

THE ROLE OF HEAD TEACHERS IN IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KALOLENI - RABAI SUB-COUNTIES, KILIFI COUNTY.

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ABSTRACT

Development of inclusive education remains one of the major challenges facing education systems throughout the world. The purpose of this study was to assess the role of head teachers in implementation of inclusive education in public primary schools in Kaloleni - Rabai Sub-Counties, Kilifi County. The study objectives were to;examine the head teachers' role of supervision of curriculum in the implementation of inclusive education,assess head teachers' procurement role in implementation of inclusive education, examine head teachers' financial management role in the implementation of inclusive education, and to examine the head teachers' role of teacher management in inclusive education in public primary schools in Kaloleni - Rabai Sub-Counties. It was premised on Systems Approach Theoryand Theories of Inclusive Education. The study adopted a descriptive survey research design. The target population was 18 public primary schools, 18 head teachers and 252 teachers in Kaloleni - Rabai Sub-Counties. A probability sampling techniques using purposive sampling method wasused to select the schools for the study. A sample size of 72 teachers and 18 head teachers were selected yielding to a total of 90 respondents in the study locale. Data was collected using an oral interview for 18 head teachers and a structured questionnairesfor 72 teachers and an observation checklist. The questionnaires were validated through appraisal from the supervisors and education administration experts from the faculty of education and social sciences and then subjected to a pilot study. The reliability of the instruments was tested during the pilot study by testing-retest of the instruments. Descriptive statistics using means mode and frequencieswith some inferential statistics were employed to analyse the data using Statistical Package for Social Science (SPSS) programme version 22. The major study findings revealed that implementation of inclusive education has not been accompanied by effective supervision of the curriculum and procurement of adequate teaching / learning resources from the head teachers in Rabai and Kaloleni Sub- Counties in Kilifi County. The study recommends that head teachers to attain higher qualification to enhance their management capabilities and Ministry of Education to provide capacity building for all head teachers with inclusive education / financial managementskills to enable them effectively undertake their roles of managing schools and to organise for induction programs / workshops / courses for all head teachers and teachers to facilitate them on how to handle SNE learners. The government to employ more SNE teachers, increase more funding to schools to cater for SNE learners and to put in place mechanisms of accountability and quality control of school funds meant for special education. Finally, the study suggested further research on assessment of head teachers' role in supervision of curriculum in

inclusive education, effectiveness of head teachers' in implementation of inclusive education and a replicate of the same study in other counties in Kenya.

1.0 INTRODUCTION

Education is the most critical ingredient in a country's development process (Chiuri & Kiumi, 2005). It is the main equalizer of the gaping inequalities in modern life, more so on the socio-economic facet (Mosoti, 2015). This therefore, there is need for inclusion in education to cater for all children. Inclusion is a philosophy which focus on the process of adjusting the home, 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 (Ngugi & Kimanthi, 2007). The United Nations Educational, Scientific and Cultural Organisation, inclusion involves a range of changes and modifications in content, approaches, structures and strategies (UNESCO, 2005). Internationally, inclusive education is seen as a system which caters for the needs of a diverse range of learners and supports diversity, effectively eliminating all forms of discrimination (UNESCO, 2009). In this context, an inclusive school must put flexibility and variety at its core. A study by the European Agency for Development in Special Needs Education (2009) stated that the ultimate goal for inclusive education is to widen access to education and promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Peter & Nderitu (2014) stated that inclusion aims at ensuring that all children have access to an appropriate, relevant, affordable and effective education within their community.

Inclusive education was first introduced from an international perspective at the Salamanca World Conference in 1994 in Spain which included international papers on special needs children (Ainscow & Cesar, 2006). It is universally recognized that the main objective of education is to provide quality education to all children. This draws global attention to the fact that 'Education for All' (EFA) is a fundamental human right which cannot be realised without enabling all people who have disabilities, to access basic quality education (UNESCO, 2001) as cited by Mutisya (2010). 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). In the last decade a number of international human rights instruments have long established the right to education for all. This is evidently outlined within the UNESCO Policy Guidelines on Inclusion in Education (2009) beginning with the Universal Declaration of Human Rights 1948, moving to the Convention against Discrimination in Education (1960), the Convention on the Right of the Child (1989), the Convention on the Protection and Promotion of Diversity in Cultural Expressions (2005), and the Convention on the Rights of Persons with Disabilities (2006).

New Brunswick Association for Community Living (2007) proactive school management requires the school leaders to assume responsibility for ensuring that inclusive values and practices are well understood and applied on a daily basis. Sharma (2008) head teachers occupy an important position in the school. A study by Kapen (2011) quality of leadership makes the difference between the success and failure of a school. The head teacher therefore, is the pivot of the school administration. Buhere, Kindiki & Ndiku (2014) maintained that head teachers make all the difference in how inclusive education is implemented and enforced. In this view, school head teachers have roles to play in line with the Education Act of 2013 and education regulations. These include supervision of the curriculum and school projects, procurement of teaching and learning resources, funds management, managing teachers, pupils and parents among others. However, the Education Act does not specify the skills needed in preparation for

the school leadership roles. This study is meant to assess head teachers' role in implementation of inclusive education in public primary schools.

In Kenya, the government has also been implementing measures to improve participation of children with special needs in mainstream schools. The Ministry of Education (2008) National Report on Development of Education, claim that Kenya has embraced inclusive education that provides quality education to all children, youth and adults. The report further insisted that in its commitment to international conventions and agreements, the government of Kenya is committed to providing quality education and related services to all, with particular emphasis to marginalised groups, especially girl child and those with special needs. Following this ratification, Kenyan Government has domesticated the same through legislative and policy pronouncements. These legislations included; the Constitution of Kenya (1962), Educational Act (1968), Child Act (2001), which committed the Government to provision of at least 12 years of compulsory and continuous schooling to all Kenyan children including those CWDs (Ramtu, 2014). The recently launched Special Needs Education (SNE) Policy emphasized on the need of the government of Kenya to implement inclusive education as a viable means of achieving EFA and millennium development goals (Ministry of Education, 2009).

Although FPE had opened doors to many children to enrol in schools, it did not provide for the needs of CWDs. Most of the schools have not fully incorporated CWDs. School buildings and particularly toilets are not conducive for use by the physically disabled. Fgatabu (2012) observe that CWDs 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 lack basic necessities in order to make it conducive enough for learning to take place. The situation is worst in the rural areas especially in Kaloleni - Rabai Sub-Counties, Kilifi County. According to Zonal Quality Assurance Standard Officer (ZQASO) in Kaloleni- Rabai Sub-Counties and the Educational Assessment and Resource Centre (EARC) officers in Kaloleni and Rabai Sub-Counties, Kenya.

