by Blunkett (2000), success for all is the challenge today.

Despite the government's commitment to providing education for all (EFA) children, it is abundantly obvious from the examined literature that the nation is not even close to meeting the UPE objectives. This is primarily due to the numerous obstacles that stand in the way of achieving this goal. The researcher observed that very few Kenyan authors had expressed interest in

SNE in Kenyan schools. The researcher mostly relied on writers from other nations because there has been little research done in Kenya on the issue of his study about the difficulties in implementing inclusive education.

The review also revealed that inclusivity is generally viewed as a good means of enabling all to get educational but it has not been fully practiced. For this particular case study, the research focuses on three counties in Kenya; Kericho, Bomet, and Narok. These counties have in their own nature a geographical setting and livelihood of the population set as rural which further compounds some challenges especially for children with special needs. How are the headteachers collaborating with parents to cater for differently abled children when they are in school? How are the teachers supported and train to implement program of inclusive education? What collaborative strategies are put in place at the schools level to ensure enforcement of inclusive education? Hence, this study explored the administrative strategies adopted by head-teachers on inclusivity.

2.9 Theoretical Framework

This study borrows from systems theory developed by Urie Bronfenbrenner (1965). The main tenet of the theory is the process of inclusivity where support for all needy parties is embedded within the same structure. They articulate the differences and challenges inherent from such a complex system towards learners' development (Crick *et al.*, 2017). By presenting a comparison of different existing contexts for different learners, the theory by Bronfenbrenner establishes interrelations. These are self-sustaining systems;

however, they are also ever-changing and revamp themselves to acquire a state of balance.

Donald, Lazarus, and Lolwana (2002) provide a more detailed explanation of the four systems conceptualized by Bronfenbrenner. The first system, known as the microsystem, encompasses various environments such as the family, classroom, or peer groups, which students regularly interact with in person. These systems are characterized by the patterns of everyday activities, roles, and relationships that directly impact students' development.

The mesosystem can be described as a network of interconnected microsystems. It involves the interactions and connections between various microsystems, such as the peer group, educational system, and family system. At this level, events and experiences in one microsystem, such as the learner's home or peer group, can influence how they behave or respond in another microsystem, like the school, and vice versa.

Exosystem refers to the broader social systems that have indirect impact on children. However, certain elements within the exosystem, which have close connections to the child's immediate environment (microsystem), possess the ability to influence them. These elements can include the parents' workplace and nearby community organizations. Although the child may not be actively engaged at this level, they still perceive the consequences of any detrimental or beneficial influences that interact with their own subsystem.

Macrosystem encompasses the entirety of the social system and encompasses all major social structures within it. It encompasses the values, beliefs, and practices that flow through different levels of the system, exerting influence on and being influenced by them.

In their discussion of Bronfenbrenner's eco-systemic approach, Swart and Pettipher (2005) highlight that systems, according to this perspective, are more than just the sum of their individual components; they are patterns of organization with their own distinct identities. This perspective allows us to view any individual or situation as both a unique entity and as part of multiple interconnected systems. For example, the learner is simultaneously a member of a family, a school system, and a peer system. Each of these systems operates in a stable and predictable manner, contributing to its own continuity, while also allowing for the potential of change and adaptability. These systems can be visualized as layers that are interconnected and engage in on-going dynamic interactions.

As previously mentioned, Bronfenbrenner's theory aligns perfectly with the establishment of a comprehensive and cohesive educational support system. It acknowledges the pivotal role of various stakeholders such as parents, teachers, school administrators, peers, and extended family members, the community, and governmental bodies in providing assistance not only to individual learners but also to all interconnected systems that impact the emergence and persistence of barriers to learning and development. This theoretical framework emphasizes the necessity for educational support

services to address all hindrances to learning and development in a comprehensive and unified approach, ensuring the delivery of top-notch assistance at every level of the system.

The establishment of robust collaborative support systems plays a vital role in the successful implementation of inclusive education. It highlights the significance of effective and sufficient support, as insufficient support hinders the achievement of true inclusion. It is imperative for school leaders to foster partnerships with parents and funding organizations, promote teacher training in inclusive education, and ensure the availability of resources to facilitate the seamless integration of students with disabilities into mainstream classrooms.

In order to enable every student to realize their full potential as active Kenyan citizens, it is essential for all stakeholders to collaborate and create a nurturing, inclusive, and health-promoting school environment. Recognizing this, the researcher aimed to identify the key focal points for cooperation and support necessary to effectively implement inclusive education in publicly integrated elementary schools.

2.10 Conceptual Framework

The competency of teachers relating to training for inclusivity in education attributes is significant in attaining the goals of inclusivity. Key in the implementation of education inclusivity is administration strategies. This encompasses teacher support attributes, teacher training, and classroom management of inclusive education, support staff, social aspects, parents support and collaboration within the school system. Finally, the support from a

board of management is equally prime in the implementation of inclusivity.

Figure 2.1 presents a modeled framework on which this study is anchored.

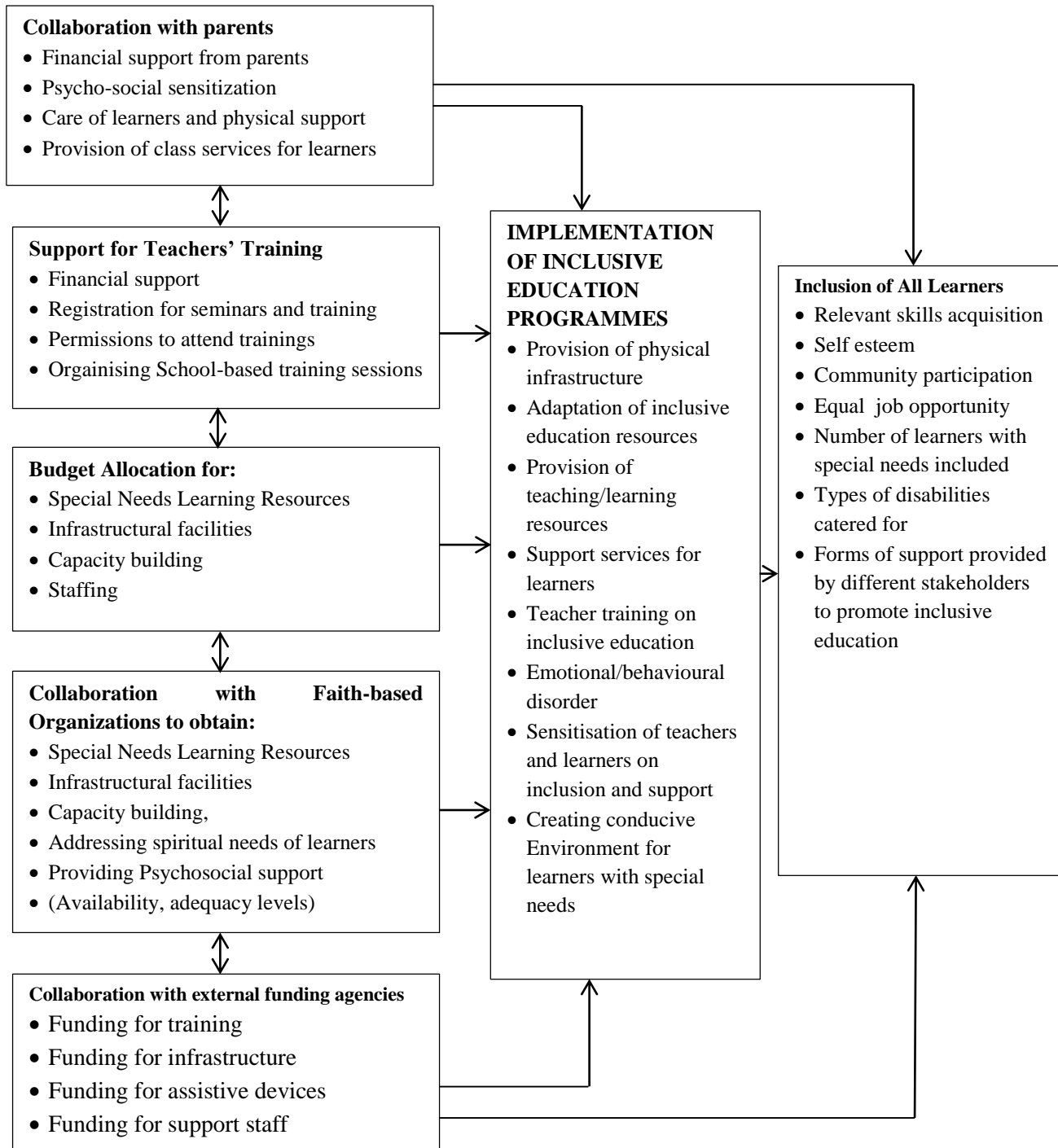


Figure 2.1: Relationship between administrative strategies and Implementation inclusion of children abled differently

The implementation of inclusive education being the ultimate realization looking at the factors, we can deduce the dependent and independent variables that exist. All these variables should to a final predictor that is constant and that is; implementation of comprehensive education. The first dependent variable is the implementation of inclusive education; we can observe that this variable depends on factors that were being investigated in this study. The factors include; collaboration with parents, the head teachers' support for teachers handling the learners with special needs, collaboration with external funders and donors, budget allocation from the government. However, the head teachers' support also becomes a dependent variable, for instance the budget allocation that should enable them implement their strategy to ensure the inclusive education is enforced in their respective schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter captures research methodology including process, tools, and guidelines for achieving the research objectives are outlined. The population of the study as well as the area under consideration is defined and the sampling method described. The extent of validity of tools for data and how reliable, they are techniques for analysing and presenting the findings. Data collection procedures, data analysis and ethical consideration are explored.

3.2 Research Design

For this research, a descriptive research design is deemed appropriate due to allowing for collecting and analyzing detailed data. Coolican (2017) justify the use of descriptive design because of combined data and analysis techniques to complete each technique in understanding the problem eliminating skewedness and biases. Thus, survey design was adopted in this study as it allows using a representative portion of the population and different tools to collect qualitative and quantitative data thus being able to discuss the status of implementation (Bridget & Lewin, 2005). The design does not only describe the current state of things but also takes a look at the related subjects in mainstream education system; Kericho, Bomet and Narok Counties. The plan deemed it suitable to address the preexisting factors concerning the influence of the head's collaboration with parents on the execution of mainstream education. This encompassed exploring the connection, considering different perspectives, and identifying emerging trends. Moreover, the results

highlighted the current conditions of the students and possible interventions. To achieve this, a combination of qualitative and quantitative approaches was employed in developing research tools and analyzing the data.

3.3 Target Population

Seo, Park, Ahn and Jae (2018) identify population as an element for consideration in research. The fundamental element of analysis is Integrated Schools. Thus, the target population to be studied comprised of 25 integrated public primary schools within the 3 counties of South Rift. The respondents comprised head-teachers, special education teachers, school committee representatives, and parents' association representatives. The headteachers provide information anchoring on their role as policy implementers to achieve education inclusivity. The SNE teachers are in contact and constant interaction with the learners in their classrooms. County Education Officials supervise policy practices and are agents of Ministry of Education in collaboration with schools. Thus, the study population was made up of 25 head teachers and 121 Special Needs Education teachers within the integrated schools, 17 Sub County Directors of Education, 308 representatives of school management committees, and 308 parents' association's representatives from the 25 integrated schools in the South Rift Region (South Rift Region Education office, 2018) detailed in Table 3.1.

Table 3. 1: Target Population

| Cluster | Kericho | Bomet | Narok | Total |
|---|----------------|--------------|--------------|--------------|
| Schools | 6 | 12 | 7 | 25 |
| Head-teachers | 6 | 12 | 7 | 25 |
| County Quality Standard Assurance Officer | 1 | 1 | 1 | 3 |
| Sub-County Director of Education | 6 | 5 | 6 | 17 |
| Special Needs Teachers | 25 | 66 | 30 | 121 |
| School Management Committee | 70 | 154 | 84 | 308 |
| Parents of Learners abled differently | 78 | 301 | 111 | 490 |

3.4 Sample Size and Sampling procedures

Sample design refers to guidelines developed to gather a representative portion of a population for inferences (O'Mahony, 2017).

3.4.1 Sampling of Schools

According to Yin (2017), sample size determination tables are effective and statistical means for calculating a study sample. One such table is Krejcie and Morgan's (1970) table (See Appendix 6). Thus, from a total population of 25 integrated schools, the researcher used Krejcie and Morgan's (1970) table giving 24 schools. For schools within each county, purposive sampling is applied since integrated public schools are few and very far apart. Thus, 6 schools were selected from Kericho County, 12 from Bomet County, and 7 schools from Narok County.

3.4.2 Sampling of Head-teachers

The purposive sampling technique is applied in selecting all 25 heads from the Public Integrated Primary Schools (Ary, Jacobs, Sorensen & Razavieh, 2006). The heads as school administrators have valuable information regarding collaboration in the implementation of inclusivity in education hence automatically required for this study.

3.4.3 Sampling of Sub-County Directors of Education

Similarly, County Education Officers take charge of Ministry of Education policies on education within their sub-counties. Thus, County Officers have information on the implementation of comprehensive Education as well as collaboration with various stakeholders. Consequently, all 17 are included purposively for this information (Marguerite, Lodico, Dean, Spaulding, Katherine & Voegtle, 2006).

3.4.4 Sampling of Special Needs Teachers

From each of the selected schools, one (1) SNE teacher is included through random sampling. A listing of all SNE teachers from selected schools were done from where random numbers were drawn.

3.4.5 Board Members and Parents Association Representative

The Board Members participate in the school administration thus are part of the decision on the school projects. Thus, one board member was randomly selected per school. This was done for parents' representatives as well to provide views on collaboration with parents.

Table 3.1: Sample Frame

| Category | Population | Sample | Proportion | Sampling Technique |
|------------------------|-------------------|---------------|-------------------|---------------------------|
| Schools | 25 | 24 | 96% | Purposive random |
| Head-teachers | 25 | 24 | 96% | Purposive |
| Special Needs Teachers | 121 | 92 | 76% | Purposive/ random |
| Sub County Directors | 17 | 17 | 100.0% | Purposive |
| Board Members | 308 | 24 | 7.8% | Purposive/Random |
| Parents association | 490 | 24 | 4.5% | Purposive/Random |

3.5 Research Instruments

Preferred data collection tools include questionnaires designed for three categories of respondents for heads, teachers, and learners covering closed and open-ended items. Also included are interview frameworks which were administered to sampled head teachers and special needs teachers.

Questionnaire for Head Teachers

School heads are given questionnaires as main study respondents as the implementers of Inclusive Education. The questionnaire had three sections A, B, and C. Section A covered the demographic information with Section B covering the independent variables of the study while section C covers the dependent variable which in this case was implementation of Inclusive Education that dependent on the factors; collaboration of parents, Head teacher's support for special needs teachers, collaboration of faith-based

organization, budgetary allocation for inclusive education program resources, collaboration with external funding agencies(Cohen, Manion & Morrison, 2007).

Questionnaire for Special Needs Teachers

Similarly, special needs teachers were randomly administered with questionnaires designed in three sections A, B, and C. The special needs teachers were given questionnaires to obtain information on head teachers' support for training of teachers for comprehensive education. Section A covered the demographic information with Sections B covering the independent variables of the study while section C covers the dependent variable which in this case was implementation of Inclusive Education (Cohen, Manion & Morrison, 2007).

County Officials, Board Members and Parents Representatives Key Informant Interview Schedules

The Key informants who were interviewed in the study are County Officials, Board Members, and Parents Representatives. An interview guide designed to cover information on their role in facilitating inclusivity in education were captured. The interview schedule covered background information of the Key Informant and their involvement in collaboration with the school and the headteachers. The questions were open-ended to allow for a detailed and unrestricted response on the themes.

