

**ANALYSIS OF THE ROLES OF SCHOOL MANAGEMENT
COMMITTEES IN THE IMPLEMENTATION OF INCLUSIVE
EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KASARANI
DISTRICT, KENYA**

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**A Project Report Submitted in Partial Fulfillment for the Requirements for
the Award of Master of Education Degree in Corporate Governance**

University of Nairobi

2013

DECLARATION

This project report is my original work and has not been presented for an award in any other university.

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This project has been submitted for examination with our approval as university supervisors.

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DEDICATION

This research project is dedicated to my parents who tirelessly inspired me to take education as part of me through their compassion, love and sacrifice. This project is also dedicated to my daughter, Evelyn Kamau, who assisted me in my daily duties to enable me complete this project successfully.

ACKNOWLEDGEMENT

I sincerely acknowledge my supervisors, Mr. Edward Kanori and Mrs. Lucy Njagi of the University of Nairobi, under whose professional guidance I successfully completed this work. It was indeed an experience and privilege to work with them. Even when the journey became difficult, they encouraged me to strive on. For this I say thank you.

Special thanks go to my colleague teachers and students at Kasarani Primary School for their understanding during the entire period of my learning. I cannot forget to thank all the head teachers, deputy head teachers and the teachers from secondary schools in Kasarani District who tirelessly participated in answering the questionnaires. May God bless you all.

ABSTRACT

The purpose of this research study was to assess the roles of school management committees in the implementation of inclusive education in public primary schools in Kasarani district, Kenya. The objectives of the study were to assess the roles of SMC procurement of teaching and learning resources, their improvement of physical facilities, mobilization of parents and community on sourcing for funds and enhancing communication in the implementation of inclusive education in Kasarani district. Responses from the head teachers, teachers, pupils and SMC members on the objectives guiding the study were presented to show background information, literature review, conclusion and recommendations. Descriptive survey design was used to conduct the study.

The target population was the 25 public primary schools, 25 head teachers, and 420 primary school teachers in Kasarani district. Census sampling method was used to get a sample size of the head teachers. Simple random sampling was used to get the sample size of 175 teachers, 375 pupils and 125 SMC members making a total of 675 respondents. Questionnaires for head teachers, teachers, pupils and interview schedule from SMC members were used in data collection. The questionnaires were validated through appraisal from the supervisors and education administration experts from the department of educational administration and planning and then subjected to a pilot study. The instruments were tested for reliability through test-retest technique. A reliability coefficient of 0.892 for head teacher's questionnaire, 0.854 for the teachers' questionnaire, 0.765 for the pupil's questionnaire and 0.874 for the SMC questionnaire was obtained. Descriptive statistics were used to analyze data with the assistance of Statistical Package for Social Sciences (SPSS) programme.

The findings of the study were that the school management committee's role of procurement of teaching and learning resources was positively impacting on the implementation of inclusive education. The school management committee in Kenya is the legal trustee of the school. The head teachers had constituted the school tendering committee. Majority of the head teachers stated that they had facilitated training for their schools' SMC members which enabled them carry out their duties effectively and efficiently. Majority of the SMC members had been trained in the mobilization of school funds.

School management committees' were mobilizing parents and community on sourcing for funds from project donors on the implementation of inclusive education. Sources of funds included government free primary education grants, parents' contributions, NGOs and from well wishers. The school management committees played its role of establishing proper communication channels to

teachers and parents on implementation of inclusive education. Open communication channels enhanced free interaction among school management committee members, teachers, pupils and the community.

The recommendations of this study are that the Ministry of Education through Kenya Education Management Institute should ensure that the SMC's are empowered and facilitated to undertake their legal right of managing the education institutions. The District Education Board should scrutinize the appointment and qualifications of SMC members to ensure only the qualified ones are allocated school management duties. It was suggested that a comparative study on the assessment of the roles of school management committees in the implementation of inclusive education in private primary schools in Kasarani district should be undertaken.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi Arid Lands
ERS	Economic Recovery Strategy for Wealth and Employment
IE	Inclusive Education
FPE	Free Primary Education
KESSP	Kenya Education Sector Support Programme
KIE	Kenya Institute of Education
KEMI	Kenya Education Management Institute
SMC's	School management committees
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

A succinct definition of inclusive education is provided by UNESCO (2004), who describes it as students with disabilities having full membership in age appropriate classes in their neighbourhood schools, with appropriate supplementary aids and support services. Inclusive education denotes student with disability unconditionally belonging to and having full membership of a regular classroom in a regular school and its community. Inclusive education is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities. These include learners with special needs and disabilities and children from ethnic and linguistic minorities (Agbenyega, 2006).

Inclusion is about the child's right to participate and the school's duty to accept the child and to reject the use of special schools or classrooms to separate students with disabilities from students without disabilities (UNESCO, 2004). All students can learn and benefit from education and schools should adapt to the needs of students, rather than students adapting to the needs of the school. Individual differences between students are a source of richness and diversity, and not a problem. The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses so long as those

responses do not include removing a student with a disability from a general education classroom (Agbenyega, 2006).

In Britain, parents actively participate in the assessment and determination of the learning needs of their children. The Local Education Authority (LEA) avails sufficient funds to every school to support the learning of all children (Randiki, 2002). Since 1980s the British government established a market like system called Local Management of Schools (LMS). Under the LMS, schools compete to attract pupils with Special Needs in Education (SNE) because they are allocated more funding according to the numbers and age of enrolled learners (Hiuhu, 2002).

Local Management of Schools are responsible for distribution and monitoring of funding for schools, co-ordination of admissions and allocation of the number of places available at each school and educational achievement of learners in their care. They advise teachers on how to address the learning needs of all learners, co-ordinating provision for children with special educational needs, maintaining the school's special educational needs register and overseeing the records of all pupils with SNE, contribute to the in-service training of staff and liaising with external agencies, medical, social services and voluntary organizations. (Bryne, 1994).

In Uganda, inclusive education was started by the Ministry of Education and Sports in 1991. This was later expanded to the department of Special Needs

Education, Education Assessment and Resources Guidance and Counseling in 2002. This department conducts assessment of children with special needs in education and takes appropriate intervention measures. Inclusive schools are managed by Special Needs Education Co-ordinators (SNECOs). They coordinate all assessment activities and sensitize the community on abilities of children with SNE. SNECOs ensure strong parental and community involvement in the running of local schools. They oversee smooth and meaningful inclusion of learners with SNE. They are responsible for supply of resources that are required to support inclusion. They ensure the voice of parents is heard during assessment and evaluation stages after implementation of any intervention programme (Randiki, 2002).

Inclusive education addresses the learner's needs within the mainstream school and advocates for all children regardless of their disability, to access quality education in their neighbourhood schools, together with their brothers and sisters (MOE, 2004). Recently, many developing countries, including Kenya, India, and Indonesia, have changed their constitutions to decentralize authority and incorporate a role for locally elected school management committees in addition to professionals from central ministries in service delivery (Adesola, 2005).

The School Management Committees (SMCs) have roles to play in line with the Education Act of 2003 and education regulations. These include planning and

procurement, supervision of construction projects in schools, mobilization of parents and community and sourcing for funds from project donors such as parents, NGOs, government and Constituency Development Fund (CDF). The projects they undertake include classroom construction, classroom renovation, furniture provision, provision of water and electricity and hiring volunteer teachers from the community when government teachers are not enough (Kimu, 2012). However, the Education Act does not specify training that SMC members should undergo in preparation for their roles in school management.

A study by Fgatabu (2012) showed that students with learning disabilities find it extremely challenging to exercise their rights in education due to acute shortage of teaching and learning resources to cater for learning disability of students in inclusive settings. The environment these children are learning in lacks basic necessities in order to make it conducive enough for learning to take place. The structure of the buildings in schools lack adaptation of the physical facilities like washrooms, the playground and ramps.

Resource issues address physical aspects such as inaccessible classrooms to students in a wheelchair, overcrowded classrooms, materials such as Braille and large prints. Lack of support from professionals with expertise such as peripatetic teachers or those with expertise in Sign Language and Braille. Teachers believe that inclusive education is impossible without addressing their needs for specialist

resources and that without sufficient resources and support, inclusive education was not possible. Thus inclusive education is possible when all participants; government, NGOs, teachers, students, parents and communities take action and join their efforts, then the goal of achieving equality of access and opportunities for children with disabilities start to become a reality (KENPRO, 2010)

The School Management Committees in public primary schools are mandated to undertake critical responsibilities in the proper management of the schools. These include ensuring compliance with the Education Act and Education Regulations in its school operations, oversight and managing the appointment and performance of non-teaching staff, the mobilization and spending of school funds, development of school infrastructure, ensure security and safety of the teachers and pupils, establishing proper channels of communication with staff, parents and members of the public among others. However, there are sometimes tensions between parent representatives and the often more educated teachers and headmasters, who sometimes resent having lower-status, less-educated SMC members (Kramer, Davidge, Lockyer and Staveley 2003). Due to these myriads of issues facing the school management committees, this study sought to assess the roles of SMC in implementation of inclusive education.

1.2 Statement of the problem

Information from the Education Assessment and Resource Centres (EARC) indicate that negative attitudes among parents of children with special needs hinder them from taking their children for assessment of special needs. The EARC revealed that a good number of children with SNE are at home receiving no services. The EARC has assessed 4305 persons with intellectual disability, 2334 males and 1971 females since the year 2000. They have been placed in special schools which show segregation of such learners rather than inclusion.

The District Education Officer Kasarani revealed that the district has one special school for the mentally handicapped. The district has 25 public primary schools out of which 6 have special units. This is an indication that rather than practicing inclusive education, learners with SNE are segregated. The school management committees if well equipped and marshaled to play their governance roles can deal with these challenges effectively. School management committees are meant to play a significant role in school governance, but, they seem not to have very clear demarcations on their roles in school governance (Kramer et al., 2003). This study therefore aimed at assessing the roles of school management committees in the implementation of inclusive education in public primary schools.

