

**CHALLENGES FACING HEAD TEACHER'S IN
ADMINISTRATION OF INCLUSIVE EDUCATION IN PUBLIC
PRIMARY SCHOOLS IN NAIROBI WEST DISTRICT, KENYA**

By

Mberia Anne Wangari

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DECLARATION

This research report is my own original work and has not been presented for a degree in any other university.

Mberia Anne Wangari

This research report has been submitted with our approval as University Supervisors.

Dr. George N. Reche
Senior Lecturer

Department of Educational Administration and Planning
University of Nairobi

Dr. Mari Nelson
Lecturer

Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This project is dedicated to all those teachers right from primary school that I had the pleasure of interacting with for imparting discipline and planting in me a thirst for knowledge.

My parents Peter Waguchu and Leah Njoki for being pillars of discipline, humility, encouragement and being the source of inspiration in academic excellence and whose undying love, guidance, prayers and encouragement enabled me to attain education.

My husband Kithaka wa Mberia, children Gacheri and Nyaga for undying patience and being instrumental in the accomplishment of this feat.

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LIST OF ABBREVIATIONS' AND ACRONYMS

ILO	Internal Labour Organization
SEN	Special Education Needs
SN	Special Needs
SNE	Special Needs Education
UN	United Nations
WHO	World Health Organisation
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children Fund

ABSTRACT

The findings of various commissions in the education sector posit that the responsibility of ensuring inclusive education in learning institutions rests with the teachers and head teachers who are curriculum implementers. The purpose of the study was to investigate challenges faced by head teachers in implementation of inclusive education in regular schools in Nairobi West District.

The study sought to find out the head teachers view on reasons for the problem encountered and recommendation in dealing with the problems. It was also the intention of the study to find out from regular teachers the problems encountered and their views of the head teacher. This was done by asking respondents about their educational qualifications, attitudes, feelings and the attitudes of parents.

A descriptive survey design was used. Random sampling was used to sample thirty five schools that were used in the survey. At the end of data collection period, thirty five schools took part in the survey indicating a response rate of 85.7%. The teachers were randomly selected from the schools and the head teachers selected from the schools as respondents. Data was collection using questionnaires and interview schedules. The questionnaires were designed for teachers while the interview schedules were designed for the head teachers. The instruments were tested for internal validity and reliability and found to be

reliable and valid. The collected data was coded and analysed using SPSS software. The results are presented in tables and charts. .

The instruments of the study were: a questionnaire for teachers chosen because the target respondents could give valid information about head teachers leadership styles and their involvement in inclusive education and an interview schedule for head teachers to find out their attitudes feelings, knowledge and skills about implementing inclusive education. The instruments validity was ascertained by conducting a pilot study and consultation with experts especially my supervisors

The researcher used test – re –test in assessing reliability. Data were collected by the researcher personally administering research instruments in the schools. Data was analysed as guided by a computer programmer and descriptive statistics was used. The analysed data formed the basis for research findings, conclusions and recommendations for the study. Data was analysed using frequencies percentages and summaries.

Findings of the study included the following: most teachers are willing to have learners with special needs in their classrooms; parents needed sensitisation in order to change their attitudes; principals need training on proper methods of administration in order to be in the forefront in sensitising the parents, community and teachers. Teachers also felt that head teachers are not well

equipped with managerial skills and qualifications which is paramount in management and in order to support their staff in new innovations; teachers were ready to teach learners with special needs; there was lack of adequate materials; the environment was not appropriate for inclusive education.

The study found that the challenges facing head teachers in the implementation of inclusive education include lack of proper training of teachers and head teachers, lack of resources specific for children with special needs, teachers and parents' attitudes, and contents of the syllabus not being specific to children with special needs. The study concludes that indeed the head teachers face various challenges as concerns inclusive education. The study therefore recommends that teachers need to be trained more on handling of children with special needs while head teachers need training in both special needs education and administration in order to acquire necessary skills for leadership and management. The researcher recommends that head teachers should acquire appropriate leadership skills and methods of the same to enable them incorporate ideas and innovation from regular teachers. Since it is evident that lack of skills leads to their making decisions alone with little or no consultations at all.

This study should be replicated in other arrears in order to establish the challenges faced by head teachers in school management. The schools which have management problems could possibly benchmark from those which have implemented inclusive education.

The quality of schools depends largely on their leadership. It is also said that “schools are as great as their managers”. If they are charged with the monumental task of managing schools, then it is paramount that they acquire management qualifications and skills.

CHAPTER ONE

INTRODUCTION

Background to the study

Head teachers in Kenya are normally appointed from among performing trained teachers, most of them having served satisfactorily for a certain period as deputy head teacher. There is no mandatory pre-service training that the head teacher has to undergo prior to appointment, so they will depend on what they have experienced as deputies and also learn by trial and error. The fact that they have to handle handicapped children does not make matters any easier for them. Handicapped children like any other children should be provided with education that does not segregate them from their peers regardless of their disabilities. This is because their segregation during academic performance will cause the handicapped child to be denied a chance to learn (Lewis and Doorlag, 1999). Bennet and Turner, (1998) define 'inclusion' as a journey or movement away from the kind of segregation witnessed in the earlier part of the 20th century. Currently, there is a worldwide trend to accept inclusive education for all children in regular schools. This acceptance is clearly noted in the United Nations Declaration on Rights of Disabled Persons (1981) and the 17th World Congress of Rehabilitation held in Nairobi in (1992). Both strongly emphasize the need for all governments and individuals to integrate the disabled persons into the life of their

societies and to ensure that they become economically independent as their abled counterparts.

To implement this vision, effective leadership is required in regular schools and higher institutions. In 1975, the United States of America offered free public education in all schools and emphasized that handicapped children should be educated in a least restrictive environment where their needs can be met. The government advocated for the children to be placed in regular classes as a form of integration (Berdine and Blackhurst, 1985). More countries started thinking of handicapped children positively due to this move. A significant insight derived from such work is the recognition that disability is a social construction and has meant different things in different historical periods and cultural contexts. This is reflected in the shift of official categories and their meaning including, 'moron' 'imbecile' 'idiot', 'insane', "feebleminded", "mentally deficient", 'subnormal', 'mentally handicapped' and 'learning difficulties'. These categories are themselves a reflection of particular socio-economic and cultural developments and the different ways in which policy and service provisions are associated with particular conceptions. Historically therefore disabled people have experienced a range of responses in both official and commonsense discourses, including fear, hatred, pity, over-protection and patronisation. Disabled people and their organisations are increasingly involved in providing alternative empowering

conceptions in contrast to those that have supported and legitimated disabling barriers in both policy development, practice and everyday interactions.

In Northern Ireland, inclusion has been a central educational issue for well over a quarter of a century, with continuing emphasis worldwide on initiatives by governments, Higher Education institutions and schools that respond to the needs of children and young people with learning difficulties, disabilities or other disadvantage. Those in mainstream schools showed whole-hearted commitment to the philosophy and practice of inclusion and could critically examine what they have achieved so far. However, they recognized persistent and varied constraints both within and beyond their schools.

Head teachers in the special sector perceived their schools to have a multiple role in providing for pupils with the greatest need, reintegrating those on placement into their regular schools, and offering outreach support to mainstream colleagues. The implications for all aspects of teacher education were identified, for beginning teachers, for more experienced practitioners and for the head teachers themselves. A number of key factors were suggested to make inclusion work.

In Kenya, commissions have been established to look into the education of handicapped persons and make recommendation for education for all. Five different commissions have been established. The Kenya Education Commission of the Republic of Kenya (1964) recommended that many children with less

severe handicaps are able to receive their education and training in regular schools provided their needs are considered. The National Committee on Educational Objectives and Policies (Republic of the Republic of Kenya, 1976) came up with the present integration system section and with an objective policy which recommended that the mildly and moderately different children should receive most of their education in regular schools with modified programmes involving specialized training. The Report on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988) reported that Educational Assistant Resource Centres will help to identify children early so that their educational needs can be provided from early childhood. It also recommended that handicapped learners should be integrated in regular schools and special schools be created to cater for the severe and profound children.

According to the above commissions, the responsibility of ensuring inclusive education in learning institutions rests with the teachers and head teachers who are curriculum implementers. The academic subjects, self-help skills and vocational skills should be integrated and examined by the Kenya National Examinations Council. It is the government's policy to provide inclusive education to all the youth regardless of their abilities and disabilities because this would enhance education opportunities for all.

The attitude of administrators and parents of these children may also play a part in the success or failure of the inclusive education programme implementation. In

view of the importance of inclusion, it was important to find out impediments to successful implementation. This study intended to find out challenges that head teachers face in implementing inclusive education in Kenya.

Statement of the problem

For there to be effective implementation of inclusive education, it is imperative that head teachers acquire adequate skills in specific areas. Rigid methods of teaching and evaluation criteria have been noted as impediments to inclusive education (KISE, 2000). Lombardi (1994) notes that training of teachers must include knowledge of disabilities, encouragement of appropriate attitudes and ensure that teachers and administrators are trained in assessment, effective practices for direct instruction and service delivery, transition and the evaluation of educational outcomes. Observations have also been made that individuals who are handicapped benefit more when placed in an inclusive setting with specific changes put in place for their needs to be met (Smith 1998). Just like their non-challenged peers, the handicapped learners need the opportunity to learn and attain their full potential, work and live independently, but in addition to this, they require extra services tailored to compensate for their handicapping limitation. This means that head teachers may need special training and support to handle this situation effectively. The issue of major concern in this study was examining the challenges head teachers face in the administration of inclusive education in Kenyan schools.

Purpose of the study

The purpose of the study was to investigate the challenges head teachers face in administering inclusive education in public primary schools in Nairobi West District.

Objectives of the study

This study sought to:

1. Determine the extent of inclusion in public primary schools.
2. Find out whether the nature of curriculum content is a challenge head teachers face in the implementation of inclusive education.
3. Investigate contribution of head teachers' qualification to success of implementation of inclusive education.
4. Investigate whether the availability of teaching/learning resources such as physical facilities is a challenge to head teachers in the implementation of inclusive education.
5. Find out whether attitudes of teachers, parents and administration are a challenge facing head teachers in the implementation of inclusive education.
6. Get head teachers views on the possible solutions to the challenges they encounter in implementing inclusive education.

Research Questions

The research was guided by the following research questions:

1. To what extent have public primary schools embraced inclusive education
2. Is the content of curriculum a challenge head teachers face in the administration of inclusive education?
3. What is the contribution of head teachers' qualifications in the administration of inclusive education?
4. Does the availability of teaching/ learning resources constitute a challenge to head teachers in the implementation of inclusive education?
5. Is the attitude of teachers, parents and administration a challenge facing head teachers in the implementation of inclusive education?
6. What are the head teachers' views on the possible solutions to the challenges they encounter in implementing inclusive education

Significance of the Study

The findings may help education planners, administrators and managers to prepare head teachers adequately to handle inclusive education in the country's public primary schools.

The report may contribute to literature in the area of inclusive education for consumption

by educationists, other researchers and members of the general public.

Limitations of the study

Limitations are challenges anticipated or faced by the researcher (Kombo and Tromp (2006). The respondents could have been tempted to give socially acceptable answers thereby yielding biased data. The researcher attempted to minimise this by assuring respondents of confidentiality and explaining the purpose of the study.

Delimitations of the study

The scope of the study was confined to regular primary school head teachers and teachers in Nairobi West District, Kenya. The study was conducted in Nairobi West District because it provides a rich variety of inclusive schools.

Assumptions of the study

According to Mugenda and Mugenda (1999) an assumption is “any important fact presumed to be true but not actually verified”. The researcher assumed that the information obtained from the respondents was true and that the instruments used gave valid and reliable results. It was also hoped that this study would expose some ideas from which further research can be done on the topic of implementation of inclusive education.

Definitions of significant terms

Exceptional child refers to a child whose performance has deviated from the norm so that he/she requires special education and related services if he is to realize his full potential.

Handicap refers to a disadvantage or restriction of activity, which results from disability or from societies towards disability.

Inclusive education refers to the provision of services to students with disabilities including those with severe impairment in the neighbourhood school with appropriate support services.

Integration refers to helping the handicapped child to live his/her life with as near normal manner as possible and making available to him/her patterns and conditions of daily living that are also as close as possible to the mainstream life of the society.

Least Restrictive Environment refers to an environment where the needs of the handicapped children can be met to the maximum appropriate level.