3.6 Validity of the Instrument

Content validity was probed while also checking on the accuracy of the data and ability to provide meaning while ensuring facial appeal to participants. Validity defines the ability of a research tool to successfully measure the research construct by highlighting true variations Schunk and Greene, (2017) Kothari and Garg (2014) defines validity as the extent to which differences found with a measuring instrument reflect true differences among those being tested. In this study, the validity of the questionnaire was determined using construct validity method which is a measure of the degree to which data obtained from an instrument meaningfully and accurately reflect or represent a theoretical concept.

3.7 Reliability of Instrument

The reliability coefficient was determined based on Cronbach Alpha from only one test which is considered appropriate for surveys using ordered score measurement (Weiner, Amick, Lund, Lee, & Hoff, 2017). Data collected was entered in the SPSS version 22 software. Cronbach`s Coefficient Alpha was used to test internal reliability of each of the composite constructs. The goal of reliability was to minimize the errors and biases in the study. For this test, reliability scores range from 0 to 1 with scores above 0.7 approved as reliable (Adel *et al.*, 2019). Thus, the level of reliability for the items were derived and used for modification as appropriate. Creswell (2018) defines reliability as a measure of a degree to which a research instrument yields consistent results after repeated trials.

3.8 Data Collection technique

Upon approval of the proposal, a research introductory letter was issued by the university which facilitated application for a research permit from the research regulator, (NACOSTI). NACOSTI is the institution mandated to provide permits for research in Kenya. With authorization from NACOSTI, the researcher was able to visit the Education offices in the three counties and obtain an authorization letter to research the various counties. The researcher then visited the various Sub-County offices to seek research authorization before approaching schools to conduct school heads and inform them of the study and agree on dates for data collection. Two research assistants were identified and trained to facilitate data collection.

3.9 Data Analysis Techniques

Data analysis encompasses all activities performed to achieve order, plan, and implication to the mass of data gathered. The technique of analysis was determined by the method of research and data obtained as well as the statistical tests designed (Mertler *et al.*, 2021). Thus, both quantitative and qualitative techniques was applied. The researcher analyzed the quantitative data using descriptive and inferential statistics to establish an association between variables. Themes was derived from qualitative data to facilitate analysis. Findings was tabulated into frequency tables specifically the simple one and percentage.

The first objective; to determine the influence of head teachers' collaboration with parents on the implementation of mainstream academic in integrated primary schools, was analyzed using descriptive and inferential statistics of

the SPSS to establish an association between parent's collaboration with the headteachers of the schools to implement inclusive education.

The second objective: To examine the influence of head teachers' support for teachers' inclusive education training on realization of inclusive education in integrated public primary schools, was analyzed using descriptive and inferential statistics of the SPSS to establish the influence of the headteachers' support for special needs teachers to implement comprehensive education.

The third objective: To evaluate the influence of head teachers' allocated budget for resource acquisition and maintenance on the enforcement of mainstream education, was analyzed using descriptive and inferential statistics of the SPSS to evaluate the budget and resource allocation with respect to the management by the head teachers for enforcement of inclusive education.

The fourth objective: To establish the impact of head teachers' collaboration with faith-based organizations on the fulfilment of comprehensive education, was analyzed using descriptive and inferential statistics of the SPSS to establish the extent of collaboration between head teachers and FBOs and the impact of this association to inclusive education implementation.

The fifth objective: To analyze the influence of head teachers' collaboration with external funding agencies on the achievement of inclusive education in integrated primary schools was analyzed using descriptive including, frequency tables, mean and standard deviation; inferential statistics including correlation and regression by the use SPSS to determine the extent of collaboration of external funding bodies with head teachers and the impact of this linkage to the implementation of inclusive education.

3.10 Ethical Considerations

Ethical issues occur in research situations where people are involved. As such, adequate measures and procedures was observed to ensure that the respondents are adequately protected. Thus, permission was sought from schools and participants, guarantee confidentiality by not including identifiers like names, and utmost respect from the side of the researcher. Confidential handling of collected data and acknowledgment of references was observed.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents research findings of the study. The study sought to investigate the influence of head teachers' administrative strategies on the implementation of inclusive education in integrated public primary schools in the South Rift Region, Kenya. Specifically, the study sought; to determine the influence of head teachers' collaboration with parents on the implementation of mainstream academic in integrated primary schools; to examine the influence of head teachers' support for teachers' inclusive education training on implementation of inclusive education in integrated public primary schools; to evaluate the influence of head teachers' allocated budget for resource acquisition and maintenance on the implementation of inclusive education in integrated public primary schools; to establish the influence of head teachers' collaboration with faith-based organizations on the implementation of inclusive education in integrated primary schools; and to analyze the influence of head teachers' collaboration with external funding agencies on the implementation of inclusive education in integrated primary schools in the South Rift Valley region in Kenya. This chapter presents response rate, demographic data for the head teachers and special needs teachers, data analysis, presentation, and discussion according to research objectives.

Data was collected using questionnaires and an interview guide; preferred data collection tools include questionnaires designed for three categories of

respondents for heads, and special needs teachers, covering closed and open-ended items. Also included are interview frameworks, while an interview guide was used to collect data from county officials, board members, and parents' representative.

Descriptive statistics, such as percentages and frequency distribution, were used in the data analysis, while inferential statistics, such as correlation and regression analysis, were used. The results were then presented in statistical tables and bar graphs. The discussion was conducted in nonstop prose. Head teachers, special needs teachers, board members, county authorities, and parent representatives made up the sample of respondents for the study. Figure 4.1 displays the study's return rate.

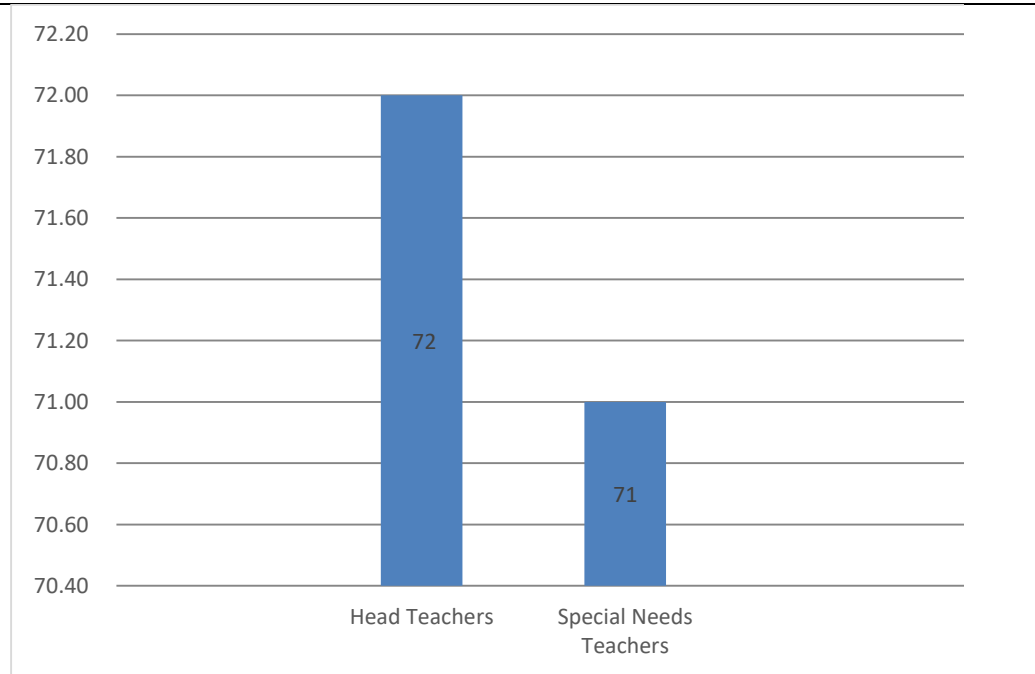


Figure 4. 1: Questionnaire Return Rate

The questionnaires return rate for head teachers and special needs teachers were above 70 percent. According to Kothari (2008), a minimum response rate

of 50% is typically considered sufficient for a descriptive study. In light of this guideline, the return rate of questionnaires from head teachers and special needs teachers in this study can be deemed satisfactory.

The researcher's ability to personally visit schools, distribute the questionnaires directly to the respondents, and collect them immediately contributed to the achievement of a favorable return rate. This method ensured a higher level of convenience and increased the likelihood of prompt completion and return of the questionnaires by the head teachers and special needs teachers.

4.2 Demographic Information

The respondents to participate in the study, as they had direct experience and interaction with the variables being investigated. To gather the necessary demographic information, questionnaires were employed specifically designed to capture the relevant data from special needs teachers and head teachers. By utilizing these questionnaires, the research team was able to generate a comprehensive profile of the respondents' demographic background.

4.2.1. Distribution of Respondents by gender

To examine the involvement of males and females in the implementation of comprehensive education within integrated public primary schools in the South Rift Region of Kenya, it was deemed crucial to assess the gender distribution among head teachers and special needs teachers. This study aimed to determine whether gender played a role in influencing the implementation

of comprehensive education. The findings related to the gender distribution among the participants are presented in Table 4.1.

Table 4. 1: Distribution of respondents by Gender

| Gender | Head Teachers | | Special Needs Teachers | |
|---------------|----------------------|-------|-------------------------------|-------|
| | F | % | F | % |
| Male | 13 | 81.3% | 25 | 29.1% |
| Female | 3 | 18.8% | 61 | 70.9% |

Based on Table 4.1, it is evident that a significant majority of head teachers were men, while women constituted a minority. This imbalance can be attributed to a combination of factors such as a lower number of women choosing careers as academic leaders and the presence of biased recruitment and selection practices for managerial positions. Consequently, the underrepresentation of women has led to their limited involvement in the implementation of comprehensive education initiatives, resulting in their marginalization within the education system. Furthermore, it was observed that the proportion of special needs teachers did not adhere to the requirement of one-third representation for each gender, as stipulated in both the Basic Education Act of 2013 and the 2010 Kenyan Constitution. According to Mulwa (2017), gender equality plays a crucial role in promoting cooperation and establishing an inclusive work environment where individuals can connect with their colleagues without encountering prejudice. However, the findings of the study indicate that this desirable situation was not observed at the time the research was conducted.

4.2.2 Respondents' Academic Qualifications

The study sought to determine the level of education of head teachers and special needs teachers. The academic qualifications of these heads of school reflected their professional prowess in putting in place strategies to ensure that the institution developed on all fronts of academia (Shah *et al.*, 2016) The findings are presented in Table 4.2.

Table 4. 2. Distribution of Respondents by their levels of Academic Qualifications

| Academic Qualifications | Head Teachers | | Teachers | |
|-------------------------|---------------|------|----------|------|
| | F | % | F | % |
| P1 | - | - | 10 | 11.6 |
| S1 | 1 | 6.3 | 3 | 3.5 |
| Certificate | - | - | 7 | 8.1 |
| Diploma | 3 | 18.8 | 42 | 48.8 |
| Bachelors | 9 | 56.3 | 21 | 24.4 |
| Masters | 3 | 18.8 | 3 | 3.5 |

Table 4.2 shows that majority of head teachers had bachelor's degrees, and postgraduate level of education, another 48.8% of teachers had diploma and bachelor's degrees. This implies that the head teachers and special needs teachers in integrated public primary schools in the South Rift Region, Kenya were academically qualified and professionally equipped to manage enforcement of comprehensive education in integrated public primary schools in the South Rift Region, Kenya. Research is inconclusive about the minimum academic level required for teaching, especially at primary level. Some studies

show that beyond a certain threshold, academic level has moderate or no effects on primary level learning outcomes (Best, Tournier & Chimier, 2018).

4.2.3 Distribution of Respondents by Years of Service

The study also sought to find out head teachers and special needs teachers' years of service. This is significant in view of the skill sets and how they manage their work against considering those without much experience who have to get used and be trained on certain areas to work comfortably in their sections (Yeo *et al.*, 2016). The findings were presented in Table 4.2.

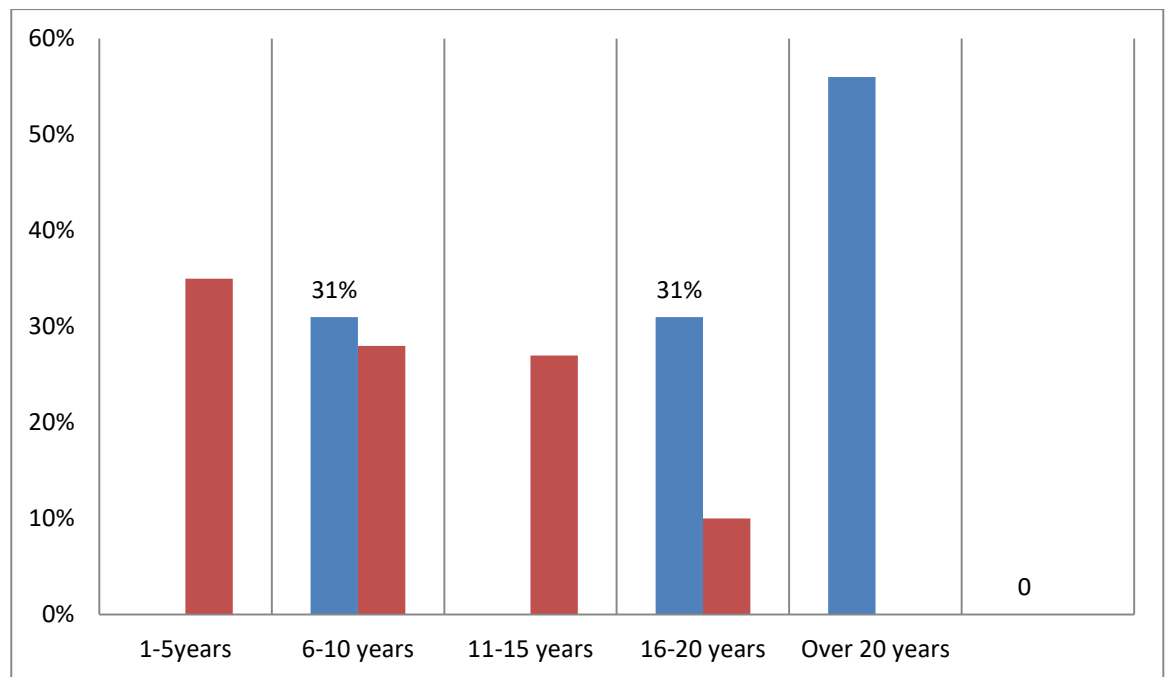


Figure 4. 2: Distribution of respondents by Years of Service

According to the study's findings, a significant proportion of head teachers in integrated public primary schools had been exposed to the implementation of comprehensive education through enforcement measures. This exposure was more prevalent among head teachers who had been in the teaching profession for a duration of 6 to 10 years. On the other hand, the majority of special needs

teachers reported having 1 to 5 years of teaching experience. From this information, it can be deduced that these teachers were likely familiar with the challenges associated with implementing comprehensive education in integrated public primary schools. According to Fgatabu (2012), the work experience of school managers determines their exposure to enforcement of inclusive education. The longer the principals worked the more they were exposed to management challenges. However, all the schools in the three counties were very much under staffed in terms of special need trained teachers.

4.2.4 Distribution of Schools by Type

The study sought to establish the school type that the head teachers and special needs teachers do work. The schools were classified as mixed day and mixed boarding. The mixed day school have different strategies of handling the special needs students as they only come in school for several hours a day before they return to their respective homes where their parents or guardians live with them. This can introduce a mixed inclusion strategy for the school as they can be supported by the parents of the learners given the right communication and strategy to ensure inclusion. On the other hand, mixed boarding school has all the students present within the school compound learning and break during holidays or school term end days. The findings are presented in Table 4.3.