1.3 Purpose of the study

The purpose of this study was to assess the roles of school management committees in the implementation of inclusive education in public primary schools in Kasarani district, Kenya

1.4 Objectives of the study

The following objectives guided the study:

- i) To establish the school management committee's role in procurement of teaching and learning resources influences on the implementation of inclusive education in public primary schools in Kasarani district.
- ii) To determine school management committees role of sourcing for school funds for improvement of physical facilities and its influence on the implementation of inclusive education in public primary schools in Kasarani district.
- iii) To establish the school management committee's role of mobilization of parents and community to support the implementation of inclusive education in public primary schools in Kasarani district.
- iv) To examine the school management committees role of establishing proper communication channels to teachers and parents and its influence on the implementation of inclusive education in public primary schools in Kasarani district.

1.5 Research questions

The following questions were used to guide the study:

- i) What is the influence of the role of school management committee's procurement of teaching and learning resources on the implementation of inclusive education in public primary schools in Kasarani district?
- ii) What is the influence of the role of school management committee's sourcing for school funds for improvement of physical facilities on the implementation of inclusive education in public primary schools in Kasarani district?
- iii) What is the influence of the role of school management committee on mobilization of parents and community to support the implementation of inclusive education in public primary schools in Kasarani district?
- iv) What is the influence of the role of school management committee on establishing proper communication channels to teachers and parents on the implementation of inclusive education in public primary schools in Kasarani district?

1.6 Limitations of the study

The members of the school management committee in the study may not freely give the desired information since most research often raise suspicion. Teachers may not provide the desired responses when they suspect that their school is being studied. The school management committee members and the teachers will be assured of the confidentiality of the research study. Insecurity may pose as a

hindrance on the movement of the researcher as Kasarani district is a crime prone area.

1.7 Delimitations of the study

The study delimited itself to school management committee members, since they are the ones mandated by the education act to manage the schools. The study delimited itself to public primary schools only as they have well regulated special school units as stipulated by the education act. The study only covered those teachers employed by the Teachers Service Commission since they are presumed to be competence to implement the guidelines of inclusive education as per the set education regulations.

1.8 Assumption of the study

The following were the assumptions of the study:

1. All the schools in the study have school management committees conversant with the education act and understand the provisions of inclusive education.
2. All the respondents have the capacity and knowhow on inclusive education.

1.9 Significance of the study

The following were the significant terms in the study:

The study will enable the Kenya Education Management Institute (KEMI) pay attention on strengthening of school management committees on issues of inclusive education. The study will enlighten the head teachers to facilitate more time and resources to the school management committees in their schools.

1.10 Definition of significant terms

The following were the significant terms in the study:

Educational Governance refers to anything that contributes to the performance, effectiveness or accountability of educational activities in schools.

Inclusive education refers to education which addresses the learners' needs within the mainstream school and advocates for all children, regardless of their disability to access quality education in their neighbourhood schools.

School management committee refers to the primary school management body which is the legal trustee of the school as spelt out in the Education Act (1980) with the head teacher as the Chief Executive Officer.

1.11 Organization of the study

The study is organized into five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions guiding the study, limitations of the study, and delimitations of the study, assumption of the study, definition of the terms and organization of the study. Chapter two presents the literature review on, procurement of teaching/learning resources, improvement of physical facilities, SMCs

mobilization of parents and community on sourcing for funds, and SMCs use of communication channels, summary of reviewed literature, theoretical framework, and conceptual framework. Chapter three consists of the research methodology which included the research design, target population, sampling size and sampling procedure, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four presents data analysis and interpretation while the summary, findings, conclusion and recommendations of the study are presented in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covered the literature review that related to the topic that had already been written by other researchers on governance in education and inclusive education. It tackled SMC procurement of teaching and learning resources, their improvement of physical facilities, mobilization of parents and community on sourcing for funds and enhancing communication. There is also summary of reviewed literature, theoretical and conceptual framework.

2.2 The concept of inclusive education

The concept of inclusive education is based on the fact that all children and young people, despite different cultural, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools (UNESCO, 2008). UNESCO (2008) emphasizes that education systems, schools and teachers should focus on generating inclusive settings that uphold the values of respect and understanding of cultural, social and individual diversity. Essentially, inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners.

Removing barriers to participation in learning for all learners is at the core of inclusive education systems (UNESCO, 2008). Focusing on inclusive education

can be useful in guiding development of policies and strategies that address the causes and consequences of discrimination, inequality and exclusion within the holistic framework of EFA goals.

Education restructuring can be regarded as such a shift from government to (new) governance. UNESCO (2005) regards this shift in education governing (as a more general concept) from bureaucratic control to a set of governance relationships, where other agencies than the state are involved in different activities, as a process dependent on the changing role of the state. This in turn is due to increased globalization and limits of state action in combination with new forms of governance. Such a shift in governing implies changes in school management and steering. This includes greater use of school management committees, governance practices, explicit and measurable standards of performance and so forth. In sum we can talk about a 'new managerialism' in education with such keywords as accountability, effectiveness, professionalism, transparency and democracy. Education restructuring is here conceived of as a combination of (new) governance and new managerialism.

2.3 Approaches to inclusive education

To bring about inclusion, according to UNESCO (2004), changes must take place at all levels of society. These include differences becoming positively valued, education systems becoming morally committed to the integration of all children into a single education system, schools becoming welcoming environments,

teachers becoming committed to working with all children, curricula becoming freed of 'disability' content, and disabled people being given skills to enter the labour market. At the school level, the key question is what evidence is there that mainstream schools can act in ways that enable them to respond to students diversity to facilitate participation by all students in the cultures, curricula and communities of those schools?

According to UNESCO (2004) education restructuring is regarded as a shift in education governing from bureaucratic control to a set of school management committee. This in turn is due to increased globalization and limits of state action in combination with new forms of governance. This includes greater use of school management committees, governance practices, explicit and measurable standards of performance.

2.4 Development of inclusive education

According to Ngugi and Kimanthi (2007), inclusion is a philosophy which focuses on the process of adjusting the home, the school and society so that all individuals regardless of their differences can have the opportunity to interact, play, learn, work , experience the feeling of belonging and develop in accordance with their potentials. According to UNESCO (2008), inclusive education is the process of addressing the learner's needs within the mainstream of education using all available resources, thus creating opportunities for learning and preparing them for life. Any discussion about the explanation and management of IE needs to use the

Salamanca Statement and Framework for Action, as a reference point, UNESCO (2008). The statement re-affirms the rights to education of every individual as enshrined in the 1948 Universal Declaration of Human Rights, and renew the pledge made by the world community at the 1990 World Conference on Education for All (EFA), to ensure the right for all, regardless of individual differences.

Schools are therefore inclusive when they are working towards full participation, community involvement and equality through respect for differences, respect for different learning styles and variations in teaching methods, open and flexible curricular and welcoming each and every child. Today IE is a popular concept in educational discourse and disability movement (Aincow, 1994)

2.5 Role of education and governance in Kenya

Recent policy initiatives geared towards the improvement and access of education has been introduced under the Economic Recovery for Wealth and Empowerment (ERS) 2003-2007). Key policy reforms include the development of Sessional Paper No. 1 of 2005 which has resulted in the adoption of a Sector Wide Approach Planning (SWAP) to the provision of education. This approach involves different stakeholders to support education both at the primary and secondary level of education. Through the SWAP process, the government and development partners have developed the Kenya Education Sector Support Programme (KESSP). This programme aimed to improve access, equity, quality, retention and

quality completion rates both at the primary and secondary school level of education (MOEST, 2005)

On operationalization of KESSP IN 2005, key developments have been introduced within the education sector. At the primary level, these reforms involve the decentralization of functions from the national to institutional levels, a move that is aimed at bringing services closer to the beneficiary communities. The dispatching of funds to schools for the purchase of instructional materials and other support services at the institutional level and most important, the introduction and implementation of Free Primary Education (FPE) IN 2003.

The introduction of FPE is in line with the Millennium Development Goals (MDGs), which call for the attainment of Universal Primary Education (UPE) for all school age going children by the year 2015 (MOEST, 2005). At the secondary level, the government has introduced the disbursement of bursaries for needy students; a recent initiative to improve access to students at this level includes the subsidization of secondary school fees by government under the Free Secondary Education Programme. To extend coverage in more remote Arid and Semi-Arid regions (ASAL), bursaries, scholarships and grants have been extended to students residing in these regions, additionally, students from disadvantaged backgrounds such as informal settlements and slum areas are to benefit from these initiatives.

2.6 Commitment to international conventions

Kenya is a signatory to and has ratified several international and conventions and declarations on inclusive education which include: Universal Declaration on Human Rights (1948), Minimum Age Convention (1973), Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) (1979), Convention on the Rights of the Child (CDC) (1989), Jomtien World Conference (1990), International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990), Beijing Declaration and Platform for Action (1995), Convention on the Elimination of the Worst Forms of Child Labour (1999), Dakar Framework of Action on EFA (2000), Millennium Development Goals (MDGs) of 2000, Convention on the Rights of Persons With Disabilities (2006), as well as the Goals of the African Union. These conventions provide a broad framework for the attainment of the right of every citizen to quality education and reiterate the need to eliminate all forms of discrimination in this respect (Kimu, 2012).

2.7 National regulatory and legal framework on inclusive education

The government of Kenya has domesticated the International Conventions cited above, through legislative and policy pronouncements which include: Constitution of Kenya (2010); Education Act (1998); Children Act (2001), which committed the government to the provision of at least 12 years of compulsory, free and

continuous schooling to all Kenyan children; Persons with Disabilities Act (2003), which provides for the education of persons with disabilities.

