An Analysis of School Administrative Support: Inclusive Education Implementation in Public Primary Schools, Nandi County Kenya

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Abstract: - **The purpose of the study was to analysis school administrative support in school improvement planning on inclusive education in public primary schools in Nandi County, Kenya. The specific objective was to examine the effect of school administrative support on inclusive education in public primary schools in Nandi County, Kenya, This study adopted explanatory survey design using mixed method approach. The study sample size comprised of 62 headteachers, 308 teachers, and 6 sub-county directors of education giving a total of 376 respondents. For headteachers, and teachers, stratified random sampling followed by simple random techniques was used while purposive sampling technique was used for sub-county directors of education. Interview schedule and questionnaires was used to collect data. Data was analyzed using descriptive and inferential statistics.This study concludes that administrativesupport has a positive significant relationship on implementation of inclusive education.The findings provided important information to the policy makers in the Ministry of Education on challenges faced by headteachers, teachers, parents and learners in the teaching and learning in an inclusive setting.**

Key Words: **Analysis, Administrative Support, Inclusive Education, Implementation**

I. INTRODUCTION

For effective implementation of inclusive education policy, there has to be a culture of collaboration and administrative support that encourages the policy's goals and practices (Sharma, 2012). As Smith-Davis (2002) states that education for persons with disabilities should form an integral part of national planning, curriculum development and school organization. In addition, the literature also notes that collaborative administrative support is vital in order to monitor inclusive education policy implementation processes (Mckenzie, 2012). Moreover, there is no shortage of literature that indicates a lack of effective collaboration has been a hurdle to achieving inclusive education goals (Mullick*et al.*, 2012).

In an inclusive spirit, management hierarchies can create fluid relationships amongst those involved in implementing policy on inclusion education and nurture a dialogue so everyone should have a voice on what happens at the school level (Ainscow, 2007; Ryan, 2007). This involved collaboration between policy makers and with people working in the education system, such as the teachers, in order for all parties to negotiate what worked best not only for one person but for everyone (Ainscow, 2007). A development of systematic monitoring and evaluation procedures to ensure flexible special education practices are taking place is what can move policy forward (Meijer, Soriano & Watkins, 2007). Ainscow (2012) remarks: "a fundamental challenge for policy makers and practitioners is, therefore, to find ways of breaking the links between disadvantage, educational failures and restricted life chances"

Guidance and counseling are needed to help them appreciate one another despite their differences. Community could also help in adapting the environment, financial support, transport of the learners with special needs to and from school. However, Randiki (2002) argues that bringing all these persons together to support inclusive education is a mammoth hurdle. Even with the current special schools, getting even one doctor to attend an assessment session in the districts is not easy. When all the regular schools required their services, the scenario was more complex (Randiki, 2002). Bearing in mind that this is an important factor in inclusion, which needs to be planned in advance, it was doubtful if the regular schools had such arrangements in their schools. It had not been established through research if those services were available in regular schools. This study was meant to establish the services available in regular primary schools that would enhance inclusion for Children with Disabilities.

Implicit in the philosophy of inclusive education is the significance of the role that parents hold in making decisions about their children and in the support of the children through their education (Engelbrecht*et al.* 2005). Shared ownership among educators, administrators, parents and learners; the shared responsibility for nurturing the development of all learners and making sure all needs are met is a critical element in inclusive schools. Parents are a central resource as primary care giver of their children in the education system. Parents are considered partners with teachers and other professionals in ensuring appropriate education for children (Engelbrecht*et al.* 2005).Parents can be very instrumental in the success of inclusionary placements for their children (Laurel *et al.* 2002). They can collaborate with schools and community members to create and support inclusive education programmes and

encourage other parents to support inclusive programmes. Parental involvement in schools is related to children increased academic achievement (Laurel et al., 2002). Intervention strategies were more effective in improving academic performance than those where parents are not included (Laurel et al., 2002).