Mainstreaming and integration refers to the process of increasing the participation of handicapped children and young people, their families, communities and teachers in the educational and social life in the ordinary schools, community or institutions.

Special education refers to a system of education designed to meet the needs of a child with special needs education and restricted in his or her

ability to follow the normal curriculum occasioned by the onset nature and severity of a particular handicap/impairment.

Special unit refers to a class that is within the location of a regular school that is set aside for learners with intellectual difference.

Regular teachers refer to teachers who teach the non-handicapped children in the regular school.

Special schools refer to institutions for the handicapped children where individuals can be offered specialized education services by specially trained teachers.

Organization of the study

The study is organized into five chapters. Chapter one is the introduction and consists of the background to the study, statement of the problem, objectives of the study, research questions, significance of study, limitations, delimitations, basic assumptions of the study and definition of significant terms. Chapter two deals with the review of literature related to inclusive education, teachers leadership styles, inclusive education in international and national perspectives, implementation of inclusive education, conceptual and theoretical framework of the study. Chapter three describes the research methodology that the study has adopted, that is, research design, sample size and sampling procedure, research instruments for data collection, validity and reliability of the instruments, data collection procedures, and data analysis techniques. Chapter four includes data

analyses, discussion of research findings and research report writing thereby informing the reader of the problem the researcher initially set out to investigate and method of investigation used. Finally, chapter five contains research findings, summary, conclusions, recommendations and suggestions.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The study reviewed literature relevant to inclusive education in Kenya and other parts of the world under the following subtopics: General overview of special needs education, history of inclusive education, mentoring and coaching of new head teachers, inclusive education in the national and international perspectives, inclusion implementation, contribution of leadership styles towards successful inclusion, and support of the administrator. The chapter also includes parent's involvement in inclusive education, teacher's assistant teams, consulting teacher model, theoretical and conceptual framework.

General overview of special needs education

The handicapped children have been thought to be of no use in the previous years. People differ in their intellectual capacity; some learn a wide range of skills with ease while others find learning even comparatively simple tasks very difficult. People have diverse opinions / attitudes about intellectual abilities of the handicapped children. These include teachers, head teachers and parents. Hayes and Gunn (1988) posit that teacher's attitudes depend on whether they had time for individual instruction, manage teaching programmes and or had training strategies for working with handicapped children. Applying appropriate methods

and techniques of teaching to these individuals will help them improve. Trained teachers in special education and suitable facilities for children with special needs are very vital for their integration (Hegarty and Seamus, 1984).

The social model approach provides a radical alternative to other dominant perspectives. Disability is not viewed as a tragedy, a punishment, or the result of some sin(s) of the parent(s), or the individual concerned, it is not a sickness in need of a cure, it is not a subject for charity and sentimental, patronising and dependency-creating attitudes and relationships. It is a human rights issue. From this perspective, disabled people including children and adults experience varying degrees of discrimination, exclusion and stigmatisation. This includes being treated as less than human, being viewed as objects of charity, being excluded from the work force and living on or below the poverty line, being unable to experience the entitlements of citizenship resulting in a lack of real participation in social encounters and decisions over issues affecting their lives (Barne, 1991).

The question of inclusive education is both complex and contentious and is shaped by historical, cultural, global and contextual factors. In an important EPPI Centre Review, the question of definition is discussed. Whilst recognising the limitations of their position, inclusion for them is about three key perspectives. Firstly, it is about responding simultaneously to students who all differ from each other in important ways some of which pose particular challenges to the school.

Secondly, 'it is not just about maintaining the presence of students in school but also about maximising their participation'. Finally, 'inclusion' is a process which can be shaped by school-level action (EPPI, 2002).

Inclusive education is to teach both the handicapped and non-handicapped pupils together. The major aim of integration is to achieve the maximum normalization of each handicapped person, bearing in mind his or her disabilities so that he can be a productive member of the society, accepted and adapted to life that is not so different from other members of the society. Since the handicapped individual has the same basic educational right to learn as any other member of the society, he should also have the same opportunity and right to be educated normally like any other non-handicapped individual. Such educational provision for the handicapped individuals should be provided in a setting that will eventually lead to integration into the world of work and social acceptance and therefore should take place in the least restrictive environment. Educational integration is of prime importance because the non-handicapped children's fundamental attitudes start to change to accept and respect those handicapped counterparts.

The handicapped children, when integrated, are prepared for life in the society. For this objective to be accomplished fully, inclusion should begin as early as possible. This will challenge the handicapped children's self-confidence and create room for their successful integration into regular classroom setting. It will

also create awareness whereby the non-handicapped children and their parents accept and perhaps ignore the disabilities of the handicapped individuals. According to Hegarty and Seamus (1984), integration in its widest usage entails a process of making a whole process of combining different elements into a unit. Integration provides a natural environment where these children alongside their peers are free from isolation which is characterized by much of special school placement.

Historical development of special needs education

In Kenya, special needs education began in 1940 with education for the blind to rehabilitate the victims of the Second World War who had lost their eye sight during the war. Initially, the services were provided in form of custodial care. Soon afterwards, more interest developed not only to rehabilitate those with visual impairments but others such as mentally handicapped individuals and those with sensory and physical impairments as well. The earliest school for the handicapped individuals were, Thika School for the Blind, which was started in 1945 by the Salvation Army Mission, Jacaranda School for the mentally handicapped by then called St. Nicholas which was started in 1947 by private individuals. Aga Khan Community started the services for the deaf in Nairobi and Mombasa in 1958, whereas the earliest school for the physically handicapped was Joy Town in Thika started in 1963 by the Salvation Army.

After independence, the government got fully involved and assumed leading role in the education for the handicapped. In 1964, a committee was appointed under chairmanship of Hon E.N. Mwendwa to look into ways and methods of improving the general welfare of the handicapped with reference to making an assessment of numbers and types of the disabled persons in Kenya. A further commitment of the Kenya Government was contained in the Sessional Paper Number 10 (Republic of Kenya 1965) -The African Socialism and its implication to planning was stated as “to improve the general welfare of all people in Kenya”. To achieve these objectives, Kenya has continued to provide special education; every education report that has been established in Kenya has emphasized on educational integration of disadvantaged individuals whereby the handicapped are included.

The Ominde Report of (Republic of Kenya, 1964) advocated for children with handicapped to receive education together with non-handicapped children. Republic of Kenya (1976) attributed the obstacle of integration as being of prejudice and lack of awareness in SNE - Kamunge Report (Republic of Kenya 1988) followed the same trend of the previous report. The 1980 Educational Act (cap 211) was an important step of integration because it provided the legislative framework for children with special needs in education. Today, the available services for the handicapped include the home-based programmes, integrated programming in regular schools, special schools and special units. These are also community-based programmes in Nairobi Mathare and Kibera Slums and

Kibwezi in Machakos. The integrated program for handicapped individuals are scattered all over the country.

Inclusive education in the national and international perspective

A speech at the National Education Assembly (NEA) National Convention (1898) of the USA recommended the annexation of the handicaps programmes. It was due to this recommendation that an idea of integration came into process in order for handicapped individuals to learn together with their peers in public schools. The education of the mentally handicapped sprung in many countries. Classes were built in Germany in 1845, The UK (1948); France 1887 and Sweden (1886). A progressive integration was started by Reynolds (1977) and Slainback (1880) litigation and legislation of USA in the 1970s established student rights with severe handicaps a free public education. The Pennsylvania court later made a decision, which acknowledged the right of persons with handicaps.

This in essence enables learners to be included in all aspects of school life. It may also mean identifying, reducing or removing barriers within and around the school that may hinder learning. This will require that the school systems need to modify the physical and social environment so that they can fully accommodate the diversity of learning needs that learners may have. It requires that learners be placed in the regular classrooms.

According to Sands, Zozleski, and French (2000), creating inclusive education requires consideration of the rights of the students, shared responsibility, structural changes to schools and necessary changes in existing roles and school practices. The concept of inclusive schooling involves the practice of involving everyone – irrespective of talent, disability, social-economic background or cultural origin – supportive mainstream schools and rooms where all students' needs are met.

According to Frederickson and Dine (2000), inclusive education is the provision of services to students with disabilities including those with severe impairment, in the neighbourhood school in – appropriate general education class with necessary support services and supplementary aid (for the children and the teacher) both to ensure the child's success – academic, behavioural and social – and to prepare the child to participate as a full and contributing member of the society.

There have been various policies and trends regarding provision of special needs education in the past. The idea of education as universal and human right was first recognized in 1948 United Nations Universal and Human rights Article 26 of the Universal Declaration of Human Rights which states that: “Everyone has a right to education which shall be free and compulsory. All are entitled to all the rights without discrimination of any kind such as race, colour, sex, birth or any other status”. This forms an important basis for education for all children in the world

regardless of disability. Another move for inclusion was the World Conference on Education for all in Jomtein, Thailand which recommended among other things that all children have a right to education regardless of individual differences and that they should be taken to school with the government providing each child with the most suitable education.

The Salamanca Statement on Inclusive Education (1994) was formulated by representatives of 92 World governments and 25 International Organization who were delegates at the World Conference on Special Needs Education Salamanca – Spain. This was a follow-up of the Jomtein Declaration of 1990. The major recommendation of the Salamanca statement is that the right of every child to education considers the children's unique disabilities and learning needs. It further states that the child with special needs must have access to regular education in a welcoming school in his neighbourhood - this will create an inclusive society thus improving efficiency and cost effectiveness in education systems. Further argument was that all governments must give priority to policy, legal and budgetary provision to improving their education system to include all children in regular education much as possible.

According to the Salamanca statement (1994), this would be achieved through exchanging programmes with other countries practising inclusive education, establishing decentralized and participatory mechanism for planning education

provision for learners with SNE, encouraging community participation in education and improving teacher education programmes to address special needs education in regular schools. It went further and stated that international community including the UN Agencies such as (ILO), (WHO), (UNESCO) and United Nations International Children Fund (UNICEF) must endorse and support the development of SNE support programmes and that non-governmental organizations must be involved in the countries' programming and services delivery to strengthen their collaboration with the official national bodies and to intensify their growing involvement in planning implementation and evaluation of inclusive provision for special needs in education. In addition UNESCO, as the UN Agency for education, should support teacher education programmes to include special needs education. It should also develop skills, strength, information and documentation on inclusive practices and mobilizing funds to develop inclusive schools and community programmes.

The Dakar Framework for Action, (2000) World Conference for All was held in Dakar Senegal to assess the progress since Jomtein (1990). It concluded that there was little or slow progress in most countries especially in Africa towards achieving the goals set ten years earlier. Factors that were suggested to be the reasons for the lack of notable achievement of EFA goals in African countries include low quality education, illiteracy among children and adults especially girls and those with disabilities. Low completion rates, irrelevant and expensive

curriculum, low achievement (attainment) rates, high cost of education. Limited resources for financing education and low community participation were also seen as contributing factors. Dakar framework made various recommendations in enhancing education for all which included expanding and improving early childhood education for vulnerable and disadvantaged children and ensuring that by 2015, all children especially girl-children in difficult circumstances and those from ethnic minority groups have access to completely free, compulsory and quality primary education. It went on to state that learning needs of all young people and adults should be met.

Inclusion implementation

While inclusion can have many positive effects for teachers, parents and all children, it must be done effectively. If it is to achieve its objective and if it is to be implemented in a truly responsible manner, planning and preparation are required. This preparation must include all members of the educational community. Here training must include preparation, knowledge of specific disabilities, encouragement of appropriate attitudes, legal and ethical issues, collaboration and methods of friendship development, specific preparation and training is also necessary for teachers and administrators in assessment, advanced collaboration skills, effective practices for direct instruction and service delivery, transition, and the evaluation of educational outcomes.

Teachers may also be unsure of how to make modification to their materials, methods and expectations so that they can provide appropriate instruction to students with diverse needs. Lombardi (1994) has described several instructional models that include among others direct instruction. This model is characterized by a highly structured and scheduled use of classroom time, efficient use of all teacher resources. (both regular and special education) in the regular classroom, and careful monitoring of progress.

Contribution of leadership styles towards successful inclusion

According to Purkey and Smith (1985), leadership is a process by which individuals are influenced so that they will be prepared to participate in the achievement of organizational or group goals. Hersey and Blanchard (1988) argue that leadership is the process of influencing the activities of an individual or a group in an effort towards achievement of goal in a specified situation. Betermen and Zeithaml (1993) concur and state that leaders move people in organizations in directions they otherwise would not go. This means therefore that leaders help members to become aware of new possibilities and more significant goals.