2.8 School management committee's role of procurement of teaching and learning resources

The school management committees are supposed to procure the instructional materials needed with full involvement of the parents, selection of the relevant titles/items and booksellers' financial management and banking issues. Generally, there is lack of the necessary capacities and skills in SMCs to provide the requisite management support and assistance to schools in terms of procurement of teaching and learning resources.

Strengthening the governance framework in school management committees will result in a more efficient procurement of school resources, and is a necessary step to improving the delivery of quality education. The Ministry of Education should introduce stronger accountability norms. Specifically, clearer and more robust rules for keeping school records are needed, coupled with more frequent inspections to ensure that these rules are respected. The Ministry of Education and civil society must invest firstly in training to ensure school managers and parents have the capacity to understand the school procurement policy to administer and oversee budgets, and secondly in public awareness campaigns to educate parents about their rights. (MoEST, 2005)

Despite many years of efforts to increase school enrolment through the Education for All initiative and the Millennium Development Goals, deficient or non-existent governance systems and practices are limiting progress. School procurement is not transparent and external inspections are conducted infrequently. The roles and responsibilities of decentralized authorities managing schools are often unclear. (UNESCO, 2005).

The school management committee in Kenya is the legal trustee of the school. Its functions and responsibilities as far as procurement is concerned are spelt out in the Education Act (1980). The SMC consists of eight parents, two members of the District Education Board (which is the local education authority) and three members of the school sponsor (which commonly is the church that started the school). The SMC members serve for a minimum period of one year and a maximum of eight years as stated in the Education Act (Republic of Kenya, 1999).

According to Eshiwani (1993), the school management committees' functions include the preparation of initial proposals for the schools development, the reception and administration of funds collected for or granted to the school, tendering advice to the District Education Board and the local authority education committee, provision of physical facilities required by school and ensuring that discipline is maintained in the school.

2.9 School management committees role of mobilization of school funds for improvement of physical facilities

According to the MOEST (2003) the SMC decides how government funds should be used, monitors the curriculum and play a role in long-term development. They monitor school projects, participate in budgeting and procurement activities and ensure transparency in school fund use. They also liaise with parents if the government funds received by the school are inadequate. In this way, parents are made to feel part of the development process and are motivated to contribute funds when government funds are inadequate. They manage the school and give the go-ahead on the use of FPE funds. They also deal with issues of school development. Schools are required to ensure that their SMC's are actively involved in defining the school's annual spending priorities and procurement plans.

The SMC should collaborate with local administrators to play major roles in making schools more responsive to learners with SNE. They should provide learners with aids and support services such as Brailers, wheelchairs and hearing aids (Ngugi, 2002) The SMC should also adapt school facilities to make them responsive to learners with SNE, for example construction of ramps and widening entrances to buildings (Ayondele, 2011)

2.10 School management committees role of mobilization of parents and community to support inclusive education

The role of the school management committee is to advise the school head teacher, who is the secretary to the SMC on matters affecting the general development of the school and the welfare of the pupils, the collection and accounting for all funds accruing to the school and the procurement and provision of facilities such as buildings, furniture and equipment from the funds collected.

According to Kimu (2012) access to quality education in Kenya has for a long time been inhibited by poor planning skills of SMCs. Without reasonable planning priorities, inclusive education is not possible, thus the SMC should strive to prioritize improvement of physical aspects such as inaccessible classrooms to students in a wheelchair, overcrowded classrooms, provision of materials such as Braille and large print (Trainer, 1991).

The Government of Kenya in partnership with communities, Development Partners, Churches, Non Governmental Organizations (NGOs) and individuals has made huge investments in the infrastructure sub sector. Under the KESSP initiatives, funds were disbursement directly to primary schools for refurbishment of existing infrastructure, construction of new classrooms, toilets, administration blocks, and kitchens, provision of water and sanitation facilities as well as construction of new primary schools. Despite the huge investments in

infrastructure provision, the capacity of the school management committees to undertake prudent school stewardship remains suspect.

2.11 The school management committees role of establishing proper communication channels to teachers and parents

As the leading management organ in the school, the SMC should provide direction and clear channels of communication for optimal interactions in the school. In order to support teachers and other staff, they should ensure there are appropriate communication policies and procedures in place, and ensure all the parties are working in harmonious good relationships fostered within the whole school community. Success in the management of the school depends on the ability of the SMC to rally the need for keeping open communication channels.

The quality of leadership makes the difference between the success and failure of a school (Kapen, 2011). He further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools, it is the SMC who sets the pace, leading and motivating pupils and staff to perform to their highest potential. Schools can make a difference to students' achievement and SMC's communication of school activities to other stakeholders is one of the factors which contribute to success or failure (Grauwe, 2007).

Ensuring effective accountability of teachers and school managers to parents and communities has become a major policy objective in recent years. This is to be achieved through improved school communication with School Management Committees expected to play a major role in all aspects of school management, including the utilization of effective communication channels to deal with teachers' issues. However, progress to date with respect to school governance is limited, mainly because SMCs tend to be mainly concerned with improvements to school facilities and know very little about the power of effective communication in the teaching process (Kimu, 2012).

Some SMCs feel it improper to 'waste' scarce resources on learners with special needs while 'normal' ones do not have enough, hence unsupportive to inclusion of such learners in the mainstream school. Support is required from the SMCs to finance the adaptation and communication of the school teaching and learning objectives to the stakeholders for learners with SNE to be accommodated in the class or school. (Ngugi, 2002). According to Grauwe (2007), the SMC is the pivot around which many aspects of the school communication network revolve, and the body in charge of every detail of the running of the school, be it academic or administrative.

2.12 Summary of the reviewed literature

From literature reviewed it has been established that the school management committees have a role in school governance in the form of procurement of

teaching/learning resources, mobilization of school funds for improvement of physical facilities, SMCs mobilization of parents and community on sourcing for funds and SMC's use of communication channels which are integral to the implementation of inclusive education (William, 2000). Research has communicated the view that these stakeholders are the key to the success of inclusionary programs, as they are viewed as linchpins in the process of including students with disabilities into regular classes. Inclusive education can only be successful if these stakeholders are part of the team driving this process (Kurumei, 2012)

The literature review has discussed the reasons as to why inclusive education should be practiced. Progress towards inclusive education has been discussed though up to now, its implementation has been hampered by numerous challenges which have been discussed. From the review, it is evident that these challenges have impacted on implementation of inclusive education in Kasarani District.

2.13 Theoretical framework

This study was be guided by the systems approach theory as proposed by Ludwig Von Bertalanffy in 1956. It was furthered by Ross Ashby. The theory states that a system is a set of inter-connected and inter-related elements directed to achieve certain goals. This theory views organization as an organic and open system composed of many sub-systems. As a system, an organization is composed of a number of sub-systems. All these sub-systems operate in an interdependent and

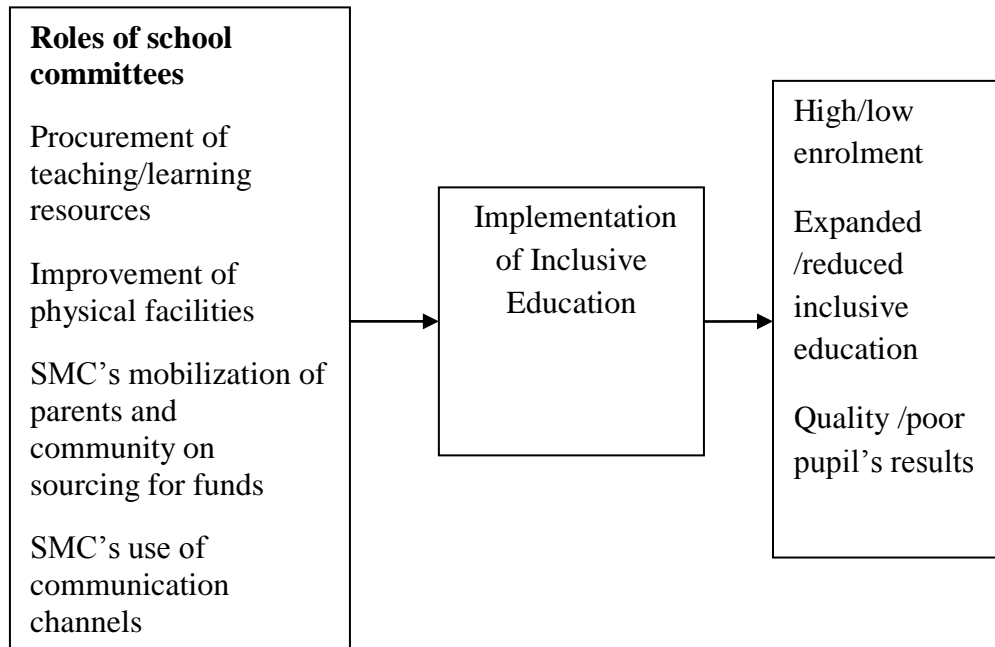
interactional relationship. The various subsystems or parts of an organization are linked with each other through communication, decisions, authority, responsibility, relationships, objectives, policies, procedures and other aspects of coordinating mechanism.

For the required success in inclusive education implementation in Kasarani district to occur, the various subsystems in inclusive education must work as a unit. The procurement of teaching/learning resources, improvement of physical facilities, SMC's mobilization of parents and community on sourcing for funds, and the SMC's use of communication channels must all be linked as a unit for smooth implementation of inclusive education. According to Ryan, there is direct relationship between educational inputs (school managers, teachers' and teaching/learning facilities) and educational outcome (inclusiveness, enrolment rates) and the interaction process that take place within the school environment.

2.14 Conceptual framework

The conceptual framework on the relationship between the roles of school management committees on implementation of inclusive education is outlined in figure 2.1.

Figure 2.1 Relationship between the roles of school management committees on implementation of inclusive education.