1.2 Statement of the Problem

Despite the governments' undying efforts to make education accessible to all children, including those with special needs, inclusive education in Kenya has not received adequate attention (Amenya et al, 2012; Benoit, 2013 & Makaa, 2013). With the estimated 94% CWDs being out of school, it is doubtful that the educational needs of the CWDs are fully being catered for. Information from the EARC Officer Kaloleni - Rabai Sub-Counties (2015) reveals that there are only 18 schools practising inclusive education in the two Sub-Counties with a total enrolment of 478 children and 1052 have been assessed and are at home waiting for placement. The school head teachers are mandated by the Education Act and regulations to play significant roles in school management such as supervision of curriculum, procurement of teaching / learning resources, management of funds and teachers among others. However, SNE learners have not been adequately provided with the basic resources, physical facilities and equipment to cater for their special needs like their counterparts in regular schools. CWDs find it extremely challenging to exercise their rights in education due to acute shortage of teaching and learning resources to cater for learning disability in inclusive settings (Fgatabu, 2012). Buhere, Kindiki & Ndiku (2014) reported that resources were inadequate as the head teachers rarely made considerations in purchasing special needs requirements despite the government's capitation made to these schools. On other hand, Mutisya (2010) revealed that only 25% of the head teachers had trained in SNE. Inadequate resources and inadequate trained personnel for SNE learners has remained a significant gap since they are prerequisite towards inclusion. Therefore raises major concerns.

The major problem is the role of head teachers in implementation of inclusive education. The school head teachers if well equipped and marshalled to play their management roles can deal with these challenges effectively. To this effect, the study is aimed to assess head teachers' role in the implementation of inclusive education in public primary schools in Kaloleni and Rabai Sub-Counties, Kilifi County.

1.3 LITERATURE REVIEW

1.3.1 Overview of Inclusive Education in the World

Inclusive education was first introduced from an international perspective at the Salamanca World Conference in 1994 in Spain which included international papers on special needs children (Ainscow & Cesar, 2006). Inclusive education is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities, including learners with special needs and disabilities and children from ethnic and linguistic minorities (Agbenyega, 2006). According to Ngugi & Kimanathi (2007) inclusion is a philosophy which focuses on the process of adjusting the home, 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. Jimenez & Graf (2008) view inclusive schooling as an attempt to normalize disability by eliminating the divide between special and general education. UNESCO (2008) emphasizes that removing barriers to participation in learning for all learners is at the core of inclusive education systems thus, 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. Basically, inclusion aims at ensuring that all children have access to an appropriate, relevant, affordable and effective education within their community Peter & Nderitu (2014).

Developing countries view inclusive education as an approach to serve special educational needs children within general education settings. However, internationally, inclusive education is seen as a system which caters for the needs of a diverse range of learners and supports diversity, effectively eliminating all forms of discrimination (UNESCO, 2009). 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. UNESCO (2010) called for a commitment to policies that focus on the creation of an effective learning environment for all children regardless of background, through the provision of adequate facilities, well-trained teachers, and a relevant curriculum and clearly defined learning outcomes. Inclusive education can only be successful if the head teacher is part of the team driving the process. Kapen (2011) emphasized that quality of leadership makes the difference between the success and failure of a school. Ayondele (2011) stated that school management committee should adapt school facilities to make them responsive to learners with SNE, for example construction of ramps and widening entrances to buildings. However, Ngundo (2012) revealed that implementation of inclusive education in Kenyatta University Kenya is hampered by inadequate resources/facilities and teaching methods that were not effective in ensuring that learning process took place for SNE learners. The situation is worsened by head teachers' who fails to undertake their roles being the secretary of the school management committee. Buhere, Kindiki & Ndiku (2014) maintained that head teachers make all the difference in how inclusive education is implemented and enforced.

To show commitment to international conventions, the Kenyan Government has ratified several international conventions and declarations on inclusive education which include: the Universal

Declaration on Human Rights 1948, Dakar Framework for Action on EFA (2000), MDGs of 2000, Convention on the Rights of Persons with Disabilities (2006), as well as the Goals of the African Union. All 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 (Kimu, 2012). Following this ratification, Kenya Government has domesticated the same through legislations and policy pronouncements. These legislations include; the Constitution of Kenya (1962), Educational Act (1968), Child Act (2001), which committed the Government to the provision of at least 12 years of compulsory and continuous schooling to all Kenyan children including those with disabilities (Ramtu, 2014). Through the Ministry of Education, 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 school level and most important, the introduction and implementation of FPE in line with the MDGs, which advocate for the attainment of Universal Primary Education for all school age going children by 2015 (Republic of Kenya, 2012). Notwithstanding, development of inclusive schools remains one of the biggest challenges facing education systems throughout the world. It remains a complex and controversial issue as the development of inclusive practices in schools is not well understood (Ainscow, 2006). Recently, research has observed that inclusive education in Kenya has not received adequate attention (Amenya et al, 2012; Benoit, 2013 & Makaa, 2013).

Credible sources such as Meng (2008) suggested that appropriate educational background of teachers does have a positive impact on inclusive teaching. It is the responsibility of the head teacher to ensure that all members of staff are knowledgeable enough to handle all learners including SNE learners. On other hand, Mpya (2010) pointed out that accessibility of a school environment is a resource that can enhance enrolment of special needs learners and more so a significant creation of inclusive settings. This is in line with Buhere, Kindiki & Ndiku (2014) who pointed out that a school environment articulates what is going on in the school and classroom contact. In their study, they revealed that inclusive education is being stalled because of inadequate teaching and learning materials, inaccessible buildings and facilities. Head teachers are mandated by the Education Act and regulations to undertake the role of procurement of teaching and learning resources in the schools. School heads make all the difference in how inclusive education is implemented and enforced thus must be informed. Gyimah (2006) argued that inclusion is not possible especially where huge numbers of class sizes that some schools particularly in countries have to deal with. On other hand, Peter & Nderitu (2014) highlighted that there is very high teacher to student ratio which make individualized instruction for SNE difficult, as so revealed by the majority 62.5% of the respondents who strongly agreed, as compared to 3.8% who disagreed in their study. It is the role of head teachers to manage teachers in the school, this include ensuring that their adequate resources and teachers with appropriate skills to handle all learners. Mbelu (2011) indicated that lack of readiness of educators to implement inclusive education and the shortage of teachers in special needs in the mainstream schools are the main factors hindering effective implementation of inclusive education. The researchers' opinion is that head teachers must effectively supervise the curriculum, procure adequate resources for SNE learners and effectively manage the school funds and teachers for successful inclusion. New Brunswick Association of Community Living (2011) identified a proactive school management and leadership as an indicator of success in creating an inclusive school. Head teachers and teachers constitute the human equipment of a school. A magnificent building, the most ambitious curriculum and most sophisticated material equipment will remain

meaningless unless they are given the human touch of an able administrator and his subordinate staff. By working hand in hand, head teachers and teachers' infuse the real spirit in the otherwise lifeless walls of a school, made of brick and stone. This study therefore sought to assess head teachers' role in implementation of inclusive education in public primary schools.