Table 4. 3: Distribution of School Type

| Academic Qualifications | Head Teachers | | Teachers | |
|--------------------------------|----------------------|----------|-----------------|----------|
| | F | % | F | % |
| Mixed Day | 15 | 93.8 | 74 | 86 |
| Mixed | 1 | | 12 | |
| Boarding | | 6.3 | | 14 |

Table 4.3 shows that majority of head teachers and special needs teachers are stationed in mixed day schools. This also indicates that there are more mixed day schools than mixed boarding schools. A fair and inclusive environment makes for a happy and healthy classroom. Teachers strive to maintain optimal classroom settings, and one of the best ways to do so is to implement inclusive education. With the collaboration of the parents, the learners may be assisted more and the teachers' work load lessened a bit. The Association of Boarding Schools (2013) compared the experiences of U.S boarding students and day students. Findings showed that boarding students were more likely to report they were satisfied with their academic experience and were more likely to report that school prepared them for college.

4.3 Head Teachers' Collaboration with Parents and Implementation of Inclusive Education

The first objective of the study sought to determine the influence of head teachers' collaboration with parents on the implementation of inclusive education in integrated primary schools in the South Rift Valley region in

Kenya. Teachers' collaboration with parents included financial support, psycho-social sensitization and care and physical support.

4.3.1 Head teachers' Responses on Collaboration with Parents and Implementation of Inclusive Education

The study sought to establish the views of head teachers on impact of head teachers' collaboration with parents on the implementation of mainstream academic in integrated primary schools in the South Rift Valley region in Kenya. Head teachers' responses are presented in Table 4.4

Table 4. 4: Head teachers' Response on Collaboration with Parents and Implementation of Inclusive Education

| Statements | VGE | | GE | | SE | | L E | | NE | | Mean | Std |
|---------------------------------|-----|----|----|----|----|----|--------|-----------|----|----|------|------|
| | F | % | F | % | F | % | F | % | F | % | | |
| Financial support | - | - | 2 | 13 | 2 | 13 | 10 | 63 | 2 | 13 | 2.25 | 0.83 |
| Psycho-social sensitization | - | - | 3 | 19 | 2 | 13 | 10 | 63 | 6 | 38 | 2.62 | .95 |
| Care and physical support | 1 | 6 | 3 | 19 | - | - | 8 | 50 | 4 | 25 | 3.06 | 1.14 |
| Parents meetings | 2 | 13 | 4 | 25 | 5 | 31 | 4 | 25 | 1 | 6 | 3.12 | 1.35 |
| Recruitment of support staff | 2 | 13 | 1 | 6 | 5 | 31 | 6 | 38 | 5 | 31 | 2.12 | 0.71 |
| Provision of learning resources | - | - | - | - | 5 | 31 | 8 | 50 | 4 | 25 | 2.50 | 1.21 |

(n=16, Average Mean=2.61)

Note: VGE- Very great extent, GE- Great extent, SE- Some Extent, LE- Little extent, NE- No extent

Table 4.6 indicates that 10(63%) of the head teachers agreed that there is little extent in financial support ($M=2.25$, $SD=0.85$). This may also be an indication that collaboration with parents on the implementation of inclusive education has not solicited financial support. Further 10(63%) of the head teachers indicate that psycho-social sensitization is to a scale of little extent. This may be inferred that there is minimal psycho-social sensitization in collaboration with parents on the implementation of inclusive education ($M=2.62$, $SD=0.65$). Moreover, 8(50%) of the head teachers affirmed that care and physical support is in a scale of little extent ($M=3.06$, $SD=1.14$). Again, 5(31%) of the head teachers, agreed that to some extent parents' meetings has resulted to collaboration with parents on the implementation of inclusive education ($M=3.12$, $SD=1.35$).

The findings of the study indicate that the schools were deficient in essential teaching and learning resources, support tools, and necessary facilities needed to promote inclusive education. Due to the lack of modifications in the educational environment, achieving inclusive education remained challenging. Furthermore, transparency regarding school finances was limited, and parents were not actively engaged in the procurement of teaching and learning materials for their children. Consequently, head teachers, following the Ministry of Education's guidelines, failed to fulfill their responsibility in procurement. Buhere, Kindiki and Ndiku (2014) highlight that even though the government provided capitation payments to these schools, head teachers seldom considered the requirements for inclusive education when making procurement decisions. The Ministry of Education (2011) emphasizes that

school principals should have a comprehensive understanding of the legislative framework and the application of public procurement principles. This understanding is crucial for approving procurement plans and ensuring the acquisition of essential instructional materials with active involvement from parents.

4.3.2 Head teachers' Response Correlation Analysis

The study sought to establish the relationship between the collaboration with parents and implementation of inclusive education using Pearson correlation. The findings are presented in Table 4.5.

Table 4. 5: Correlation Analysis between Collaboration with Parents and Implementation of Inclusive Education

| | | INCL | COLLA |
|-------|---------------------|-------|-------|
| INCL | Pearson Correlation | 1.000 | .030 |
| | Sig. (2-tailed) | | .912 |
| | N | 16 | 16 |
| COLLA | Pearson Correlation | .030 | 1 |
| | Sig. (2-tailed) | .912 | |
| | N | 16 | 16 |

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

The correlation coefficient $r(16) = 0.912$, $p(0.000) < 0.5$. This implies that there is a weak positive relationship between collaboration with parents and enforcement of inclusive education. This conclusion implies that collaboration with parents is important in enforcement of inclusive education. The findings

agree with, Male and Palaiogou (2017) observes that head teachers and other school administrators are key in establishing the necessary condition for inclusion in education. Thus, it is their unique responsibility to guarantee that all learners in their schools receive an appropriate education. Male and Palaiogou (2017) acknowledges that inclusion dictates the use of a strong commitment as well as the support from the whole academic community. When teachers and parents function as separate entities, it becomes challenging to establish and sustain collaboration between them (Braley, 2012).

4.3.3 Headteachers' Response Regression Analysis Collaboration with Parents and Implementation of Inclusive

Simple Linear regression test was run to determine the predictive power of collaboration with parents on enforcement of inclusive education as shown in Table 4.6.

Table 4. 6: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------|-------------------|-----------------|--------------------------|-----------------------------------|
| 1 | .030 ^a | .001 | .960 | .22062 |

a. Predictors: (Constant), Implementation of Inclusive Education

Table 4.6 shows R Square of 0.001 implying that collaboration with parents is determines 1% variation in enforcement of inclusive education. Further analysis indicated ANOVA result of P-value of 0.00>0.05 implying that collaboration with parents is a significant predictor of enforcement of

inclusive education. This finding could imply that collaboration with parents in matters of inclusive education is not practiced. In order to foster the development of Individualized Education Programs (IEPs), facilitate discussions on strategies to enhance student performance, and exchange ideas, teachers and parents need to maintain consistent communication. Therefore, effective communication between educators and parents should encompass various formats rather than being limited to straightforward methods (Taylor, Smiley, & Richards, 2014).

Table 4.7: Relationship between Collaboration with Parents and Implementation of Inclusive Education Projects

ANOVA^a

| | | Sum | of | | | |
|-------|------------|---------|----|-------------|-------|-------------------|
| Model | | Squares | Df | Mean Square | F | Sig. |
| | Regression | 0.012 | 1 | 0.012 | 0.013 | .912 ^b |
| 1 | Residual | 12.761 | 14 | .912 | | |
| | Total | 12.773 | 15 | | | |

a. Dependent Variable: Implementation of Inclusive Education

b. Predictor: Collaboration with Parents

The probability value of $p < 0.00$ indicates that the regression relationship was significant in predicting how collaboration with parents influence enforcement of inclusive education. The researcher further sought to establish the level at

which introduction of collaboration with parent’s influences enforcement of inclusive education. The results are shown in Table 4.8.

Table 4. 8: Coefficients of Collaboration with Parents

| Model | | Unstandardized | | Standardized | | |
|-------|--------------|----------------|------------|--------------|-------|------|
| | | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | 2.873 | 1.117 | | 2.572 | .022 |
| | collaboratio | | | | | |
| | n with | .048 | .424 | -.030 | -.113 | .912 |
| | parents | | | | | |

a. Dependent Variable: Implementation of Inclusive Education

From Table 4.8 results, it was observed that holding collaboration with parents to a constant zero, enforcement of inclusive education would be at 2.873. Thus, a unit increase in collaboration with parents would lead to increase enforcement of inclusive education by 0.048 units.

4.3.4 Teachers’ Response on Collaboration with Parents

The study sought to establish the views of teachers on influence of collaboration with parents on enforcement of inclusive education projects. Teachers’ responses are presented in Table 4.9.

Table 4. 9: Teachers’ Response on Collaboration with Parents and Implementation of Inclusive Education Projects

| Statements | VGE | | GE | | SE | | L | | NE | | Mean | Stdv |
|---------------------------------|-----|----|----|----|----|----|----|----|----|----|------|------|
| | F | % | F | % | F | % | F | % | F | % | | |
| Financial support | 3 | 4 | 6 | 7 | 23 | 27 | 27 | 31 | 27 | 31 | 2.29 | 1.05 |
| Psycho-social sensitization | - | - | 17 | 20 | 10 | 12 | 35 | 41 | 13 | 15 | 2.48 | 0.97 |
| Care and physical support | 3 | 4 | 17 | 20 | 10 | 12 | 28 | 33 | 28 | 33 | 2.71 | 1.02 |
| Parents meetings | 12 | 14 | 12 | 14 | 23 | 27 | 19 | 22 | 20 | 23 | 2.66 | 1.37 |
| Recruitment of support staff | 3 | 4 | 3 | 4 | 20 | 23 | 35 | 41 | 12 | 14 | 3.01 | 3.79 |
| Provision of learning resources | 9 | 10 | 7 | 8 | 25 | 29 | 17 | 20 | 28 | 33 | 2.51 | 1.28 |

(n=86, Average Mean=2.61)

Note: VGE- Very great extent, GE- Great extent, SE- Some Extent, LE- Little extent, NE- No extent

From Table 4.9 it can be confirmed that a convincing percentage of teachers 32(27%) agreed that to some extent there is financial support as a result of collaboration with parents (M=2.29, SD=1.05). This implies that the teachers are conversant with the strategic objectives involved in collaboration with parents in the enforcement of inclusive education projects. Moreover, 35 (41%) of teachers indicated that to little extent recruitment of support staff has ensured enforcement of inclusive education projects (M=3.01, SD=3.79). However, 28(33%) of the teachers suggested that in a scale of little extent provision of learning resources ensures enforcement of inclusive education

projects ($M=2.51$, $SD=1.28$). Therefore, this is a gap that needs to be addressed in resource mobilization towards enforcement of inclusive education projects.

Interviewed parents representatives indicated that it is clear that the curriculum used in schools implementing inclusive education is not modified to cater for inclusive education, teachers did not prepare or submit professional records in time, schemes of work and lesson plans did not cater for inclusive education learners and teaching and learning aids were not child-friendly. This was further supported by board members who were interviewed argued that this situation is worsened by head teachers who do not supervise their teachers to ensure that curriculum, schemes of work, lesson plans, teaching and learning aids are adapted to suit all including inclusive education learners. According to Male and Palaiogou (2017) they observed that head teachers and other school administrators are key in establishing the necessary condition for inclusion in education. Thus, it is their unique responsibility to guarantee that all learners in their schools receive an appropriate education. Male and Palaiogou (2017) acknowledges that inclusion dictates the use of a strong commitment as well as the support from the whole academic community.

Buhere, Kindiki, and Ndiku (2014) observed that despite the government's provision of capitation payments to these schools, head teachers often neglected the needs of inclusive education when making procurement decisions. The Ministry of Education (2011) states that it is essential for school principals to have a clear understanding of the legislative framework

and the application of public procurement principles. This knowledge enables them to effectively approve procurement plans and ensure the acquisition of necessary instructional materials, with active involvement and participation from parents.

4.3.5 Teachers’ Response Correlation Analysis on Collaboration with Parents and Implementation of Inclusive Education Project

The study sought to establish the relationship between collaboration with parents and enforcement of inclusive education projects. The findings are presented in Table 4.10.

Table 4. 10: Correlation Analysis Collaboration with Parents and Implementation of Inclusive Education Projects

| | | INCL | COLLA |
|-------|---------------------|------|-------|
| INCL | Pearson Correlation | 1 | .241 |
| | Sig. (2-tailed) | | .025 |
| | N | 86 | 86 |
| COLLA | Pearson Correlation | .241 | 1 |
| | Sig. (2-tailed) | .025 | . |
| | N | 86 | 86 |

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

The correlation coefficient $r = 0.241$, $p (0.000) < 0.5$. This implies that there is a weak positive relationship between collaboration with parents and enforcement of inclusive education projects. This conclusion implies that collaboration with parents is important in enforcement of inclusive education projects. The collaboration is essential in ensuring that inclusion of learners is achieved.

4.3.6 Teachers' Response on Collaboration with Parents and Implementation of Inclusive Education Projects

Simple Linear regression test was run to determine the predictive power of collaboration with parents on implementation of inclusive education projects as shown in Table 4.11

Table 4. 11: Model Summary

| .Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---------------|-------------------|-----------------|--------------------------|-----------------------------------|
| 1 | .241 ^a | .058 | .047 | 0.60035 |

Predictor: Implementation of Inclusive Education

Table 4.11 shows R Square of 0.058 implying that collaboration with parents is determined 5.8% variation in enforcement of inclusive education projects. Further analysis indicated ANOVA result of P-value of $0.00 > 0.05$ implying that project planning is a significant predictor of implementation of inclusive education projects. Teachers' collaboration with parents included special needs learning resources, infrastructural facilities, capacity building, spiritual needs and psychosocial support (availability, adequacy levels), while enforcement of inclusive education was operationalized as relevant skills acquisition, self-esteem, community participation and equal job opportunity.

Table 4. 12: Relationship between Parents’ Collaboration and Implementation of Inclusive Education

ANOVA^a

| | | Sum | of | | | |
|-------|------------|---------|----|-------------|-------|-------------------|
| Model | | Squares | Df | Mean Square | F | Sig. |
| | Regression | 1.874 | 1 | 1.874 | 5.199 | .025 ^b |
| 1 | Residual | 30.275 | 84 | .360 | | |
| | Total | 32.149 | 85 | | | |

a. Dependent Variable: Implementation of Inclusive Education

b. Predictor: Collaboration with Parents

The probability value of $p < 0.00$ indicates that the regression relationship was significant in predicting how collaboration with parents influence enforcement of inclusive education projects. Moreover, the study sought to establish the level at which introduction of collaboration with parents’ influences implementation of inclusive education projects. The results are shown in Table 4.12.

Parental involvement also includes parents participating actively in the development and education of their own children. This suggests that by actively participating and working together, they make sure they are knowledgeable about issues relevant to their children's lives in school and, as a result, ensure that they are not prevented from learning by any circumstance. This creates a connection between the parents and the school to guarantee the kids receive a top-notch education. Male and Palaiogou (2017) report that they

noticed that head teachers and other school administrators play a crucial role in creating the prerequisites for inclusion in education. This report is consistent with the findings in some of the schools that were surveyed in Bomet, Narok and Kericho County.

Table 4. 13: Coefficients of Collaboration with Parents

| Model | | Unstandardized | | Standardized | | |
|-------|--------------|----------------|------------|--------------|--------|------|
| | | Coefficients | | Coefficients | | |
| | | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | 3.495 | .173 | | 20.156 | .000 |
| | collaboratio | | | | | |
| | n with | .140 | .062 | -.241 | -2.280 | .025 |
| | parents' | | | | | |

a. Dependent Variable: Implementation of Inclusive Education

Based on the findings in Table 4.13, if there were no parent collaboration, in the implementation of inclusive education programs would be at 3.495. This implies that for every one unit increase in the implementation of inclusive education projects, there would be a corresponding increase of 0.140 units in project completion. Interviews conducted with County Officials have revealed that the implementation of inclusive education in schools is facing obstacles due to two main reasons: the heavy administrative burden placed on head teachers and their lack of necessary training and expertise to effectively manage inclusive schools in Kenya. These factors are hindering the progress of inclusive education programs. Furthermore, this research demonstrates the

influence of parental cooperation with school administrators on the successful implementation of inclusive education initiatives.