The conceptual framework presents inter relationships between variables for effective implementation of inclusive education. The role of school management committees in form of procurement of teaching/learning resources, mobilization of school funds for improvement of physical facilities, SMC's mobilization of parents and community on sourcing for funds, and SMC's use of communication channels comprise the inputs and outputs for effective inclusive education implementation leads to high enrolment in the schools. There is also expansion of inclusive education and improved performance in examination.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research design, target population, sample size and sampling procedures. The research instruments, validity and reliability of the research instruments, data collection procedure and data analysis techniques that were used in this study was also included in this section.

3.2 Research design

A research design is a plan showing how the problem of investigation will be solved (Orodho and Kombo, 2003). Descriptive research design was used in this study as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho & Kombo, 2003).

The researcher used questionnaires and interview guide to collect descriptive information on implementation of inclusive education. The respondents stated the situation in their schools which were used in the survey and examination of the existing records.

3.3 Target population of the study

Mbwesa (2008) defines target population as the entire group of people, events or things that the researcher wishes to investigate. This study was carried out in

Kasarani district, targeting the 25 public primary schools. The 25 head teachers, 420 teachers, 9,400 pupils and 225 SMC members in the district were targeted as respondents in this study (District Education Office Kasarani)

3.4 Sample size and sampling techniques

Kumar (1999) defines sampling as the process of selecting a few units from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. According to De Vos (1998), if the population is less than 100, total population sampling can be used to select the entire population. All the 25 primary schools and head teachers were included in the study. Teachers, pupils and SMC members in the schools were selected through proportionate sampling method to represent the population of teachers in the two zones, Ruaraka and Kahawa with simple random sampling of 7 teachers, 15 pupils and 5 SMC members in each school in the district.

Table 3.1

Population sampling for primary schools in Kasarani district

Zone	Schools	Head teachers	Teachers	Sampled pupils	SMC members
Ruaraka	12	12	84	180	60
Kahawa	13	13	91	195	65
Total	25	25	175	375	125

3.5 Research instruments

The research instruments that were used in the study were questionnaires and interview guide which are considered the most suitable research instruments for descriptive research design. Orodho and Kombo (2003) said that in questionnaires respondents fill in answers in written form and the researchers collect the forms with the completed information. The researcher developed the questionnaire in line with the study objectives and the respondents were expected to answer the questions as per the guidelines given.

The head teachers, teachers and pupils had a separate questionnaire each. The questionnaires for the head teachers and teachers consisted of three sections. Section one collected the demographic information including gender, professional and teaching experience. Sections two and three collected data on the roles of SMC on inclusive education implementation with open and close ended questions. The questionnaire for the pupils consisted of two sections. Section one collected the demographic information on gender and age. Section two collected data on the role of SMC on implementation of inclusive education using a likert scale. The school management committee members had an interview guide. They answered the questions as per the researcher's directives.

3.6 Instruments validity

Validity of research instrument refers to the extent to which a test or instrument measures what it was intended to measure (Mbwesa, 2008). According to Orodho

and Kombo (2003), once questionnaires have been constructed they should be tried. For this study, content validity of the research instruments was established, by having the instruments appraised by the supervisors and experts in education administration and during the pilot study which was conducted in two public primary schools. All the vague questions were reviewed (Orodho and Kombo, 2003). Two schools from Kamukunji district in Nairobi County were used in the pilot study with the score of r-value of 0.867.

3.7 Instruments reliability

To test reliability of the instrument, test- retest technique was used. This test-retest method involves administering the same instrument twice to the same group of subjects. The second administration was done after a time lapse of one week. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment Correlations Coefficient. If the coefficient is close to +1 or -1, the instrument is said to be reliable for data collection. The score of r-value of 0.854-0.892 was considered sufficient; hence the research was carried out. A reliability coefficient of 0.892 for head teacher's questionnaire, 0.854 for the teachers' questionnaire, 0.765 for the pupils' questionnaire and 0.874 for the SMCs questionnaire were realized for this study. According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more simply shows that there is high reliability of data.

Pearson (r) raw score formula.

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

Where:

$\sum X$ is the sum of scores in X distribution

$\sum Y$ is the sum of scores in Y distribution

$\sum X^2$ is the sum of the squared scores of the X distribution

$\sum Y^2$ is the sum of the squared scores of the Y distribution.

$\sum XY$ is the sum of products of paired x and y scores.

N is the total number of subjects

3.8 Data collection procedure

The researcher sought a research permit from the National Council for Science and Technology. The City Education Officer Kasarani district was notified about the research to be carried out. Introductory letters were sent to the head teachers of the sampled schools and appointments sought for the purpose of creating rapport, confidence and removing any suspicions by assurances of confidentiality on the data that they generated. Questionnaires were given out and picked up later at an appropriate and convenient time mutually agreed upon. The researcher visited the selected schools and administered the instrument to the respondents personally.

3.9 Data analysis techniques

Upon receiving the questionnaires and interview schedules from the respondents, they were checked, coded and processed. Quantitative data was arranged and recorded according to research questions after which frequencies, percentages, bar graphs and tables were used for the presentation and analysis. Qualitative data was edited then arranged into themes and patterns using codes then analyzed and interpreted like the quantitative data. The data was analyzed using the Statistical Package for Social Sciences (SPSS)

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis and presentations to assess the roles of school management committees in the implementation of inclusive education in public primary schools in Kasarani district, Kenya. Responses from the head teachers, teachers, pupils and SMC members are presented to show background information. Part one of this chapter will provide background information collected from the respondents from Kasarani district. The rest of the chapter will be organized along the study objectives.

4.2 Questionnaire return rate

Three categories of questionnaires were used to collect data, the head teachers, teachers and pupils plus and interview schedule for the SMC members. Table 4.1 shows respondent's questionnaire return rate.

Table 4. 1

Respondents questionnaire return rate

Respondents	Expected Response	Actual Response	Response rate Percentage (%)
Head/teachers	25	25	100
Teachers	175	170	97.1
Pupils	375	346	92.3
SMC members	125	105	84
Total	700	646	92.3

The results in table 4.1 showed that there was a total of 100% questionnaire return rate for the head teachers, 97.1% for the teachers, 92.3% for the pupils and 84% of SMC members as the researcher personally participated in the distribution of questionnaire to all the respondents.

4.3 Demographic data of the respondents

Information on gender was sought to check on the parity of the respondents based on gender. This section presents background information on the demographic data of the head teachers, teachers and pupils highlighting the major characteristics of the target population in the study. It provides a summary concerning gender of the respondents, their age, academic qualifications professional qualification, teaching experience, the number of years served by the head teachers and teachers.

Respondents gender

Gender in the study indicates the general distribution of the head teachers, teachers and pupils in the district. Their gender distribution in the district is shown in table 4.2.

Table 4. 2

Gender distribution of head teachers, teachers and pupils

Gender	Head teacher		Teacher		Pupils	
	Freq.	%	Freq.	%	Freq.	%
Male	12	48	70	41	175	51
Female	13	52	100	59	171	49
Total	25	100	170	100	346	100

In terms of gender, the results in table 4.2 showed that 48% of the head teachers were males while 52% were females. This means that female head teachers were more than their male counterparts in primary schools in the district since there is generally a higher concentration of female teachers in the urban areas than their male counterparts. The results showed that male teachers were 41% compared to the female teachers who were 59%. This was an indicator that the female teachers dominated the teaching force in the district. This is a true reflection of the staffing in urban areas where female teachers are dominant (MOEST, 2005). The results indicate that 51% of the pupils were males and 49% were females and this is a true indication that gender amongst learners is almost at par.

Distribution of head teachers by age

Normally, head teachers are appointed from a pool of experienced teachers in the schools. Head teachers were asked to state their age and table 4.3 indicates the age distribution of the head teachers in the district.

Table 4. 3

Distribution of head teachers by age

Age (Years)	Frequency	Percentage
25-30	0	0
31-40	6	24
41-50	14	56
Above 50	5	20
Total	25	100

The information in table 4.5 indicated that majority of the head teachers 56% in the district were middle aged (41-50) years. This is an age where the head teachers have gained a lot of skills in instruction supervision and could be able to offer professional guidance and implementation of inclusive education to the young pupils in the district (Robinson, 2008).

Distribution of teachers by age

The teachers were asked to state their age as shown in table 4.4.

Table 4. 4

Distribution of teachers by age

Age (Years)	Frequency	Percentage
25-30	20	11.8
31-40	55	32.4
41-50	50	29.4
Above 50	45	26.5
Total	170	100

From the results in table 4.6, it is evident that 32.4% of the teachers were relatively young (31-40) years. The teachers require developing of confidence in school through proper induction in order to help in the implementation of inclusive education to the pupils in the schools (UNESCO, 2004).

Distribution of pupils by age

The pupils were asked to state their age and the results they gave are presented in table 4.5.

Table 4. 5

Distribution of pupils by age

Response (years)	Frequency	%
6-10	50	14
11-12	72	21
13-14	89	26
15-16	76	22
Above 17	59	17
Total	346	100

The results indicate that the pupils were distributed in terms of the age in the schools starting from the age of 6 to 17 years. The entrance age in public primary schools in Kenya is six years while the exit age at class eight is 13 or 14 years (MOEST, 2005). However, due to free primary education in Kenya, pupils above the primary school completion age are still found in schools, thus the reason for the over age pupils of 15 to 17 years.

4.3.1 Academic qualifications of head teachers and teachers

The academic qualification gave justification on the qualifications of the head teachers to be appointed to their position. Teachers also gave their academic qualifications to justify qualifications required to teach in primary schools in Kenya. The responses from both the head teachers and teacher's academic qualifications are indicated in table 4.6.