It is, therefore, the role of school administration to obtain the commitment of individuals to achieving inclusive education for all learners. School administrations need to engage the teaching staff in their teaching process by use of appropriate leadership styles in order to succeed in the implementation of

inclusive education. Different leadership styles posit differed effects on the group. Whileas autocratic leadership style is a source of hostility as members get degraded; the participatory style creates an involment where every member of the school is able to participate effectively in goal achievement.

The authoritative (autocratic) leadership has all authority centred on the leader and decisions are enforced by use of rewards and fear of punishment. Management is very authoritative and actively exploits subordinates using fear and threats. The democratic leader is a contrast of the autocratic leadership style and the leader takes into consideration the wishes and suggestions of members as well as those of the leader. In implementing inclusive education the leader would therefore seek opinions of the teachers, parents and the community.

Laisser- faire leadership is still a departure from autocratic leadership as it simply means 'let them do'. Here the leader exercises very little control or influence over the group and may even fail to give direction. The head teacher is an instructional leader supervisor and inspector. He is expected to give direction in matters concerning the school as he/she is a leader of the teaching staff. The community he serves includes parents in which case he is a public relative officer. He is responsible for programmes implementations.

Administration decisions of the head teacher affect other people with whom he interacts. This means his efforts should be tailored in a way to influence activities of the teachers and parents. According to Eshiwani (1993) the head teacher is the nerve centre of our educational process and all learning and teaching revolves around him as a manager. The head teacher should therefore provide good leadership in order to achieve the schools objectives. The head teacher's role is examined through their leadership styles as perceived by the teachers in the school. In cases where teacher's expectations concurred with the teachers the head teacher will not encounter difficulties in orienting their styles towards the teachers. On the other hand if their views differed, conflicts arose.

The principal of any educational institution has the important role of applying appropriate leadership styles in delegating teaching duties and implementing programmes if he/she is to succeed. He has to create conducive climate for students to improve their academic performance and supportive environment where every member of staff feels confident and satisfied. Koontz and Wehrich (1990) note that appropriate leadership style depends on leaders, followers and situations. They further illustrate that administration tasks depend on contingency factors. Okumbe (1998) posits that leaderships are psychological, characterized by capacity, achievement, responsibility, participation, status and situation. Okumbe (2001) also concurs with Kochhar (1988) who observes that the principal's duties are to: supervise instruction, develop and improve curriculum,

co-curriculum programmes and ensure registration of work. As a first-rate teacher, his/her other tasks include management of school plant, equipment and supplies, office, preparation of school calendar, purchasing necessary textbooks and distributing teaching work. He/she is also responsible of initiating and implementing programmes.

The Support of the administrator

A survey carried out by LRP Publications (1995) indicates that without the backing of the administrator, the effort to create more inclusive classrooms is not likely to succeed. Bennaars, Otiende and Boisvert (1994) urge that incompetent head teachers are a big problem to the overall administration, management of education and any activity.

Teachers need to be given the qualified commitment by the administrators of the school that they and their students will be given the support they need for this effort. In addition to these factors, there is need to create friendly learning environment and school related factor. These include guidance to school communities and in servicing teachers, proper and adequate facilities and infrastructure such as Sanitation facilities. This means that it is paramount for classrooms to be acoustically created. A significant adaptation in public and private building to allow easy access and mobility of persons with disabilities is paramount.

There is also need for secure accommodation in day institutions and arrangement of the physical environment of the inclusive classroom to facilitate community building. The arrangement of the physical layout of the inclusive classroom provides a starting point for effective instruction and learning. The arrangement should balance structure and the opportunity for choice. All these points become part of the issue of the management of the physical environment. There is need to improve teaching and learning approaches and also evaluation methods as rigid assessment procedure based on mean score competition fails in considering learners with special needs. The principal or head teacher is usually the most important administrator and leader in any school. Therefore, administrations in schools where students are becoming more integrated into the total school programme need to have a good working knowledge of special education policies and procedures. Leadership allows for greater organizational flexibility and responsiveness of environmental change (Okumbe, 1998).

It is within inclusive setting that children and youth with special needs can achieve the fullest education progress and social interaction and integration. This leads to their benefiting more from contact with their peers. While separate socialization breeds negative attitude procedures, intolerance and self denigration (Low 1983)

Mentoring' and 'Coaching' of new head teachers

The terms 'mentoring' and 'coaching' mean different things to different people. Whilst some authors use the terms interchangeably, 'mentoring' is more generally used to refer to a process whereby a more experienced individual seeks to assist someone less experienced, and 'coaching' is used to refer to forms of assistance relating more specifically to an individual's job-specific tasks, skills or capabilities, such as feedback on performance. It is important to recognise that the forms mentoring and coaching might be influenced by a wide range of factors, including the relative degrees of experience and expertise of mentors and mentees, and their personal characteristics according to Okumbe (2001). Research suggests that most mentoring of new head teachers is carried out by more experienced head teachers, while some is carried out by inspectors, advisers and consultants. Contact between mentors and mentees can occur in different ways, including face-to-face meetings, telephone conversations, school visits and group meetings with other mentor-mentee pairs.

The main roles adopted by mentors include: assisting new head teachers to solve their own problems, acting as a catalyst or sounding board, providing linkage to people or resources, discussing various topics relating to school management and offering solutions to the new head teacher's problems. Mentoring provision is sometimes described as peer support. Some mentor and mentee pairs produce a jointly agreed agenda to which they work. Typically, head teachers have mentors

from the same (primary or secondary) phase of schooling. All major studies of formal mentoring programmes for new head teachers have concluded that such mentoring work was effective. For example: the large-scale evaluation of the head teachers Mentoring Pilot Scheme in England and Wales found that 66 per cent of the new head teachers and 73 per cent of mentors rated the mentoring process as successful or very successful (Bolam and Hanley 1993) 80 per cent of new principals involved in a similar scheme in the U.S. stated that the mentoring programme had been 'helpful' or 'very/extremely helpful' (Grover, 1994).

Evaluative studies suggest that mentoring of new head teachers can result in a wide range of benefits, not only for the mentee, but also for the mentor, schools and the educational system in general. The potential benefits for new head teachers are reported to include: reduced feelings of isolation, reduced stress and frustration/therapeutic benefits, increased confidence and self-esteem, the opportunity to reflect on the new role, an accelerated rate of learning, improved personal skills, including communication /political skills, improved technical expertise/problem analysis and friendship. Benefits reported to be experienced by mentors include: benefits to their own professional development, improved performance/problem analysis, insights into current practice, awareness of different approaches to headship, increased reflectiveness and improved self-esteem. Research suggests that a range of factors are likely to impact on the effectiveness of mentoring schemes for new leaders. These include: the

availability of time in which to undertake mentoring, the matching/pairing of mentors and mentees and the qualities/ attributes of mentors whether or not mentors are trained, and the nature of such training.

Parents involvement in inclusive education

Parents of students with disabilities may experience anxieties about having their children educated in inclusive classrooms when these parents compare the class size and resources of a special class to those of a regular classroom; they feel that placing their children in an inclusive classroom is risky (Woelfel, 1994).

On the other hand, many parents actively seek inclusive placements and are sceptical of even limited removal of their children from these placements for special services. A key issue for many of these parents is the impact of regretted educational settings on their children. Parents too, must be encouraged to be partners in the inclusive education of their children. They must be involved in the decisions and planning that lead to a student's placement in an inclusive classroom. Following placement however, they should be encouraged to be involved in continuing dialogue with the teacher. This means there should be active collaboration between the teachers and the parents.

Teachers – assistance teams

Teachers (regular and special education) work as teams. They meet frequently to solve problems and provide help to one another. The teacher assistance teams must provide help to their members on managing student learning processes.

Consulting teacher model

Special teachers trained as consultants provide consultation and assistance to teachers in regular classes. They also help train paraprofessionals assigned to general classrooms to help with students with disabilities. In addition, they do team teaching along with general classroom teachers of students who have special needs regardless of whether they have been identified as having disabilities or not (Lombardi, 1994).

Lombardi points out that the teaching methods that regular classroom teachers have found to be most effective with students without disabilities can also be effective with students with disabilities. He also recognizes that some instructional modifications have proven to be particularly effective for students with disabilities in regular classrooms. Good teaching methods have no boundaries according to Lombardi (1994). Although an inclusive classroom does focus on the individuals, there are some generalized instructional modifications that are especially suited to students with learning difficulties. These include using advanced organizers, pre-teaching key vocabulary, providing repetition of

instruction, previewing major concepts making time adjustments, using manipulative and providing corrective feedback cooperative groups peer tutoring, whole-language instruction, unit teaching, and behaviour modification procedures all have received support in the literature.

Another question that teachers must ask themselves as they prepare to become more involved in inclusive educational practices is the extent to which they expect all students to meet the same standards. The Kenya curriculum is examination-oriented where the mean score syndrome looms across all educational levels of curriculum implementation and evaluation. Acceptance of individual progress toward personalized goals is critical to working with students with special needs. Being able to praise and value the progress of these students is also important. Rigid standards for SNE and recognizing only the academic achievement of these standards may be detrimental to the education of all students.

Summary

The literature reviewed in this chapter highlights the historical development of SNE, inclusive education in international and national perspective, inclusive education implementation. The chapter also discusses leadership styles and their contribution to successful implementation of programmes. However, the researcher intended to find out challenges facing head teachers in effective

implementation of inclusive education in primary schools in Nairobi West District, Kenya.

Theoretical framework

This study is guided by systems theory developed by Ludwig von Bertalanffy (1993). According to Schemerhorn (1993), a system is made of interrelated parts that function together to achieve a common purpose. It is a set of objectives or elements in interaction to achieve a specific goal. Many concepts were later incorporated in to suit our daily life such that we talk of a family system, body system and school system.

The theory attempts to explain and predicts behaviour of the complete organization, its people, environment structure and technology. All systems have a common element such as input, output goals, processes feedback; information about some aspects of a system can be used to evaluate and monitor the system and to guide towards move effective performance.

Inclusive education can be viewed as an open system as it receives inputs from the environment in form of learners, finances, equipment, teachers, parents which it utilises to produce result which will then be successful implementation. The output from these is impaired learners who have been assessed and appropriate intervention recommended while environment is the larger society. A system is

composed of sub-systems or sub units that work together in a division of labour so that the entire organization can achieve its goal.

The ultimate goal is for all sub- systems to perform in ways that facilitate high achievement for the whole organization. According to the systems theory, if one sub system fails the other system is put in jeopardy. This study therefore sought to investigate how these sub-systems are combined and coordinated by school managers in order to effectively achieve inclusive education for all learners.