4.4 Head Teachers' Support and Implementation of Inclusive Education Projects

The second objective of the study sought to examine the influence of head teachers' support for teachers' inclusive education training on realization of inclusive education in integrated public primary schools. The analysis utilized mean and standard deviation effectively to depict measures of dispersion and central tendency. Additionally, inferential statistics such as correlation and regression analysis were employed to gain further insights.

4.4.1 Head teachers' Responses on Head teachers' Support and Implementation of Inclusive Education Projects

The study sought to examine the influence of head teachers' support for teachers' inclusive education training on realization of inclusive education in integrated public primary schools. Head teachers' responses are presented in Table 4.16.

Table 4. 14: Head teachers' Response on Head teachers' Support

| Statements | V G E | | G E | | SE | | L E | | N E | | Mean | Stdv |
|--|-------------|----|--------|----|----|----|--------|----|--------|----|------|------|
| | F | % | F | % | F | % | F | % | F | % | | |
| Financial support | 3 | 19 | 3 | 19 | 3 | 19 | 6 | 38 | 1 | 6 | 2.25 | 0.85 |
| Registration for seminars | 8 | 50 | 5 | 31 | - | - | 1 | 6 | 2 | 13 | 2.62 | .95 |
| Permissions to attend training | 6 | 38 | - | - | 3 | 19 | 6 | 38 | 3 | 18 | 3.06 | 1.14 |
| Conducting regular reviews | - | - | 3 | 19 | 2 | 13 | 6 | 38 | 5 | 31 | 3.12 | 1.35 |
| Provision of teacher training | 9 | 56 | - | - | 3 | 19 | 4 | 25 | - | - | 2.12 | 0.71 |
| Inviting experts on persons (n=16, Average Mean=2.61) | 6 | 38 | 4 | 25 | 2 | 13 | 3 | 19 | 1 | 6 | 2.50 | 1.21 |

Table 4.14 indicates that 8(50%) of the head teachers agreed that to a very great extent registration for seminars and training influence enforcement of inclusive education projects (M=2.62, SD=0.95). This may also be an indication that the head teachers have invested in seminars and training influence enforcement of inclusive education projects. Further 9(56%) of the head teachers indicate that to a very great extent provision of teacher training/refresher manuals influence implementation of inclusive education projects (M=2.12, SD=1.50). Again, 6(38%) of the principals, agreed that to a very great extent inviting experts on persons with disability for talks and discussions with teachers influence implementation of inclusive education projects (M=2.50, SD=1.21). Findings are in tandem with Hayes and Bulat (2020) established that notwithstanding teachers' inherent instinct to facilitate learners' progression, challenges are insurmountable in implementing inclusion of all learners, especially limited skills and knowledge.

Administrative support is seen as significant in shaping the attitude of teachers to articulate inclusion as it bestows confidence in the teacher towards the environment created by the administrator to facilitate learning (Trust & Horrocks, 2017).

According to the interviews conducted with members of the Board of Governors, it was revealed that school administrators had made minimal efforts to ensure a thorough understanding and consistent application of inclusive education concepts and practices. This lack of effort stems from various factors, including the absence of an inclusive school vision or mission, inflexible timetables, rules that fail to consider the needs of students, and meeting minutes that reflect little activity related to inclusive education. Wilson and Michaels (2013) suggest that teachers may perceive a lack of administrative support in making necessary accommodations in their classrooms to successfully implement the inclusion process (Kavale & Forness, 2012). Meanwhile, learners with special needs may feel that they are not receiving the individualized instruction they require.

4.4.2 Head teachers' Response Correlation Analysis on Head teachers' Support and Implementation of Inclusive Education

The study sought to establish the relationship between the head teachers' support and enforcement of inclusive education projects, using Pearson correlation. The findings are presented in Table 4.15

Table 4.15: Correlation Analysis Head teachers' Support and Implementation of Inclusive Education

| | | INCL | SUPP |
|------|---------------------|-------|------|
| INCL | Pearson Correlation | 1.000 | .674 |
| | Sig. (2-tailed) | | .004 |
| | N | 16 | 16 |
| SUPP | Pearson Correlation | .674 | 1 |
| | Sig. (2-tailed) | .004 | |
| | N | 16 | 16 |

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

The correlation coefficient $r(16) = 0.674$, $p(0.000) < 0.5$. This implies that there is a strong positive relationship between head teachers' support and implementation of inclusive education projects. In the review on headteachers strategy for successful implementation of inclusive education, we found that school headteachers who have poor self-efficacy are more likely to be rigid, indifferent, concerned, and prone to burnout. We found that principals who felt highly about their own abilities tended to be adaptive, obstinate, resilient, and internally motivated. As a result, the effectiveness of an administrator should be assessed in light of certain educational contexts or initiatives. Researchers have issued a warning that because self-efficacy is situational and, in some cases, task specific, administrators may feel effective in some leadership situations but not in others. This is essential for the headteachers to attain confidence and the strength to oversee the support of special needs teachers' training among any other support. This finding indicates that the

successful implementation of inclusive education initiatives relies on the involvement of head teachers. As highlighted by Cramer (2016), teachers play a crucial role in supporting parents by providing resources within and outside the classroom and implementing effective lesson plans. Simultaneously, parents require encouragement to fulfill their responsibilities in promoting their children's growth and academic performance.

4.4.3 Head teachers' Response Regression Analysis on Head Teachers' Support on Implementation of Inclusive Education

Simple Linear regression test was run to determine the predictive power of head teachers' support on enforcement of inclusive education projects as shown in Table 4.16.

Table 4.16: Model Summary on Head Teachers' Support on Implementation of Inclusive Education

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------|-------------------|-----------------|--------------------------|-----------------------------------|
| 1 | .674 ^a | .454 | .415 | .70548 |

a. Predictors: (Constant), Head teachers' Support

Table 4.16 shows R Square of 0.013 implying that head teachers' support is determined 45.4% variation in enforcement of inclusive education projects. Upon conducting additional analysis, it was found that the ANOVA yielded a p-value of 0.004, which is less than the significance level of 0.05. This suggests that head teachers' support plays a significant role in predicting the enforcement of inclusive education projects. Consequently, it is possible that the school administrators involved in the study possess a solid understanding

of the concept of inclusive schooling, or they might be hindered by a negative attitude towards inclusion. These findings align with a study conducted by the New Brunswick Association for Community Living in 2007, which observed that the extent of administrative support and vision is the most influential factor in determining the general educators' attitudes towards full inclusion.

Table 4.17: Relationship between Head teachers' Support and Implementation of Inclusive Education Projects

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 5.805 | 1 | 5.805 | 11.663 | .004 ^b |
| | Residual | 6.968 | 14 | .498 | | |
| | Total | 12.773 | 15 | | | |

a. Dependent Variable: Implementation of Inclusive Education

b. Predictor: Head teachers' Support

The probability value of $p < 0.00$ indicates that the regression relationship was significant in predicting how head teachers' support influence enforcement of inclusive education projects. The researcher further sought to establish the level at which introduction of head teachers' support influences enforcement of inclusive education projects. The results are shown in Table 4.18.

Table 4. 18: Coefficients of Head teachers' Support

| Model | Unstandardized | | Standardized | | |
|-------|----------------|------------|--------------|-------|------|
| | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | .208 | | .272 | .790 |
| | Head | | | | |
| | teachers' | .859 | .674 | 3.415 | .004 |
| | support | | | | |

a. Dependent Variable: Implementation of Inclusive Education

From Table 4.18 results, it was observed that holding head teachers' support to a constant zero, enforcement of inclusive education projects would be at 0.208. Thus, a unit increase in head teachers' support would lead to increase enforcement of inclusive education projects by 0.859 units.

While it is often the teachers' duty to assess and employ strategies beyond the classroom, occupational therapists are frequently called upon to assist in these matters. Collaborating with occupational therapists can greatly enhance classroom instructors' capabilities to independently carry out occupational therapy procedures, comprehend students' needs within educational settings, and effectively utilize intervention strategies (Mills & Chapparo, 2018). Therefore, it is the responsibility of the headteachers to guarantee that these resources are made available to the schools in order to implement inclusive education successfully. According to the findings of the study, such kind of support has not been depicted in the counties that were surveyed. It is

therefore prudent to have policy put in place to ensure there is a collaboration between occupational therapists and the special needs teachers, or training from the occupational therapists to assist the teachers gain more independence in imparting quality care and education in an inclusive education setting.

4.4.4 Teachers’ Response on Head teachers’ Support and Implementation of Inclusive Education

The study sought to establish the views of teachers on influence of head teachers’ support on enforcement of inclusive education projects. Teachers’ responses are presented in Table 4.19

Table 4.19: Teachers’ Response on Head teachers’ Support and Implementation of Inclusive Education

| Statements | V | | G | | SE | | L | | NE | | Mean | Stdv |
|--------------------------------|----|----|----|----|----|----|----|------|----|----|------|------|
| | GE | F | E | F | F | % | F | % | F | % | | |
| Financial support | 9 | 11 | 16 | 19 | 25 | 29 | 17 | 20 | 19 | 22 | 2.75 | 1.28 |
| Registration for seminars | 24 | 28 | 26 | 30 | 21 | 24 | 6 | 7 | 9 | 11 | 3.58 | 1.25 |
| Permissions to attend training | 3 | 4 | 17 | 20 | 32 | 37 | 10 | 12 | 24 | 28 | 2.59 | 1.19 |
| Conducting regular reviews | 3 | 4 | 20 | 23 | 25 | 29 | 20 | 23 | 18 | 21 | 2.65 | 1.15 |
| Provision of teacher training | 3 | 4 | - | - | 21 | 24 | 23 | 27 | 39 | 45 | 1.86 | 0.90 |
| Inviting experts on persons | - | - | 14 | 18 | - | - | 62 | 81.6 | - | - | 2.36 | .78 |

(n=86, Average Mean=2.68)

From Table 4.19 it can confirmed that 26(30%) of teachers agreed that registration for seminars and training influence enforcement of inclusive education (M=3.58, SD=1.25). Moreover, 25 (29%) of teachers indicated that

conducting regular reviews on special needs seminar attendance influence enforcement of inclusive education (M=2.65, SD=1.15). However, 14(18%) of the teachers agreed inviting experts on persons with disability for talks and discussions with teachers influences enforcement of inclusive education in a very great extent (M=2.36, SD=.78). According to the County officials interviewed, the key factor in the successful implementation and enforcement of inclusive education is the involvement of Head teachers. These officials emphasized the importance of providing specialized training to Head teachers to ensure they acquire a comprehensive understanding of the principles and practices involved in implementing an inclusive education program within their schools.

4.4.5 Teachers' Response Correlation Analysis

The study sought to establish the relationship between head teachers' support and implementation of inclusive education projects using Pearson correlation.

The findings are presented in Table 4.20.

Table 4. 20: Correlation Analysis between Head teachers' Support and implementation of inclusive education

| | | INCL | SUPP |
|------|---------------------|------|------|
| INCL | Pearson Correlation | 1 | .015 |
| | Sig. (2-tailed) | | .889 |
| | N | 86 | 86 |
| SUPP | Pearson Correlation | .015 | 1 |
| | Sig. (2-tailed) | .889 | . |
| | N | 86 | 86 |

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

The correlation coefficient $r = 0.015$, $p (0.000) > 0.5$. This implies that there is a strong positive relationship between head teachers' support and enforcement of inclusive education projects. This conclusion implies that head teachers' support is important in enforcement of inclusive education projects. However, aspects of communicating project details should be enhanced to better enforcement of inclusive education projects.

According to Khaleel, Alhosani, and Duyar (2021) principals' efficacy beliefs are fundamentally linked to the leadership role and are crucial in moderating their conduct. In order for administrators to successfully achieve the requirements and expectations of their leadership role, it is crucial to recognize and comprehend the variables that support principals' confidence in their own efficacy. Law mandates that elementary school principals implement inclusive education in their institutions; however, they frequently express low levels of confidence in their capacity to carry out this goal, and little research has been done to pinpoint the precise variables that can reliably foretell a rise in sense of efficacy in this area. Specifically, since the Individuals with Disabilities Education Act was reauthorized.

4.4.6 Teachers' Response Regression Analysis on Head Teachers' Support and Implementation of Inclusive Education

Simple Linear regression test was run to determine the predictive power of head teachers' support on enforcement of inclusive education projects as shown in Table 4.21.

Table 4. 21: Model Summary on Head Teachers’ Support and Implementation of Inclusive Education

| .Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---------------|-------------------|-----------------|--------------------------|-----------------------------------|
| 1 | .015 ^a | .000 | .012 | 0.61857 |

Predictor: Head Teachers’ Support

Table 4.21 reveals an R Square value of 0.00, indicating that head teachers' support accounts for 0% of the variation in the implementation of inclusive education projects. However, upon conducting further analysis, it was found that the ANOVA result yielded a p-value of 0.00, which is greater than the significance level of 0.05. This suggests that project planning plays a significant role in predicting the implementation of inclusive education projects. Research suggests that the fundamental block inclusion is a training of personnel to implement the program (Bradford *et al.*, 2021). According to Gilles *et al.*, (2020), teachers perceive inadequacy in their preparedness to engineer adaptations for special learners. This view has widely been presented by researchers who revealed a shortage of comprehensive coaching for teachers to implement inclusion in academic systems.

Table 4. 22: Relationship between Head teachers’ Support and Implementation of Inclusive Education Projects

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | .008 | 1 | .008 | 0.020 | .889 ^b |
| | Residual | 32.141 | 84 | .383 | | |
| | Total | 32.149 | 85 | | | |

a. Dependent Variable: Implementation of Inclusive Education

b. Predictor: Head teachers’ Support

The probability value of $p < 0.00$ indicates that the regression relationship was significant in predicting how head teachers’ support influence enforcement of inclusive education projects. Moreover, the study sought to establish the level at which introduction of head teachers’ support influences enforcement of inclusive education projects. The results are shown in Table 4.25.

Hayes and Bulat (2020) established that notwithstanding teachers’ inherent instinct to facilitate learners’ progression, challenges are insurmountable in implementing inclusion of all learners, especially limited skills and knowledge. Administrative support is seen as significant in shaping the attitude of teachers to articulate inclusion as it bestows confidence in the teacher towards the environment created by the administrator to facilitate learning (Trust & Horrocks, 2017).

Table 4. 23: Coefficients on Head Teachers' Support

| Model | Unstandardized | | Standardized | | |
|-------|----------------|------------|--------------|--------|------|
| | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | 3.100 | .209 | | |
| | Head | | | 14.845 | .000 |
| | teachers' | .010 | .074 | .015 | .140 |
| | support | | | | .889 |

a. Dependent Variable: Implementation of Inclusive Education

Based on the findings presented in Table 4.23, it was noted that when head teachers' support is held constant at zero, the implementation of inclusive education projects is measured at 0.010. This indicates that a one-unit increase in head teachers' support is associated with a corresponding increase of 0.010 units in the enforcement of inclusive education projects.

According to feedback received from county staff during interviews, even with the necessary training, it can be challenging for resource teachers to communicate with class teachers in a manner that does not make them feel defensive. One staff member shared their perspective, stating, "I could not imagine going to a class teacher and asking to see their plans. It would make my job easier, but I believe they would become defensive." They further emphasized the need for comprehensive training for the entire staff, so that everyone understands that mentioning the use of a particular program for intervention purposes does not imply telling the class teacher what to do. The

staff member expressed having experienced unpleasant situations in the past when such misunderstandings arose. Hayes and Bulat (2020) established that notwithstanding teachers' inherent instinct to facilitate learners' progression, challenges are insurmountable in implementing inclusion of all learners, especially limited skills and knowledge. Administrative support is seen as significant in shaping the attitude of teachers to articulate inclusion as it bestows confidence in the teacher towards the environment created by the administrator to facilitate learning (Trust & Horrocks, 2017).

