

**EFFECTIVENESS  
OF SPECIAL NEEDS EDUCATION SUPERVISION IN UASIN  
GISHU DISTRICT, RIFT VALLEY PROVINCE, KENYA**

**BY**

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## DECLARATION

This thesis is my original work and has not been presented for a degree in any other university or any other award to the best of my knowledge.

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## ACRONYMS AND ABBREVIATIONS

<b>EARC</b>	Educational Assessment and Resource Centre
<b>EFA</b>	Education for All
<b>EM</b>	Eldoret Municipality
<b>H/Ts</b>	Headteacher
<b>INSET</b>	In-Service Training
<b>IEP</b>	Individualized Education Plan
<b>ISU</b>	In-charge of Special Units
<b>KISE</b>	Kenya Institute of Special Education
<b>MoEST</b>	Ministry of Education Science and Technology
<b>NCSpAM</b>	National Centre for Special education Accountability Monitoring
<b>QAS</b>	Quality Assurance and Standards
<b>QASO</b>	Quality Assurance and Standards Officer
<b>SEN</b>	Special Education Needs
<b>SNE</b>	Special Needs Education
<b>SUP</b>	Support Staff
<b>TAC</b>	Teacher Advisory Centre
<b>TRs</b>	Teachers
<b>TSC</b>	Teachers Service Commission
<b>UG</b>	Uasin Gishu

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## ABSTRACT

One of the major challenges facing special education in Kenya has its origin from the implementation and evaluation of the educational movements that have resulted into special schools, integrated programmes and inclusion. This process emphasizes the need for close supervision to address the transition effectively. Studies reviewed indicated that problems in the supervision of Special Education occur right from the varying definition and roles of supervision, to Special Educational Needs that have to be addressed. This study evaluated the effectiveness of Special Needs Education (SNE) supervision in Uasin Gishu District. The focus of the study was on: special needs in education considered during supervision, the extent to which professional training of supervisors impacted on the quality of supervision, regularity of supervision, major problems faced by supervisors during supervising/inspecting of SNE programmes and the impact of these problems on supervision. The study employed an exploratory survey approach since new insights into problems of supervisions of SNE were sought. A total of 76 questionnaires of both structured and non-structured items were supplied to a stratified sample of 17 Quality Assurance officers at District and zonal levels, 25 headteachers and in-charge of special units and finally, 34 teachers teaching in special education programmes in both Uasin Gishu District and Eldoret Municipality. Statistical Package for Social Sciences (SPSS) computer software and excel packages were used in the analysis of data from which descriptive statistics were used. Thematic approach was used to analyze unstructured questions. The findings of the study established that special needs of learners were not addressed during supervision. The supervision of special education service delivery programmes was not regularly and effectively done. Supervisor also faced several challenges that were contextual in nature ranging from personal conditions like lack of knowledge base, communication, lack of a defined curriculum to systemic conditions like staffing, time, lack of a clear policy, among others, that adversely affected the quality of supervision. These effects ranged from the performance of supervisors, the input into service delivery to the outcome of learners with special needs. The following recommendations were made: that all QASOs, whether in service or joining, be in-serviced in Special Education Needs (SEN), that the Education Assessment and Resource Centre (EARC) coordinators be actively involved in supervision of special needs education and a policy document on the same be released for implementation purposes, that regularity of supervision of SNE programmes and their implementation and follow-up activities be done termly and the intensity be increased, that supervisors be in-serviced on indicators/ evidences to look for before visiting SNE programmes and on report writing, and that studies be put in place to evaluate the effectiveness of special education service delivery

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The universal declaration on education for all, entitled all children to access basic education. All children however, experienced difficulties of some kind during their school years. If these difficulties were assessed as being significant from those of their peers, then additional help was needed. This additional help was often referred to as special needs education.

Special needs education (SNE) is centred on three main areas thus: providing children with disabilities - special means of accessing the curriculum by providing special equipment, adapted materials and giving attention to positioning for effective learning; provision of a special or modified curriculum which was either adopted, adapted or specialized depending on the needs of the child; the availability of the social structure and emotional climate which must be conducive for learning.

To address the above issues, it was mandatory that all children with SNE be assessed by a multi-disciplinary team to establish each child's needs. A statement of each child's educational needs had to be written, from which an individualized education plan (IEP) was formulated. These statements acted as a guide to the kind of educational services to be provided and assisted in measuring the achievement and success of the education services. The review and evaluation of these statements resulted in the next course of action for a child with SNE.

The above requirements emerged as a result of the drastic changes that occurred in the field of SNE which were influenced by the Public Law 94-142 passed by the US congress and the Warnock Report of 1978 of Britain (McLaughlin and Rouse, 2000). The main objective of SNE at that time was to make sure that the child with special needs fitted in the society. Emphasis on education in the least restrictive environment was given pre-eminence. The local education authorities were responsible for making and maintaining special education statements for each child.

It was observed that there was a gap between policy and implementation (Tilstone, Florian, Rose *et al*, 2000). It was noted that though philosophically there was an agreement on the children's rights, much divergence emerged in practice. Supervision therefore, was a needed tool to ensure that the proposed services as stipulated by the statements were provided at the right time, by the right people and at the right place to achieve the stated objectives. Supervision had to be performed by qualified and knowledgeable personnel in the field. For one to be a supervisor, it was required that they had to have at least a degree in the field of SNE. The supervisor performed the roles of being an advocate of SNE, facilitator and trainer, policy planner, monitor and evaluator of SNE, and finally, a programme planner. As such, lack of qualified and knowledgeable staff was a constraint to compliance and quality of Special Needs Education.