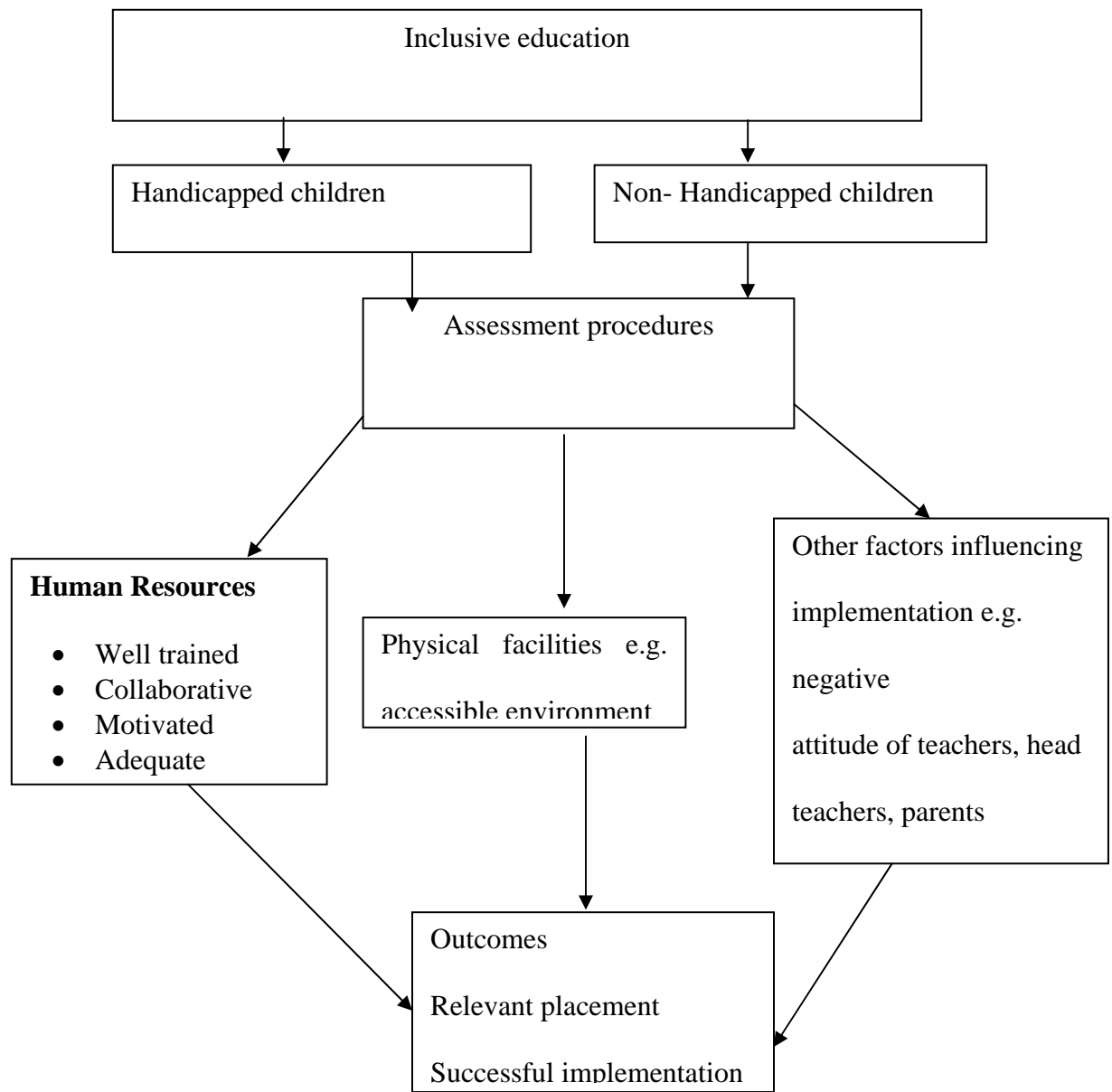
Conceptual framework

The conceptual framework of this study (Figure 2.1) shows the variables which would effectively contribute to the success of inclusive education. It shows the relationship between the independent and dependent variables in the proposed study and illustrates the outcomes of successful implementation of inclusive education.

The human resources, physical facilities combined with use of proper teaching methods and evaluation, effective leadership are presumed to be significant with regard to provision of inclusive education. When these variables are well combined and coordinated, they constitute effective inclusion. All the outcomes are aimed at making handicapped learners to become self-reliant and finally

participate fully in individual and national development hence the purpose of inclusive education.

Figure 1: Conceptual framework showing inclusive education



Source: Researcher (2009)

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This section outlines the research methodology. It discusses the design to be adopted for the study, the target population, sample size and sampling procedures, research instruments, validity and reliability, data collection procedures and data analysis.

Research design

According to Stufflebeam (1981), the method should be a respectable methodology, thus its techniques of evaluation must be built on the needs of the clients. For the purpose of the research, the researcher is to use descriptive survey method whose central characteristics will be concerned with information generally obtained by looking at records and questionnaires. Orodho (2003) as quoted by Kisilu (2006 page 71) states that descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Mugenda, and Mugenda, (2003) also concur and add that one of the purposes of survey research is to obtain information that describes existing phenomena by asking individuals about perceptions, attitudes behaviour or values. This method is also quick and cheaper in data collection and analysis.

Target population

According to Mugenda and Mugenda (2003), target population is the total number of individuals to whom the researcher intends to generalize the results of his/her findings. The target population of this study was the head teachers of the 53 regular public primary schools in Nairobi West District.

Sampling procedures and sample size

Mugenda and Mugenda (2003) point out that sampling is a process of selecting a small group of individuals to represent a larger group in a study. Orodho (2004) says that a sampling procedure is a definite plan determined before any data is collected. Criterion for selecting institutions is first determined by category of learners, geographical area and location. Nairobi West district has 53 schools out of which 35 were randomly selected. The sample procedure selected 70 teachers, two from each school and 30 randomly selected head teachers with a total sample of 100.

Research instruments

The main instruments of the study included the teachers questionnaire and the head teachers interview schedule. The head teachers were expected to orally respond to the interview schedule. The items sought to establish the head teachers' attitudes, feelings, knowledge and skills about implementing inclusive education in regular primary schools. The questionnaires were adopted because

teachers are highly learned people and will therefore not find it generally difficult understanding the questions. In addition they afford them the privacy to enable them answer the questions honestly. Questionnaires were administered to the teachers personally by the researcher.

Interview schedules were arranged with the head teachers to solicit information about the challenges they face in administering inclusive education in their schools. The interviews were guided and were face- to- face and the results are presented in narrative form. The researcher complemented questionnaire data obtained with interview data from teachers and head teachers

Validity of instruments

Validity seeks to establish if instrument measures what it is purported to measure (Orodho, 2004). Validity in the study was ascertained by professionals in the field and included experts such as supervisors and lecturers in the Department of Educational Administration and Planning. To enhance validity and reliability, a pilot study was done through administering the instruments to respondents of three randomly selected primary schools in Nairobi West District. It was further enhanced by making necessary adjustments to the questionnaires based on the pilot study.

Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Gay, 1992). The researcher used test-retest technique of evaluating reliability of questionnaire. The same instrument was administered again to teachers of the selected schools after one week to test whether similar responses would emerge. The two scores of each respondent were analyzed to check for consistency of responses. Scores from the first test were then correlated with scores from the final test.

The data collection procedure

First, the researcher sought permission from the Ministry of Education. After collecting the questionnaires from the respondents, the researcher coded them according to teachers and head teachers' responses. In the course of piloting the researcher personally visited the sampled schools and administered the questionnaires. Questionnaires were collected after one week.

Data analysis techniques

After fieldwork, the researcher edited and counterchecked completion of questions in order to identify items which might not have been appropriately responded to. The quantitative data was then coded manually and analyzed using the Statistical Package for Social Sciences (SPSS). Qualitative data was arranged

into themes as per the objectives. Descriptive statistics and tables of frequency, distributions and histograms were used to present results.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

Introduction

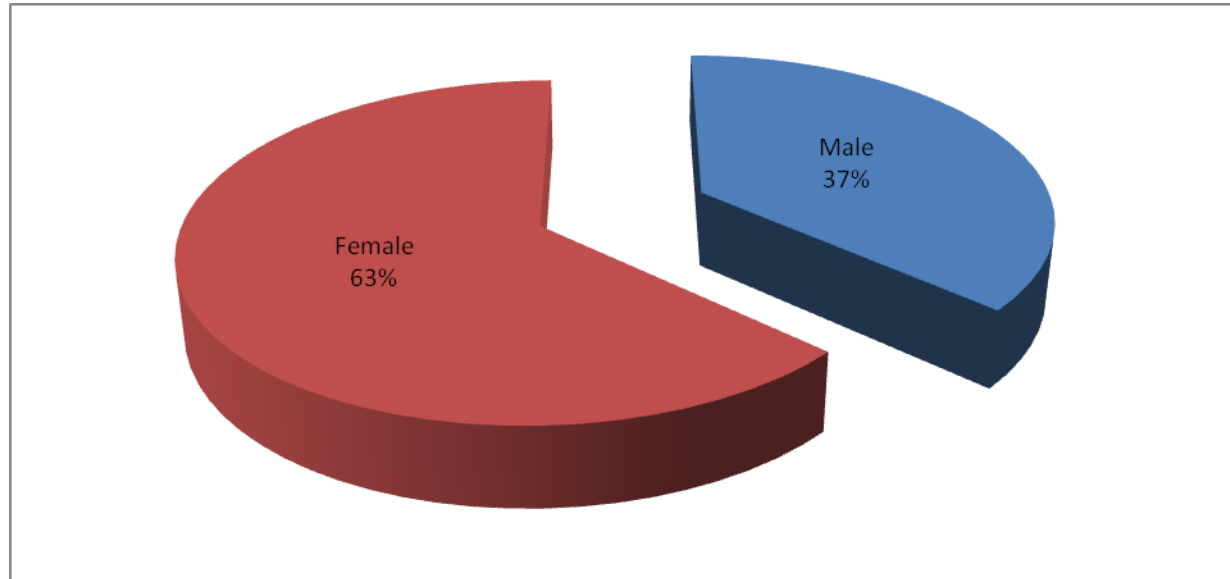
This chapter focuses on the presentation, description and analysis of the findings of the study. The findings are presented by descriptive statistics like table of frequencies, pie charts, bar graphs and percentages. In this study, the researcher sought to investigate the challenges facing head teachers in administration of inclusive education in public primary schools in Nairobi West District. At the end of data collection period, 35 schools took part in the survey indicating a response rate of 85.7%.

Analysis of Responses from Teachers

Teachers' Gender

The results shown in Figure 2 present the results on the gender of teachers that took part in the survey.

Figure 2: Gender of teachers

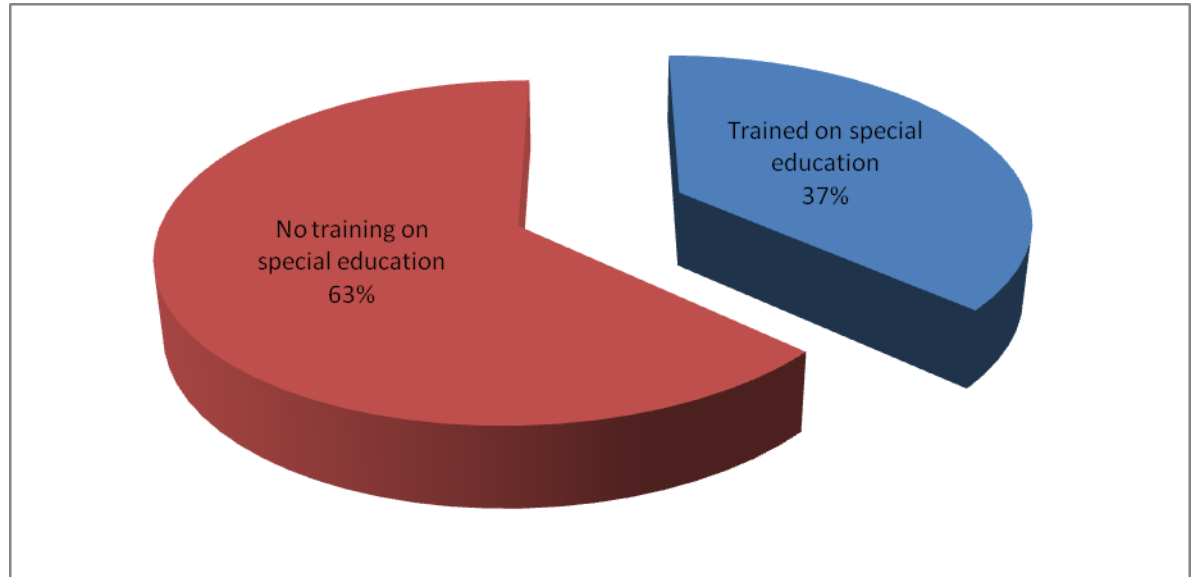


The gender of the participants was all inclusive, and there was little or no trace of biasness in the study. The females were 63% of the samples while males were 37%. This is because there are more female teachers than male teachers in primary schools.

Number of teachers with training in Special Education

The study also sought to know if the teacher had any training in special education and even aimed to know the length of the training of those who had had such training. Information regarding training of the participant was analysed and presented in Figure 3.