4.5 Head Teachers' Allocated Budget and Implementation of Inclusive Education Projects

The third objective of the study sought to evaluate the influence of head teachers' allocated budget for resource acquisition and maintenance on the enforcement of mainstream education in integrated public primary schools. Head teachers allocated budget is operationalized as special needs learning resources, infrastructural facilities, capacity building and staffing.

4.4.1 Head teachers' Responses Head teachers' Allocated Budget and Implementation of Inclusive Education Projects

The study sought to evaluate the influence of head teachers' allocated budget for resource acquisition and maintenance on the enforcement of mainstream education in integrated public primary schools. Head teachers' responses are presented in Table 4.24.

Table 4. 24: Head teachers' Response on Head teachers' Allocated Budget and Implementation of Inclusive Education Projects

| Statements | V | | A | | FA | | I | | VI | | Mean | Stdv |
|--------------------------------------|----------------------------------|----|---|----|----|----|--------|----|----|----|------|------|
| | F | % | F | % | F | % | F | % | F | % | | |
| | Special Needs Learning Resources | - | - | 1 | 6 | 6 | 38 | 4 | 25 | 5 | | |
| Infrastructural facilities | - | - | 5 | 31 | 1 | 6 | 3 | 19 | 7 | 44 | 2.25 | 1.34 |
| Capacity building | 2 | 13 | 4 | 25 | 6 | 38 | 4 | 25 | - | - | 2.25 | 1.00 |
| Staffing | - | - | - | - | 5 | 31 | 6 | 38 | 5 | 31 | 2.00 | 0.81 |
| Counselling and psychosocial support | - | - | - | - | 3 | 19 | 7 | 44 | 6 | 38 | 2.18 | 0.75 |
| Rate your budget allocation | 1 | 6 | 4 | 25 | 7 | 44 | 4 6 | 25 | - | - | 2.18 | 1.04 |

(n=16, Average Mean=2.17)

Table 4.24 indicates that 6(38%) of the head teacher agreed that special needs learning resources are fairly adequate (M=2.18, SD=0.98). Further 7(44%) of the head teachers indicate that infrastructural facilities are very inadequate in enforcement of mainstream education in integrated public primary schools (M=2.25, SD=1.34). Moreover, 7(44%) of the head teachers affirmed that counselling and psychosocial support is inadequate (M=2.18, SD=0.75). During the interview with the board of governors, it was confirmed that there were insufficient resources available for addressing special needs requirements. Head teachers were found to rarely consider these requirements

when making purchases, despite the funding provided by the government specifically for this purpose. Special education teachers noted that most of their requests on behalf of students with special needs were often deemed non-urgent, leading them to believe that head teachers did not prioritize the integration of inclusive education. A special education instructor articulated this observation effectively, stating, "Whenever there is a staff meeting to allocate resources, we are seldom invited to participate. Additionally, our agendas are consistently pushed to the 'Any Other Business' section when we do attend."

4.4.2 Head teachers' Response Correlation Analysis on Head teachers' Allocated Budget and Implementation of Inclusive Education Projects

The study sought to establish the relationship between the head teachers' allocated budget and enforcement of inclusive education projects using Pearson correlation. The findings are presented in Table 4.25

Table 4. 25: Correlation Analysis between Head teachers' Allocated Budget and Implementation of Inclusive Education

| | | INCL | ALLO |
|------|---------------------|-------|------|
| INCL | Pearson Correlation | 1.000 | .759 |
| | Sig. (2-tailed) | | .001 |
| | N | 16 | 16 |
| ALLO | Pearson Correlation | .759 | 1 |
| | Sig. (2-tailed) | .001 | |
| | N | 16 | 16 |

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

The correlation coefficient $r(16) = 0.759$, with a p-value of $(0.000) < 0.5$, indicates a significant and strong positive relationship between the allocated budget by head teachers and the implementation of inclusive education projects. This finding suggests that effective project planning plays a crucial role in the successful completion of school projects.

4.4.3 Head teachers' Response Regression Analysis on Head teachers' Allocated Budget and Implementation of Inclusive Education

A Simple Linear Regression test was conducted to assess the predictive ability of the budget allocated by head teachers on the implementation of inclusive education projects, as presented in Table 4.26.

Table 4. 26: Model Summary on Head teachers' Allocated Budget and Implementation of Inclusive Education

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------|-------------------|-----------------|--------------------------|-----------------------------------|
| 1 | .759 ^a | .576 | .546 | .62167 |

a. Predictors: (Constant), Head teachers' Support

Table 4.26 reveals that the R-squared value is 0.576, indicating that 57.6% of the variation in the implementation of inclusive education projects can be attributed to the budget allocated by head teachers. Additionally, the ANOVA analysis yielded a p-value of 0.00, which is less than the significance level of 0.05. This suggests that the head teachers' allocated budget is a significant predictor of the implementation of inclusive education projects.

Table 4.27: Relationship between Head teachers' Support and implementation of Inclusive Education Projects

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| | Regression | 7.362 | 1 | 7.362 | 19.049 | .001 ^b |
| 1 | Residual | 5.411 | 14 | .386 | | |
| | Total | 12.773 | 15 | | | |

a. Dependent Variable: Implementation of Inclusive Education

b. Predictor: Head teachers' Allocated Budget

The probability value of $p < 0.00$ indicates that the regression relationship was significant in predicting how head teachers' allocated budget influences implementation of inclusive education projects.

The researcher further sought to establish the level at which introduction of head teachers' allocated budget influences implementation of inclusive education projects. The results are shown in Table 4.28.

Table 4. 28: Coefficients on Head teachers' Allocated Budget

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|-------|------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | .727 | .489 | | 1.487 | .159 |
| | Allocated budget | .929 | .213 | .759 | 4.364 | .001 |

a. Dependent Variable: Implementation of Inclusive Education

Based on the findings presented in Table 4.28, it was noticed that if the budget allocated by head teachers is held constant at zero, the implementation of inclusive education projects would be at 0.727. This suggests that the implementation of inclusive education projects would have a baseline level of 0.727 even without any budget allocation by head teachers. Furthermore, the results indicate that for every unit increase in the head teachers' allocated budget, there would be a corresponding increase of 0.929 units in the implementation of inclusive education projects.

4.4.4 Teachers' Response on Head teachers' Allocated Budget and Implementation of Inclusive Education Projects

The study sought to establish the views of teachers on influence of head teachers' allocated budget on implementation of inclusive education projects.

Teachers' responses are presented in Table 4.29.

Table 4. 29: Teachers' Response on Head teachers' Allocated Budget and Implementation of Inclusive Education Projects

| Statements | V | | A | | FA | | I | | VI | | Mean | Stdv |
|--------------------------------------|----|----|----|----|----|----|----|----|----|----|------|------|
| | F | % | F | % | F | % | F | % | F | % | | |
| Special Needs Learning Resources | 28 | 33 | - | - | 23 | 27 | 35 | 41 | - | - | 2.75 | 1.28 |
| Infrastructural facilities | 25 | 29 | - | - | 26 | 30 | 25 | 29 | 10 | 11 | 3.58 | 1.25 |
| Capacity building Staffing | 21 | 24 | 26 | 30 | 6 | 7 | 33 | 38 | - | - | 2.59 | 1.19 |
| Counselling and psychosocial support | - | - | 3 | 4 | 43 | 50 | 19 | 22 | 21 | 24 | 1.86 | 0.90 |
| Rate your budget allocation | - | - | - | - | 42 | 49 | 26 | 30 | 18 | 21 | 2.36 | .78 |

(n=86, Average Mean=2.12)

From Table 4.29 it can be confirmed that a convincing percentage of teachers 35(41%) agreed that special needs learning resources are inadequate (M=2.75, SD=1.28). This implies that allocation towards them are not adequately financed. Moreover, 25(29%) of teachers indicated that infrastructural facilities are inadequate (M=3.58, SD=1.25). However, 29(34%) of the teachers agreed that staffing of special needs is adequate (M=2.65, SD=1.15). It is also worth noting that 43 (50%) of Counselling and psychosocial support is inadequate (M=1.86, SD=0.90). During the board of governors' interview, it was confirmed that the available resources were insufficient for meeting the special needs requirements of students. The head teachers were found to rarely consider these requirements when purchasing items, despite receiving government capitation for these institutions. The requests made on behalf of students with special needs were often deemed non-urgent, indicating a lack of serious commitment to the integration of inclusive education by the head teachers. One of the special education instructors provided an insightful observation, stating, "Whenever there is a staff meeting to allocate resources, our participation is minimal. Our concerns and priorities are consistently pushed aside and relegated to 'Any Other Business' when we do attend such meetings." This observation highlights the marginalization of special education agendas and the disregard for their inclusion in the budgeting process.

4.4.5 Teachers' Response Correlation Analysis on Head teachers' Allocated Budget and implementation of inclusive practices

The study sought to establish the relationship between head teachers' allocated budget and implementation of inclusive education projects using Pearson correlation. The findings are presented in Table 4.30.

Table 4. 30: Correlation Analysis Head teachers' Allocated Budget and implementation of inclusive practices

| | | INCL | ALLO |
|------|---------------------|------|------|
| INCL | Pearson Correlation | 1 | .267 |
| | Sig. (2-tailed) | | .013 |
| | N | 86 | 86 |
| ALLO | Pearson Correlation | .267 | 1 |
| | Sig. (2-tailed) | .013 | . |
| | N | 86 | 86 |

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

The correlation coefficient between head teachers' allocated budget and the enforcement of inclusive education projects is 0.267 ($p < 0.001$), indicating a significant positive relationship. This suggests that as project planning increases, there is a corresponding increase in the completion of school projects. Therefore, project planning plays a crucial role in ensuring the successful completion of school projects. However, it is important to improve the communication of project details in order to enhance project completion rates.

As highlighted by UNESCO (2009), the principles of inclusivity demand that schools provide equal opportunities and support for all learners, regardless of their specific needs or circumstances. The difference between the two is important as it highlights a shift in priorities, moving away from solely acknowledging the presence of students with special educational needs (SEN) in classrooms, towards achieving meaningful outcomes, acquiring knowledge, and fostering positive results (World Bank, 2013).

4.4.6 Teachers’ Response Regression Analysis on Head teachers’ Allocated Budget and Implementation of inclusive practices

Simple Linear regression test was run to determine the predictive power of head teachers’ allocated budget on enforcement of inclusive education projects as shown in Table 4.31

Table 4. 31: Model Summary on Head teachers’ Allocated Budget and

| | | | | Std. Error of the |
|---------------|-------------------|-----------------|--------------------------|--------------------------|
| .Model | R | R Square | Adjusted R Square | Estimate |
| 1 | .267 ^a | .072 | .060 | 0.59611 |

Predictor: Implementation of Inclusive Education

In Table 4.31, the R Square value of 0.072 indicates that the head teachers' allocated budget accounts for 7.2% of the variation in the implementation of inclusive education projects. Additional analysis revealed that the ANOVA result yielded a p-value of 0.00 ($p < 0.05$), indicating that the head teachers'

allocated budget is a statistically significant predictor of the implementation of inclusive education projects.

Table 4. 32: Relationship between Head teachers' Allocated Budget and implementation of Inclusive Education Projects

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 2.229 | 1 | 2.229 | 6.471 | .013 ^b |
| | Residual | 29.849 | 84 | .355 | | |
| | Total | 32.149 | 85 | | | |

a. Dependent Variable: Implementation of Inclusive Education

b. Predictor: Head teachers' Allocated Budget

The p-value of less than 0.00 suggests that there is a significant regression relationship, indicating that the head teachers' allocated budget has a significant impact on the implementation of inclusive education projects. Furthermore, the study aimed to determine the extent to which the introduction of the head teachers' allocated budget influences the implementation of inclusive education projects. The findings of this analysis can be found in Table 4.33.

Table 4. 33: Coefficients of Head teachers' Allocated Budget

| Model | | Unstandardized | | Standardized | | |
|-------|------------------|----------------|------------|--------------|--------|------|
| | | Coefficients | | Coefficients | | |
| | | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | 2.263 | .208 | | 12.684 | .000 |
| | Allocated budget | .237 | .093 | .267 | 2.544 | .013 |

a. Dependent Variable: Implementation of Inclusive Education

From Table 4.33 results, it was observed that holding head teachers' allocated budget to a constant zero, enforcement of inclusive education projects would be at 2.263. Thus, a unit increase in head teachers' allocated budget would lead to increase in enforcement of inclusive education projects by 0.237 units. Given that the study's findings were neutral, it suggested that variables other than government funding had an impact on the deployment of inclusive education. Since the government has been subsidizing education since 2003, many respondents believed that this funding must be used wisely in order to promote openness and accountability in the funding of education. The allocation of educational opportunities is influenced by the distribution of economic resources. Consequently, achieving equity in the funding of inclusive education means finding a just and fair approach to distribute available resources, ensuring that every child can not only access and participate in education but also have the opportunity to learn and succeed (Barrett, 2014). The resources here imply the essential learning materials such as the text books (brailed for the visually impaired), audiovisuals, and

instructional materials, among others. These instructional materials play a major role in the successful implementation of comprehensive education. They apply the implementation to the extent of academic progress and performance of the learners (Okongo, *et al.*, 2015).

4.6 Head Teachers' Collaboration with Faith-Based organizations and Implementation of Inclusive Education

The fourth objective of the study sought to establish the impact of head teachers' collaboration with faith-based organizations on the fulfilment of comprehensive education in integrated primary schools in the South Rift Valley region in Kenya. Collaboration with Faith-Based organizations includes special needs learning resources, infrastructural facilities, capacity building, spiritual needs and psychosocial support (availability, adequacy levels).

4.4.1 Head teachers' Responses on Collaboration with Faith-Based organizations and implementation of Inclusive Education

The study sought to establish the impact of head teachers' collaboration with faith-based organizations on the fulfilment of comprehensive education in integrated primary schools in the South Rift Valley region in Kenya. Head teachers' responses are presented in Table 4.34.

Table 4. 34: Head teachers’ Response on Collaboration with Faith-Based organizations and Implementation of Inclusive Education

| Statements | V | | G | | SE | | L | | N | | Mean | Stdv |
|-------------------------------------|---|----|---|----|----|----|---|----|---|----|------|------|
| | G | | E | | | | E | | E | | | |
| | F | % | F | % | F | % | F | % | F | % | | |
| Training of staff | 1 | 6 | 7 | 44 | 7 | 44 | 1 | 6 | - | - | 2.18 | 1.22 |
| Recruitment and remuneration | 1 | 13 | 5 | 31 | 6 | 38 | 3 | 19 | - | - | 2.31 | 1.35 |
| Purchase of learning resources | - | - | 2 | 13 | 5 | 31 | 7 | 44 | 2 | 13 | 2.37 | 1.08 |
| Provision of assistive devices | - | - | 2 | 13 | 7 | 44 | 5 | 31 | 2 | 13 | 2.12 | 1.14 |
| Modification of facilities | - | - | 4 | 25 | 2 | 13 | 6 | 38 | 4 | 25 | 2.12 | 1.08 |
| Counseling and psychosocial support | - | - | 4 | 25 | 2 | 13 | 6 | 38 | 4 | 25 | 2.75 | 1.00 |

(n=16, Average Mean=2.30)

Table 4.34 indicates that 6(38%) of the head teachers agreed that counseling and psychosocial support to a little extent (M=2.75, SD=1.00). This may also be an indication that these head teachers have inadequate counseling and psychosocial support. Further 7(44%) of the head teachers indicate that purchase of learning resources support to a little extent. Moreover, 6(38%) of the head teachers affirmed that modification of facilities for special needs learners is done at little extent (M=2.12, SD=1.08). According to parent representatives who were interviewed, the transformation of existing special

schools into resource centers with the assistance of faith-based institutions is seen as necessary to ensure the availability of adequate and comprehensive educational support. These resource centers would play a crucial role in coordinating training initiatives, promoting collaboration between different agencies, providing educational support to schools and other educational institutions, conducting assessments of educational support needs, and training and assisting support teams based within the institutions.