Table 4. 6

Academic qualifications of head teachers and teachers

Qualification	Head teacher	%	Teacher	%
M/ED	6	24	70	41.2
B/ED	14	56	22	12.9
Diploma	5	20	45	26.5
P1	0	0	33	19.4
Total	25	100	170	100

The results in table 4.8 showed that most of the head teachers (56% in the district were BED degree holders, which is an added qualification for one to perform the roles expected in a head teachers in instruction supervision and inclusive education implementation. Another 24% of the head teachers had a master's degree which equipped them with valuable knowledge in accomplishing their specific goals in education. The findings also showed that most (41.2%) of the teachers had a P1 qualification which is the ideal qualification to teach in primary schools in Kenya. Another 19.4% of the teachers had a master's degree which gave them innumerable wealth of knowledge to participate in the teaching and learning processes in the field of inclusive education in the schools.

The results thus showed that the district was well staffed with teachers with a wide wealth of knowledge. Olembo (1992) argued that the head teachers is expected to

be an example whose professional and academic integrity is admired by the staff, students and the wider community.

4.3.2 Head teachers' teaching experience

Head teachers were asked to state the number of years they had taught in the school and the results are shown on table 4.7.

Table 4.7

Head teacher's teaching experience

Age (years)	Frequency	%
1-5	0	0
6-10	2	8
11-15	6	24
16-20	9	36
21-25	5	20
Above 25	3	12
Total	25	100

The results in table 4.9 indicated that most of the head teachers in the district (36%) had taught for 16-20 years in their schools. This was enough time for them to have developed a teaching and school culture which has a direct influence on their capability and knowledge base on the implementation of inclusive education in the schools (Tomlinson, 2004).

The teachers were asked to state the number of years they have been teaching and the results are shown on table 4.8.

Table 4.8

Teachers teaching experience

Experience	Frequency	Percentages (%)
1-5	30	17
6-10	58	34
11-15	42	24
16-20	25	15
21-25	10	6
Above 25	7	4
Total	170	100

The results in table 4.10 showed that most of the teachers (34%) had taught for 6-10, a relatively good period to familiarize with pupils needs in the schools. Also, (24%) of the teachers had taught for between 11 to 15 years, so they had acquired knowhow to assist in implementation of inclusive education in the schools.

4.3.3 Head teachers and teachers attendance of courses or seminars on special needs education

Head teachers and teachers were asked to state whether they had attended courses or seminars on special needs education. This was to determine their knowledge base to handle learners with SNE. The results are shown on table 4.9.

Table 4.9

Head teachers and teachers attendance of courses on special needs education

Attendance of course	Head teachers	%	Teachers	%
Yes	25	100	151	89
No	0	0	24	11
Total	25	100	240	100

The results indicate that all the head teachers had acquired knowledge on special needs education having all attended the organized seminars on the subject. They could thus be entrusted with the implementation of inclusive education in the district. The results from the table also indicates that majority of the teachers (89%) had attended seminars on special needs education and therefore had a wealthy knowledge base to assist in the implementation of inclusive education in the district.

4.4. Roles of SMC procurement of teaching and learning resources, their improvement of physical facilities

The objective was addressed through various sections touching on the role of SMC in procuring learning resources. The question on tendering aimed at establishing from the head teachers whether they had constituted a tendering and procurement committee in the schools as required by the Education Act (2003). The responses are shown on table 4.10.

Table 4. 10

Presence of tendering committees

Presence of tendering committees	Frequency	%
Yes	21	84
No	4	16
Total	25	100

The results indicated that 84 percent of the head teachers had the tendering and procurement committees in the schools. Only a few schools 16 percent had no such committees. This is in agreement with the views that the school management committee in Kenya is the legal trustee of the school. Its functions and responsibilities as far as procurement is concerned are spelt out in the Education Act (2003).

The question on members of the school management committee aimed at ascertaining from the head teachers whether the school had the rightful membership in the SMS as required by law. The responses are shown in table 4.11.

Table 4. 11

Members in school management committees

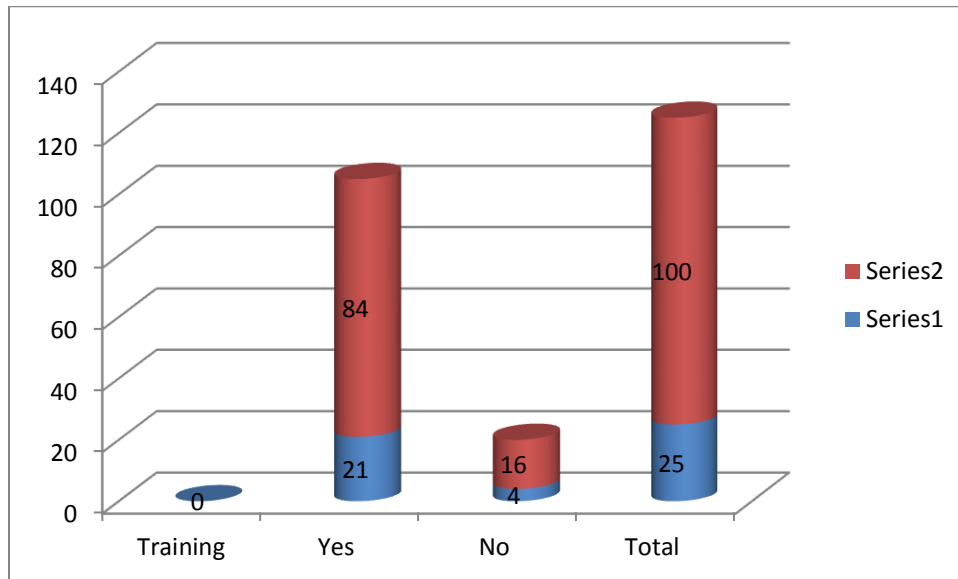
SMC members	Frequency	%
Head teacher	25	100
School sponsor	25	100
Parents representative	25	100
DEB member	25	100
Teacher representative	25	100

From the results, it is evident that all the members are constituted in the school management committee. The SMC consists of eight parents, two members of the District Education Board (which is the local education authority) and three members of the school sponsor (which commonly is the church that started the school). The SMC members serve for a minimum period of one year and a maximum of eight years as stated in the Education Act (Republic of Kenya, 1999).

On training of SMC members in management of special needs education, the head teachers were asked to state whether they facilitated the SMC members in terms of management training on special needs education. The results are shown in figure 4.1.

Figure 4.1

Training of SMC members on SNE management



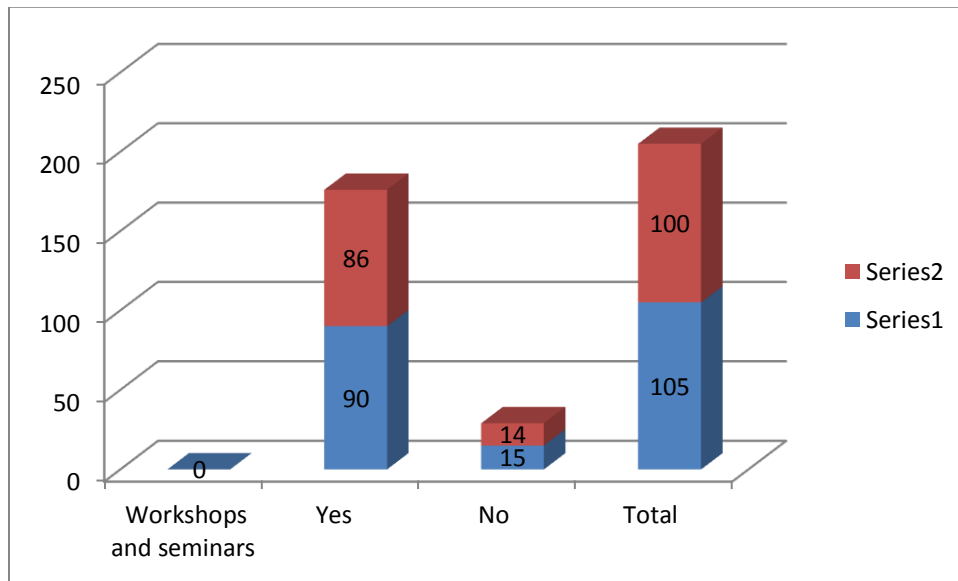
Majority of the head teachers (84%) stated that they had facilitated training for their school's SMC members. Few head teachers (16%) had a contrary few. This is in line with MoEST (2005) which stated that the Ministry of Education and civil society must invest firstly in training to ensure school managers and parents have the capacity to understand the school procurement policy to administer and oversee budgets, and secondly in public awareness campaigns to educate parents about their rights.

The question on workshops and seminars for SMC members in management of special needs education aimed at assessing the capacity building for the SMC members to equip them with the knowledge on the management of inclusive

education in the schools. The responses from the SMC members are shown in figure 4.2.

Figure 4.2

Workshops and seminars for SMC members



Majority of the SMC members (86%) had been facilitated for training in their school. This is in line with MoEST (2005) which stated that the Ministry of Education and civil society must invest firstly in training to ensure school managers and parents have the capacity to understand the school procurement policy, to administer and oversee budgets, and secondly in public awareness campaigns to educate parents about their rights.