1.3.2 Head Teachers' Role in Supervision

Head teachers' are regarded as agents of supervision on behalf of the inspectorate arm of the Ministry of Education at school level (Kuti, 2014). Supervision of curriculum ensures effective curriculum delivery, hence quality education. It involves ensuring there is proper formulation and implementation of schemes of work, monitoring of the curriculum, evaluation of the instructional programmes, delivering of instructional resources, assisting and advising teachers involved in instructional programmes among others. Willmore (2002) argued that head teachers' play diverse role, they are responsible for effective education policy implementation and keeping track of all activities within the school. Hence head teachers play a major role in the successful implementation of an inclusive education. UNESCO (2005) emphasized that head teachers are to supervise teachers, curriculum and attend parents, however due to teacher shortage, head teachers are expected to be full time teachers in addition to their school administrative duties hence find it difficult to balance their administrative duties and teaching roles. Literature reveals that head teachers are expected to possess the knowledge, attitude, leadership qualities, initiatives and resourcefulness to guide their colleagues about inclusive education (Neena, 2006). However, according to recent research by Peter & Ndiritu (2014) highlighted that majority of head teachers were not trained in SNE, as so revealed by only 25% of the head teachers who had trained in SNE in the schools. Further the research revealed that much work did not allow the teachers to concentrate on SNE issues. On other hand, Kuti (2014) noticed that 50% of the school heads lacked lesson plans in their teaching hence making inclusion difficult. Head teachers are supposed to train in SNE so that they can plan for the SNE learners and supervise the curriculum by ensuring that teachers prepare their professional records taking into consideration CWDs to make inclusion real in schools. Handicap international (2012) accurate supervision from the school head teachers' ensures that teachers have key role of ensuring that all children access and participate in learning based on their different needs. Therefore, the head teacher needs to supervise the curriculum, develop conceptual clarity about inclusion objectives to be achieved and activities to be organised in the school.

1.3.3 Head Teachers' Role in Procuring of Teaching / Learning Resources

A study by Mutisya (2010) pointed out that availability of varied resources and other teaching and learning materials is crucial for inclusion. In his findings, Mutisya indicated that majority (64.2%) of the respondents stated that their schools were not equipped with all the essential resources and teaching / learning materials. In support to this is Kirumei (2012) who identified lack of resources and negative attitude of teachers as a great contribution to unsuccessful implementation of inclusive education. Fgatabu (2012) established that the environment that these students were learning in lacks basic necessities in order to make it conducive enough for learning to take place. This problem is worsened by the head teachers' who fails to procure the appropriate resources needed in inclusive education. Head teachers are mandated by the Education Act and regulations to undertake the role of procurement of teaching and learning resources in the school hence must be held responsible. Recently, a study by Njeri (2013) showed that on average 21% of the head teachers, 14% of the teachers and 16% of the pupils felt that adaptations of the physical facilities and environment was inadequate. On other hand, Buhere, Kindiki & Ndiku (2014) reported that a few 16.7% of the schools had school buildings with ramps while most 83.3% of the schools buildings had stair cases that remained restrictive to SNE learners. Further they revealed that resources were inadequate as the head teachers rarely

made considerations in purchasing special needs requirements despite the government's capitation made to these schools. The overall belief is that school heads make all the difference in how inclusive education is implemented and enforced thus must be informed. Despite the government's undying efforts to increase school enrolment through the EFA initiative and MDGs, deficient or non-existent government 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). Thus, strengthening the governance framework in school management will result in a more efficient procurement of school resources and is a necessary step to improving the delivery of quality education. Ministry of Education (2011) school head teachers are supposed to approve the procurement plan and procure the instructional materials needed with full involvement of the parents thus, they must understand the legal framework and application of public procurement principles. Therefore, procurement of teaching/learning resources influences the study.

1.4 Conceptual Framework

The conceptual framework was based on the fact that effective implementation of inclusive education can be achieved by focusing on the head teachers' role towards inclusion taking into account the intervening variables (Figure 1.4). The conceptual framework shows inter-relationships between variables for effective inclusion. The head teachers' role in the form of supervision of curriculum and procurement of teaching/learning resources comprise the inputs. The framework suggests that, proper execution of the head teachers' role in schools enhance implementation of inclusive education resulting to expanded inclusive education, adequate resources/friendly environment, quality inclusive education and quality performance (outputs).

Independent variables

Dependent variable

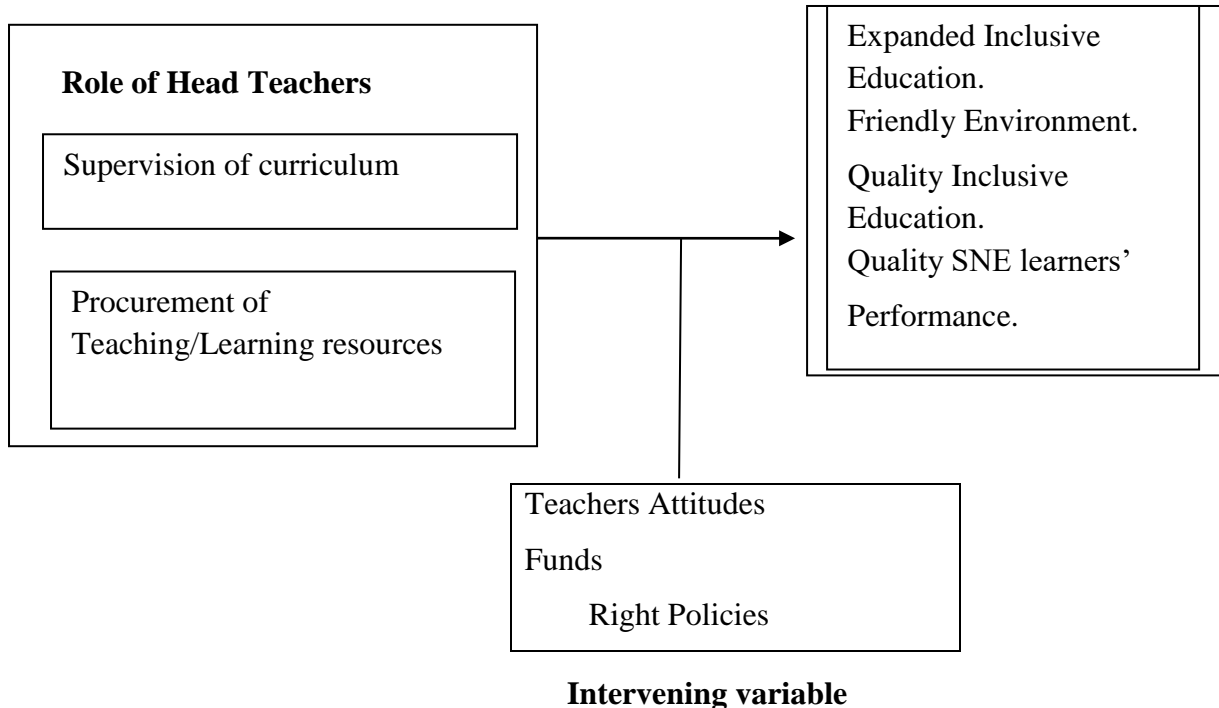


Figure 2.1 Relationship between head teachers' role on implementation of inclusive education.