4.4.2 Head teachers’ Response on Correlation Analysis on Collaboration with Faith-Based organizations and Implementation of Inclusive Education

The study sought to establish the relationship between the head teachers’ collaboration with faith-based organizations and fulfillment of comprehensive education using Pearson correlation. The findings are presented in Table 4.35.

Table 4. 35: Correlation Analysis Collaboration with Faith-Based Organizations and implementation of Inclusive Education

| | | INCL | FAI |
|------|---------------------|-------|------|
| INCL | Pearson Correlation | 1.000 | .424 |
| | Sig. (2-tailed) | | .101 |
| | N | 16 | 16 |
| FAI | Pearson Correlation | .424 | 1 |
| | Sig. (2-tailed) | .101 | |
| | N | 16 | 16 |

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

The correlation coefficient $r(16) = 0.424$, $p(0.000) < 0.5$. This implies that there is an average positive relationship between collaboration with faith-based organizations and implementation of inclusive education. This conclusion implies that faith-based organizations are important in implementation of inclusive education.

4.4.3 Head teachers' Response Regression Analysis on Collaboration with Faith-Based organizations and Implementation of Inclusive Education

Simple Linear regression test was run to determine the predictive power of collaboration with faith-based organizations on implementation of inclusive education as shown in Table 4.36.

Table 4. 36: Model Summary on analysis of collaboration with faith-based organization

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .424 ^a | .180 | .122 | .86484 |

a. Predictors: (Constant), Collaboration with Faith-Based Organizations

Table 4.36 shows R Square of 0.180 implying that collaboration with faith-based organizations is determines 18% variation in enforcement of inclusive education projects. Further analysis indicated ANOVA result of P-value of $0.00 > 0.05$ implying that collaboration with faith-based organizations is a significant predictor of enforcement of inclusive education.

Table 4. 37: Relationship between Collaboration with Faith-Based Organizations and Implementation of Inclusive Education Projects

ANOVA^a

| | | Sum | of | | | |
|-------|------------|---------|----|-------------|-------|-------------------|
| Model | | Squares | Df | Mean Square | F | Sig. |
| | Regression | 2.301 | 1 | 2.301 | 3.077 | .101 ^b |
| 1 | Residual | 10.471 | 14 | .748 | | |
| | Total | 12.773 | 15 | | | |

a. Dependent Variable: Implementation of Inclusive Education

b. Predictor: Faith-Based Organizations

The probability value of $p < 0.00$ indicates that the regression relationship was significant in predicting how collaboration with faith-based organizations on implementation of inclusive education projects. The researcher further sought to establish the level at which introduction of collaboration with faith-based organizations influences implementation of inclusive education projects. The results are shown in Table 4.38.

Table 4. 38: Coefficients of Collaboration with Faith-Based organizations

| | | Unstandardized | | Standardized | | |
|-------|-------------|----------------|------------|--------------|-------|------|
| | | Coefficients | | Coefficients | | |
| Model | | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | 1.859 | .552 | | 3.366 | .005 |
| | Faith-based | .385 | .220 | .424 | 1.754 | .101 |

a. Dependent Variable: Implementation of Inclusive Education

From Table 4.38 results, it was observed that holding collaboration with faith-based organizations to a constant zero, enforcement of inclusive education projects would be at 1.859. Thus, a unit increase in faith-based organizations would lead to increase implementation of inclusive education projects by 0.385 units.

4.4.4 Teachers' Response on Collaboration with Faith-Based organizations and Implementation of Inclusive Education

The study sought to establish the views of teachers on influence of collaboration with faith-based organizations on implementation of inclusive education projects. Teachers' responses are presented in Table 4.39.

Table 4. 39: Teachers' Response on Collaboration with Faith-Based organizations and Implementation of Inclusive Education

| Statements | V G | | G E | | SE | | L E | | N E | | Mean | Stdv |
|-------------------------------------|--------|----|--------|----|----|----|--------|----|--------|----|------|------|
| | F | % | F | % | F | % | F | % | F | % | | |
| Training of staff | 3 | 4 | 4 | 5 | 22 | 26 | 11 | 13 | 46 | 54 | 1.91 | 1.13 |
| Recruitment and remuneration | - | - | 4 | 5 | 22 | 27 | 26 | 30 | 34 | 40 | 1.95 | 0.91 |
| Purchase of learning resources | 4 | 5 | 10 | 12 | 9 | 10 | 26 | 30 | 37 | 43 | 2.04 | 1.19 |
| Provision of assistive devices | 7 | 8 | 10 | 12 | 19 | 22 | 20 | 23 | 30 | 35 | 2.34 | 1.29 |
| Modification of facilities | - | - | 14 | 16 | 12 | 14 | 27 | 31 | 33 | 38 | 2.08 | 1.08 |
| Counseling and psychosocial support | 9 | 11 | 21 | 24 | 21 | 24 | 17 | 19 | 18 | 21 | 2.84 | 1.30 |
| (n=86, Average Mean=2.12) | | | | | | | | | | | | |

From Table 4.39 it can confirmed that a convincing percentage of teachers 12(24%) agreed that confirmed that to some extent there is counseling and

psychosocial support (M=2.84, SD=1.30). Moreover, 30 (35%) of teachers indicated that provision of assistive devices (M=2.34, SD=1.29) at no extent. It is also worth noting that 33(38%) of teachers indicated that modification of facilities for special needs learners (M=2.08, SD=1.08).

4.4.5 Teachers’ Response Correlation Analysis on Collaboration with Faith-Based organizations and Implementation of Inclusive Education

The study sought to establish the relationship between collaboration with faith-based organizations and implementation of inclusive education projects using Pearson correlation. The findings are presented in Table 4.40.

Table 4. 40: Correlation Analysis Faith-Based Organizations and implementation of inclusive practices

| | | INCL | FAI |
|------|---------------------|------|------|
| INCL | Pearson Correlation | 1 | .371 |
| | Sig. (2-tailed) | | .000 |
| | N | 86 | 86 |
| FAI | Pearson Correlation | .371 | 1 |
| | Sig. (2-tailed) | .000 | . |
| | N | 86 | 86 |

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

The correlation coefficient $r = 0.371$, $p (0.000) < 0.5$. This implies that there is a positive relationship between collaboration with faith-based organizations and implementation of inclusive education projects. This conclusion implies that collaboration with faith-based organizations is important in implementation of inclusive education projects.

4.4.6 Teachers' Response Regression Analysis on Collaboration with Faith-Based organizations and Implementation of Inclusive Education

Simple Linear regression test was run to determine the predictive power of collaboration with faith-based organizations on implementation of inclusive education projects as shown in Table 4.41.

Table 4. 41: Model Summary on Collaboration with Faith-Based organizations

| | | | | Std. Error of the |
|--------|-------------------|----------|-------------------|-------------------|
| .Model | R | R Square | Adjusted R Square | Estimate |
| 1 | .371 ^a | .137 | .127 | 0.57460 |

Predictor: Implementation of Inclusive Education Projects

Table 4.41 shows R Square of 0.137 implying that collaboration with faith-based organizations is determined 13.7% variation in implementation of inclusive education projects. Further analysis indicated ANOVA result of P-value of $0.00 > 0.05$ implying that collaboration with faith-based organizations is a significant predictor of implementation of inclusive education projects.

Table 4. 42: Relationship between Head teachers’ Support and Implementation of Inclusive Education Projects

ANOVA^a

| | | Sum | of | | | |
|-------|------------|---------|----|-------------|--------|-------------------|
| Model | | Squares | Df | Mean Square | F | Sig. |
| | Regression | 4.415 | 1 | 4.415 | 13.371 | .000 ^b |
| 1 | Residual | 27.734 | 84 | .330 | | |
| | Total | 32.149 | 85 | | | |

a. Dependent Variable: Implementation of Inclusive Education Projects

b. Predictor: Faith-Based Organizations

The probability value of $p < 0.00$ indicates that the regression relationship was significant in predicting how collaboration with faith-based organizations influence implementation of inclusive education projects.

Moreover, the study sought to establish the level at which introduction of collaboration with faith-based organizations influences implementation of inclusive education projects. The results are shown in Table 4.43.

Table 4. 43: Coefficients on Collaboration with Faith-Based organizations

| | | Unstandardized | | Standardized | | |
|-------|-------------|----------------|------------|--------------|--------|------|
| | | Coefficients | | Coefficients | | |
| Model | | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | 2.546 | .171 | | 14.865 | .000 |
| | Faith-based | .265 | .072 | .371 | 3.657 | .000 |

a. Dependent Variable: Implementation of Inclusive Education

From Table 4.43 results, it was observed that holding collaboration with faith-based organizations to a constant zero, enforcement of inclusive education projects would be at 2.546. Thus a unit increase in collaboration with faith-based organizations would lead to increase in enforcement of inclusive education projects by 0.265 units.

4.7 Head Teachers' Collaboration with External Funding Agencies and Implementation of Inclusive Education Projects

The fifth objective of the study sought to analyse the influence of head teachers' collaboration with external funding agencies on the achievement of inclusive education in integrated primary schools in the South Rift Valley region in Kenya. In the analysis mean and standard deviation were effectively used to show measures of dispersion and central tendency as well as inferential statistics that includes correlation and regression analysis.

4.4.1 Head teachers' Responses on Collaboration with External Funding Agencies and Implementation of Inclusive Education Projects

The study sought to analyse the influence of head teachers' collaboration with external funding agencies on the achievement of inclusive education in integrated primary schools in the South Rift Valley region in Kenya. Head teachers' responses are presented in Table 4.44

Table 4. 44: Head teachers' Response on Collaboration with External Funding Agencies and Implementation of Inclusive Education Projects

| Statements | V | | G | | SE | | L | | N | | Mean | Stdv |
|--|---|----|---|----|----|----|---|----|----|----|------|------|
| | G | | E | | | | E | | E | | | |
| | E | | | | | | | | | | | |
| | F | % | F | % | F | % | F | % | F | % | | |
| The Government of Kenya | 6 | 38 | 6 | 38 | 3 | 19 | - | - | 1 | 6 | 4.00 | 1.09 |
| Foreign Donors | - | - | 4 | 25 | 3 | 19 | 2 | 13 | 7 | 44 | 2.25 | 1.29 |
| National Disability Organizations | 1 | 6 | - | - | 3 | 19 | 5 | 31 | 7 | 44 | 1.93 | 1.12 |
| International Disability Organizations | 1 | 6 | - | - | 4 | 25 | 5 | 31 | 6 | 38 | 2.06 | 1.12 |
| Ministry of Education | 7 | 44 | 3 | 19 | 2 | 13 | 3 | 19 | 1 | 6 | 3.75 | 1.39 |
| International Disability Organizations | - | - | - | - | 4 | 25 | 1 | 6 | 11 | 69 | 1.56 | 0.89 |
| (n=16, Average Mean=2.59) | | | | | | | | | | | | |

Table 4.44 indicates that 12(76%) of the head teachers agreed that the Government of Kenya funds enforcement of inclusive education projects (M=4.00, SD=1.09). Further 10(63%) of the head teachers indicate that Ministry of Education funds enforcement of inclusive education projects (M=3.75, SD=1.39). Moreover, 7(44%) of the head teachers affirmed that foreign donors to no extent funds enforcement of inclusive education projects (M=2.25, SD=1.29). As stated by the National Association of School Psychologists (2005), the establishment of well-coordinated collaborative

partnerships within schools holds great importance for students, teachers, and families. Such partnerships have been shown to lead to various benefits, including higher academic achievements, improved behavior and increased participation in school programmes, improved school attendance, and a reduction in referrals to special education.

According to a county official interviewed, there is a lack of consistent collaboration between schools and stakeholders or partners. While some non-governmental organizations (NGOs) visit schools when they have a specific interest, the absence of coordination hinders effective collaboration. In certain cases, well-established schools receive sponsorship from donors for various programs, including textbooks, assistive devices, the hiring of aides, and infrastructure development.

Shiwani, Kalai, Akala, and Gatumu (2021) conducted a study to examine the connection between collaborative partnerships among head teachers and the implementation of inclusive education. However, they found that a significant number of schools lacked well-organized and coordinated partnerships, leading to limited participation in school programs. This was evident from the feedback provided by head teachers and teachers regarding the provision of specialized teaching and learning resources (63.4% and 63.3% respectively), assessment of learners (64.8% and 70.4% respectively), and outsourcing of funds (69% and 69.7% respectively). Consequently, it is essential for head teachers to enhance their capacity in collaborative partnerships and fully leverage them to effectively implement inclusive education.

4.4.2 Head teachers' Response Correlation Analysis on Collaboration with External Funding Agencies and Implementation of Inclusive Education Projects

The study sought to establish the relationship between the head teachers' collaboration with external funding agencies and fulfillment of comprehensive education using Pearson correlation. The findings are presented in Table 4.45

Table 4. 45: Correlation Analysis Collaboration with External Funding Agencies and Implementation of Inclusive Education Projects

| | | INCL | EXT |
|------|---------------------|-------|------|
| INCL | Pearson Correlation | 1.000 | .405 |
| | Sig. (2-tailed) | | .119 |
| | N | 16 | 16 |
| EXT | Pearson Correlation | .405 | 1 |
| | Sig. (2-tailed) | .119 | |
| | N | 16 | 16 |

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

The correlation coefficient $r(16) = 0.405$, $p(0.000) < 0.5$. This implies that there is a strong positive relationship between collaboration with external funding agencies and enforcement of inclusive education projects. This conclusion implies that collaboration with external funding agencies is important in enforcement of inclusive education projects.

4.4.3 Head teachers’ Response Regression Analysis on Collaboration with External Funding Agencies and Implementation of Inclusive Education Projects

Simple Linear regression test was run to determine the predictive power of collaboration with external funding agencies on enforcement of inclusive education projects.as shown in Table 4.46.

Table 4. 46: Model Summary on Collaboration with External Funding Agencies and Implementation of Inclusive Education Projects

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------|-------------------|-----------------|--------------------------|-----------------------------------|
| 1 | .405 ^a | .164 | .105 | .87317 |

a. Predictors: (Constant), External Funding Agencies

Table 4.46 shows R Square of 0.164 implying that collaboration with external funding agencies is determines 16.4% variation in enforcement of inclusive education projects. Further analysis indicated ANOVA result of P-value of $0.00 > 0.05$ implying that collaboration with external funding agencies is a significant predictor of enforcement of inclusive education projects.

Table 4. 47: Relationship between Collaboration with External Funding Agencies and Implementation of Inclusive Education Projects

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 2.099 | 1 | 2.099 | 2.753 | .119 ^b |
| | Residual | 10.674 | 14 | .762 | | |
| | Total | 12.773 | 15 | | | |

a. Dependent Variable: Implementation of Inclusive Education

b. Predictor: External Funding Agencies

The probability value of $p < 0.00$ indicates that the regression relationship was significant in predicting how collaboration with external funding agencies influence implementation of inclusive education projects.

The researcher further sought to establish the level at which introduction of collaboration with external funding agencies influences enforcement of inclusive education projects. The results are shown in Table 4.48.

