
INSTRUCTIONAL SUPERVISION AND INCLUSION OF LEARNERS WITH SPECIAL NEEDS IN PRIMARY SCHOOL EDUCATION IN KENYA

¹ Domitilla Wan za Mwan zia, ²Jeremiah M. Kalai, ³Phylisters D. Matula

¹⁻³ University of Nairobi

Email: [1domitillamwanzia@gmail.com](mailto:domitillamwanzia@gmail.com), [2jeremykalai@uonbi.ac.ke](mailto:jeremykalai@uonbi.ac.ke); [3phylisters.daisy@uonbi.ac.ke](mailto:phylisters.daisy@uonbi.ac.ke)

ABSTRACT

The concept of Inclusion is to have every child in a learning institution where the environment should adapt to the learner to facilitate personalized learning. Globally, children with disabilities experience difficulties in learning and are traditionally marginalized in and out of the schools. The inclusion of learners with special needs in education in public primary schools has been a major challenge to stakeholders in education sector in Kenya since independence. The purpose of this study was to investigate the influence of instructional supervision on inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub-counties, Kenya. The study used educational production theory and the descriptive survey design. It involves collecting data by interviewing or administering questionnaires to a sample of individuals. The targeted population was (N=1896) who included 204 public primary headteachers, 1632 public primary schools' teachers, 60 parents from units only, and 2 Education Officers. A sample size of 196 respondents participated consisting of 23 public primary headteachers, 163 public primary school teachers and six (6) parents.

Data that was obtained from questionnaires were analyzed quantitatively using SPSS version 23 while data obtained from interviews were thematically analyzed.

The null hypothesis was tested using independent t-test at 0.05 level of significance. The findings indicated that there was no statistically significant mean difference between head teachers' frequency of instructional supervision and inclusion of learners in primary school education since all the calculated p-values were greater than standard p-value 0.05 thus rejecting the null hypothesis. Results from Instructional supervision (P-value=0.047< P-value= 0.05), showed statistically significant mean difference between instructional supervision and inclusion in public primary schools in Mbooni East and West sub-counties, Kenya. The study concludes that teachers do not approve the headteachers' instructional supervision hence the poor implementation of inclusion in Mbooni East and West sub-counties, Kenya. The study recommends that the Ministry of Education, considers issues on infusion of instructional supervision in SNE training, for implementation of inclusion.

KEYWORDS: Inclusion, Instructional supervision, Special needs education, Learners with disability

INTRODUCTION

According to Kutsyuruba (2013); Arong and Ogbadu (2010); Matt and Matt (2010); Comighud, Chona, Futralan, and Cordevilla (2020), the ability of education to effectively impact to a great deal on the consumers can only be realized by the quality and standards upon which the beneficiaries access it. Instructional supervision is therefore, been used as a machinery to assure quality and standards upholding in many countries. The principal function of instructional supervision is to give opportunities for schools to be effective and improve the professional development of teachers, and effectively manage the teaching and learning process. Smith (2019); MOE (2004:25), Eya and Leornard (2012), and Jonesoro (2013) observe that supervision of instructions has an history. Being an activity exercised by educational administrators within a system of school did not take place until late in 1830s. In the first half of the 19th century, there was growth in population in the major cities of the United States which necessitated the formation, of city school systems

UNESCO,2001. Supervision was being carried out by superintendents by way of inspecting curriculum implementation. The growth in population made inspection by the superintendents difficult and the job was delegated to the school principals and head teachers. Then, the internal Instruction of Supervision began. The heads of the instructions began to periodically assist teachers in their teaching through classroom observation as well as scrutinizing their professional documents, Namunga,2017

Assefa(2016); Kipkurui (2012); and Wanzare (2011) outline the functions of instructional supervision as functions of : checking teachers' lesson notes; checking their instructional materials; observing teachers as they do the actual teaching; evaluating the ability of teachers; identifying instructional challenging; introducing changes; helping teachers realize their potential to improve teaching; making sure that teachers maintain accurate and up to date records as well as allowing teachers to give students feedback on their performance. Odo and Udu (2016); Glickman, Gordon and

Ross (2010); Assefa (2016); Kipkurui (2012); Jeptanus (2014) describe instructional supervision as one carried out by the principals or headteachers or appointed heads of department for the purpose of improving teaching and learning and can be done daily. This is done in form of class visits, examining of teachers' strategies and pedagogies, examining instructional materials such as schemes of work, lesson plans and lesson notes. Supervision encourages classroom interactions between teacher and students and this encourages teacher effectiveness. Instructional supervision is aimed at achieving positive results as an individual group and institutional goals. The teachers are aimed at improving students' behaviour, achievement and learning capacity (Kariuki, 2013). The supervisors also aim at improving teachers' behavior, attitude and achievement. According to studies by Ekundayo (2013); Ikegbusi (2014); Kariuki (2013); and Udo and Udo (2016); instructional instruction results in teachers'

effectiveness in programmes including special needs education programmes.