Source: Researchers (2016).

1.4 RESEARCH METHODOLOGY

1.4.1 Research Design

The study adopted a descriptive survey research design to investigate the role of the head teachers in implementation of inclusive education in public primary schools in Kenya. The design was appropriate as it aimed at collecting data on conditions that already exist. Purposive sampling was employed to select the schools and the head teachers while stratified random sampling technique was used to select the teachers. Questionnaires and observation checklists were used during data collection then analyzed using descriptive and inferential statistics.

1.4.2 Location of the Study

The locale of the study was Kaloleni - Rabai Sub-Counties, Kilifi County in Kenya. The area was chosen owing to the availability of inclusive schools and its familiarity to the researchers. The study was only carried out in 18 schools practising inclusive education.

1.4.3 Target Population

The population consisted of 18 head teachers and 252 teachers totalling to 270 respondents in public primary schools in Kaloleni – Rabai Sub-Counties, Kilifi County

1.4.4 Sampling Size and Sampling Procedure

Kaloleni - Rabai Sub-Counties were purposively selected because of the availability of schools practising inclusive education in the rural areas. Consequently, the schools were also selected purposively for the purpose of the study (inclusive education). This technique ensures that the researcher obtains information from the respondents who are knowledgeable about the area of the study (Gray, Williamson, Karp & Dalphin, 2007). 18 public inclusive primary school head teachers were included in the study while stratified random sampling was employed to select 4 teachers from each school yielding to a total of 72 teachers. A sample size of 90 respondents was selected representing 18 head teachers and 72 teachers from the public primary schools in the two Sub-Counties to participate in the main study.

Table 1.4.4 Sample Frame for the Study

Category	Sample size	Percentage (%)
Head teachers	18	20%
Teachers	72	80%
Total	90	100%

1.4.5 Data Collection Procedure and Instruments

The data was collected using a 5 – point Likert Rating Scale. Questionnaires were prepared for the head teachers and teachers and observation checklist. Questionnaires are considered ideal for collecting data from the head teachers and teachers because they individually record and interpret these instruments. Again, questionnaire has ability to collect a large amount of information in a reasonably quick space of time. The questionnaires were self-administered to the head teachers and teachers through ‘drop-and-pick-later method,’ who were given an appropriate and convenient time mutually agreed upon to fill them. Observation checklist was used to determine the availability of inclusive materials resources, physical structures accessibility of classrooms, fields and toilets. The researchers undertook the actual data collection, compiled the data and finally did the analysis.

1.4.6 Data Analysis and Presentation

The data collected was compiled, analyzed and presented by use of descriptive statistics and some inferential statistics. The questionnaires were checked, coded and processed. Quantitative data was arranged and recorded according to research questions after which the results were presented by use of frequencies, percentages, tables, bar-graphs and pie-charts. The analysis was done using the Statistical Package for Social Science (SPSS) tool version 10 for the purpose of validity and reliability.

1.5 RESEARCH FINDINGS

1.5.1 Supervision of Curriculum

The study sought to establish the position of head teachers as regards to various aspects of supervision of curriculum. The responses were based on a 5 – point scale (1 – SA - Strongly Agree), (2 – A – Agree), (3 – NS – Not Sure), (4 – D – Disagree) and (5 – SD – Strongly Disagree). The findings obtained are as summarised on Table 4.4

Table 1.5.1 Aspects of Supervision of Curriculum.

	Item	N	Min	Max	Mean	Std. Dev
6	My educational background has fully equipped me with the right knowledge and skills to effectively teach and supervise in inclusive education school.	18	1	5	3.17	1.47
7	I have more than ten (10) periods to teach per week, apart from attending SNE learners & other administrative duties in the school.	18	1	4	2.33	1.08
8	One or more of my lessons are lost every week because of attending other administrative duties in the school.	18	1	4	2.00	0.91
9	I have ensured that all teachers adapt the curriculum to meet the diverse needs of both disable and regular learners.	18	1	5	3.11	1.32
10	I have ensured that teachers prepare and submit their professional records such as schemes of work and lesson plans in time.	18	1	5	3.28	1.36
11	I have ensured that prepared schemes of work & lesson plans cater for SNE learners by checking and approving them every week.	18	1	5	3.44	1.15
12	I do check and approve all the teaching and learning aids on daily basis before they can be used in class by all teachers to ensure they are child-friendly.	18	1	5	3.33	1.33
13	To ensure teaching methodology used by my teachers suit all learners including SNE learners, I do supervise or assess a teacher in class once per week.	18	2	5	3.44	1.15
14	To ensure there is effective teaching of SNE learners in the classroom, I do observe the teaching of more than two (2) lessons per week.	18	2	5	3.50	1.10

15	I have ensured teachers' attendance to Special Needs learners in my school is 100%.	18	2	4	3.17	0.79
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Table 1.5.2 Aspects of Supervision of Curriculum.

	Item	N	Freq	Percentage	Mean
6	My educational background has fully equipped me with the right knowledge and skills to effectively teach and supervise in inclusive education school.	18	11	61.1%	3.17
7	I have more than ten (10) periods to teach per week, apart from attending SNE learners & other administrative duties in the school.	18	8	44.4%	2.33
8	One or more of my lessons are lost every week because of attending other administrative duties in the school.	18	7	38.9%	2.00
9	I have ensured that all teachers adapt the curriculum to meet the diverse needs of both disable and regular learners.	18	7	38.9%	3.11
10	I have ensured that teachers prepare and submit their professional records such as schemes of work and lesson plans in time.	18	10	55.6%	3.28
11	I have ensured that prepared schemes of work & lesson plans cater for SNE learners by checking and approving them every week.	18	7	38.9%	3.44
12	I do check and approve all the teaching and learning aids on daily basis before they can be used in class by all teachers to ensure they are child-friendly.	18	8	44.4%	3.33
13	To ensure teaching methodology used by my teachers suit all learners including SNE learners, I do supervise or assess a teacher in class once per week.	18	8	44.4%	3.44
14	To ensure there is effective teaching of SNE learners in the classroom, I do observe the teaching of more than two (2) lessons per week.	18	8	44.4%	3.50
15	I have ensured teachers' attendance to Special Needs learners in my school is 100%.	18	7	38.9%	3.17

The data analysed in table 4.4 showed that majority 61.1% of the head teachers were not sure (mean = 3.17 and standard deviation = 1.47) whether their educational background has fully equipped them with the right knowledge and skills to effectively teach and supervise in inclusive education school. From the above analysis, it is uncertain whether head teachers educational background did fully equipped them with right knowledge and skills to effectively teach and supervise inclusive education as most of them were clustered around the mean hence they were not sure whether they had the right knowledge and skills to teach and supervise inclusive education. This findings are contrast to Neena (2006) that head teachers are expected to possess the knowledge, attitude, leadership qualities, initiatives and resourcefulness to guide their colleagues about inclusive education.