Parental support and involvement is reported to be fundamental ways of facilitating inclusive education (Palmer, 2001). A similar study conducted by Sheldon and Hutchins (2011) revealed that schools and government agencies must fashion out different tactics and programs that embrace families as equal partners in education. This was viewed as a significant process towards a successful inclusive education. To support the findings, the study highlighted the failure of the stakeholder to proffer answers that accommodated the family's interest as a reason for the continuous increase in the existing gap between schools and families, thus making inclusion impossible.Parent's Involvement in Inclusive Education In recent times, the literature on parent involvement has further confirmed the significant roles that families of learners with special needs can engage in order to support inclusive learning world-wide. The review of literature on education in the last thirty years, (Henderson, 2007) all lent more credence to the significant importance of allowing parents or families to take part in their child's academic development. Similar evidences from research studies confirmed that parental expectations, school and family behaviors was definitely affect student academic achievement and learning outcomes respectively (Epstein, 2001; Redding, 2002).

1.2 Statement of the Problem

Out of the 1.5 million populations of children with special needs in education in Kenya (UNDP 2010), only 26000 have access to education (MoEST 2014). Although Kenya was committed to achieve the EFA goal by 2015, it seems that this has not been achieved by then, unless measures are taken to ensure that all children with disabilities (CWDs) access basic quality education without discrimination. The aim of inclusive education is to remove all barriers to learning by structuring the public educational system to meet the needs of all learners in schools of their convenience (MoEST 2009). The Government of Kenya is committed to implementing the provision of quality basic education. The National Education Sector Plan (NESP) 2013-2018 focuses on improving the quality of primary education, through improvement of schooling outcomes and impact of sector investment, development of relevant skills, improved learning outcomes, and improved efficiency and effectiveness in use of available resources. The influence of school improvement planning on implementation of inclusive education has not been studied.

Although the government has issued a directive to all the schools to accommodate all learners irrespective of their ability and without discrimination, many of them even those with minor disabilities are either in special schools or at home

waiting for placement. This poses a great challenge towards meeting the EFA goal. However, no such study has been carried out to establish the effect of school improvement planning on implementation of inclusive education in Nandi County. This study filled the gap of school administrative support on implementation of inclusive education in public primary schools in Nandi County.

1.3 Objective of the Study

To examine the effect of school administrative support on implementation of inclusive education in public primary schools in Nandi County, Kenya

1.4 Hypothesis

H_{01}: School administrative support has no significant influence on implementation of inclusive education in public primary schools in Nandi County, Kenya

1.5 Limitations of the Study

The study relied on self-reports which carries their own bias,this was however be remedied by employing the use of triangulation in data collection by using questionnaires and interview schedules. Though the opinions of parents, community and other stakeholders had been very useful in this study, it was not possible to cover them because tracing them required considerable amount of time, resources and other logistics. However, the researcher gathered enough views regarding this category from the other respondents who closely work and interacts with them.

II. RESEARCH METHODOLOGY AND METHODS

A research design is a blue print for the data collection, measurement of date and analysis of data (Kothari, 2008),this means a research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose and objective. Creswell (2009) defines research designs as plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. This study adopted an explanatory research design. This design is appropriate for studies that seek to establish causal relationships between variables (Saunders *et al.,* 2009). The objective was to study a research problem in order to examine the effect of school administrative support on implementation of inclusive education in public primary schools in Nandi County, Kenya.

III. FINDINGS AND DISCUSSION

The objective was to examine the effect of school administrative support on implementation of inclusive education in public primary schools in Nandi County, Kenya. The respondents were asked to rate on a five-point Likert scale their level of agreement on several statements describing the school administrative support used in the improvement in public primary schools in Nandi County and their response were summarized in Table 1.