Learner inclusion as a concept expresses determination to have every child in school in the best way possible, with the school environment being adapted to facilitate personalized learning. Inclusion is anchored on Education for All (EFA) policy of the World Conference on Education For All in 1990. The Dakar World Education Forum (2000) (UNESCO, 2000; 2015; 2017) is enshrined in the international documents on SNE such as the World Conference on Special Needs Education, the International Conference of Dakar in 2000, Standard rules on Equalization of Opportunities for PWDs 1993, the Salamanca Statement and Framework for Action (UNESCO, 1994), and International Convention on the Rights of Persons with Disabilities 2006 which adopted the principle of inclusion.

Around the globe, education systems were put in place to cater for some children leaving out some others. Previously, this differentiation meant that a group of children

because of individual challenges and deficits could not adopt the ordinary educational system (UNESCO, 1993). Thereafter, the World Education Forum in Dakar, Senegal came up with the new Millennium Development Goals of providing primary school education for every girl and boy by 2015 and accessing progress towards Education For All (EFA) since the Jomtien conference. It is through EFA that inclusion education was identified as one of the major strategies in addressing issues of marginalization and exclusion. Following the EFA initiative, the Government of Kenya has taken measures for mainstreaming of learners with special needs in primary school education. With the introduction of the Free Primary Education (FPE), capitation grants are disbursed to the special needs learners' kitty, which helps to eliminate existing barriers making the school friendlier (MOEST/ UNESCO, 2004).

According to Smith (2019), the origin of supervision was as a result of growth of charitable social agencies in Europe and North America during the 19th century. He

asserts that the main responsibility for the supervisor was to make sure that work was done appropriately and to the set standards. According to Njoka, et al (2015), "Equitable basic education in Kenya "differs with initiative by the government of Kenya by finding out that special needs education had not been accorded enough attention and that only 39 out of 96 schools sampled were implementing inclusion interventions (Buhere & Ochieng, 2013; Njoka, et al, 2011).

According to UNESCO (2017), the central message from the United Nation' Specialized Agency for education communicates that "Every learner matters and matters equally. "The guide expounds on why there is need to focus on equity and inclusion both at national, sub-counties and local levels. This should be in the formal, non-formal and informal settings. According to the guide (UNESCO, 2017), 263 million children, youth and adolescents, aged between 6 and 17 years were not in school by 2017. Moreover, those in school were not necessarily learning, with those from

vulnerable groups being more likely to suffer from discrimination and also targeted by school violence. UNESCO (2017) recommended that policy makers, senior staff, school staff, families and communities to: Review current policies and practices, decide on actions to be taken and monitor progress. According to Department for International Development (DFID, 2007) children with disabilities have a right to education. Since the UN Universal Declaration on Human Right was released in 1948, there has been legislation-providing education for all children. The convention on the Rights of Persons with Disabilities, which entered into force in 2008 and which was ratified by the United Kingdom in 2009, has 145 signatories (as at June 2010) including all Public Sector Achievements (PSA) countries except Afghanistan and Zimbabwe. Nevertheless, achieving the Education for All targets and Millennium Development Goals will be impossible without improving access to and quality of education for children with disabilities.

According to a report by American Psychiatric Association (2000), five percent of learners enrolled in public primary schools have specific learning disabilities. The Salamanca Statement and Framework for Action on special needs education (UNESCO, 1994), underscored the need for schools to change and adapt the diverse needs of all learners; a position that was also supported by Maina, Akala, Nyagah, Kalai and Kibui (2015). The Salamanca statement acknowledges that, regular schools with inclusive orientation are the most means of combating discriminatory attitudes, building an inclusive society and achieving education for all moreover, they provide an effective education to the majority of children and improve on the efficiency and ultimately the cost- efficiency and effectiveness of the education system, (UNESCO,1994). All children, including children with disabilities and those with special needs, have a constitutional right to free primary education up to the age of 18 (Republic of Kenya, 2010). The education for Persons with Special Education Needs Act (2004),

provides that learners are to be educated in an inclusive setting unless this would not be in the best interests of the learner or the effective provision of education for other learners in mainstreams education.

Both and Ainscow (2011) developed the well-known Measurement tools, the Index for Inclusion which offers both a set of evaluative tools and a development application that can enhance improved inclusion in learning system. On the same note that evaluation of successful inclusion programme can be distinguished using inputs, process, and outcomes, and through being conceptualized from the national level(macro) to the district (messo), and to school level (micro) where teachers take a crucial part in the proper implementation of inclusion programme. From the County Director of Education's Office (2018), it was established that out of 205 public primary schools in Mbooni East and West (2019), six were units for learners with special needs. According to Mbooni East and West, Educational Assessment Resource Centres (EARC) report (2019), the two sub-counties

have 105 special need education trained teachers through Distance Learning Programmes (DL). Out of the 204 public primary schools, only six (6) offer SNE learning. There are two small homes for learners with disabilities; while the other four have specific disabilities which include the learners who are Mentally Handicapped (MH) and the Hearing Impaired (HI). The number of learners with disabilities is unlikely to be adequately catered for in the limited facilities. It would therefore require extra efforts of head teachers to do regular instructional supervision to ensure learners access reasonably quality education.