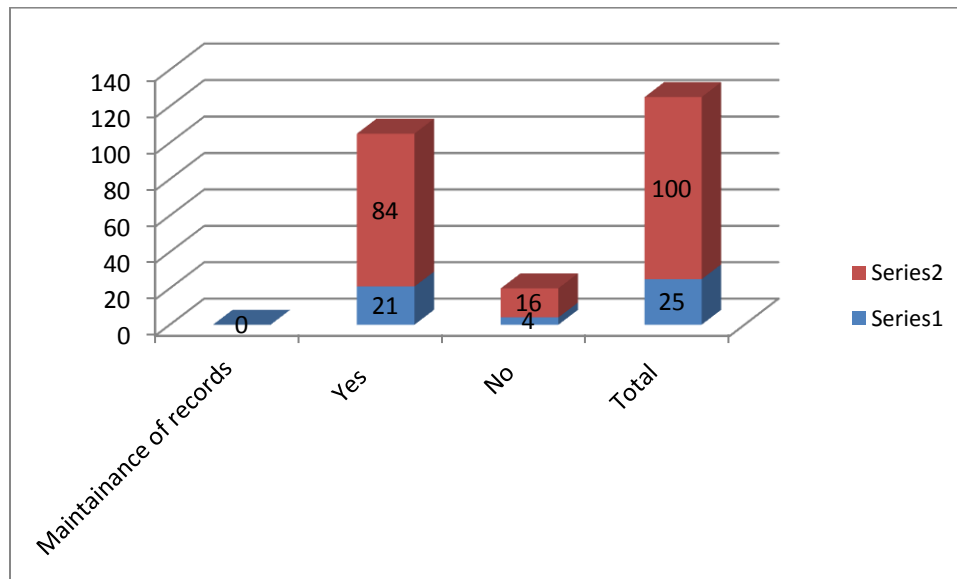
The question on maintenance of proper school records by the school managers aimed at establishing how the head teachers ensured the maintenance of proper

school records in the institutions as a means of implementing inclusive education.

The responses are shown in figure 4.3.

Figure 4.3

Maintenance of records by the school



Majority of the head teachers (84%) said that the school had properly kept records which were in line with the Ministry of Education requirements. Only a few (16%) had no school records as this was contrary to MOEST (2011) assertion that strengthening of the governance framework in school management committees will results in a more efficient procurement of school resources, and is a necessary step to improving the delivery of quality education. The Ministry of Education should introduce stronger accountability norms. Specifically, clearer and more robust rules for keeping school records are needed, coupled with more frequent inspections to ensure that these rules are respected.

The question on inspection of school records by external auditors aimed at ascertaining whether the school records had a bearing on the overall school management. The responses are shown in table 4.12.

Table 4. 12

Rate of inspection of records

Teacher professionalism	Frequency	%
Salary and allowances paid to teachers	15	83.3
Profession autonomy	17	94.4
No. of lessons per week	14	77.8
Teachers rights and obligations	18	100
Role of union on teachers professionalism	16	88.9

The Ministry of Education should introduce stronger accountability norms. Specifically, clearer and more robust rules for keeping school records are needed, coupled with more frequent inspections to ensure that these rules are respected.

The objective of the question on rate of holding elections for SMC members in the school was to ascertain whether the school heads held elections for the SMC members as required by the law. The responses are shown in table 4.13.

Table 4. 13

Rate of holding elections for SMC members

Teacher professionalism	Frequency	%
Yearly	20	80
After 2 years	5	20
After 3 years	0	0
Total	25	100

The results showed that majority of the teachers (80%) held elections for SMC members on a regular basis as required by the law. The rest (20%) held the elections after two years. The findings are in agreement with the Education Act (2011) which states that the SMC members must serve for a minimum period of one year and a maximum of eight years. Presence of SMCs in schools has made it possible to carry out their duties of procurement of teaching and learning resources and improvement of the school infrastructure to enhance implementation of inclusive education

4.5 The role of SMC members on sourcing for funds for improvement of physical facilities

The SMC sourcing for funds are addressed in this section in relation to inclusive education. The information sought to determine the areas where the SMC source the funds for improvement of physical facilities as shown in table 4.14.

Table 4.14

Sourcing for funds for improvement of physical facilities

Sources of funds	Frequency	%
FPE funds	105	100
Parents contributions	50	48
Sponsors	45	43
NGO's	78	70

The SMC members indicated that all the schools acquire most of the funds from the FPE funds. Majority of the SMC members indicated that the NGOs in the county assisted the schools with funds to improve the physical facilities. The school management committees have a role in school governance in the form of procurement of teaching and learning resources, mobilization of school funds for improvement of physical facilities, SMCs mobilization of parents and community on sourcing for funds and SMCs use of communication channels which are integral to the implementation of inclusive education (William, 2000).

4.5.1 Roles allocated to SMC members in the school

The question aimed at finding out from the head teachers on the roles allocated to the SMC members as shown on table 4.15.

Table 4. 15

Roles allocated to SMC members

SMC roles in the school	Frequency	%
Monitoring school projects	20	80
Budgeting the school funds	15	60
Maintaining transparency in use of school funds	19	76
Mobilizing parents to raise school funds	25	100

All the head teachers stated that the SMC participated in mobilizing the parents to raise school funds for improvement of physical facilities in the school. Majority of the head teachers (60-80%) stated the SMC had roles in the schools ranging from budgeting of school funds to monitoring the school projects.

4.5.2 Roles played by SMC members in the school

The question on roles played by SMC members in the school aimed at finding out from the SMC members on the duties they performed in the school as shown on table 4.16.

Table 4. 16

Roles played by SMC members

SMC duties	Frequency	%
Monitoring school projects	78	74
Budgeting the school funds	81	77
Maintaining transparency in use of school funds	92	88
Mobilizing parents to raise school funds	95	91

The results showed that majority of the SMC's members (91-74%) performed duties ranging from mobilizing parents to raise school funds to monitoring school projects among the many duties they performed. This agreed with the view by Kimu (2012) that the School Management Committees have roles to play in line with the Education Act and education regulations.

The question on aids procured for the school by the SMC for SNE aimed at checking the views of the head teachers, teachers and pupils on provision of such aids in the school. Table 4.17 gives the results.

Table 4. 17

Respondents view on school aids procured by SMC

SNE aids	Head teacher		Teachers		Pupils	
		%		%		%
Braillers	15	60	116	68	199	58
Wheelchairs	5	20	110	65	156	45
Hearing aids	13	52	150	88	278	80
Clutches	12	48	105	62	257	74
Walking bars	17	68	120	71	179	52
Average total %		54		73		63

The results indicate that on average 54% of the head teachers, 73% of the teachers and 63% of the pupils felt that the SMC helped in acquisition of SNE learning aids. The findings agree with Ngugi (2002) who suggested that the SMC should collaborate with local administrators to play major roles in making schools more

responsive to learners with SNE. They should provide learners with aids and support services such as Brailers, wheelchairs and hearing aids.

4.5.3 Adaptations to physical facilities

The question aimed at getting the responses from head teachers, teachers and pupils on how the schools' physical facilities are adapted to meet the needs of SNE learners. The results are given in table 4.18

Table 4.18

Adaptations to physical facilities

SNE aids	Head teacher	%	Teachers	%	Pupils	%
Construction of ramps	4	16	25	15	46	13
Widening entrances	4	16	24	14	44	12
Adjusting door knobs	10	40	29	17	50	14
Adapting chairs /tables	5	20	22	13	48	28
Modifying toilet seats	4	16	18	11	40	11
Average total %		21		14		16

The results indicate that on average 21% of the head teachers, 14% of the teachers and 16% of the pupils felt that adaptations of the physical adaptations was inadequate. The findings are contrary to Hiuhu (2002) who stated that the surrounding environment should be made accessible through modification in the already existing buildings and incorporating the right designs in future constructions.

The responses also contradict with Ayondele (2011) who said that the SMC should adapt school facilities to make them responsive to learners with SNE, for example construction of ramps and widening entrances to buildings. This has hampered full participation of learners with SNE in inclusive schools. Sourcing for school funds by SMCs have made it possible to adapt some of the physical facilities as well as acquiring aids needed to enhance effective participation of learners with SNE in the public primary schools.

4.6 The role of the SMC in mobilizing the parents and community on supporting implementation of inclusive education

This section outlines the SMC role of mobilization of parents and the community in supporting implementation of inclusive education.

Ways in which the SMC in the school mobilize the parents for supporting implementation of inclusive education

The head teachers were asked on the methods used by the SMC to mobilize the parents for supporting implementation of inclusive education and they gave the following results in table 4.19.

Table 4. 19

Mobilization of parents by SMC supporting implementation of inclusive education

Role of SMC	Frequency	%
Organizing fund raising	13	52
Assessment of learners with SNE	23	92
Involving social workers	20	80
Sourcing resources from community	12	48
Checking on pupils welfare	20	80

The results obtained illustrated that most of the head teachers (92%) stated that assessment of learners with SNE was one of the methods used by the SMC to mobilize the parents to participate in implementation of inclusive education. Other popular method used include the involvement of social workers (80%), sourcing resources from the community (48%) and checking on pupils welfare (80%). The findings collaborates those of Ngugi (2002) which emphasized collaboration factors involving parental and community involvement, partnership and networking with professionals for implementation of inclusive education.

The teacher's views were sought on the methods used by the SMC to mobilize the parents for supporting implementation of inclusive education and they gave the following results in table 4.20.

Table 4. 20

Ways of mobilizing parents by SMC

Ways of mobilizing parents	Frequency	%
Organizing fund raising	143	84
Assessment of learners with SNE	146	86
Checking on pupils welfare	108	64
Involving social workers	87	51
Sourcing community resources	149	88

From the results, it is evident that majority of the teachers (88%) , (86%) and (84%) stated that sourcing community resources, assessment of learners with SNE together with organizing fundraising respectively were some of the methods used by the SMC to mobilize the parents to participate in supporting implementation of inclusive education. Other methods used by the SMC included checking on pupils welfare and involvement of social workers in assisting learners with SNE. The results collaborates those of Ngugi (2002) who stated that consultation factors such as parental involvement, community involvement, partnership and networking plus interactive relationships should be effected for inclusive education.

The pupils were asked on the methods used by the SMC to mobilize the parents for implementation of inclusive education and they gave the following results in table 4.21.