On whether the head teachers had more than ten periods to teach per week apart from attending SNE learners and other administrative duties in the school, most 44.4% of the head teachers agreed on the statement, (mean = 2.33 and standard deviation = 1.08). Further, 38.9% of the head teachers agreed (mean= 2.0 and standard deviation = 0.91) that one or more of their lessons lost every week because of attending other administrative duties in the school. The findings of the study indicate that most of the lessons taught by school head teachers lost every week because of attending other administrative duties in the school. This is in consistent with UNESCO (2005) that head teachers are to supervise teachers, curriculum and attend parents, however due to teacher shortage, head teachers are expected to be full time teachers in addition to their school administrative duties hence find it difficult to balance their administrative duties and teaching roles in inclusive schools in Kenya. Much work did not allow the teachers to concentrate on SNE issues, according to a recent research by (Peter & Nderitu, 2014).

On whether the head teachers ensured that all teachers adapted the curriculum to meet the diverse needs of both disabled and regular learners, majority 38.9% of the head teachers were not sure (mean = 3.11 and standard deviation = 1.32) whether teachers adapted the curriculum to meet the diverse needs of learners. On whether head teachers ensured that teachers prepare and submit their professional records in time and schemes of work and lesson plans catered for SNE learners, most 55.6% of the head teachers were not sure (mean = 3.28 and standard deviation = 1.36) whether teachers prepare and submit their professional records in time and 38.9% of the head teachers were not sure (mean = 3.44 and standard deviation = 1.15) whether prepared schemes of work and lesson plans catered for SNE learners. Moreover, 44.4% of the head teachers were not sure (mean = 3.33 and standard deviation = 1.33) that teaching and learning aids were checked and approved on daily basis before they are used in class to ensure they are child-friendly. This is in line with Kuti (2014) who observed that 50% of the head teachers' lacked lesson plans in their teaching hence making implementation of inclusive education difficult.

From the above analysis it is clear that the curriculum used in schools implementing inclusive education is not modified to cater for learners with disabilities, teachers did not prepare or submit professional records in time, schemes of work and lesson plans did not cater for SNE learners and teaching and learning aids were not child-friendly. This situation is worsened by head teachers who do not supervise their teachers to ensure that curriculum, schemes of work, lesson plans, teaching and learning aids are adapted to suit all including SNE learners. This findings collaborates Mwangi (2014) who revealed that the teaching and learning materials such as favourable curriculum, equipment and other facilities were inadequate. However, the findings contrast UNESCO (2004) that inclusion to succeed, changes must take place at all levels of society, including differences becoming positively valued, schools becoming welcoming environments, teachers becoming committed to working with all children, and curricula becoming child friendly.

Furthermore, most 44.4% of the head teachers disagreed (mean = 3.44 and standard deviation = 1.15) that they supervise a teacher in class once per week to ensure teaching methodology used by teachers suit all learners including SNE learners. This clearly shows that head teachers do not supervise or assess their teachers in class teaching hence it is doubtful whether the teaching methodologies used by the teachers cater for all learners. The results concurs with findings by Njeri (2013) that showed on average 21% of the head teachers, 14% of the teachers and 16% of the pupils felt that adaptations of the physical facilities and environment was inadequate. On

other hand, the findings contradict with Ministry of Education (2010) that administrators of child-friendly schools should provide flexibility to teachers to pursue innovative teaching methods for helping all children to learn.

Regarding whether, head teachers observe teaching of more than two lessons per week to ensure effective teaching of SNE learners, majority 44.4% of the head teachers strongly disagreed with the statement (mean = 3.5 and standard deviation = 1.10). Moreover, 38.9% of the head teachers disagreed (mean = 3.17 and standard deviation = 0.79) that they ensured teachers attendance to special needs learners in school is 100%. This clearly reveals that supervision of teachers and attendance of teachers in class is not effective hence it is uncertain whether the needs of children especially those with special needs in education are fully catered for. This situation is worsened by the head teachers who do not observe or supervise the teaching or attendance of their teachers in class. Handicap international (2012) emphasized that accurate supervision from the school head teachers' ensures that teachers have key role of ensuring that all children access and participate in learning based on their different needs. Generally, the above findings clearly shows that implementation of inclusive education in schools is being stalled owing to lack of supervision of curriculum by head teachers who either are overloaded with numerous duties to perform in the school or lack appropriate knowledge and skills to supervise in inclusive schools in Kenya.

1.5.3 Procurement of Teaching and Learning Resources

The study sought to find out from the head teachers and teachers whether the school has legally constituted tendering and procurement committee. The results are as shown on Figure 1.5.3