Table 4. 48: Coefficients of Collaboration with External Funding Agencies

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|-------|------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | 1.378 | .855 | | 1.611 | .130 |
| | External funding | .529 | .319 | .405 | 1.659 | .119 |

a. Dependent Variable: Implementation of Inclusive Education

From Table 4.50 results, it was observed that holding collaboration with external funding agencies to a constant zero, implementation of inclusive

education projects would be at 1.378. Thus a unit increase in collaboration with external funding agencies would lead to increase in implementation of inclusive education projects by 0.895 units.

4.4.4 Teachers' Response Collaboration with External Funding Agencies and Implementation of Inclusive Education Projects

The study sought to establish the views of teachers on influence of collaboration with external funding agencies on implementation of inclusive education projects. Teachers' responses are presented in Table 4.49.

Table 4. 49: Teachers' Response on Collaboration with External Funding Agencies and Implementation of Inclusive Education Projects

| Statements | V GE | | G E | | SE | | L E | | NE | | Mean | Stdv |
|---------------------------------|---------|----|--------|----|----|----|--------|----|----|----|------|------|
| | F | % | F | % | F | % | F | % | F | % | | |
| The Government of Kenya | 28 | 33 | - | - | 23 | 27 | 35 | 41 | - | - | 3.31 | 1.23 |
| Foreign Donors | 25 | 29 | - | - | 26 | 30 | 25 | 29 | 10 | 11 | 2.11 | 1.15 |
| National Organizations | 21 | 24 | 26 | 30 | 6 | 7 | 33 | 38 | - | - | 2.67 | 1.21 |
| International Organizations | 29 | 34 | 9 | 11 | 29 | 34 | 29 | 34 | - | - | 3.47 | 1.08 |
| Ministry of Education | - | - | 3 | 4 | 43 | 50 | 19 | 22 | 21 | 24 | 2.04 | 1.30 |
| International Organizations | - | - | - | - | 42 | 49 | 26 | 30 | 18 | 21 | 1.93 | 1.04 |
| (n=86,Average Mean=2.59) | | | | | | | | | | | | |

From Table 4.49 it can be confirmed that a convincing percentage of teachers 29(34%) agreed that to a great extent international disability organizations funds enforcement of inclusive education projects (M=3.47, SD=1.08).

However, on the contrary 29(34%) of teachers indicated that international disability organizations funds enforcement of inclusive education projects (M=3.47, SD=1.08). It is also worth noting that 35(41%) of teachers indicated that the government of Kenya in a scale of little extent (M=3.31, SD=1.23).

4.4.5 Teachers’ Response Correlation Analysis on Collaboration with External Funding Agencies and Enforcement of Inclusive Education Projects

The study sought to establish the relationship between collaboration with external funding agencies and implementation of inclusive education projects using Pearson correlation. The findings are presented in Table 4.50.

Table 4.50: Correlation Analysis External Funding Agencies and Implementation of Inclusive Education projects

| | | INCL | EXT |
|------|---------------------|------|------|
| INCL | Pearson Correlation | 1 | .417 |
| | Sig. (2-tailed) | | .000 |
| | N | 86 | 86 |
| EXT | Pearson Correlation | .417 | 1 |
| | Sig. (2-tailed) | .000 | . |
| | N | 86 | 86 |

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

The correlation coefficient $r = 0.417$, $p (0.000) < 0.5$. This implies that there is a strong positive relationship between collaboration with external funding agencies and implementation of inclusive education projects. This conclusion

implies that collaboration with external funding agencies is important in implementation of inclusive education projects.

4.4.6 Teachers’ Response Regression Analysis on Collaboration with External Funding Agencies and Implementation of Inclusive Education Projects

Simple Linear regression test was run to determine the predictive power of collaboration with external funding agencies on implementation of inclusive education projects as shown in Table 4.51.

Table 4. 51: Model Summary on Collaboration with External Funding Agencies and Implementation of Inclusive Education Projects

| .Model | R | R Square | Adjusted Square | RStd. Error of the Estimate |
|---------------|-------------------|-----------------|------------------------|------------------------------------|
| 1 | .417 ^a | .174 | .164 | 0.56239 |

Predictor: Implementation of Inclusive Education Projects

Table 4.51 shows R Square of 0.174 implying that collaboration with external funding agencies is determined 17.4% variation in implementation of inclusive education projects. Further analysis indicated ANOVA result of P-value of $0.00 > 0.05$ implying that collaboration with external funding agencies is a significant predictor of implementation of inclusive education projects.

Table 4. 52: Relationship between External Funding Agencies and Implementation of Inclusive Education Projects

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| | Regression | 5.580 | 1 | 5.580 | 17.643 | .000 ^b |
| 1 | Residual | 26.568 | 84 | .316 | | |
| | Total | 32.149 | 85 | | | |

a. Dependent Variable: Implementation of Inclusive Education

b. Predictor: Collaboration with External Funding Agencies

The probability value of $p < 0.00$ indicates that the regression relationship was significant in predicting how collaboration with external funding agencies influence implementation of inclusive education projects. Moreover, the study sought to establish the level at which introduction of collaboration with external funding agencies influences influence Implementation of inclusive education projects. The results are shown in Table 4.53.

Table 4. 53: Coefficients of Collaboration with External Funding Agencies

| Model | | Unstandardized | | Standardized | | Sig. |
|-------|------------------|----------------|------------|--------------|--------|------|
| | | B | Std. Error | Beta | T | |
| 1 | (Constant) | 2.385 | .187 | | 12.755 | .000 |
| | External Funding | .287 | .068 | .417 | 4.200 | .000 |

a. Dependent Variable: Implementation of Inclusive Education

From Table 4.53 results, it was observed that holding collaboration with external funding agencies to a constant zero, implementation of inclusive education projects would be at 2.385. Thus, a unit increase in collaboration with external funding agencies would lead to increase in enforcement of inclusive education projects by 0.287 units.

4.8 Head teachers' Response on Implementation of Inclusive Education Projects

The study sought the opinion of the head teachers regarding implementation of inclusive education projects which is the dependent variable of the study the findings are presented in table 4.54

Table 4. 54: Head teachers' Response on Implementation of Inclusive Education

| Statements | N | Mean | Std dv |
|--|----------|-------------|---------------|
| Enrolment of learners with disability | 16 | 2.75 | 0.93 |
| Provision of learning resources for learners with disability | 16 | 3.18 | 1.04 |
| Alteration of school facility to accommodate learners with disability. | 16 | 2.37 | 1.02 |
| Training of teachers for inclusive education. | 16 | 2.50 | 1.46 |
| Provision of assistive devices. | 16 | 3.18 | 1.36 |
| Provision of support services. | 16 | 2.56 | 1.25 |

Table 4.54 shows that majority of the head teachers scored the highest mean (M=3.18, SD=1.04) suggesting that they are in agreement with the fact that provision of support services has facilitated implementation of inclusive education projects. This was closely followed with by provision of assistive

devices for inclusive education. (M=4.33, SD=1.19). This is an indication that provision assistive devices consistently be embraced in the implementation of inclusive education projects.

4.9 Teachers' Response on Implementation of Inclusive Education

The study sought the opinion of the teachers regarding enforcement of inclusive education projects which is the dependent variable of the study the findings are presented in table 4.55.

Table 4. 55: Teachers' Response on Implementation of Inclusive Education Projects and programs

| Statements | N | Mean | Std dv |
|--|----|------|--------|
| Enrolment of learners with disability | 86 | 3.72 | 1.19 |
| Provision of learning resources for learners with disability | 86 | 3.04 | 0.96 |
| Alteration of school facility to accommodate learners with disability. | 86 | 3.06 | 1.11 |
| Training of teachers for inclusive education. | 86 | 3.37 | 1.01 |
| Provision of assistive devices. | 86 | 2.59 | 1.09 |
| Provision of support services. | 86 | 2.96 | 1.06 |

Table 4.55 shows that 86 of the teachers scored the highest mean (M=3.72, SD=1.19) suggesting that enrolment of learners with disability has been adequately addressed. This was closely followed with by alteration of school facility to accommodate learners with disability. (M=3.06, SD=1.11).

Developing policies and establishing mechanisms to promote inclusive education is crucial, especially for low- and middle-income countries undergoing a transition from segregated education systems to inclusive ones.

Our focus is on addressing the specific needs and challenges faced by nations with limited resources, with the aim of facilitating the implementation of inclusive education. However, it's important to note that our strategies and recommendations can also be valuable in contexts where inclusive education approaches are not yet widely adopted. Teachers that are adept at implementing a variety of productive teaching techniques can have an impact on students' academic progress as well as their desire to learn throughout their lives (LLL). To satisfy the changing requirements of various kid populations, teachers of early children today must have a wide range of skills and competences. Children with impairments make up the majority of the population worldwide and are concentrated in developing nations. Around 150 million people live in Africa, Asia, Latin America, the Caribbean, and the Middle East out of a total global population (Rajput *et al.*, 2018). Despite worldwide pronouncements supporting the implementation of inclusive education, both developed and developing nations face obstacles, including discrepancies between rules and practices, anti-inclusion attitudes, and inadequate resources. In the context of India, "inclusive education is quickly becoming official vocabulary". The process of integrating "students with special needs into regular schools or general educational settings" is commonly referred to as mainstreaming (Corcoran *et al.*, 2019).

CHAPTER FIVE

OVERVIEW, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusions and recommendations with respect to the research study inquiries. The research questions purposed to determine the influence of head teachers' administrative strategies on the enforcement of comprehensive education in integrated public primary schools in the South Rift Region, Kenya, to determine the impact of head teachers' collaboration with parents on the implementation of mainstream academic in integrated primary schools, to examine the influence of head teachers' support for teachers' inclusive education training on realization of inclusive education in integrated public primary schools, To evaluate the influence of head teachers' allocated budget for resource acquisition and maintenance on the enforcement of mainstream education in integrated public primary schools, To establish the impact of head teachers' collaboration with faith-based organizations on the fulfilment of comprehensive education in integrated primary schools, To analyze the influence of head teachers' collaboration with external funding agencies on the achievement of inclusive education in integrated primary schools in the South Rift Valley region in Kenya.

5.2 Summary of the Study

The influence of head teachers' administrative strategies on the implementation of inclusive education in integrated public primary schools in the South Rift Region, Kenya is rated to some extent practiced in some of the

schools surveyed are have very little extent in implementation of comprehensive education and in fact some had to redirect pupils to special schools due to lack of customize infrastructure to suit the children gifted differently.

The head teachers felt that there was little support received from the government in terms of budget allocation to assist in implementing comprehensive education. Most of them however, appreciated the efforts of the parents in trying to provide support for the learners with special needs. They also acknowledged that their support to teachers' training have made some impact in the implementation of comprehensive education. There has been some collaboration with organizations both faith-based and external funding such as UNESCO in support of implementation of comprehensive education to provide equal platforms for learners to receive quality education.

The special needs teachers were not fully contented with the implementation and suggested measures to be taken. These included; support from the county and national government for budget allocation of the inclusive education for infrastructure, special equipment for inclusive learning, training of more special needs teachers, support from the parents, and more action from the headteachers' administration to front for inclusive education.

From these findings, we can deduce that resources for education are limited, and in some cases, those needed for special educations are incredibly rare. The commitment of society to providing resources to accommodate unique educational requirements contributes in part to the shortage that exists at any

given time. Economic limitations are still present and are getting worse. Since the 1980s, special education has expanded significantly in Kenya, which has resulted in a rise in the government's ongoing spending in this area. As society and parents' attitudes about impaired children changed, so did the need for greater education for them; as a result, governments' recurrent spending increased.

Schools will need to rely less on identifying individual students' needs and focus more on addressing the whole school issues that arise out of planning for diversity as Local Education Authorities (LEA) move towards funding schools in partnerships with other agencies rather than by individual pupils in pursuit of inclusion. Moore (2000) noted that LEA will also need to find alternative sources of revenue for these schools. The initial costs as well as the requirement for continuous stable and long-term finance must be taken into account.

In terms of collaboration with parents, some teachers and head teachers' noted that some parents are not responsive and do not take responsibility where need be. To that effect, most of them have recommended sensitization of all stakeholders on the significance of implementing comprehensive education. Frequent meetings were also suggested between the parents and teachers as well as the administration.

Faith-based organization come in to provide support whenever they can in terms of infrastructure or any other means. Consequently, external financial organization have made some contributions to ensure inclusive education is

enforced and the special needs learners are considered. Also, the support for teacher training have not been equally considered in most schools. In as much some of the teachers qualified from their previous professional qualification, there are agreed notes that more training needs to be done to help support these teachers.

In all the surveyed school, the level of implementation varied depending on the availability of resources. The schools with fair resources had good enrolment numbers which would indicate a positive note on the implementation of comprehensive education. However, the school with poor facilities the practice of inclusivity troubles a lot due to lack of support and proper strategies to encourage the execution of comprehensive education widely. As was evidenced in this case study, the findings depicted that the headteachers as well as the special needs teachers were of the same view that not enough was allocated in the budget to support inclusion of learners.

5.3 Conclusion

This study concludes that the implementation of inclusive education to large extent resources are a key determinant including effective collaboration partnerships. To gain a thorough grasp of what it means to implement an inclusion program in their schools, head teachers need specialized training. They must take the initiative to make sure that inclusive values are upheld and put into practice, that resources for teaching and learning are available, customize and effectively used, and that there is staff development and collaboration that would expose regular teachers to the demands of students

with special needs more. The strategies employed by the head teacher's should also be guided and checked to ensure its viability.

This study sought to establish the influence of head teacher's administrative strategies on implementation of inclusive education in public intergraded primary schools. The objective one on collaboration with parents showed that in schools where parents cooperated more the implementation of inclusive programmes, the enrollment of disabled children were more as compared to schools with no or little cooperation. Hence, there is urgent continuous need to sensitize all stakeholders in the implementation of inclusive education. Community is supposed to understand their role and commit to getting involved fully.

The objective on support for special need training, the head teachers indicated a common need for teachers' knowledge and skills be developed, of the need for high qualified effective on going professional learning and need for proper staffing as most the schools surveyed were understaff with special need teachers to the extent some teachers volunteer to do what special needs teachers would do. The Ministry of Education should train and hire more teachers on inclusive needs. The objective on budget allocation by the head teacher, there is concern by teachers and head teachers that the resource are inadequate. Thus, the head teacher needs to be more pragmatic to accept all forms of resources, this can encourage even parent to provide maize, beans, firewood among others to supplement limited finances. Collaboration with faith-based and external funding entities, the head teacher needs to strengthen create more and effective partnerships. All the independent variables are

significant predictors of implementation of inclusive education as indicated by ANOVA results p-value of $0.00 > 0.05$, however these independent variables requires maximum exploration by the head teachers

It is significant for mainstreaming culture to be successful in each institution to accommodate everyone. With good administrative influence and resources support, all heads are likely to have a huge impact in the full implementation of comprehensive education.

5.4 Recommendations

The study has arrived at the following recommendations:

- i) The community, which includes the parents, should be sensitised on their responsibility for ensuring that inclusive education is successful. Parents must be educated to understand that having a disabled child is not a curse and that they should expose these kids to all of the educational options the nation has to offer in order to fully realize their potential. . It is crucial to raise awareness among parents of learners with disabilities regarding the significance of actively supporting and collaborating with the school administration. Sensitizing parents and the community about their role in fostering inclusive education may lead to improved way of implementation of inclusive Education
- ii) Head teachers' strategies need to categorically target many stakeholders and ensure a viable method to fully implement Inclusive education. By fostering collaboration between occupational therapists and classroom teachers, who can facilitate the utilization of intervention strategies and improve teachers' understanding of students'

needs in school environments. This collaborative approach will also empower teachers to independently implement occupational therapy strategies, thereby enhancing the overall effectiveness of interventions, striving to achieve Inclusivity and setting a friendly environment for all students within the school's vicinity. The head teachers should also consider techniques such as in-service coaching of teachers of special needs and also conduct sessions with parents to have them explain the traits of the students and better understand them.