STATEMENT OF THE PROBLEM

Efforts to implement Education For All (EFA), that also comprises persons with disabilities by the government of Kenya were fairly achieved. The efforts were expressed in the Millennium Development Goals (MDGs) of 2000 and Goal 2 postulated that by 2015, Universal Primary Education (UPE) for all boys and girls be guaranteed. It was not achieved, and the aspirations were carried forward to the

Sustainable Development Goals (SDGs) (UN, 2015). However, despite these efforts, majority of children in Mbooni East and West sub-counties do not access education in Public Primary Schools. Mbooni East and Mbooni West have 204 public primary schools and have only six schools where there are efforts of SNE according to (SCDE), Mbooni East and Mbooni West, 2019 compared to the seven sub-counties in the county. Records in the EARC offices in the two sub-counties annual report of 2019 indicate that out of 640 learners who had been assessed per disability, only 22 got placement in special units and 82 placed in public primary schools. Hence this study sought to determine the influence of the frequency of head teachers' instructional supervision on inclusion of learners with special needs in primary school education in Mbooni East and West Sub-Counties, a home of over 640 learners with various forms of disabilities.

PURPOSE OF THE STUDY

The purpose of this study was to investigate the influence of headteachers' frequency of instructional supervision on inclusion of learners with special needs in education in public primary schools in Mbooni East and West sub- counties, Kenya.

OBJECTIVE OF THE STUDY

To fulfil the stated purpose, the study sought to determine the influence of head teachers' frequency of instructional supervision on inclusion of learners with special needs in education.

RESEARCH HYPOTHESES

The study was guided by the null hypothesis that:

Ho1; There is no statistically significant mean difference between head teachers' frequency of instructional supervision and inclusion of learners with special needs in primary school education.

LITERATURE REVIEW

In the United Kingdom (UK), Integration of learners with disabilities in the mainstream schools was the main education issue in the 1990 (Vislie, 2003; UNESCO,2017; Tiana,Ramentol & Morilla,2018; Azorin & Ainscow,2020). The initial concern for integration in Western Countries was an attempt to reform systems to educate children with disabilities in separate special schools or other institution. Inclusion is an educational process where all learners, among them those with disabilities learn under one roof, or at least for the better part of the day (Elweke and Rodda, 2002; Stough. 2003; Okongo, 2015). According to Ekundayo (2013) and Ikegbusi (2014), the system eventually changed and special education systems were reorganized, focusing on all aspects of identification, financial issues, local school structure, teaching and learning in integrated classes. Integration refers to the inclusion of children and young persons with special educational needs into ordinary public classrooms. According to Lindsay (2017) integration

refers to a learner adapting to a host of settings whereas inclusion refers to the school adapting in order to meet the needs of current and potential learners. This is the position adopted by schools.

Kenya is a signatory of the Salamanca Statement and Framework for Action on SNE (1994) and re-affirmed its commitment to Education For All (EFA) by recognizing the necessity and urgency of providing education for children, youth and adults within regular education system and also endorsing the Framework for Action on SNE. The Dakar Framework for Action (2000), which refers to vulnerable and disadvantaged children, calls for inclusive practices to ensure that they are included in the education process and have access to schools. However, the Government of Kenya has considerably focused on groups of children who are excluded from school and the education system, in its pursuit to the goals but with limited degree of success. In Kenya, Leonard Cheshire International (LCI) is a regional training and development programme. It has been partnering with the

Government of Kenya and higher education establishment to retain teachers and assist a pilot inclusive education programme in public primary schools in Kenya.

Lyongo (2018) defines supervision of instructions an important activity in promoting effective teaching and learning in schools. It drives towards the improvement of instruction and professional development of teachers. Supervision in education has the same impact and same old meaning and general concept as it was defined by Douglass and Bents (2013). Douglass and Bents described instructional supervision as " to oversee, to superintend or to guide and stimulate the activities of others, with a view of their improvement. "Marecho, 2012; Panigrahi,2012; Thakral,2015 further suggested that the concept of can be used in either academic or administrative functions of headteachers, school administrators, educational administrators and all those who manage education at different stages and sectors. Several studies underscore the need for instructional supervision and the more frequent; logically speaking; the better

(Gitonga, 2019; Bondar & Shestopalova,2020; Meme, 2016; Njeru, 2016; Republic of Kenya, 2013; Mwangi, 2013 & Anyangre, 2016). Within the school, there may exist differences between the academic and administrative functions of supervision. But all in all, academic goals of instructional supervision include tasks such as monitoring of instruction, guiding teachers to improve the teaching and learning process, assessment of learners' learning outcomes, or evaluating objectives of programmes, the administrative goals of supervision geared at good administrative of the school facilities and resources (Lyonga, 2018; Thakral, 2015). The practice of supervision of instructions is rarely carried out in the area of study according to reports from the SCQASO in the two sub-counties in Mbooni East and West sub-counties, hence the reason for the study.