Table 1 School Administrative Support

	SA		A		UD		D		SD		Mean	SD
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
The school community shows respect for teachers, all learners, parents and the head teacher	65	21.5	144	47.7	16	5.3	42	13.9	35	11.6	3.54	1.29
The BoM, parents, H/Teacher, teachers, the pupils and the local administration are aware and concerned about the LWD out of school in the school's catchment area.	55	18.2	132	43.7	29	9.6	55	18.2	31	10.3	3.41	1.26
All stakeholders always work at bringing all children to school and ensure they are retained there	52	17.2	124	41.1	30	9.9	72	23.8	24	7.9	3.36	1.24
The school implements child support programs for all learners	57	18.9	149	49.3	30	9.9	49	16.2	17	5.6	3.60	1.13
There are mechanisms of behaviour management of all learners	48	15.9	157	52.0	37	12.3	44	14.6	16	5.3	3.59	1.08
Life skills are emphasized among all learners in school programmes	60	19.9	165	54.6	22	7.3	38	12.6	17	5.6	3.71	1.09
Availability of appropriate support services for all learners	43	14.2	141	46.7	44	14.6	62	20.5	12	4.0	3.47	1.09
Parents are participating in sensitization programmes to ensure all CWD are enrolled in school	36	11.9	101	33.4	60	19.9	74	24.5	31	10.3	3.12	1.21
Parents are volunteering to care and assist the learners with special needs in their classes and other school activities as need may be.	34	11.3	99	32.8	37	12.3	89	29.5	43	14.2	2.97	1.28
Parents are accompanying the CWDs to schools	31	10.3	114	37.7	40	13.2	81	26.8	36	11.9	3.08	1.24
Mean											3.38	0.81

Most of the teachers 209(69.2%) agreed that school community shows respect for teachers, all learners, parents and the head teacher, while 77(25.5%) disagree and 16(5.3%) undecided. Majority of the teachers 187(61.9%) agreed that BoM, parents, H/Teacher, teachers, the pupils and the local administration are aware and concerned about the LWD out of school in the school's catchment area, with 86(28.5%) disagree and 29(9.6%) undecided. Most of the teachers 176(58.3%) agreed that all stakeholders always work at bringing all children to school and ensure they are retained there, while 96(31.7%) disagree and 30(9.9%) undecided. Majority of the teachers 206(68.2%) agreed that school implements child support programs for all learners, with 66(21.8%) disagree and 30(9.9%) undecided.

Most of the teachers 205(67.9%) agreed that there are mechanisms of behavior management of all learners, while 60(19.9%) disagree and 37(12.3%) undecided. Majority of the teachers 225(74.5%) agreed that life skills are emphasized among all learners in school programmes, with 55(18.2%) disagree and 22(7.3%) undecided. Most of the teachers 184(60.9%) agreed that availability of appropriate support services for all learners, while 74(24.5%) disagree and 44(14.6%) undecided. At least 137(45.3%) of the teachers agreed that parents are participating in sensitization programmes to ensure all CWD are enrolled in school, with 105(34.8%) disagree and 60(19.9%) undecided. From the

study findings 145(48%) agreed that parents are accompanying the CWDs to schools, with 117(38.7%) disagree and 40(13.2%) undecided. At least 133(44.1%) of the teachers agreed that parents are volunteering to care and assist the learners with special needs in their classes and other school activities as need may be, with 132(43.7%) disagree and 37(12.3%) undecided.

From the findings of the study, it was noted that the mean of 10 statements used to measure school administrative support had a mean range of between the 2.97 and 3.60, with an overall mean of 3.38. These shows that majority of the respondents slightly agreed on the statements that were used to measure the influence of school administrative support on implementation of inclusive education. Similarly, the standard deviation of majority of the items ranged between 1.08 and 1.29. It was deduced that the responses to the school administrative support items were not deviating much from the expected responses.

The school community shows respect for teachers, all learners, parents and the head teacher, BoM, parents, H/Teacher, and teachers, pupils and the local administration are aware and concerned about the LWD out of school in the school's catchment area. This agrees with Frew, (2010) that the success of school is associated with the sense of identification and involvement extends beyond the teaching

staff. Involvement and sense of identification of pupils, parents, non-teaching staff and other community members is as crucial as that of the teaching staff for the success of schools.