Figure 3: Training on Special Education



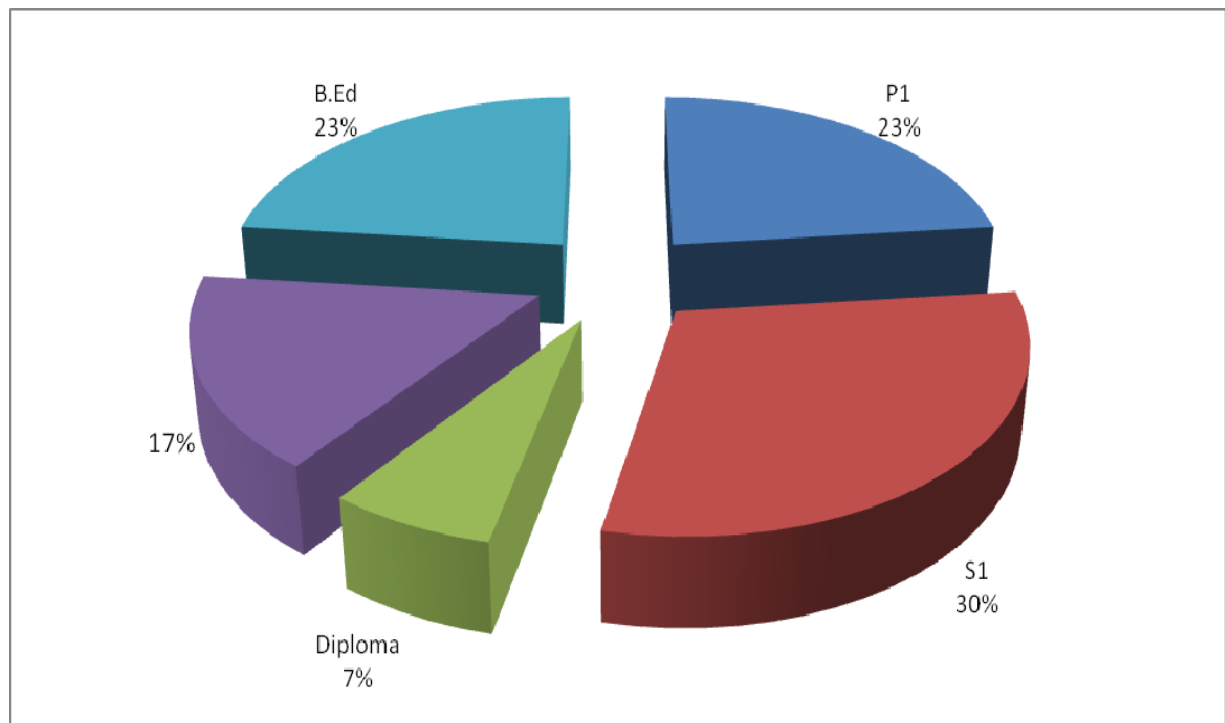
Sixty three percent of the participants had no training in special education while 37% had training in special education. This shows that in order to address the problem of inadequate teachers for the children with special needs, then there should be increased enrolment of teachers to be trained in special education even if it is in in-service training.

Most of the respondents who had had some training in special education had it only for a short period while a few had been trained for four years especially those who had pursued special education as a course at the university level.

Teachers' level of training

The study also sought to establish the level of training as a teacher in order to determine if teachers were competent enough to teach. The data regarding this was analysed and presented in Figure 4.

Figure 4: Level of training of the participants



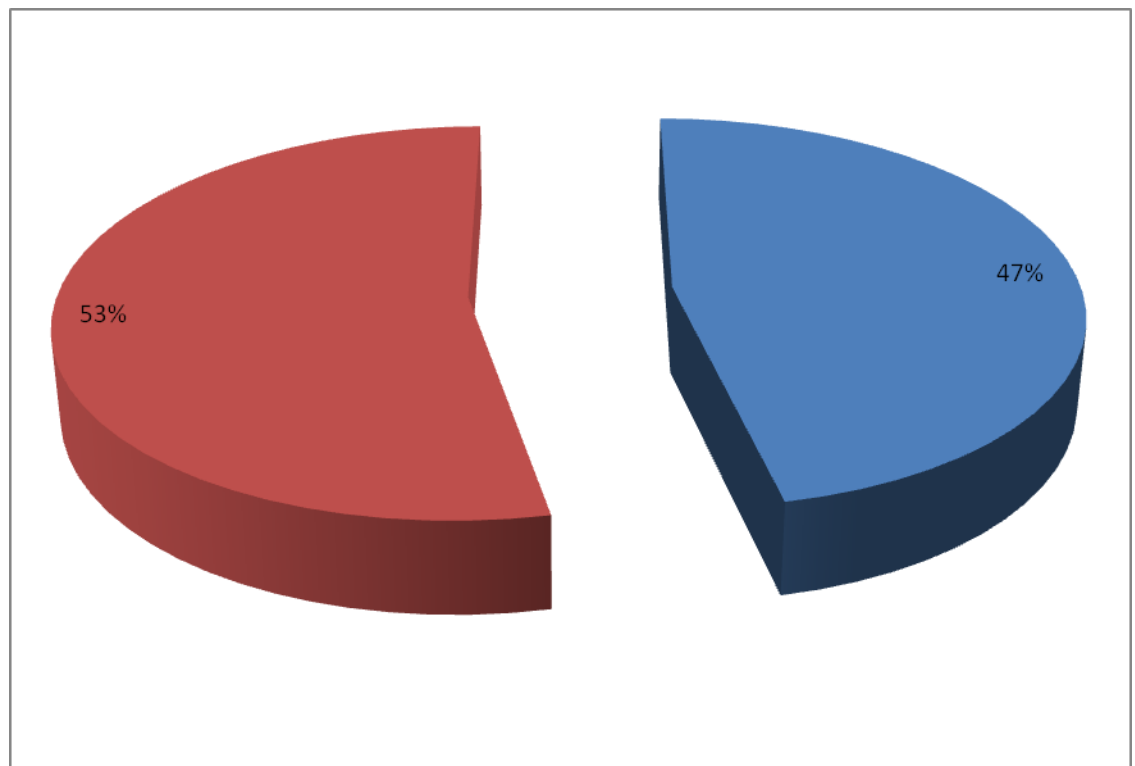
From the data analysed and presented in the figure above, the results show that 23% of the teachers were P1 30% were S1, 7% had diplomas, 17% had B. Ed. in

special education, while 23% had general B. Ed. degrees. Thus, majority had S1 and P1 qualification (53%). This calls for the stakeholders in the education sector to encourage furthering of education levels in order to get teachers who are highly competent in special education.

Training on handling students with Special Needs

The study also wanted to know if the participant had any training on how to handle children with special needs and the data regarding this was analysed and presented in Figure 5.

Figure 5: Training on how to handle children with Special Needs

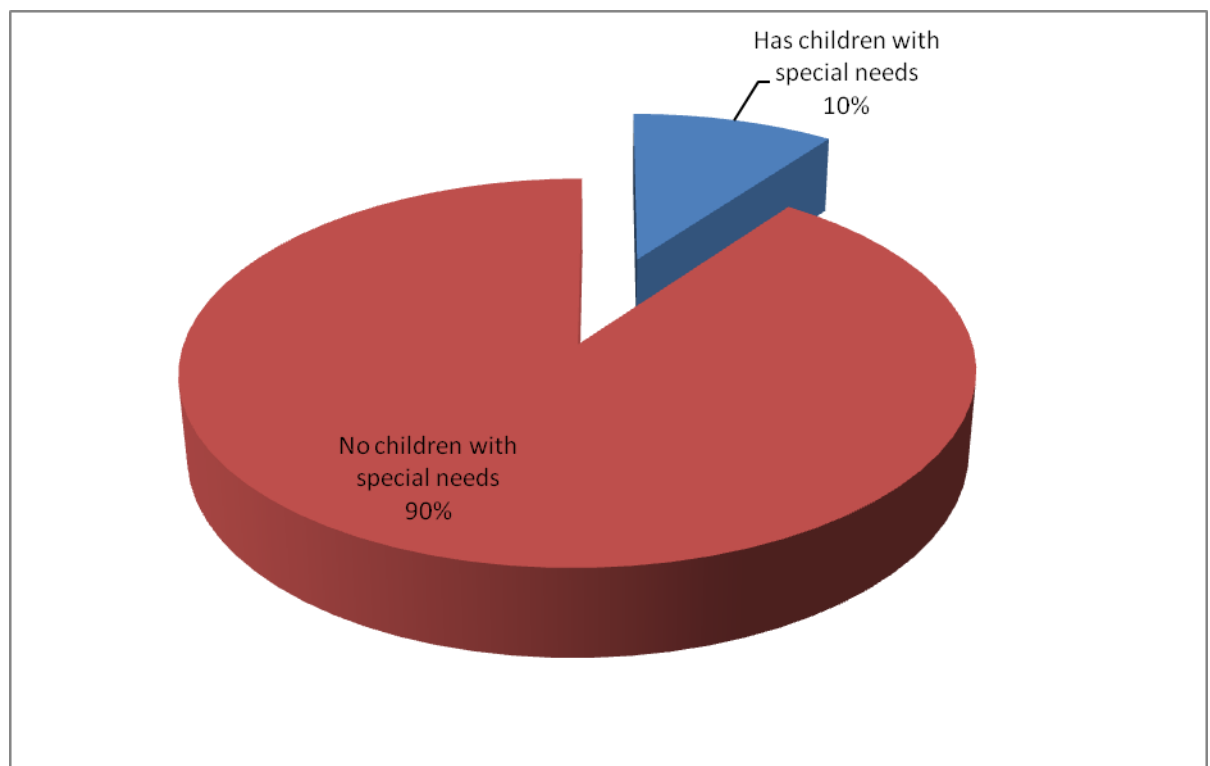


The study found that 47% of the teachers had training on how handle children with special needs while 53% did not have such training which shows the importance of the stakeholders in the education sector to review the curriculum on teacher training and on head teachers to apply appropriate leadership styles in order to implement programs

Teachers with children with Special Needs

The study also sought to determine if the teacher had any children with special needs in their classes. The data was analysed and presented in Figure 6.

Figure 6: Teachers with children with Special Needs



The study found that 90% of the participants had no children with special needs in their classes while only 10% had. This may be due to the fact that inclusive education has not been embraced in majority of regular primary schools leading to learners being confined to special institutions.

Willingness to receive more children with Special Needs

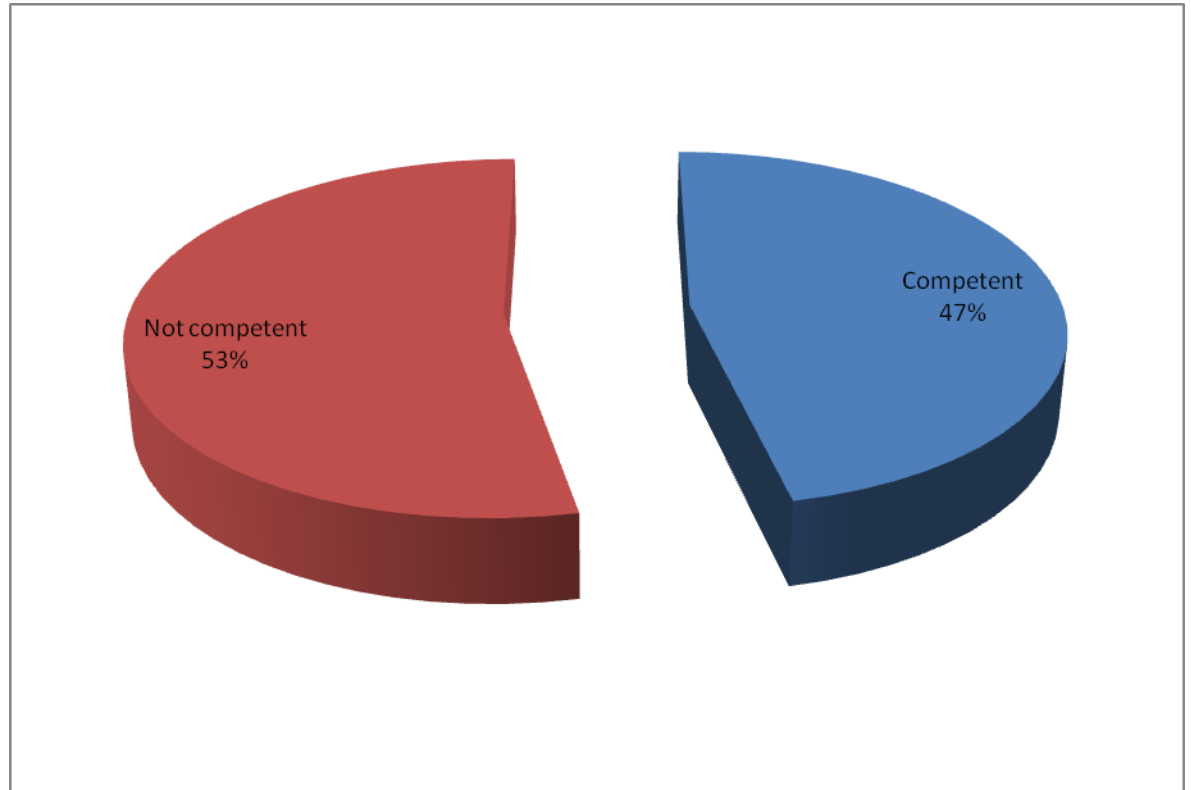
The study also sought to determine if any of the participants was willing to receive more children with special needs in their regular class. It was discovered that 100% of the participants were willing to incorporate more of the children with special needs in their regular classes and this shows that they are ready to embrace the idea of the inclusion of the children with special needs in the regular classes.