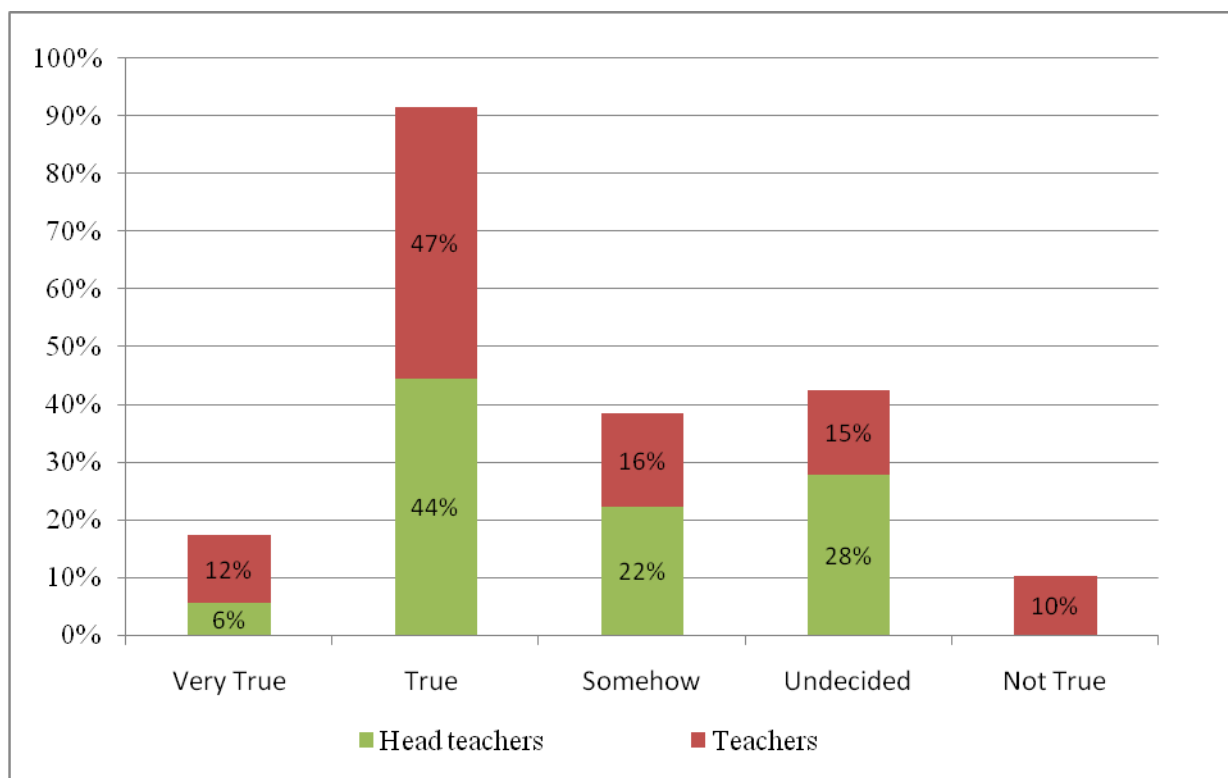


Figure 1.5.3 Views on Availability of Constituted Tendering and Procurement Committee.

The findings on figure 1.5.3 showed that majority of the head teachers' and teachers agreed at 44% and 47% respectively that it was true that the school had constituted tendering and procurement committee as compared to only 10% of the teachers who said it was not true. This indicates that most of school head teachers had legally constituted tendering and procurement committee in their schools. The findings are in agreement with a recent finding by Njeri (2013) who indicated that the head teachers had the tendering and procurement committees in the school.

1.5.4 Parents' Involvement in Procurement of Teaching and Learning Resources

The study sought to investigate from the head teachers' and teachers whether parents are involved in the procurement of teaching and learning resources. Findings are shown in Table 1.5.4

Table 1.5.4 Views on Parents Involvement in Procurement of Teaching and Learning Resources.

OptionsCategory of Respondents				
	Head teachers		Teachers	
	f	%	f	%
Very True	2	11.2	2	2.9
True	3	16.7	14	20.6
Somehow	5	27.8	10	14.7
Undecided	0	00.0	10	14.7
Not True	8	44.4	32	47.1
Total	18	100.0	68	100.0

Table 1.5.4 highlighted that parents are not involved in the procurement of teaching and learning resources. This was revealed by majority 44.4% of the head teachers and majority 47.1% of the teachers who stated that parents were not involved as compared to 27.9% of the head teachers and 23.5% of the teachers who said parents were involved in the procurement of resources. This is an indicator that head teachers do not involve the parents in the procurement of resources in the schools. The findings differs with recent finding by Mutisya (2010) who indicated that majority 92.8% of the respondents agreed that it was necessary for parents and community to collaborate with schools in inclusive activities. Ministry of Education (2011) emphasized that school head teachers are supposed to approve the procurement plan and procure the instructional materials needed with full involvement of the parents.

1.5.5 Adaptation of School Environment

The study sought to establish from the respondents whether the school facilities and environment is child friendly. The findings are as shown in Table 1.5.5

Table 1.5.5 Views on Adaptation of School Environment.

Options	Head teachers		Teachers	
	f	%	f	%
Very True	1	5.6	5	7.4
True	2	11.1	8	11.8
Somehow	4	22.2	12	17.6
Undecided	2	11.2	3	4.4
Not True	9	50.0	40	58.8
Total	18	100.0	68	100.0

The findings of the results on table has highlighted that the school facilities have not been adapted and there no adequate ramps and clear defined paths to ease movement of all learners hence the school environment remained restrictive to SNE learners. This is revealed by 50% of the head teachers and 58.8% of the teachers who stated that the school environment and facilities were not adapted as compared to 16.7% of the head teachers and 19.2% of the teachers who said the school environment and facilities were adapted. This goes in line with the findings of a recent study by Buhere, Kindiki & Ndiku (2014) who revealed that inclusive education is being stalled because of inadequate teaching / learning materials, inaccessible buildings and facilities and Kirumei (2012) who identified that lack of resources and negative attitude of teachers has a great contribution to unsuccessful implementation of inclusive education. Mpya (2010) pointed out that accessibility of a school environment is a resource that can enhance enrolment of special needs learners and more so a significant creation of inclusive settings.

1.5.6 Procurement of Support Aids

The study sought to find out from the respondents whether the school has procured adequate support aids for SNE learners. The findings are as shown on Figure 1.5.6

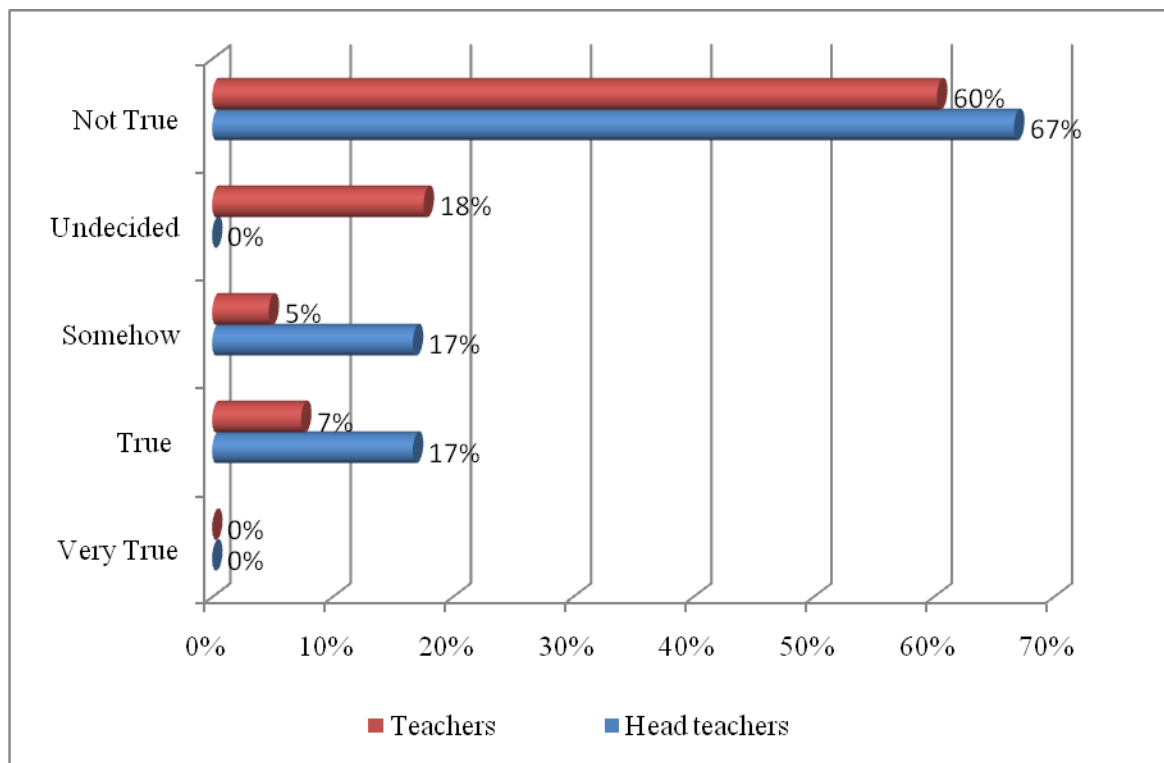


Figure 1.5.6 Views on Procurement of Support Aids.