The headteacher is expected to have supervisory skills to carry out the tasks and motivate the teachers to apply the skills, knowledge and attitudes appropriately when handling the learners in the inclusion

programmes. This helps to improve the instructional procedures. The headteachers achieve desirable an acceptable standard of performance as well as results. The practice is a tool of quality control in the administration system (Peretomode, 2001; Sule, et al 2015; & Robertson, 2000). The headteacher is then expected to support the teachers as they participate in the implementation of instructional programmes through overseeing their interaction with the learners both those with special educational needs and the typical ones.

This Ministry of Education developed a framework in 2012, Map for the purpose of quality education for all children of schooling-going age. This is meant to help realise the vision of an "Emerging Cameroon in 2035" that stressed on the function of instructional supervision at each level in basic education .The supervisors are expected to carry out instructional supervision so as to improve on teachers' output, at the central, regional, divisional, and sub-divisional levels (Lyongo, 2018).Otherwise, several researchers posit that

poor supervision of instructions by headteachers leads to laxity amongst teachers at work, and results to poor performances from learners in examinations.

The study adopted the social theory of supervision by John Dawson (1926). According to the theory, supervision has three functions: administrative, educational and supportive. The administrative function entails the promotion and maintenance of good standards of work. Its primary goal is to ensure that there is adherence of policy and procedure. The educational function entails the educational development of each individual member of staff. The function is done in a manner calculated to evoke them fully to realise their possibilities of usefulness. The primary goal of educational supervision is to dispel ignorance and upgrade knowledge, skill and change in attitude and through staff development programmes. The supportive function involves the maintenance of harmonious working relations and the cultivation of morale of the group. It is concerned with worker morale and job satisfaction. All

workers should be helped to overcome job related stress which can seriously affect their work and lead to less satisfactory service to clients. The social theory of supervision, however, faces some limitations. According to Smith, (1996), the way the three functions of supervision are portrayed tends to limit supervisees as lacking some skills hence the responsibility of the supervisor to help them gain the skills.

Other than the stated limitations, the theory was considered appropriate for this study since it seeks to ensure that employees work within a safe framework for practice and maintain trust and professional standards, by exploring within the supervision session. On the other hand, the theory is seen to promote the development of the supervisees' skills and knowledge within the area of clinical practice and the boundaries of their own professional organization. In this study, the head teacher is the administrator, manager and also the supervisor who is charged with the responsibility of overseeing the progress of all activities going on in the institution. The head teacher is charged with providing

enabling working environment for members of staff and students, providing instructional materials, organizing for in-service training for teachers, checking the teachers' professional records, students' work and disciplining staff and students. The supervisory activities and practices do set the benchmark, the direction, the tone of the school, the climate for teaching and learning and the level of professionalism. If the head teachers fail in carrying out the above activities, they fail as supervisors as well as managers.

RESEARCH METHODOLOGY

This research study used descriptive survey design which provides an in-depth and clarification of data and descriptive survey design. The researcher utilized purposive sampling to obtain data from Special Needs Education units. This was useful for the researcher in collecting and analyzing both quantitative and qualitative data in the same phase and then merging the two sets of results into an overall interpretation.

Table 1: Target population and Sample size

	Total Target Population				Total Sample Size		
	No. of Head Teachers per division	No. of Teachers	No. of Parents from Units	No. of Sample Teachers	Sample Head of Teachers	Sample of Parents from Units	Total Sample Population
Kalawa	24	192	1	3	19	1	23
Kathulumbi	20	160	0	2	16	0	18
Waia	20	240	1	3	24	1	28
Kisau	33	264	1	4	24	1	29
Tulilmani	22	136	1	2	12	1	17
Mbooni	38	264	2	3	20	2	26
Kithungo	17	136	0	2	12	0	14
Kitundu	15	240	0	3	20	0	23
Kalawani	15	100	0	1	14	0	14
SCQAOS	204	1632	6	23	163	6	192
	-	-	-	-	-	-	2
							194
							Respondents

The data show the proportionate target population and sample size for headteachers, class teachers and parents (from the units only).

Source: Mbooni East and Mbooni West Education Offices, 2018.

The entire study had a sample size of 194 respondents as reflected in Table 1.