Teacher competence to teach integrated handicapped

The study also sought to determine if the teachers felt competent enough to teach the children with special needs that have been integrated in their regular classes.

The data was analysed and presented in Figure 7.

Figure 7: Teacher competence to teach integrated handicapped



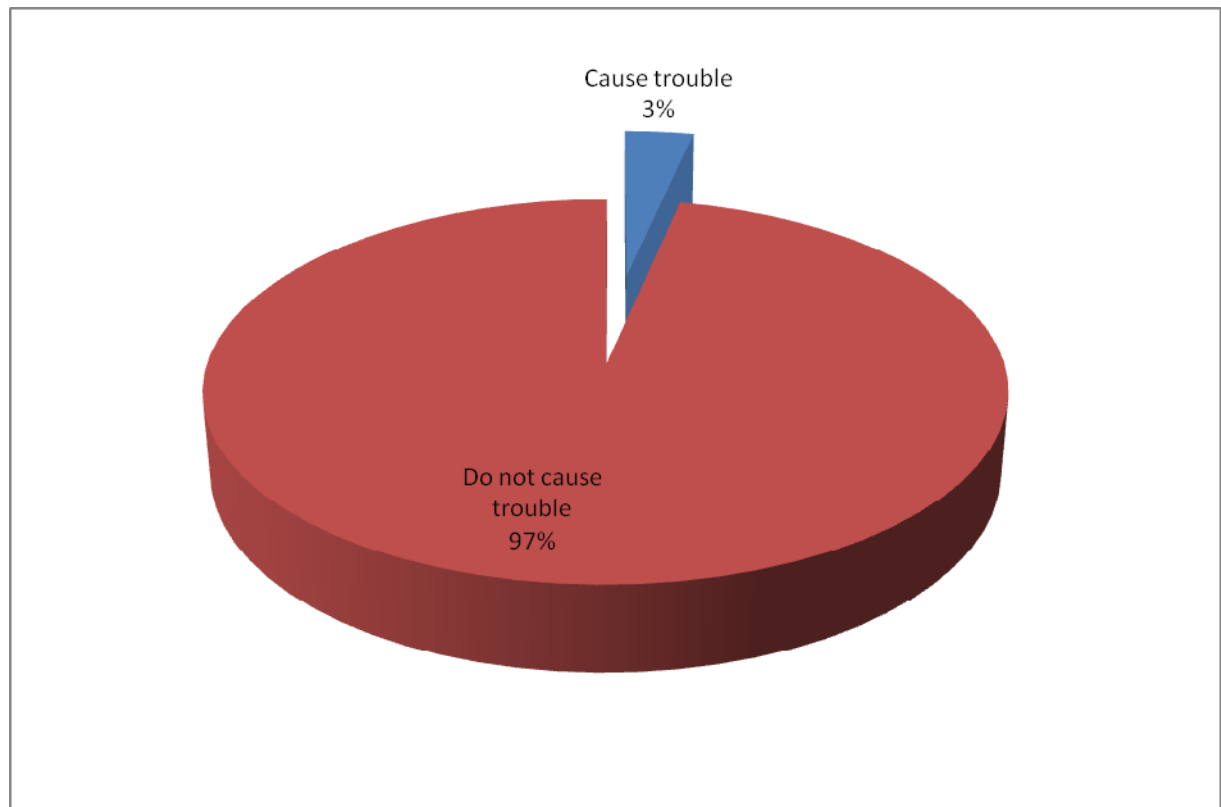
The study revealed that 53% of the teachers did not feel competent enough to teach the integrated classes while 47% felt that they were able to teach the integrated classes. Thus, even though, majority of the teachers were not competent for the job as tutors for the integrated handicapped classes, they were willing to teach learners with challenges.

Trouble with handicap learners

The study sought to determine if the handicapped caused or would cause any trouble to other non-handicapped children with the purpose of ascertaining their

integration into the general social scene and find out how they react to such and even how the other non-handicapped children treated them and the connection of this with the willingness of the teacher to admit more of the handicapped children in their classes. The data regarding this was analysed and presented in Figure 8.

Figure 8: Trouble with handicapped learners



The result shows that about 97% of the teachers indicated that the handicapped children did (would) not cause any trouble to the non-handicapped while only 3% thought that they did (would). This is a good sign that the children with special

needs are socially sound and the small percent that cause trouble are due to rare cases of difficulty in integrating.

Evaluation of handicap Children

The study also sought to know how the teachers (would) evaluate (d) the handicapped children in their classes and most of the teachers said they (would) evaluate (d) the children in the activities they participated in. This shows that the teachers (would give) gave special attention to the children with special needs.

Assistance of handicap Children

The study also tried to ascertain how the teachers assisted the handicapped children in their classes and a huge number of the participants were of the view that they assisted the handicapped children through personalized teaching and extra coaching. .

Willingness to teach handicap children

The study also sought to know if the teachers were willing to teach handicapped children. The results show that almost all teachers were willing to teach such children in their classes. The reasons given for this were as follows: it helps them not to feel isolated; they have a right to education; and they are like other children

despite their shortcomings. This indicates that regular teachers would not resist inclusive education if it was introduced in their schools

Dropout among Handicap Children

The study sought to determine if there were any cases of dropouts among the handicapped children. The data was analysed and presented. It was noted that a few of the respondents were of the view that there were cases of dropping out of school among the handicapped children. The numbers given were few if not negligible since few of them drop out.

Challenges faced when dealing with learners with Special Needs

The study also sought to establish from the participants what challenges they faced when dealing with children with special needs and their responses were cited as inadequate facilities; resistance from head teachers leading to little or no support from the administration; and the fact that the program has not been taken seriously in most schools.

Extent of Agreement

The study also sought to determine the views of the participants about some issues whether they; strongly agree (SA), agree (A), undecided (U), disagree (D), strongly disagree (SD). The results are analysed and presented in Table 1. The

study found that most parents of children with special need do not care about what their children do at school. This is because 66% of the teachers agreed with the statement in Table 1. The study also revealed that parents of children with special needs are not willing to take their children to school because they realize the importance of educating them. This is due to the fact that from Table 1, 93% of the teachers disagreed with the statement. Further, 93% of the teachers also disagreed that children with special needs are well taken care of by parents just like normal children. The rest of the analysis can be observed from Table 1.

Table 1: Extent of teachers' agreement with statements concerning attitude of parents and head teachers in percentages

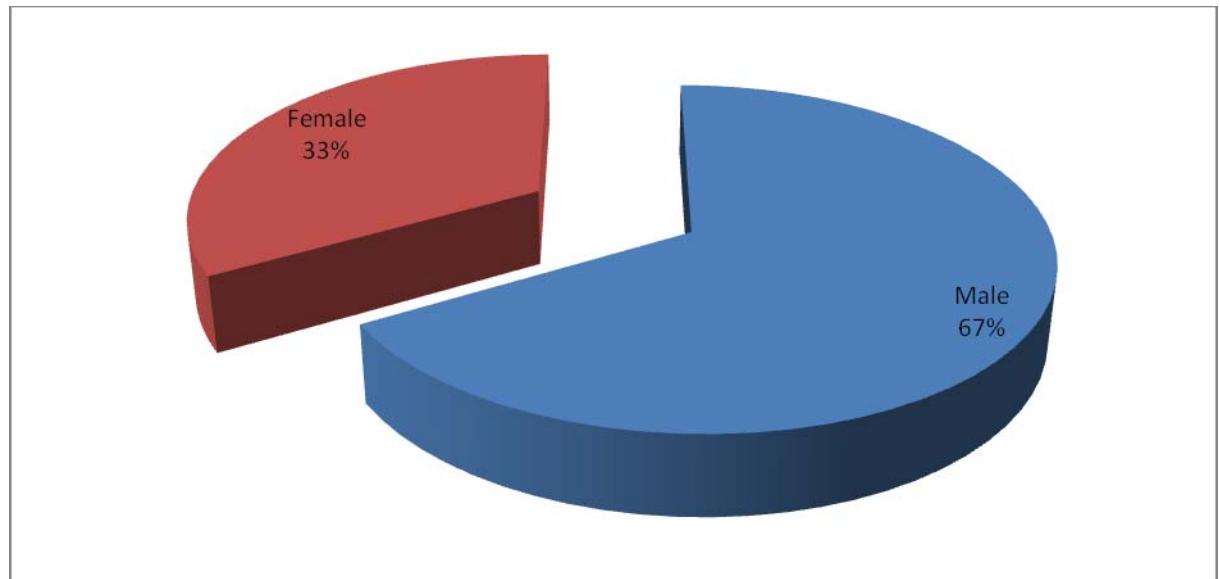
Statement	SA	A	U	D	SD
Most parents of children with special need care what their children do at school.	14	52	7	17	10
Parents of children with special needs are willing to bring their children to school because they realize the importance of educating them.	0	0	7	30	63
Children with special needs are well taken care of by parents just like normal children.	0	0	7	0	93
Some parents feel that taking children with special needs to school is getting rid of a bother.	90	0	7	0	3
Schools have the requisite materials and resources to handle children with special needs.	0	0	7	0	93
Head teachers are ready to admit children with special needs	0	17	7	0	76
Head teachers involve other teachers and stakeholders in making decisions about children with special needs.	0	0	7	0	93
Head teachers are well trained to handle children with special needs.	0	0	7	0	93
Teachers are concerned with the learning of children with special needs.	0	0	10	23	67
Teachers are well trained to handle children with special needs.	0	10	7	67	16
Teachers are always ready to assist the handicapped beyond the normal time of teaching.	0	3	7	90	0

Analysis of head teachers' responses

Gender of the head teachers

The gender of the head teachers was sought to establish their representation in the study. The data was analysed and the results are presented in Figure 9.

Figure 9: Gender of the head teachers

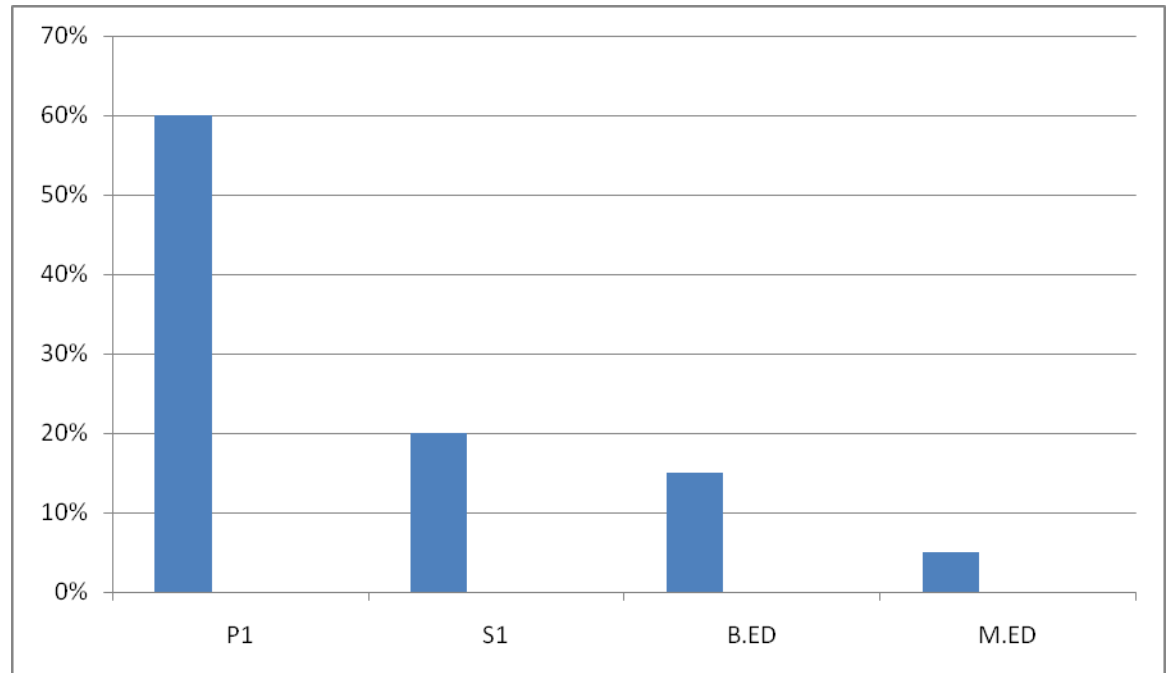


The results show that 67% of the head teachers were male while the remaining 33% were female. This indicates that most of the head teachers in the schools surveyed were male.