The results on figure 1.5.6 showed that majority 67% of the head teachers and 60% of the teachers stated that the school has not procured adequate support aids for SNE learners, 17% of the head teachers and 7% of the teachers agreed that the school has procured support aids for SNE learners while 17% of the head teachers and 5% of the teachers said that somehow the school has procured support aids. This is an indicator that SNE learners are not catered for fully as there are no adequate support aids to facilitate their participation in the school. The findings concurs with Fgatabu (2012) who indicated 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. This situation is worsened by school heads who do not undertake their role of procurement of resources as required.

1.5.7 Current Ratio of Teaching and Learning Resources

The study sought to establish the current ratio of teaching and learning resources to that of pupils in the schools. Findings are illustrated on Figure 1.5.7

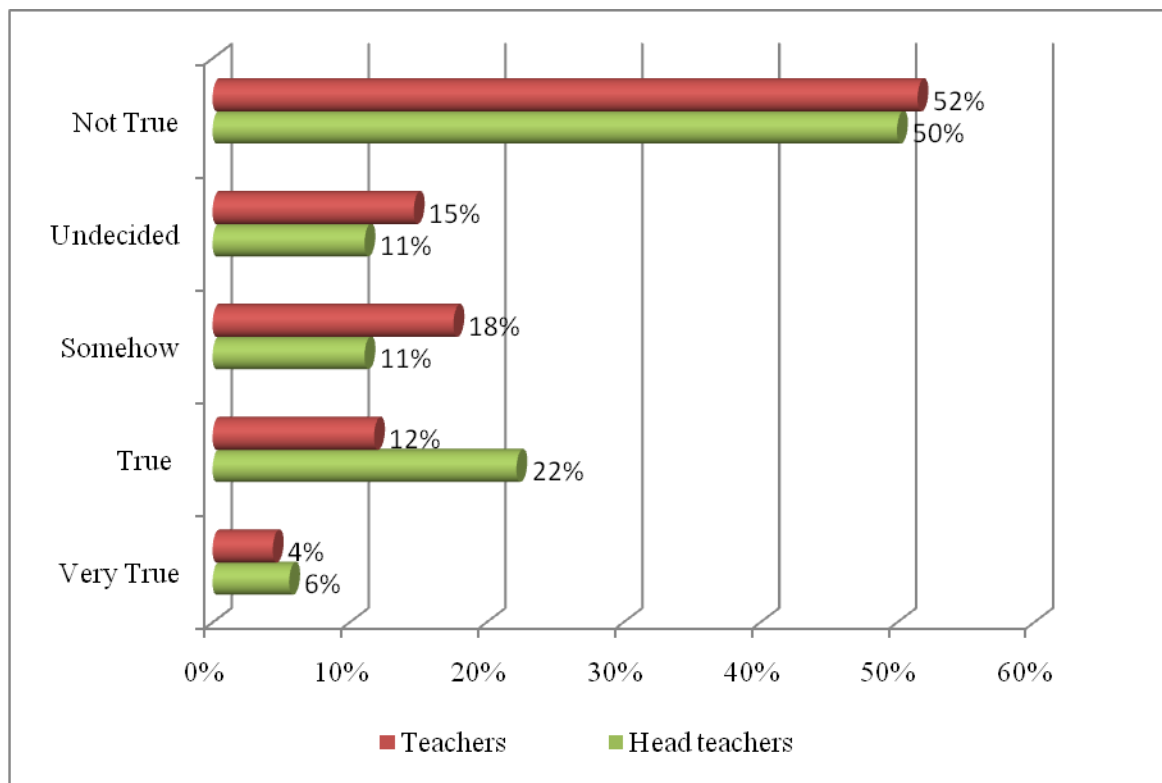


Figure 1.5.7 Views on Current Ratio of Teaching and Learning Resources.

Figure 1.5.7 revealed that majority 50% of the head teachers and 52% of the teachers disagreed with the statement that the current ratio of teaching and learning resources to that of pupils is less than 1:3. However, 28% of the head teachers and 16% of the teachers agreed with the statement while 11% of the head teachers and 18% of the teachers somehow agreed with the statement. This highlights that there are shortage of teaching and learning resources in the schools to cater for SNE learners. This results are supported by Peter & Nderitu (2014) who highlighted that there was very high teacher to student ratio which make individualized instruction for SNE difficult, as so revealed by the majority 62.5% of the respondents who strongly agreed, as compared to 3.8% who disagreed in their study and Mwangi (2014) who reported that there were inadequate trained SNE teachers to handle the SNE curriculum in the schools. This situation is worsened by the head teachers who do not procure enough resources to be used in the schools. According to UNESCO Assessment Report on Challenges of Implementing Free Primary Education in Kenya (2005) head teachers are responsible for procurement of teaching and learning materials, accounting for use of government grants, supervise teachers, curriculum and attend to parents.

1.5.8 Availability of Support Aids / Adaptation made

The study sought to observe the availability of selected support devices / aids and adaptations made in the 18 sampled schools. The observation made is as summarised in Table 1.5.8

Views on Support Aids and Adaptation made.