Data Analysis, Interpretations and Discussion

The analysis and discussion cover the similarities and differences in relationship between the administrative practices and inclusion. The researcher used t-test (Levenes's Test for Equality of Variances) to state the Null hypotheses for questionnaires

fill-in by the headteachers. A t-test is used to test variance of variables from a small data less than 30 participants. The study had a sample of 17 headteachers. One Way ANOVA output was used to test the Null hypotheses for questionnaires fill-in by the teachers in all the five objectives. One-Way ANOVA Output is used to analyze data from a large population sample, over 100 participants. The Null hypothesis was stated basing on the hypothesized relationship between inclusion and the independent variables. According to Matula et al (2018) and Creswell (2009), t-test is among the most common used inferential statistics. The study was to determine the influence of headteachers' instructional supervision on inclusion of learners with special needs in education in Mbooni East and West sub-counties, Makueni County. Seven items were used to study this variable assessed on a 5-point Likert scale ranging from 1- strongly agree to 5-strongly disagree. The detailed descriptive results for the objective are as shown in Table 2. From the findings 53.9 percent of the respondents “Strongly agreed”

that head teachers closely supervise the classroom teaching activities to enhance inclusive learning, 21.1 percent of them agreed, 13.3 percent were undecided while 11.8 percent strongly disagree. Secondly, for those teachers who have not been trained in SNE, 60.0 percent agreed that the head teachers closely supervise the classroom teaching activities to enhance inclusive learning where else 40 percent of them strongly agreeing with the same. The item had a mean rating of 4.2118 and standard deviation of 0.81544 an implication that majority of the teachers in Mbooni East and West sub-counties feel that headteachers do not supervise classroom teaching activities for the purpose of enhancing inclusivity in learning. Hence has negatively effects on inclusion of inclusion in public primary schools in Mbooni East and West sub-counties.

Table 2: Descriptive statistics for frequency of instructional supervision on inclusion from teachers.

	Mean	SD	SNE Training	S A	A	U	D	S D
			No	%	%	%	%	%
			SNE Training					
The headteacher closely supervises classroom teaching activities to enhance inclusive learning	4.2118	0.81544	Yes	53.9	21.1	13.3	0.0	11.8
			No	40.0	60.0	0.0	0.0	0.0
The headteacher supervises the learners learning activities to enhance inclusion	3.2235	1.31785	Yes	0.0	51.3	0.0	0.0	48.7
			No	0.0	82.7	13.0	0.0	17.3
The headteacher involves the teachers in supervision of curriculum implementation on inclusion of learners with special needs education	4.2059	0.86275	Yes	42.1	0.0	0.0	0.0	11.8
			No	20.9	0.0	0.0	0.0	0.0
The headteacher supervises preparation of professional document	4.2118	0.81544	Yes	36.8	51.3	0.0	0.0	11.8
			No	39.1	60.9	0.0	0.0	0.0

s to
enhance
inclusive
teaching
and
learning
in the
school

The results indicate that respondents who trained in SNE at 51.3 percent of them agree that head teachers supervise the preparation of professional documents to enhance inclusive teaching and learning in the school while 36.8 percent of them strongly agreed while 11.8 percent strongly disagree. In addition, for those teachers who have trained in SNE 60.9 percent agree that head teachers supervise the preparation of professional documents to enhance inclusive teaching and learning in the school and 39.1 percent of the respondents strongly disagreed. The item had a mean of 4.2118 and a standard deviation of 0.81544 an indication that majority of the respondents do not agree with the point that head teachers supervise the preparation of professional documents to enhance inclusive teaching and learning in the school. The next section seeks to determine whether significant relationship exists between the independent and the dependent variable.

Table 3: Correlation between head teachers’ frequency of instructional supervision and Inclusion of learners with disabilities in primary education

Correlations		Schools Indicator scores	headteachers supervision
school scores	indicator	Pearson Correlation	1
		Sig. (2-tailed)	.720**
	N	23	23
Frequency of headteachers supervision	of	Pearson Correlation	.720**
		Sig. (2-tailed)	.000
	N	23	23

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

H0: There is statistically significant association between Frequency of head teacher’s Supervision and school indicator score

H1: There is no statistically significant association between Frequency of head teacher’s Supervision and school indicator score

Since $P\text{-value} < 0.001 < p=0.05$, we fail to reject HO, and conclude that there is statistically significant association between Frequency of head teacher’s Supervision and school indicator score. The two variables had a positive Pearson’s correlation relationship at 0.720.

The descriptive statistics results shown in table 3 reveal that headteachers trained in SNE agree at 57.1 that they closely supervise the classroom teaching activities to enhance inclusive learning, 28.6 percent of them strongly agreed, while 14.3 percent strongly disagreed. Secondly, for those headteachers who have not been trained in SNE 63.6 percent agreed that they closely supervise the classroom teaching activities to enhance inclusive learning where else 36.4 percent of them strongly agreeing with the same. The item had a mean rating of 4.17 and standard deviation of 0.924 an implication that majority of the respondents in Mbooni East and West Sub-counties feel that head teachers do not supervise classroom-teaching activities for the purpose of enhancing inclusivity in learning hence this has resulted in the slow or no implementation of inclusion programmes in the area under study. The descriptive statistics results also indicate that respondents who have trained in SNE at 57.1 percent of them agreed that they supervise the learners learning activities to enhance inclusion while 42.9 percent of

them strongly disagree. In addition, for those headteachers who have not trained in SNE 81.8 percent agree that they supervise the learners learning activities to enhance inclusion thus 18.2 percent of them strongly disagreeing. The item had a mean of 3.17 and a standard deviation of 1.383. Therefore, the descriptive statistics results making a conclusion that most of the respondents do not believe whether the headteachers supervise the learners learning activities to enhance inclusion.