Head teachers' highest level of education

The study also aimed at determining the highest level of education that the head teachers had attained and the data was analysed and presented in Figure 10.

Figure 10: Head teachers' highest level of education

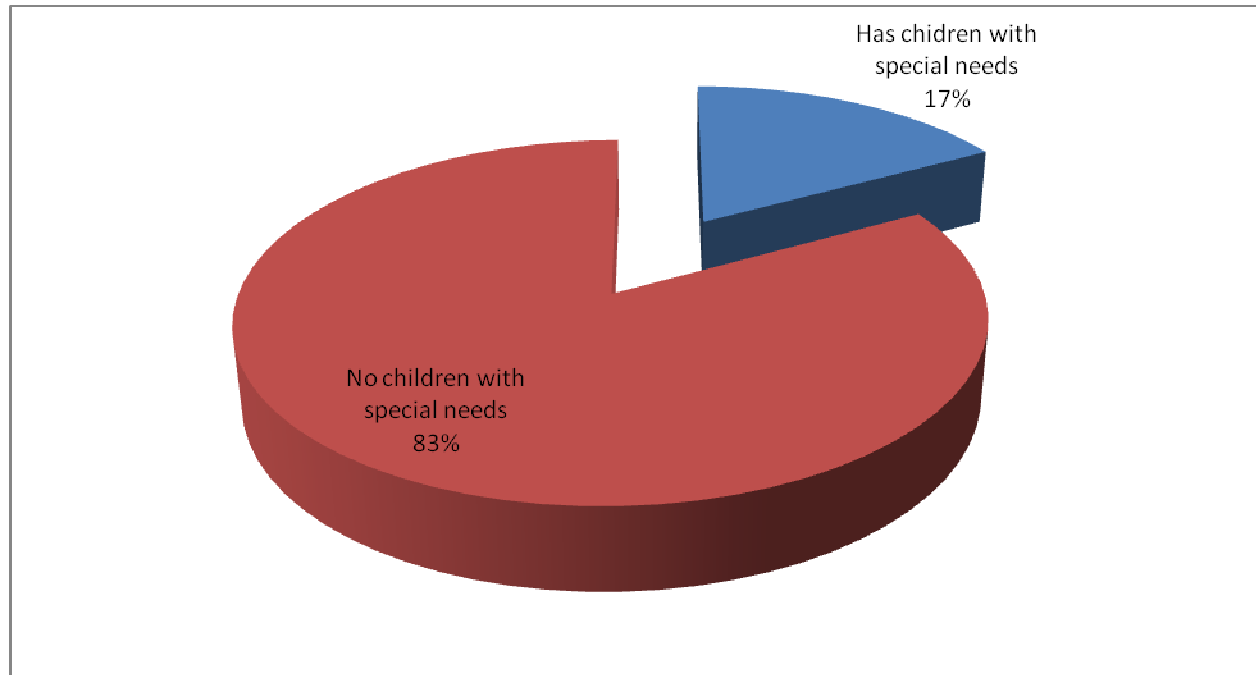


From the graph, it is clear that 15 % of the participants had a bachelor of education degree, 60% have a P1 degree, while 5% had a master of education degree and 20% had attained S1 certificate. This stands out as a major hindrance to implementation of inclusive education as most head teachers are not trained in managerial skills and competencies.

Existence of children with special needs

Figure 11 shows the results on the schools that have children with special needs as stipulated by the head teachers.

Figure 11: Existence of children with special needs

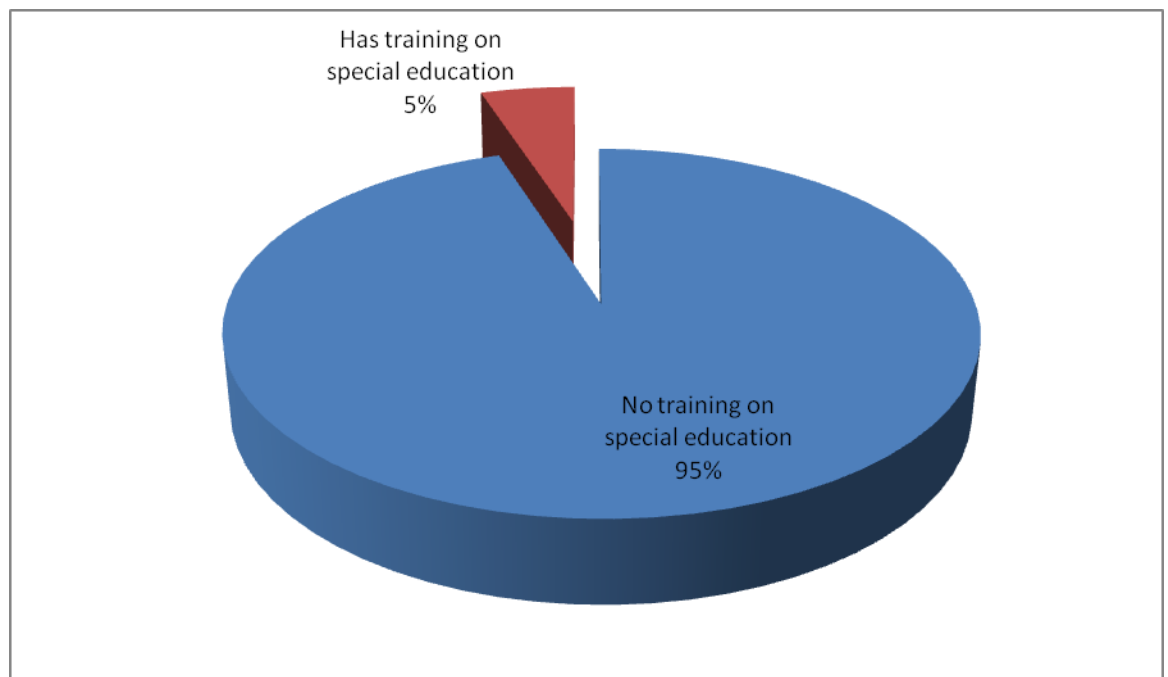


The results show that 17% of the schools had children with special needs while 83% did not have children with special needs. It is therefore clear that majority of the schools do not have children with special needs. This shows that despite the fact that teachers are willing to teach children with challenges, head teachers have not implemented inclusive education as a result of poor leadership and lack of skills.

Head teachers' training in special education

The study also sought to determine if the head teachers were trained on special education. The results are summarised and presented in Figure 12. The results show that 80% of the head teachers did not have any training on special education while only 20% had such training. This indicates that most of the head teachers do not have the competence to handle children with special needs in their schools.

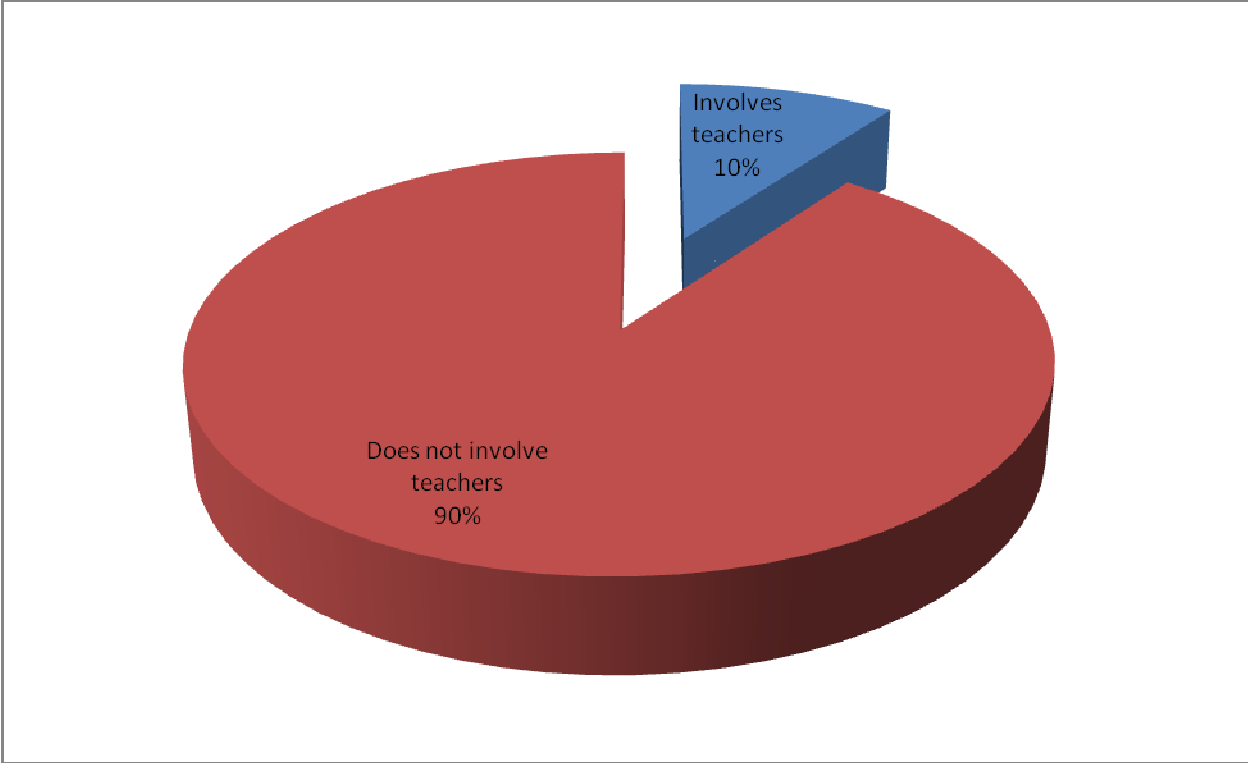
Figure 12: Head teachers' training in special education



Collective decision making on children with special needs

The study also sought to know if the head teachers involved teachers in the decision making on matters involving children with special needs. The data was analysed and presented in Figure 13.

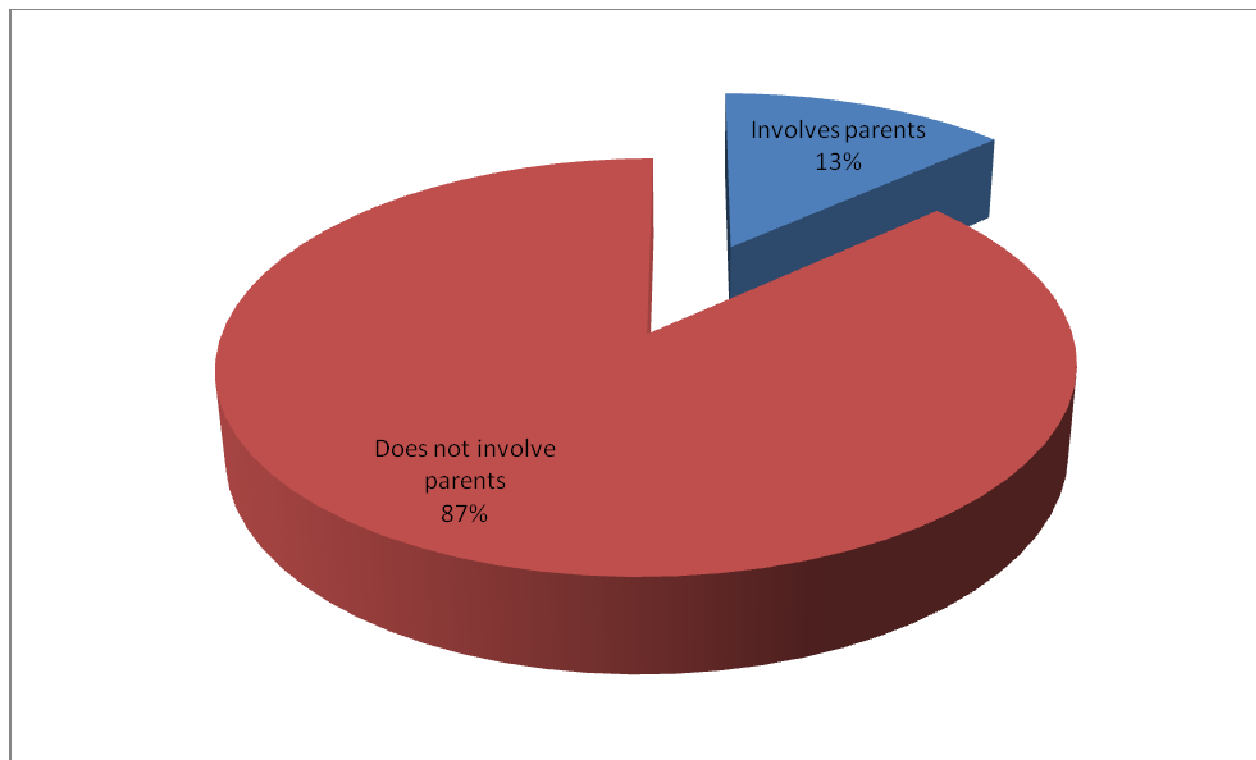
Figure 13: Involvement of teachers in decision making



From the analysed data, it was established that 90% of the head teachers did not involve teachers in the decision making on matters involving children with special needs while 10% did. Head teachers are therefore not able to influence individuals in achievement of organisational goals due to lack of required skills and competencies in management

The study also sought to establish whether the head teachers involved parents in the decision making on matters involving children with special needs. The data was analysed and presented in Figure 14.