All stakeholders always work at bringing all children to school and ensure they are retained there. This agrees with Hopkins (2004), that there is strong evidence that success is associated with a sense of identification and involvement that extended behind the teaching staff. This involves pupils, parents and indeed, other members of the local community. It does seem that those schools that are able to create positive relationships with their wider community can create a supportive climate for learning. The school implements child support programs for all learners and there are mechanisms of behaviour management of all learners. The life skills are emphasized among all learners in school programmes and there was availability of appropriate support services for all learners. This will involve collaboration between policy makers and with people working in the education system, such as the teachers, in order for all parties to negotiate what will work best not only for one person but for everyone (Ainscow, 2007).

Parents are sometimes participating in sensitization programmes to ensure all CWD are enrolled in school, accompanying the CWDs to schools, volunteering to care and assist the learners with special needs in their classes and other school activities as need may be. This agrees with Palmer, Fuller, Arora& Nelson (2001) that Parental support and involvement are a fundamental way of facilitating inclusive education. Also concurs with Sheldon and Hutchins (2011) that schools and government agencies must fashion out different tactics and programs that embrace families as equal partners in education. This was a significant process towards a successful inclusive education. Support services are an important aspect in inclusion. Randiki (2002) views a multi-sectoral responsibility if full participation of the CWDs is to be realized.

3.1 School administrative support

The factor analysis results of school administrative support indicated that the KMO was .880 and a chi square of 1205.595 (Table 2). The Varimax rotated principle component resulted in two factor loadings on assurance variable that explained 58.604% of variance with Eigen values larger than 1. All the statements explaining assurance was retained computed and renamed support for further analysis.

Table 2 Rotated Component Matrix for School administrative support

	Component	
	1	2
The school community shows respect for teachers, all learners, parents and the head teacher	.600	
The BoM, parents, H/Teacher, teachers, the pupils and the local administration are aware and concerned about the LWD out of school in the school's catchment area.	.560	
All stakeholders always work at bringing all children to school and ensure they are retained there	.722	
The school implements child support programs for all learners	.724	
There are mechanisms of behaviour management of all learners	.795	
Life skills are emphasized among all learners in school programmes	.810	
Availability of appropriate support services for all learners	.738	
Parents are participating in sensitization programmes to ensure all CWD are enrolled in school		.664
Parents are volunteering to care and assist the learners with special needs in their classes and other school activities as need may be.		.801
Parents are accompanying the CWDs to schools		.756
KMO	**.880**	
Approx. Chi-Square	**1205.595**	
Bartlett's Test of Sphericity (P<0.001) df=45		
Eigenvalues	**4.697**	**1.164**
% of Variance (58.604)	**37.252**	**21.352**

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

IV. CONCLUSIONS

The study conclude that the school community showed respect for teachers, all learners, parents and the head teacher, BoM, parents, H/Teacher, and teachers, pupils and the local administration are aware and concerned about the LWD out of school in the school's catchment area. All stakeholders always work at bringing all children to school and ensure they are retained there. The school implements child support programs for all learners and there are mechanisms of behavior management of all learners. The life skills are emphasized among all learners in school programmes and there was availability of appropriate support services for all learners. Parents are sometimes participating in sensitization programmes to ensure all CWD are enrolled in school, accompanying the CWDs to schools, volunteering to care and assist the learners with special needs in their classes and other school activities as need may be.

V. WAY FORWARD

The government through the Teacher Service Commission should recruit more teachers qualified in Special Need Education to teach in the inclusive Education schools. The Ministry of Education should also mobilize all teachers in public primary schools to undergo training, seminars, workshops and symposiaon school administrative support on implementation of inclusive education in public primary schools, this will constantly offer professional development which will improve the handling skills, instructional methodologies and competence in providing administrative supportive devices to meet the special needs of all learners.

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