The result findings showing that the head teacher frequently supervises classroom teaching activities to enhance inclusive learning, significant mean is 0.000. Hence, we fail to reject the null hypothesis that there is statistically mean difference between headteachers frequent supervision of classroom teaching activities to enhance inclusion in learning and their level of education. This failure to carry out the administrative practices negatively affects the implementation of inclusion programmes in public primary schools in Mbooni East and West sub-counties.

Since the calculated p-value = 0.302 > P-value = 0.05, we reject H₀. Therefore, we conclude that there is no statistically significant difference between headteachers closely supervision of classroom teaching activities to enhance inclusion in learning and been trained in SNE (M= 3.86, SD= 1.464) not been trained in SNE (M= 4.36, SD = 0.505), $t(16) = -1.068$, $p = 0.302$). This is clear indication that implementation of inclusion of learners with special needs in education has not taken root as far as instructional supervision is concerned. These study findings differ with results in the literature review, which allude that study results by Education Development Trust (2010), reveal that current Teaching and Learning International Survey (TALIS) of 23 nationals by the OECD established that ranging degree of instructional supervision exist in various national settings. School heads who used diverse a commendable instructional supervision focus was related with more collaboration among teachers, high positive teacher- learner interlinkages, and higher recognition of teacher innovation.

The differences could be as a result of different teaching and learning environments.

In addition to calculation of the means and the standard deviations, a One-way ANOVA output for the teachers was carried and analysed in the hypothesis. The one-way ANOVA test for the headteachers' supervision and inclusion showed that there is statistically significant mean difference between headteacher instructional supervision of classroom teaching activities and inclusion of learners with disabilities in learning and their level of education. Since the calculated p-value is $0.001 < P\text{-value} = 0.05$, we fail to reject H₀₁. Hence, it is established that there is statistically significant mean difference between headteachers closely supervising of classroom teaching activities to enhance inclusion in learning and their level of education as determined by one-way ANOVA ($F(2, 158) = 12.476$, $P < 0.001$).

These research statistical analysis findings were supported by a study carried out by

Ngui (2018) that sought to determine the extent to which checking of teachers' professional documents by the principals influenced students KCSE performance in Mwala Sub- County. The findings showed that no teachers' work record was checked by the principal daily. The documents were checked on a termly basis. A similar study by was done by Abdinoor (2012) in Isiolo who found out that headteachers did not supervise proper preparation of professional documents for their staff which led to a drop in academic performance. According to Ndung'u (2015), most headteachers ignored some aspects of Instructional supervision such as checking of learners' learning activities and records of work. Other studies carried out by Ministry of Education, Kenya (2007) and Ndung'u (2015), identified low staffing, lack of professionally trained personnel, non committal and negative approaches to work as some of the challenges facing instructional supervision. On the contrary, studies by Mbiti (2014) posit that attitudes of teachers towards instructional supervision in schools promote

efficient implementation of programmes, but it is the headteacher who should promote and create such attitudes by the approaches used in engaging in the instructional supervision activities. The common challenges faced in frequency of instructional supervision mentioned by the two officers were in the area of balancing staffing due to the few trained teachers and headteachers in Special Needs Education in order to ensure proper implementation of the inclusion of learners with special needs in education. To conclude, studies by Dornbush and Scott (2003), Goldhammer (2003) and Kiamba (2011), support the frequency of instructional supervision of teachers for if given feedback on their instructional practices develop high esteem and get motivated to teach and support the learners with special needs in education. Hence, the headteachers in Mbooni East and West sub-counties should embrace this practice in order to fill the gap identified by the researcher in the area of study.

CONCLUSION AND RECOMMENDATIONS

The findings from the independent variable, frequency of instructional supervision indicated that headteachers did not frequently undertake instructional supervision on account of other competing responsibilities. This left teachers to their own devices and did the most they could to include learners with disabilities in the teaching and learning process in addition to the other normal school routines. Relevant views from the two Education officers from Mbooni East and West sub-counties, as well as the parents and perusal of documents from the headteachers' offices indicate that the headteachers' instructional supervision practices are at the lowest levels. The two sub-counties seem to be staffed with headteachers with poor practices and low levels of commitment to implementation of inclusion programs for learners with special needs in education. Hence parents are constantly transferring their children from regular schools to special schools, units and integrated schools, while others leave their

children with special needs in education abandoned at home.

RECOMMENDATIONS

Basing on the findings of the study, this study recommends that Kenya Institute of Curriculum Development fast tracks the infusion of special needs education curriculum in all teacher-training programmes to enhance special administrative practices in all public primary schools in the sub-counties. The training should include skills on how to carry out assessments and observations on classroom teaching and learning activities. This will help to enhance the headteachers' administrative practice of supervising instructions, hence successful implementation of inclusion programs. The scope of the research was public primary schools in Mbooni East and West sub-counties. Further research may be vital for extent of analysis (whether the observed state, conclusions and recommendations apply to the target sub-counties, surrounding sub-counties or the entirety of the Republic of Kenya.