Table 4. 21

Mobilization of parents for implementation of inclusive education

Ways of mobilizing parents	Frequency	%
Organizing fund raising	323	93
Sourcing resources from community	100	29
Checking on pupils welfare	254	73
Involving social workers	245	71

The results indicate that majority of the pupils (93%) and (73%) stated that organizing fundraising and checking on the pupil’s welfare respectively were some of the methods used by the SMC to mobilize the parents to participate in implementation of inclusive education. Other methods used by the SMC included involving social workers (71%) and sourcing resources from the community for learners with SNE (29%). When parents and the community are involved in implementation of inclusive education, they are able to own the programs carried out in schools for learners with special needs in education. They therefore become positive on issues of inclusive education hence offer maximum support to enhance implementation of inclusive education.

4.7 The role of SMC of establishing proper communication channels to teachers and parents

The role of establishing communication channels by the SMC is addressed under this section in relation to inclusive education. The question on presence of clear communication channels aimed at finding from the head teachers, the teachers and pupils whether clear communication channels existed in the school. The results are on table 4.22.

Table 4. 22
Existence of open communication channels

Response	Yes	%	No	%
Head teacher	25	100	0	0
Teachers	100	59	70	41
Pupils	245	71	101	29
Average total		75		25

The results indicate that on average, majority (75%) of the head teachers, teachers, and pupils felt that the schools in the district had clear and open channels of communication. The rest (25%) had the opinion that the communication in the school was not smooth and open. The finding agrees with Kapen (2011) who found that success in the management of the school depends on the ability of the SMC to rally the need for keeping open communication channels. The head

teachers, teachers and pupils were asked to state the benefits they achieved from the availability of open communication channels. The results are in table 4.23.

Table 4. 23

Benefits of clear communication

Benefits of clear communication	Head teacher	%	Teachers	%	Pupils	%
Open communication	16	62	82	48	220	64
Healthy interaction	11	44	120	71	190	55
Effective leadership	10	40	105	62	170	49
Motivation to work	15	60	71	42	145	42
Average total %		52		56		52

The results indicate that on average 52% of the head teachers, 56% of the teachers and 52% of the pupils felt that clear communication channels were beneficial to the ideal implementation of inclusive education in the schools. The findings were in agreement with those of Kapen (2011) that the SMC should provide direction and clear channels of communication for optimal interactions in the school. Success in the management of the school depends on the ability of the SMC to rally the need for keeping open communication channels. Through clear and open communication channels, the SMCs are able to provide direction for optimum

interactions in the school. This enables all parties to work in harmonious relationships fostered within the whole school community.

4.8 Challenges faced by SMCs in mobilizing parents and community for SNE development

The section aimed at getting the views of the head teachers on the challenges faced by SMCs in mobilizing parents and community to support SNE development. The results are given in table 4.24.

Table 4. 24

Challenges faced by SMC in SNE development

SMC mobilization challenges	Frequency	%
Lack of funds	25	100
Lack of parents support	20	80
Ignorance of some SMC members	15	60
Lack of support from the government	17	68

All the head teachers argued that lack of funds was a great inhibition to the efforts in the implementation of inclusive education in all the schools in the district. Majority of the head teachers felt that lack of parents support (80%), lack of support from the government (68%), and ignorance of some SMC members (60%) were other challenges facing the SMC's in many schools in the district. This agrees with the argument by MOEST (2005) which stated that generally, there is

lack of the necessary capacities and skills in SMCs to provide the requisite management support and assistance to schools in terms of procurement of teaching and learning resources. Strengthening the governance framework in school management committees will results in a more efficient procurement of school resources, and is a necessary step to improving the delivery of quality education.

Teachers were requested to state their views on the challenges faced by SMC’s in the mobilization effort of the parents and the community and the results are given on table 4.25.

Table 4. 25
Teachers view on SMC mobilization challenges for SNE development

SMC mobilization challenges	Frequency	%
Lack of funds	170	100
Lack of parents support	125	74
Ignorance of some SMC members	85	50
Lack of support from the government	124	73
Uncooperative school heads	102	60

All the teachers stated that the SMC faced a challenge on the availability of adequate funds to carry out full facilitation of inclusive education. Most of the teachers (73%) cited lack of support from the government, lack of parents support (74%), and uncooperative school heads (60%) as some of the many other

challenges facing the SMCs in the performance of their duties. The assertion agrees with views from Kramer, Davidge, Lockyer and Staveley (2003) who found that there are sometimes tensions between parent representatives and the often more educated teachers and headmasters, who sometimes resent having lower-status, less-educated SMC members. This also collaborate with findings by Kimu (2012) who said that access to quality education in Kenya has for a long time been inhibited by poor planning skills of SMCs.

Challenges faced by SMC members in the schools

The SMCs members were requested to state the challenges they faced in the implementation of inclusive education and the results are given on table 4.26.

Table 4. 26

SMC responses on their challenges

SMC mobilization challenges	Frequency	%
Lack of funds	105	100
Lack of parents support	89	85
Ignorance of some SMC members	68	65
Lack of support from the government	86	82
Uncooperative school heads	78	74

All the SMC members stated that they faced a challenge on the availability of adequate funds to carry out full facilitation of inclusive education. Majority of the SMC (85%) mentioned lack of parents support, ignorance of some SMC members (65%), and lack of support from the government (82%) as some of the many other

challenges facing the SMC's in the performance of their duties. This also collaborate with findings by Kimu (2012) who said that access to quality education in Kenya has for a long time been inhibited by poor planning skills of SMCs. These challenges have impacted negatively on the implementation of inclusive education. Learners with SNE are not able to benefit equally with their non-handicapped counterparts and as a result has affected their performance in the schools.

4.9 Successes and achievements of the SMC members in the implementation of inclusive education in the schools

The SMC members were requested to state their success and achievements in the implementation process of inclusive education in the schools and the results are given on table 4.27.

Table 4. 27

Success and achievement of SMC members

SMC achievements	Frequency	%
Accounting for school funds used	100	95
Collection for funds for SNE development	90	86
Checking on pupils welfare	82	78
Procurement for school buildings	54	51
Procurement for school furniture	97	92

Majority of the SMC members (95%) said they had succeeded in accounting for school funds used, procurement for school furniture (92%), collection for funds for SNE development (86%) and checking on pupils welfare (78%). The views agreed with Kimu (2012) that the SMC have succeeded in areas that include planning and procurement, supervision of construction projects in schools, mobilization of parents and community and sourcing for funds from project donors such as parents, NGOs, government and Constituency Development Fund (CDF). The projects they undertake include classroom construction, classroom renovation, and furniture's provision, provision of water and electricity and hiring volunteer teachers from the community when government teachers are not enough.

4.10 Commitment of SMC members in the school

The question aimed at finding out from the head teachers on the commitment of the SMC members to the full implementation of the SNE in the schools and the results are shown on table 4.28.

Table 4. 28

Commitment of SMC members towards implementation of inclusive education

SMC commitment	Frequency	%
Very responsible	10	40
Responsible	15	60
Do not know	0	0
Total	25	100

The results show that majority of the head teachers (60%) viewed the SMC's as responsible in the performance of their duties in the school. The other (40%) looked at the SMC as very responsible in the performance of its duties in the school. This observation is in line with Kimu's (2012) view that the school management committees are supposed to procure the instructional materials needed with full involvement of the parents, selection of the relevant titles/items and booksellers' financial management and banking issues. The School Management Committees (SMCs) have roles to play in line with the Education Act and education regulations. These include planning and procurement, supervision of construction projects in schools, mobilization of parents and community and sourcing for funds from project donors such as parents, NGOs, government and Constituency Development Fund (CDF). The projects they undertake include classroom construction, classroom renovation, furniture provision, provision of water and electricity and hiring volunteer teachers from the community when government teachers are not enough (Kimu, 2012). Commitment by the SMC to their responsibilities has resulted to learners with SNE enrolling in the public primary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the entire study. The main findings of the study are summarized and conclusions drawn. The recommendations on those findings are discussed and areas of further research suggested.

5.2 Summary

The purpose of this research study was to assess the roles of school management committees in the implementation of inclusive education in public primary schools in Kasarani district, Kenya. The objectives of the study were to assess the roles of roles of SMC in procurement of teaching and learning resources, their improvement of physical facilities, mobilization of parents and community on sourcing for funds and enhancing communication in the implementation of inclusive education in Kasarani district. Responses on the demographic information and the objectives of the study were presented to illustrate the data on thematic context of each objective. Descriptive survey design was used to conduct the study.

The target population was the 25 public primary schools, 25 head teachers, and 420 primary school teachers in Kasarani district. Census sampling method was

used to get the sample size of the respondents with all the 25 head teachers, 175 teachers, 375 pupils and 125 SMC members making a total of 675 respondents as the sample size of the total population. Questionnaires for head teachers, teachers, pupils and interview schedule from SMC members were used in data collection. The questionnaires were validated through appraisal from the supervisors and education administration experts from the department and then subjected to a pilot study. The instruments were tested for reliability through test-retest technique with a reliability coefficient of 0.892 for head teacher's questionnaire and 0.854 for the teachers' questionnaire. Descriptive statistics was used to analyze data which was assembled, coded with the assistance of Statistical Package for Social Sciences (SPSS) programmes which generated frequency tables, percentages and bar graphs.

5.3 Summary of the research findings

The School Management Committees (SMCs) have roles to play in line with the Education Act and education regulations. These include planning and procurement, supervision of construction projects in schools, mobilization of parents and community and sourcing for funds from project donors.

School management committee's play the role of procurement of teaching and learning resources. The results indicate that majority of the head teachers had the tendering and procurement committees in the schools since the school management committee in Kenya is the legal trustee of the school. The head

teachers had the knowhow on who are supposed to constitute the school tendering committee. Majority of the head teachers stated that they had facilitated training for their school's SMC members.

The school management committees' performs the role of mobilization of school funds for improvement of physical facilities since majority of the SMC's members performed duties ranging from mobilizing parents to raise school funds to monitoring school projects among the many duties they performed. The SMC contributed on facilities development of the head teacher and helped in acquisition of SNE learning aids.