Support Aids	Number of schools	%
Wheelchairs	1	5.6
Crutches	0	0.0
Walking bars	1	5.6
Hearing aids	0	0.0
Braille Materials	0	0.0
Shakers and Warbles	4	22.2
Total average %	6	33.4
Adaptation of facilities		
Construction of adequate ramps	2	11.1
Windows and Doors	1	5.6
Desks	1	5.6
Widening of entrances	4	22.2
Total average %	8	44.5

Table 1.5.7 above shows that only 1(5.6%) of the sampled schools observed had wheelchairs in their schools, 1(5.6%) of the schools had walking bars, all of schools 18(100%) had neither crutches, hearing aids nor Braille materials while a few 4(22.2%) had shakers and warbles. A total of 6(33.4%) schools out of the 18 schools observed showed evidence of having procured support aids. On whether the schools adapted the school environment to suit SNE learners, it was observed that only 2(11.1%) of the schools had school buildings with adequate ramps. A paltry of the schools 1(5.6%) had adapted their windows and doors, 1(5.6%) had adapted their desks and only 4(22.2%) of the schools had their entrances widened. This makes a total of 8(44.5%) schools out of the 18 observed schools that showed evidence of having adapted their school environment. This indicates that most of the schools had shortage of support aids and that their school environment remained restrictive to SNE learners. This is in line with Buhere, Kindiki & Ndiku (2014) who pointed out that a school environment articulates what is going on in the school and classroom contact, however in their study they revealed that inclusive education is being stalled because of inadequate teaching and learning materials, inaccessible buildings and facilities. The results also concur with earlier findings by Peter & Nderitu (2014) who established that lack of teaching and learning materials necessary for SNE is a challenge to inclusion, as so revealed by majority 63.8% of the respondents who agreed while 1.3% disagreed in their study. Ngundo (2012) found that implementation of inclusive education in Kenyatta University Kenya is hampered by inadequate resources / facilities and the teaching methods that were not effective in ensuring that learning process took place for SNE learners. This is precise that inadequate resources and structural barriers tend to hamper independent access to classroom and school activities and impacts negatively on participation of SNE learners in regular schools leading to poor implementation of inclusive education.

1.6 DISCUSSION

1.6.1 Supervision of Curriculum

Handicap international (2012) emphasized that accurate supervision from the school head teachers' ensures that teachers have key role of ensuring that all children access and participate in learning based on their different needs. The study revealed that most 61.1% of head teachers were not sure whether their educational background had fully equipped them with right knowledge and skills to effectively teach and supervise inclusive education. This could be because of negligence of the head teachers or lack of support from the Ministry of Education. Head teachers are expected to possess the knowledge, attitude, leadership qualities, initiatives and resourcefulness to guide their colleagues about inclusive education (Neena, 2006). The findings also noted that head teachers could not balance their administrative duties and teaching roles as most of their lessons lost every week owing to attending other administrative duties in the school. Much work did not allow the teachers to concentrate on SNE issues, according to a recent research by (Peter & Nderitu, 2014).

The study findings highlighted that the curriculum used in inclusive schools was not modified to cater for SNE learners as majority 38.9% of head teachers in those schools were not sure whether teachers adapted the curriculum, 55.6% were not sure whether they checked and approved schemes of work, lesson plans and 44.4% of the head teachers were not sure whether they checked and approved teaching / learning aids on daily basis to ensure teachers adapt them to cater for all learners. It was also found out that 44.4% of the head teachers did not supervise or assess their teachers in class teaching hence the study doubted whether the methodologies used by teachers catered for SNE learners. Moreover, the study revealed that 38.9% of the head teachers did not monitor teachers' attendance to special needs learners therefore doubted whether the needs of SNE learners were really catered for. Generally, the above findings clearly shows that implementation of inclusive education in schools is being stalled owing to lack of supervision of curriculum by head teachers who either are overloaded with numerous duties to perform in the school or lack appropriate knowledge and skills to supervise in inclusive schools in Kenya. The finding concurs with Mwangi (2014) who revealed that the teaching and learning materials such as favourable curriculum, equipment and other facilities were inadequate in inclusive schools.

1.6.2 Procurement of Teaching and Learning Resources

Mutisya (2010) pointed out that availability of varied resources and other teaching and learning materials is crucial for inclusion. The study findings found out that majority of the head teachers had legally constituted tendering and procurement committee in their schools however the study revealed that parents were not involved in the procurement of resources in the schools. The findings are in agreement with a recent finding by Njeri (2013) who indicated that the head teachers had the tendering and procurement committees in the school. Ministry of Education (2011) emphasized that school heads are supposed to approve the procurement plan and procure the instructional materials needed with full involvement of the parents. Findings highlighted that the school facilities and environment remained restrictive to SNE learners as most of the head teachers did neither adapt the school facilities nor the environment. In addition the study revealed that SNE learners were not catered for fully as the schools had not procured adequate support aids and teaching and learning resources to facilitate their participation in the school. This goes in line with earlier findings by Fgatabu (2012); Buhere, Kindiki & Ndiku (2014) who established that the environment where children with special needs were learning in lacked basic

necessities in order to make it conducive enough for learning to take place and 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 study also established that head teachers had a responsibility of planning, allocating and accounting for school funds. However the findings revealed that the head teachers did not provide frequent feedback on the usage of school funds as required by the Ministry of Education. Kimu (2012) indicated that access to quality education in Kenya has for a long time been inhibited by poor planning skills of the school management committees (secretary being the head teacher). Without proper planning priorities, implementation of inclusive education is not possible. Moreover, the findings found out that most of the school heads had not trained in financial management hence did not acquire the right knowledge and skills for making budget, procurement and accounting records. This collaborates with the findings of Buhere, Kindiki & Ndiku (2014) who highlighted that lack of knowledge and skills is a challenge to implementation of inclusive education. MOEST (2005) emphasized that 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 study findings therefore indicate that the teaching / learning resources, support aids and other facilities necessary for SNE learners were inadequate in the schools. The school environment was not modified hence remained restrictive to special needs learners. Furthermore, parents were not involved in the procurement of teaching and learning resources of their children and there was no transparency on the usage of school funds. This therefore, head teachers did not undertake their role of procurement as guided by the Ministry of Education. Buhere, Kindiki & Ndiku (2014) reported that resources were inadequate as the head teachers rarely made considerations in purchasing special needs requirements despite the government's capitation made to these schools. According to Ministry of Education (2011) school head teachers are supposed to approve the procurement plan and procure the instructional materials needed with full involvement of the parents thus, they must understand the legal framework and application of public procurement principles.

1.7 CONCLUSION

Based on the findings discussed the study draws the conclusion that the implementation of inclusive education has not been accompanied by effective supervision of the curriculum and procurement of adequate teaching / learning resources from the head teachers that make inclusive education to be real. The head teachers did not undertake their role of supervision of curriculum and procurement of teaching and learning resources as required by the Education Act and regulations.

1.8 Recommendations

Based on the results of the study undertaken, the study recommends that the head teachers should try to attain higher qualifications to enhance their management capabilities. Ministry of Education should provide capacity building for all head teachers especially with inclusive education / financial management skills to enable them effectively undertake their roles of managing schools. In addition the Ministry should organise for induction programs / workshops / courses for all head teachers and teachers to facilitate them on how to handle SNE learners. The government should increase funding to schools to cater for resources for SNE learners and put in place mechanisms of accountability and quality control of school funds meant for special education.

1.8 Suggestions for Further Research

Based on the findings of this study, the researcher suggests that a replicate of the same study is to be carried if the results of the study hold in other counties in Kenya. Further the researcher suggests further research on assessment of head teachers' role in supervision of curriculum in inclusive education and a study on effectiveness of head teachers' in the implementation of inclusive education in public primary schools in Kenya.

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