REFERENCES

1. Ainscow, M., Farrell, P. & Tweddle, D. (2000) Developing policies for Inclusive education: A study of the local education authorities' *International Journal of Inclusion Education* vol. 4 (3), pp 21-229.
2. American Psychiatric Association (APA, 2000). *Diagnostic And Statistical Manual of Mental Disorders* (4th edi, text rev.) Washington, DC: APA.
3. Anyagre, J. T. Z. (2016). Examining the views of Teachers and head teachers on supervision and collective school management in contemporary Ghana. *International Journal of Innovative Research & Development*, Vol. 5, Issue 10, pp. 99-108.
4. Assefa, B. (2016). Instructional supervision in government secondary schools in schools in Bonana zone. Unpublished M.Ed. thesis, Addis Ababa University.
5. Azorin, C., & Ainscow M. (2020). Guiding schools on their journey towards Inclusion. *International Journal of Inclusive Education* 24 (1). 58-76, 2020.
6. Bondar, K. & Shestopalova, O. (2020). Supervision as a model of inclusive education retraining and professional advancement of the school community. SHS Web of Conferences 75 3012 (2020) shs 207503012 ICHTML 2020.
7. Buhere P., & Ochieng, P. (2013). *Usage of Selected Resources for Inclusive Education in mainstream primary schools: Issues and challenges from a Kenyan perspective*. Problems of management in the 21st century Vol.8, 2013: ISSN 2029-6932
8. Comighud, S.M, T; Chona, M. Futalan, Z & Cordevilla, R.V.(2020). Instructional Supervision and Performance Evaluation; A correlation of factors. *International Journal for Research in Social Sciences and Humanities*. ISSN; 2203- 2697.
9. Dea, M (2016). The Nexus between Instructional Supervision, Supervisors' and Teachers' : The Practical Paradox and Its Effect on Quality Education, a case of Wolliat Zone Administration Elementary and Secondary Schools (1-8). *Journal of Education and Practice*. www.iiste.org ISSN 2222-1735(paper) ISSN 2222-288X (Online) Vol. 7,2016
10. Eleweke, C.J. & Rodda, M. (2002). The challenges of Enhancing Inclusive Education in Developing Countries. *International Journal of Inclusive Education*. 6(2). 113-113-126.
11. Evans, J. & Lunt (2002). Inclusive Education: are there limits? *European Journal of Special Needs Education*, Vol. 17 No.1 pg 1-14.
12. Eya, P.E., & Leonard, C.C. (2012). Effective supervision of instruction in Nigeria Secondary Schools: Issues in Quality Assurance. *Journal of Qualitative Education*, 8 (1), 1-6.
13. Gitonga, S.M. (2019). Effectiveness of instructional supervision by Quality Assurance Officers on quality of education in secondary schools in Nairobi and Machakos Counties, Kenya. A thesis submitted in partial fulfillment of the award of degree of Doctor of Philosophy

- (Educational Management) in the School of Education, Kenyatta University.
14. Glickman, C.D., Gordon, S. P., & Ross- Gordon, J.M. (2010). *Supervision and instructional leadership: A Developmental approach* (5th ed.) Toronto: Allyn and Bacon.
 15. Government of Kenya (2009). *The national special needs education policy framework*. Nairobi: Ministry of Education (MOE)
 16. Ikegbusi, N.G., & Eziamaka, C. N. (2016). The impact of supervision of instruction on teacher effectiveness in secondary schools in Nigeria. *International Journal of Advanced Research in Education & Technology (IJARET)*, 3(3), 12-16,
 17. Jeptanus, C. S. (2014). Instructional supervisory: Role of principals and its influence on students' academic achievement in public secondary schools in Nandi North District-Nandi County, Kenya. Unpublished Master's thesis, Catholic University of Eastern Africa.
 18. Kariuki, P.W. (2003). Influence of head teacher' instructional supervision practices on pupils' performance in public primary schools, Siakago Division, Kenya. Unpublished Master's thesis, Kenyatta University.
 19. Kipkurui, A.L. (2012). Role performance of quality assurance and standards officers in instructional supervision, Bureti district, Kenya. Unpublished Master's thesis, Nairobi University.
 20. Lyonga, N.A.N. (2018). Supervision and Teachers' work performance in primary schools in Konye sub-division in Cameroon. *Journal of Education and Social Research* E-ISSN 2240-0524 ISSN 2239-978X Vol 8 No.2 May, 2018 Doi : 10.2478/jesr-2018-0022
 21. Maina, J., Akala, W.J. , Nyagah, G., Kalai, J.M., Kibui A., Golden, G. (2015). Influence of Headteacher Leadership Development on Implementation of Inclusive Education in Kenya." *International Journal of Educational Science and Research (IJESR)* 2015, 5(6):2249-6947.
 22. Marecho, H. (2012). Challenges facing instructional supervision in public primary schools in Nyamira District. Kenya. unpublished M.Ed project, University of Nairobi.
 23. Matula, P.D.: Kyalo, D., Mulwa, S., Gichuhi, L. (2018). *Academics Research Proposal Writing: Principles, Concepts, and Structure*. Nairobi: Art Press.
 24. Meme, R.M. (2016). Factors Influencing Principals' Instructional Supervision Practices in Public Secondary Schools in Pokot West Sub County, Kenya. A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Administration.
 25. Ministry of Education (2009). *The National Special Needs Education Policy Framework*. Nairobi: Government Printers.
 26. Mittler, P. (2000). *Working towards inclusive education, social context*. London: Routledge.
 27. MOEST (2004). *Education in Kenya, challenges and policy responses* (April) presentation go; ke/moest.htm