School management committees performed the role of mobilization of parents and community to support implementation of inclusive education since all the head teachers and stated that advising the head teacher and the teachers together with the collection for funds for SNE respectively were some of the methods used by the SMC to mobilize the parents to participate in school development. Other methods used by the SMC included checking on pupils welfare and procurement for school furniture. Majority of the teachers stated that advising the head teacher together with procurement of school resources respectively were some of the methods used by the SMC to mobilize the parents to participate in school development. Majority of the pupils stated that checking on the pupil's welfare by the SMC and accounting for the used school funds respectively were some of the

methods used by the SMC to mobilize the parents to participate in school development.

The school management committee's performed the role of establishing proper communication channels to teachers and parents on implementation of inclusive education as stated by majority of the head teachers, teachers, pupils and SMC members who felt that the schools in the district had clear and open channels of communication. The SMC should provide direction and clear channels of communication for optimal interactions in the school. Success in the management of the school depends on the ability of the SMC to rally the need for keeping open communication channels.

5.4 Conclusion

It is evident that the school management committee's role of procurement of teaching and learning resources is being undertaken since results indicated that majority of the head teachers had the tendering and procurement committees in the schools. School management committee's role of mobilization of school funds for improvement of physical facilities is performed where duties ranging from mobilizing parents to raise school funds to monitoring school projects among others are done. The SMC also contributes on facilities development and on acquisition of SNE learning aids.

The school management committees' role of mobilization of parents and community to support implementation of inclusive education is done since the

SMC performed duties ranging from mobilizing parents to raise school funds to monitoring school projects among the many duties they performed. It also involves the role of advising the head teacher and the teachers together with the collection for funds for SNE respectively were some of the methods used by the SMC to mobilize the parents to participate in school development. Other methods used by the SMC included checking on pupils welfare and procurement for school furniture. On the school management committees' role of establishing proper communication channels to teachers and parents on implementation of inclusive education, majority of the head teachers, teachers, pupils and SMC members felt that the schools in the district had clear and open channels of communication. Success in the management of the school depends on the ability of the SMC to rally the need for keeping open communication channels.

5.5 Recommendations

The following are recommendations of the study based on the findings.

- i The Ministry of Education should ensure that the SMC's are facilitated to undertake their legal rights of managing the education institutions.
- ii The District Education Board should scrutinize the appointment and qualification of SMC members to ensure only the qualified ones are allocated school management duties.

5.6 Suggestions for further research

The following suggestions are made for further research:

- i. A comparative study on the assessment of the roles of Board of Governors in the implementation of inclusive education in public secondary schools in Kenya district should be undertaken.
- ii. The study on the assessment of the roles of school management committees in the implementation of inclusive education in public primary schools in Kasarani district should be replicated in other districts in Kenya.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi
Department of Educational
Administration and Planning
P.O. Box 30197, Nairobi.

The Head teacher
.....primary school

Dear sir/madam,

RE: CONDUCTING RESEARCH

I am a post graduate student pursuing a master's degree in Educational Administration at the University of Nairobi. I am conducting a research on "the analysis of the role of school management committee in the implementation of inclusive education in public primary schools in Kasarani district."

Kindly allow me to conduct this research in your school. Thank you for your cooperation and assistance in distributing, filling and collection of the questionnaires.

Yours Faithfully

Kabiaru Regina Njeri

APPENDIX B

INTERVIEW SCHEDULE FOR THE SCHOOL MANAGEMENT COMMITTEE

This interview schedule aims at analyzing the roles of school management committees in the implementation of inclusive education in public primary schools. You are requested to respond to the item as honestly as possible.

1. Explain the roles you play in the management of inclusive education in the school.
2. Outline some of the successes you have made in the implementation of inclusive education in your school
3. Explain the challenges you encounter in management of inclusive education in the school.
4. Have you attended any workshop or seminar on education management?
5. Explain sources of funds for implementation of inclusive education.

Thank you very much

APPENDIX C

HEAD TEACHER'S QUESTIONNAIRE

This questionnaire aims at getting your opinion on the roles of SMC in the implementation of inclusive education in public primary schools in Kasarani district. You do not have to write your name as your identity will remain confidential. Please be free to give your opinion in the responses. Answer all the questions by indicating your choice by a tick (√).

Section 1: Demographic information.

Please tick as appropriate

1. Gender: Male () Female ()
2. Age: Below 30 years () 31-40 years () 41-50 years () above years ()
3. Your highest academic qualification: MED Degree () BED Degree ()
A Level (KACE) () O Level (KCSE/KCE) ()
4. Teaching experience:
1-5 years () 6-10 years () 11-15 years ()
16-20 ears () More than 20 years ()
5. a. Have you attended any course or seminar on special needs education?
Yes () No ()
b. If yes, state the course or seminar you attended.....
.....

Section 2: Information on school management committee involvement in implementation of inclusive education.

6. Do you have a tendering and procurement committee in your school?

Yes () No ()

7. a. List the members in the school management committee.

.....
.....

b. Name the members in the school tendering committee.

.....
.....

8. Are SMC trained in management of special needs education?

Yes () No ()

9a. Does the school maintain proper school records?

Yes () No ()

9b. If Yes, state how often the records are inspected by external auditors.

Monthly () Termly () Yearly ()

10. How often do you hold elections for SMC members in your school?

Yearly () After 2 years () After 3 years ()

11. Roles you allocate the SMC members in your school from the list below.

SMC roles in the school	
Monitoring school projects	
Budgeting the school funds	
Maintaining transparency in utilization of school funds	
Mobilizing parents to raise school funds	

Section 3: School aids procured and adaptations to the physical environment

12. School aids procured to the school by SMC for SNE

No.	SNE aids	
1	Brailers	
2	Wheelchairs	
3	Hearing aids	
4	Clutches	
5	Walking bars	

13. Adaptations made to physical facilities for SNE learners

No.	Adaptations made	
1	Construction of ramps	
2	Widening entrances to buildings	
3	Adjusting door knobs	
4	Adapting chairs and tables	
5	Modifying toilet seats	

14. Ways in which the SMC in your school involve the parents in implementation of inclusive education

No.	Ways of mobilizing parents	
1	Organizing fund raising	
2	Assessment of learners with SNE	
3	Checking on pupils welfare	
4	Involving social workers	
5	Sourcing resources from the community	

15. Challenges faced by SMC's in mobilizing parents and community for SNE development

No.	SNE development challenges	
1	Lack of funds	
2	Lack of parents support	
3	Ignorance of some SMC members	
5	Lack of support from the government	
6	Uncooperative school heads	

16. a. Does your school have clear channels of communication? Yes () No ()

b. If yes, state the benefits of the communication channels -----

Thank you for your cooperation.

APPENDIX D

TEACHERS' QUESTIONNAIRE

Section 1: Demographic information.

Please tick as appropriate.

1. Gender: Male () Female ()

2. Age: Below 25 years () 26-35 years ()
 35-45 years () 46 and above years ()

3. Your highest academic qualification:
 MED Degree () BED Degree () Diploma ()
 A Level (P1) ()

4. Teaching experience:
 1-5 years () 6-10 years () 11-15 years ()
 16-20 years () More than 20 years ()

5. Are you trained in special needs education? Yes () No ()

Section 2: Information on school management committee involvement in implementation of inclusive education

6. How responsible are the SMC members in the school? Very responsible () responsible () Do not know ()

7. How experienced is your head teacher in handling learners with special needs issues? Very experienced () Some experience () No experience ()

Section 3: Information on aids procured by school management committee in implementation of inclusive education. Please indicate your response by a tick.

8. Aids procured to the school by SMC for SNE

No.	SNE aids	
1	Brailers	
2	Wheelchairs	
3	Hearing aids	
4	Clutches	
5	Walking bars	

9. Adaptations made to physical facilities to enhance learning of SNE learners.

Adaptations	
Construction of ramps	
Widening entrances	
Adjusting door knobs	
Adapting chairs /tables	
Modifying toilet seats	

10. Ways in which the SMC in your school mobilize the parents for school development

No.	Ways of mobilizing parents supporting implementation of inclusive education	
1	Organizing fund raising	
2	Assessment of learners with SNE	
3	Checking on pupils welfare	
4	Involving social workers	
5	Sourcing resources from the community	

11. Challenges faced by SMC's in mobilizing parents and community for SNE development

No.	SNE development challenges	
1	Lack of funds	
2	Lack of parents support	
3	Ignorance of some SMC members	
4	Congestion of pupils in schools	
5	Lack of support from the government	
6	Uncooperative school heads	

12. a. Does your school have clear channels of communication? Yes () No ()

b. If Yes state the benefits of the communication channels -----

Thank you for your cooperation.

APPENDIX E

STUDENT'S QUESTIONNAIRE

This questionnaire aims at getting your opinion on the roles of SMC in the implementation of inclusive education in public primary schools in Kasarani district. You do not have to write your name as your identity will remain confidential. Please be free to give your opinion in the responses. Answer all the questions by indicating your choice by a tick (√).

Section 1: Demographic Information

1. State your gender. Male () Female ()
2. Which is your age bracket? 9-10 () 11-12 () 13-14 () 15-26 17yrs and above ()

Section 2: Information on availability of teaching and learning resources for learners with SNE

3. The school aids available in your school for SNE learners

No.	SNE aids	
1	Brailers	
2	Wheelchairs	
3	Hearing aids	
4	Clutches	
5	Walking bars	

4. Adaptations made to physical facilities to enhance learning of SNE learners.

Adaptations made	
Construction of ramps	
Widening entrances	
Adjusting door knobs	
Adapting chairs /tables	
Modifying toilet seats	

5. Sources of funds for your school

No.	Sources of funds	
1	Government FPE	
2	Donations	
3	NGO's	
4	Parents	
5	Well wishers	

6a Does your school have clear channels of communication? Yes () No ()

b. If Yes state the benefits of the communication channels -----

Thank you very much for your cooperation.