Figure 14: Involvement of parents in decision making



From the analysed data, it was established that 87% of the head teachers did not involve parents in the decision making on matters involving children with special

needs while 13% did involve parents in the decision making on matters involving children with special needs. Parents should be involved in the decision making process as they know their children's challenges and can help in the proper implementation of the inclusive programme.

Challenges facing administration regarding children with specialised needs

The study sought to establish the challenges the head teachers face in administering inclusive education in relation to various issues. As regards training of head teachers and other teachers, majority of the head teachers cited that the training of teachers in special education was inadequate to be able to effectively handle the situation.

The head teachers also cited that they experienced challenges as regards resources and facilities. Majority of the head teachers cited that the funds were inadequate to be able to run the programs that support children with specialised needs in their schools. Most of the resources channelled to schools are meant for the regular students. Children with specialised needs are not much considered when the funds are released to the schools.

In terms of curriculum content, the head teachers cited that the challenges they faced were the fact that the curriculum does not have content that is specific to children with special needs. The syllabus was cited as not being all-inclusive.

The head teachers also cited that there was an issue with the attitude of teachers, parents and administrators as regards children with special needs. Most of the attitude especially of the stakeholders is negative.

Overcoming the challenges

The head teachers indicated that all stakeholders in the education sector need to be sensitised on the issues revolving around children with specialised needs. The schools also requested that the resources that can help children with special needs need to be channelled to the schools if they are to effectively handle the learners. The teachers need to be trained in special education while head teachers not only need training in special education, but also in leadership and management.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a research summary, research findings, conclusion, recommendations and suggestions for further research drawn from the analysis in chapter four. The total number of schools was 53 out of which 35 schools were selected through random sampling. Two teachers were randomly selected totalling to 70 teachers. Thirty head teachers were randomly selected from the sampled schools. Out of the total number of questionnaires, a response rate of 85.5% was registered. Descriptive survey design was adopted for the purpose of the study. It was conducted in Nairobi West District in Kenya. Research instruments were questionnaires and interviews.

Research summary

The purpose of this study was to investigate challenges faced by head teachers in the administration of inclusive education. Research analysis was assisted by a computer programmer to obtain frequencies and percentages. The research findings were presented in frequencies and percentage tables. Majority of both the teachers and the head teachers had reasonable experience in teaching and classroom management. Purkey and Smith (1985) state that leadership is the process by which individuals are influenced so that they will be prepared to participate in the achievement of organizational or group goals . It is the role of

administrators to obtain commitment of individuals to achieve inclusive education for all learners. Head teachers were however not trained in leadership and therefore lacked appropriate leadership skills. This means therefore that they are not innovative, and are not ready to incorporate ideas from classroom teachers which has led to non implementation of inclusive education

Research findings

It is true according to the participants that most parents of children with special needs do not care what their children do at school since 66% disagreed with the statement. This shows that most parents are not concerned about the progress of their handicapped children at school. Since 93% of the participants strongly disagree that parents of children with special needs are willing to bring their children to school because they realize the importance of educating them then it shows that there is a serious issue which should be addressed by the stakeholders especially in the area of sensitisation and appropriate school management.

Majority of the participants (90%) strongly agree that some parents feel that taking children with special needs to school is getting rid of a bother thus creating a clear picture of their attitudes towards these children. Since 93% of the respondents strongly disagree with the notion that schools have the requisite materials and resources to handle children with special needs and this might pose a challenge to these children since they are not able to operate as normal children

do. About 76% of the respondents felt that head teachers are not ready to admit children with special needs in their schools. This is due to lack of training in special education which is also a factor that hinders the implementation of the inclusive education programme. On the other hand 93% of the respondents disagree that head teachers involve other teachers and the community in making decisions about children with special needs. The decisions made might not have the impact that is deserved or they might be wrong decisions all together since it is the teachers that are in constant contact with such children and need to be included in decision making regarding children with special needs. Majority of the respondents (93%) disagreed with the statements that head teachers are trained to handle children with special needs. This means therefore that they are unable to implement programmes as a result of use of autocratic leadership styles and inability to consider contributions from other staff.

According to the analysis, teachers are not involved in decision making and programme implementation in the schools, then it automatically results in their failure to discuss programme implementation with their head teachers. A good number (67%) of the respondents strongly agree that teachers are concerned about the learning of children with special needs then the main hindrance is not the teachers attitudes. About 67% disagree that teachers are well trained to handle children with special needs and this becomes one of the factors that might hinder the implantation of the inclusive program. Majority (90%) of the participants

disagree with the statement that teachers are always ready to assist the handicapped beyond the normal time of teaching hence calling for a review of the curriculum for the children with such needs so that they are attended for during normal hours of schooling.

Conclusion

The information discussed so far leads to a number of conclusions. According to the research findings, attitudes of teachers towards inclusion were related to the perceived feasibility of teaching handicapped learners in an inclusive classroom and the teachers' qualification and confidence in their ability to teach in an inclusive classroom

Teachers who participated in the study support the idea of teaching handicapped learners together with their non handicapped peers in an inclusive setting. Despite this general approval head teachers are not well informed about the programmes. They are also not appropriately trained in leadership and therefore lack skills in programme implementation and in leadership whereby they can embrace ideas from teachers.

Regardless of the general view from regular classroom teachers that inclusive education should be embraced in all schools, and despite the fact that they are ready to receive learners with challenges in their classrooms, head teachers fail to

implement the programmes due to lack of training and failure to apply appropriate leadership skills.

Recommendations

From the findings of the study, the following recommendations are made on overcoming challenges encountered by head teachers in implementation of inclusive education for all learners;

1 Head teachers should be well trained in leadership in order to improve competency

and management skills.

2 There should be a mentorship programme even after training whereby those who have best practices in education can mentor others.

3 In addition to head teachers being trained in leadership, they should be trained in programme implementation.

4 A course in inclusive education should be made mandatory for all aspiring head teachers.

5 Training of head teachers should emphasize human relations skills to help them involve teachers and other stakeholders in making decisions on issues

involving children with special needs

6 The head teachers in inclusive schools should work towards active parental involvement.

7 Head teachers need to be provided the necessary materials and equipment to

enable them handle special needs children well

8 Curriculum developers should endeavour to develop suitable and tailor made curriculum for the children with special needs so that they are not forced to undergo the same curriculum with “ normal” children who are not disadvantaged as they are.

9 The Government should employ enough teachers so that the inclusive classes are not too large and therefore unmanageable.

Suggestions for further research

1. This study should be replicated in other areas of the country in order to establish the challenges faced by head teachers in school management in the whole country. The schools which have management problems could possibly benchmark from those which have implemented inclusive education. There is need for stakeholders in education to invest more on education of school managers
2. A study should be done to establish the challenges encountered by teachers in the implementation of inclusive education in the country since they are the actual implementers of the programme in schools
3. There is also need for a study to establish the challenges the Government faces in implementing inclusive education in schools. The Government is the planner and implementer of programmes and such a study would reveal if it is

playing its role to the full in ensuring children with special needs get all the help that they need in accessing education.

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APPENDICES

Appendix 1: Questionnaire for Teachers

Dear respondent,

You are kindly requested to give appropriate information either by ticking or by filling in the information in the spaces provided. Your response will be used only for the purpose of the study and will be kept confidential.

1. What is your sex? Male [] Female []
2. For how long have you taught in your present school?
.....
3. Do you have any training in special education?
(a) Yes [] (b). No []
(b) If yes, for how long did you train?
4. What is your level of training?
.....
(a) Pl []
(b) Sl []
(c) Diploma []
(d) B.Ed (Sp Ed) []
(c) M.Ed []
5. Were you trained on how to handle children with special needs?
(a) Yes [] No []

- 6. Do you have children with special needs in your class?
(a).Yes [] No []

- 7. Are you ready to receive more in your regular class?
a) Yes [] No []

- 8. Do you feel competent enough to teach the integrated handicapped student in your class? Yes [] No []

- 9. Do handicapped learners cause any trouble to other non-handicapped children?

- 10. How do you evaluate the handicapped children in your class?
.....

- 11. How do you assist handicapped children in your class?
.....

- 12. Would you like to teach children with special needs in your class?
Yes [] No []

- 13. If yes give reasons.....

- 14. Are there cases of dropout from school among the handicapped children?
.....

- 15. If yes, about how many dropouts does your school record per term?
.....

- 16. What challenges do you face when dealing with learners with special needs?.....

17. Under the scale strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD), tick one of the following statements:

Statement	SA	A	U	D	SD
Most parents of children with special needs care what their children do in school					
Parents of children with special needs are willing to bring their children to school because they realize the importance of educating them					
Children with special needs are well taken care of by parents just like “ normal” children					
Some parents feel that taking children to school is getting rid of a bother					
Schools have the requisite materials and resources to handle children with special needs					
Head teachers are ready to admit children with special needs in their schools					
Head teachers involve other teachers and stakeholders in making decisions about children with special needs					
Head teachers are well trained to handle children with special needs					
Teachers are concerned with the learning of children with special needs					
Teachers are well-trained to handle children with special needs					
Teachers are always ready to assist the handicapped beyond the normal time of teaching					

Appendix 2: Interview Schedule for Head teachers

Dear respondent,

You are kindly requested to respond to all items in the interview honestly and truthfully. Your response will be used only for the purpose of the study and will be kept confidential.

1. Sex Male [] Female []

2. How long have you served as a teacher?

3. For how long have you taught in your present school?

.....

4. For how long have you served as a head teacher?

5. What is your highest level of professional training? ...

6. Do you have children with special needs in your school?

7. (a) Do you have any training in special education?

(a) Yes [] (b). No []

(b) If yes, for how long did you train?

8. Do you have the resources and facilities to handle children with special needs?

9. Do you think the current syllabus content is suitable for children with special needs?

10. Do you involve teachers in making decisions on matters involving children with special needs?

11. Do you involve parents in making decisions on matters involving children with special needs?
12. What challenges do you face in administering inclusive education, in relation to:
 - i. Training of head teacher and other teachers
 - ii. Resources and facilities
 - iii. Curriculum content
 - iv. Attitudes of teachers, parents and administrators
13. How do you think these challenges can be overcome?

Appendix 3: Letter of Research Authorization

Appendix 4: Letter to the respondents

Mberia Anne Wangari

Department of Educational Administration and Planning

University of Nairobi

P.O. Box 30197

Nairobi.

Dear Respondents,

I am a postgraduate student pursuing a Master of Education degree in Educational Administration at the University of Nairobi. I am conducting a research entitled “Challenges facing head teachers in administration of inclusive education in public primary schools in Nairobi West District”. You are kindly requested to take part in the study. All the information given will be treated with utmost confidentiality.

Thank you

Yours sincerely

Anne Wangari Mberia