28. MoEST (2017). *Ministerial Policy Statement*. FY 2017/18, Kampala.
29. Mwangi, L. (2013). Special Needs Education (SNE) in Kenyan public primary schools: exploring government policy and teachers' understandings. A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy, School of Sport and Education, Brunel University, London.
30. Mwangi, E. M., & Orodho J. A. (2014). Challenges Facing Implementation of Inclusive Education in Public Primary Schools in Nyeri Town, Nyeri County, Kenya. *Journal of Education and Practice*. ISSN 2222-1735 (paper) ISSN 2222-288X (online) Vol. 5, No.16, 2014.
31. Namunga, N. W. (2017). *Effects of Supervision of Instructional Practices on Teaching and Learning in Secondary Schools in Kenya*. [ISSN 2250-3153].
32. Njeru, D.K. (2016). Teachers perception towards head teachers' instructional supervisory practices in integrated primary schools in Tharaka South Sub County, Kenya. A Thesis Submitted in Partial Fulfilment of the Degree of Master of Special Education in the School of Education of Kenyatta University.
33. Njoka, E., Riechi, A., Obero, C., Kemunto, W., & Muraya, D. (2011). Towards Inclusive and Equitable Basic Education System: Kenya's experience. ADEA Working Document
34. Organisation of Africa Unity (OAU) (1986). *African charter on human and people's rights*. AOU Doc. CAB /LEG/ 67 /3 rev.5.21 I. L.M.58 (1982). Addis Ababa: OAU.
35. Okongo, R.B., Ngao, G., Rop. N.K., & Nyongesa W.J. (2015). Effect of Availability of Teaching and Learning Resources on the Implementation of Inclusive Education in Pre-School Centers in Nyamira North Sub-county, Nyamira County, Kenya. *Journal of Education and Practice* ISSN 2222-1735 (Paper) ISSN 222-288x (online) Vol.6, No. 35, 2015
36. Peretomode, V.F. (2001). *Introduction to Educational Administration, Planning and Supervision*. Ikeja: Joja Research and Publisher Ltd.
37. Republic of Kenya (2013). Kenya National Special Needs Education Report. Nairobi: Ministry of Education, Science and Technology and VSO.
38. Robertson, B. (2000). *The language of teaching*. London: Heinemann Publishers.
39. Schuelka, M.J. (2018). *K4D knowledge evidence and learning for development implementing inclusive education*. University of Birmingham.
40. Smith, M.K. (2005). *The functions of supervision*. The encyclopedia of informal education. Last update September 03, 2009.
41. Sule, M. A., Arop, F.O. & Alade, F.O. (2015). Principal's classroom visitation and inspection, and teachers' job performance in Akwa-Ibom State, Nigeria. *Research on Humanities and Social Sciences*, 2 (11), 106-111.
42. UNESCO (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris: UNESCO.
43. UNESCO (2017). *A guide for*

ensuring inclusion and equity in education, Paris, UNESCO.

Retrieved

from:<https://unesdoc.unesco.org/images/0024/248254e.pdf> agency.org/sites/default/files/evidence%20-%20review%20the%20Literature-o.Pdf.

44. UNESCO (2017). *Education for Sustainable Development Goals: Learning objectives UNESCO*. Division for Inclusion, Peace and Sustainable Development, Education Sector. UNESCO, Paris, France, 2017.
45. UNESCO (2017). *New UNESCO Guide for ensuring equity and Inclusion in Education*.
46. Wanzare, Z. (2016). Instructional Supervision in Public Secondary Schools in Kenya. Z Wanzare. *Educational Management Administration & Leadership* 40 (2), 188- 216, 2016.
47. Wanzare, Z.O. (2011). Instructional supervision in public secondary schools. *Journal of Education Management Administration and Leadership*, 40(2), 188-216.
48. World Bank (2017). *Disability-inclusive Education in Africa Trust Fund*. Retrieved from;<https://www.worldbank.org/en/topic/disability/brief/disability-inclusive-education-in-africa-trust-fund>.