- iii) The government should establish systems for quality assurance and accountability for school funds allocated for implementation of inclusive education in public schools and progressively address the budget allocation for the education sector and in particular a policy to cater for inclusive education to help them purchase specialized equipment for students with special needs, such as talking books, Braille readers, talking calculators, and computers for ICT in education, especially those in underdeveloped areas. In addition the Ministry of Education should hire permanent officers for Education Assessment Resource Services EARS
- iv) Collaboration of organizations both faith-based and external funding ones need to be implored upon and motivated to continue support to the mainstream schools. And efficient methods be employed to ensure continued facilitation for the mainstream schools. Additionally, adequate provision of learning resources is necessary to ensure the smooth implementation of inclusive education practices.

- v) Charitable organizations, development partners, financial institution should also be strategically included in the implementation of inclusive education as a way of giving back to community. Arranging for special events and inviting these organizations to assist in facilitating and supporting the comprehensive education.
- vi) This study further recommends that, an investigation of pre-service head teachers' attributions for learners with disability and their take on mainstream future objective projection in their schools. A scholarly work on the issue to ascertain the subject matter of inclusive education.

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doi:10.1080/13603110903317676.

APPENDICES

Appendix 1: Introductory Letter

Cherotich Mary Gabriel

University of Nairobi

P.O. Box 30197-00100

NAIROBI

Dear respondent,

REF: RESEARCH LETTER

I am a doctorate scholar intending to compile a comprehensive educational report on influence of Head teacher's administrative strategies on implementation of inclusive education in integrated public primary school in South Rift Region, a comprehensive education in mainstream schools in the South Rift Region. You have been identified as one of the respondents, you are requested in you can contribute to this study by giving your honest views on this study.

The information you provide is confidential and solely for this academic survey.

Cherotich Mary Gabriel

Appendix 2: Questionnaire for Head Teachers

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender : Male Female
2. Teaching experience: 5-10yrs 11-15yrs 16-20yrs over 20 years
3. Professional qualification
 P2 P1 ATS SI Diploma B.Ed M.Ed any other
4. School: Mixed day Mixed boarding Boys boarding Girls Boarding
5. Enrolment
 Male Female Total
6. How many of the learners have any form of disability?

| Type of Disability | Gender | Class | | | | | | | |
|--------------------|--------|-------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | M | | | | | | | | |
| | F | | | | | | | | |
| | M | | | | | | | | |
| | F | | | | | | | | |
| | M | | | | | | | | |
| | F | | | | | | | | |
| | M | | | | | | | | |
| | F | | | | | | | | |

7. For the items in sections B through to G, rate the level that applies, on a scale of 1 to 5 where 1 is least and 5 is maximum (Tick as appropriate)

| B | COLLABORATION WITH PARENTS | 1 | 2 | 3 | 4 | 5 |
|--|---|----------|----------|----------|----------|----------|
| To what extent do you collaborate with parents of learners with disability for...? | | | | | | |
| i | Financial support | | | | | |
| ii | Psycho-social sensitization | | | | | |
| iii | Care and physical support | | | | | |
| iv | Parents meetings | | | | | |
| v | Recruitment of support staff | | | | | |
| vi | Provision of learning resources | | | | | |
| C | SUPPORT FOR TEACHERS' TRAINING | | | | | |
| I accomplish the following..... | | | | | | |
| i | Financial support for teachers to attend seminars on inclusive education | | | | | |
| ii | Registration for seminars and training | | | | | |
| iii | Permissions to attend training | | | | | |
| iv | Conducting regular reviews on special needs seminar attendance | | | | | |
| v | Provision of teacher training/refresher manuals | | | | | |
| vi | Inviting experts on persons with disability for talks and discussions with teachers | | | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| D | BUDGET ALLOCATION | | | | | |
| How much money do you allocate for the following aspects of inclusive education? | | | | | | |
| i | Special Needs Learning Resources | | | | | |
| ii | Infrastructural facilities | | | | | |
| iii | Capacity building | | | | | |
| iv | Staffing | | | | | |
| v | Counselling and psychosocial support | | | | | |
| vi | Rate your budget allocation for inclusive education resources | | | | | |
| E | COLLABORATION WITH FAITH-BASED ORGANIZATIONS | | | | | |
| Indicate the extent to which your school collaborates with Faith-Based Organizations | | | | | | |
| i | Training of staff | | | | | |
| ii | Recruitment and remuneration for child support staff | | | | | |
| iii | Purchase of learning resources | | | | | |
| iv | Provision of assistive devices | | | | | |
| v | Modification of facilities for special needs learners | | | | | |
| vi | Counseling and psychosocial support | | | | | |
| F | COLLABORATION WITH EXTERNAL FUNDING ORGANIZATIONS | | | | | |
| I collaborate with.... | | | | | | |
| i | The Government of Kenya | | | | | |

| | | | | | | | |
|--|---|--|--|--|--|--|--|
| ii | Foreign Donors and governments | | | | | | |
| iii | National Disability Organizations | | | | | | |
| iv | International Disability Organizations | | | | | | |
| v | Ministry of Education | | | | | | |
| vi | International Disability Organizations | | | | | | |
| G IMPLEMENTATION OF INCLUSIVE EDUCATION | | | | | | | |
| The school has achieved.... | | | | | | | |
| i | Enrolment of learners with disability | | | | | | |
| ii | Provision of learning resources for learners with disability | | | | | | |
| iii | Alteration of school facility to accommodate learners with disability | | | | | | |
| iv | Training of teachers for inclusive education | | | | | | |
| v | Provision of assistive devices | | | | | | |
| vi | Provision of support services | | | | | | |

9. (a) Do parents of learners with disability make special contributions to learners' support? Yes [] No []

(b) If Yes, How much did the parents contribute in the past accounting year?
_____KES

10. Are there counseling forums for parents of learners with disability in the school? Yes [] No []

11. How many of your teachers are coached to teach learners with special needs in their classesteachers out ofteachers

12. In what ways do you support teacher training for inclusive education?

Thank you for your cooperation

| | | | | | | | |
|---|---|--|--|--|--|--|--|
| | inclusive education | | | | | | |
| ii | Registration for seminars and training | | | | | | |
| iii | Permissions to attend training | | | | | | |
| iv | Conducting regular reviews on special needs seminar attendance | | | | | | |
| v | Provision of teacher training/refresher manuals | | | | | | |
| vi | Inviting experts on persons with disability for talks and discussions with teachers | | | | | | |
| D | BUDGET ALLOCATION | | | | | | |
| How much money is allocated for the following aspects of inclusive education? | | | | | | | |
| i | Special Needs Learning Resources | | | | | | |
| ii | Infrastructural facilities | | | | | | |
| iii | Capacity building | | | | | | |
| iv | Staffing | | | | | | |
| v | Counselling and psychosocial support | | | | | | |
| vi | Rate your budget allocation for inclusive education resources | | | | | | |
| E | COLLABORATION WITH FAITH-BASED ORGANIZATIONS | | | | | | |
| My school collaborates with Faith-Based Organizations in | | | | | | | |
| i | Training of staff | | | | | | |
| ii | Recruitment and remuneration for child support staff | | | | | | |
| iii | Purchase of learning resources | | | | | | |
| iv | Provision of assistive devices | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| v | Modification of facilities for special needs learners | | | | | |
| vi | Counseling and psychosocial support | | | | | |
| F | COLLABORATION WITH EXTERNAL FUNDING ORGANIZATIONS | | | | | |
| My school collaborates with the following external organizations | | | | | | |
| i | The Government of Kenya | | | | | |
| ii | International Disability Organizations | | | | | |
| iii | National Disability Organizations | | | | | |
| iv | Ministry of Education | | | | | |
| v | Foreign Donors and governments | | | | | |
| vi | International Disability Organizations | | | | | |
| G | IMPLEMENTATION OF INCLUSIVE EDUCATION | | | | | |
| My School has achieved..... | | | | | | |
| i | Enrolment of learners with disability | | | | | |
| ii | Provision of learning resources for learners with disability | | | | | |
| iii | Alteration of school facilities to be fit for learners with disability | | | | | |
| iv | Training of teachers for inclusive education | | | | | |
| v | Provision of assistive devices | | | | | |
| vi | Provision of support services | | | | | |

9. (a) I am trained to offer Inclusive Education? Yes [] No []

(b) What was the duration of the training? _____

(c) Would you consider the training adequate?

Yes [] No []

Thank you

Appendix 4: Key Informant Interview Schedule

SECTION B: BACKGROUND

- 1. Gender : Male [] Female []

- 2. Designation:
 - Sub County Director of Education []
 - County Quality Standard Assurance Officer []
 - School Management Committee Member []
 - Parents Representative []

- 3. County: Kericho [] Bomet [] Narok []

SECTION B: COLLABORATION

- 4. How do the parents collaborate with the school head?
.....
.....
.....

- 5. To what extent does the head teacher support teacher training for implementation of Inclusive Education?
.....
.....
.....

- 6. Comment on budget allocation for Inclusive Education
.....
.....

7. Comment on the extent to which head-teachers collaborate with faith-based organization in the application of comprehensive Education.

.....
.....
.....

8. Comment on the status of fulfillment of Mainstream Education

.....
.....
.....

9. What measures should be taken to enable successful fulfillment of comprehensive Education for learners with disability?

.....
.....
.....

Thank you

Appendix 5: Krejcie and Morgan Tables

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 100000 | 384 |

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix 6: NACOSTI Research Permit


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 693137 Date of Issue: 24/November/2020

RESEARCH LICENSE

This is to Certify that Sr. Mary cherathik Gabriel of University of Nairobi, has been licensed to conduct research in Bondet on the topic: INFLUENCE OF HEAD TEACHERS' ADMINISTRATIVE STRATEGIES ON IMPLEMENTATION OF INCLUSIVE EDUCATION IN INTEGRATED PUBLIC PRIMARY SCHOOLS IN SOUTH RIFT REGION, KENYA for the period ending : 24/November/2021.

License No: SACOSTIP/20/7588

693137
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NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

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Appendix 7: Kericho County Research Authorisation



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

Telegrams:
Telephone: Kericho 20132
When replying please quote
kerihocc@yahoo.com

COUNTY COMMISSIONER
KERICHO COUNTY
P.O. BOX 19
KERICHO

REF: MISC.19 VOL.VII (212)

11th February 2022

TO WHOM IT MAY CONCERN

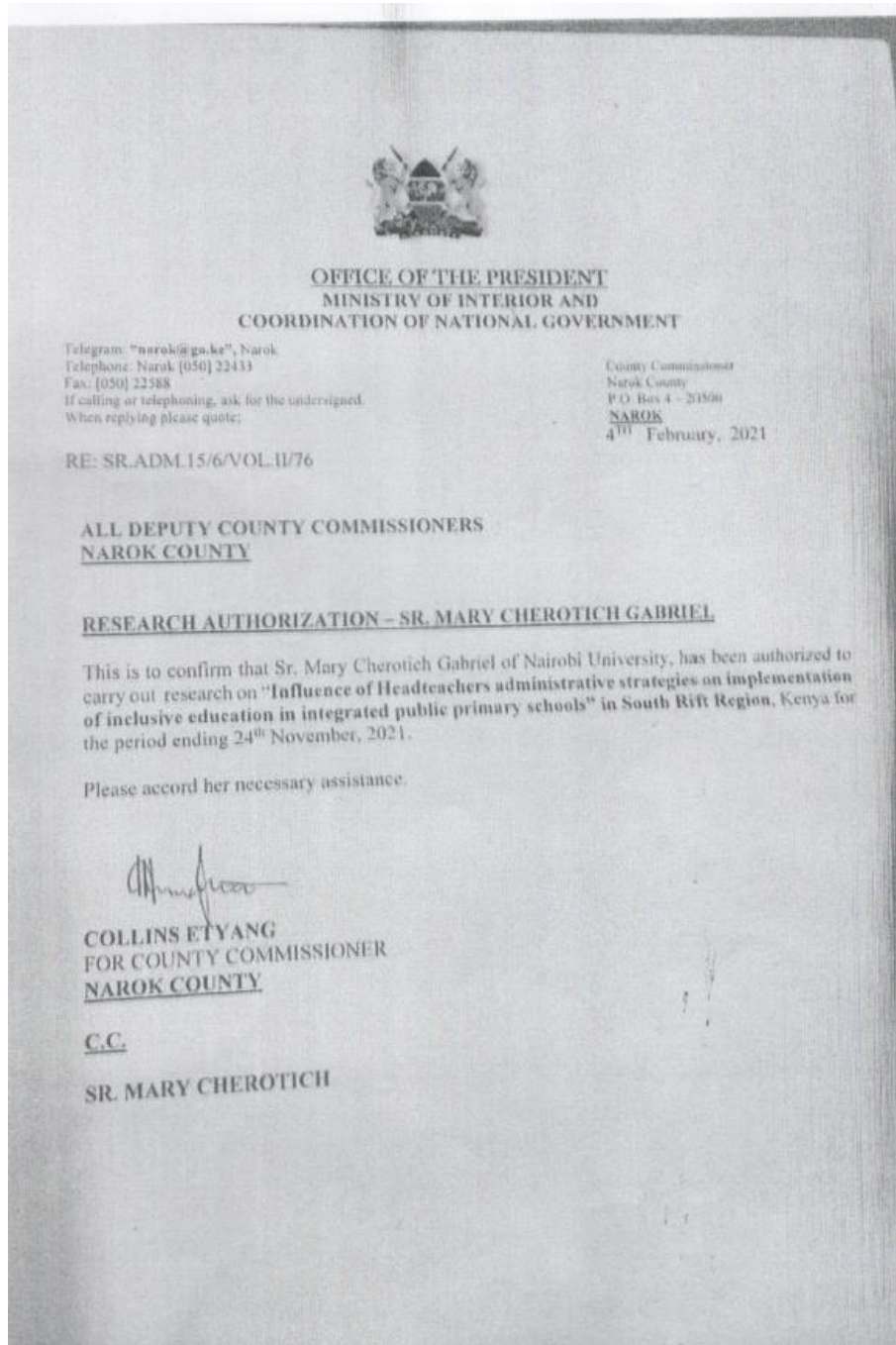
RE: RESEARCH AUTHORIZATION-SR.MARY CHEROTICH GABRIEL

I am pleased to inform you that you are authorized to undertake research vide license Ref. No. NACOSTI/P/20/7588 dated 25th November, 2020 on *“Influence of Head teachers Administrative Strategies on Implementation of Inclusive Education in Integrated Public Primary School in South Rift Region, Kenya”* for a period ending 25th November, 2022.


KAMAU KARUNGO
COUNTY COMMISSIONER
KERICHO COUNTY

CC: COUNTY DIRECTOR OF EDUCATION
KERICHO COUNTY

Appendix 8: Narok County Research Authorisation



Appendix 9: Bomet County Research Authorisation



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

Telegrams: "DISTRICTER", Bomet
Telephone: (052) 22004/22077 Fax 052-22490
When replying please quote

COUNTY COMMISSIONER
P.O BOX 71- 20400
BOMET

REF: EDU.12.1VOLIV/(158)

14th February, 2022

The Deputy County Commissioners
BOMET

RE: **RESEARCH AUTHORIZATION – SR. MARY CHEROTICH GABRIEL**

The above named person has been authorized to carry out research on "**Influence of Head Teachers' Administrative Strategies on Implementation of Inclusive Education in Integrated Public Primary Schools in South Rift Region, Kenya**", for the period ending 25th November, 2022 by the National Commission for Science, Technology and Innovation vide their letter Ref. No.693137 dated 25th November, 2020.

Any assistance accorded would be appreciated.


Said A. Mwamzungu
For: County Commissioner
BOMET