In Kenya, the same personnel manning regular education performed supervision of SNE. The officers responsible for the above were Quality Assurance and Standards Officers (QASOs). These officers were recruited or deployed from the classroom. They had only pre-service training, which centred on subject teaching of the curriculum. Such coverage was considered inadequate for handling increased levels of supervisory responsibilities and duties (MoEST, 1999). Majority of the teachers in the service were lacking in knowledge with regard to education of learners with special needs and hence practical subjects that were essential to teaching of SNE such as braille, sign language, orientation

and mobility, as well as behaviour modification techniques caused a challenge to them (Koech, 1999). Teachers, both trained and untrained, required a lot of guidance from supervisors. Unfortunately, supervisors lacked skills and knowledge to maintain a high level of competence in their work. Attempts to provide in-service training for them were *ad hoc* and donor-funded.

Supervision mainly aimed at meeting the unique objectives of special education. These objectives, as stipulated by the Sessional Paper No. 6 of 1988 were as follows:

- To provide skills and attitude aimed at habilitation, rehabilitation, and adjustment to the environment.
- To identify, assess, and provide early intervention for correlation and rehabilitation.
- To promote awareness of the needs of the disabled and the methods of alleviating the effects of the various disabilities.
- To promote the integration of the handicapped persons in formal education and training.
- To promote the provision and use of specialized facilities and equipment.
- To promote measures that prevent impairment to limit the incidence of disability.

Supervision of SNE was therefore required to embrace issues beyond the actual classroom teaching. Instead of concentrating on qualification of inspectors for SNE, emphasis was placed on deployment. It was, therefore, stipulated that inspectors for special education be deployed at the District level, an issue that brought conflict as to who was responsible for the actual inspection of SNE. Furthermore, the government shifted its responsibility of supervision of SNE to: a National Rehabilitation Committee that was to be restructured and strengthened to cater for all programmes of persons with disabilities; and to voluntary and donor agencies. To date, a silence occurs in relation to personnel responsible for the same and the scope of their duties, an issue that raises concern on how effective SNE is supervised.

## **1.2 Statement of the Research Problem**

Education is a dynamic process therefore changes are inevitable. Proper evaluation of the education system should be regularly conducted to ascertain its effectiveness in meeting the needs of those being served. To accomplish this, regular and special education administrators both at District and school levels are expected to communicate: goals, priorities and expectations effectively since they interact closely with the implementers. They need to be equipped with adequate knowledge and skills to positively contribute to effective programme implementation. Professional qualification of administrators and supervisors is one that cannot be compromised for effective service delivery.

Several concerns had been raised in relation to supervision of SNE. The task force on SNE (2003) observed the lack of adequate capacity by supervisors to supervise effectively and its adverse effect on regularity of inspection of special schools and units. MoEST acknowledged that it lacked qualified and adequate personnel in the area of supervision as a whole. These problems are compounded by the fact that each incremental stage in the development of SNE leads to increased knowledge and implementation of the best practices known and available for the time. This implied that regular in-service and training of personnel for efficient service delivery was necessary.

While the government undertook a massive act of training teachers at all levels in SNE to cope with the changes in education of learners with SNE, this to date was not realized in the case of Quality Assurance and Standards Officers. Instead, it was suggested that teacher advisory centre tutors, field officers, and inspectors be in-serviced to enable them to offer professional advice to teachers in their areas. Though this targeted regular education, an evaluation of its implementation was not done. No structure was put in place to facilitate

effective supervision of SNE. On this basis, the current study set out to establish the effectiveness of special needs education supervision.

### **1.3 Purpose of the Study**

The major purpose of the study was to evaluate the effectiveness of special needs education supervision in Uasin Gishu District. By evaluating the effectiveness of special needs education supervision, attempts were made by giving an appraisal of the state of SNE supervision.

### **1.4 Objectives of the Study**

To obtain the purpose of the study, the following objectives were formulated:

1. To find out the areas of special needs in education considered by supervisors/inspectors while supervising special education programmes.
2. To find out the extent to which professional training of supervisors impact on the quality of supervision.
3. To establish the regularity of supervision of special schools and units.
4. To investigate the problems encountered by supervisors while supervising special schools and units.
5. To find out how the problems faced by supervisors during supervision affect the effectiveness of SNE supervision.

### **1.5 Research Questions**

1. What areas of special needs in education are considered during supervision/inspection of special education programmes?
2. To what extent does professional training of supervisors impact on the quality of supervision?
3. How regular are special schools and units supervised?
4. What problems do supervisors face while supervising special schools and units?
5. How do the problems faced by supervisors during supervision affect the effectiveness of SNE supervision?

## **1.6 Assumptions of the Study**

1. It was assumed that special schools and units were regularly supervised.
2. That supervisors of special needs education focused attention on the various aspects of SNE during supervision.

## **1.7 Limitation/ Delimitation of the Study**

The study limited itself to Uasin Gishu District (which educationally encompassed Eldoret Municipality) in Rift Valley Province of Kenya. It was confined to QASOs, (Teacher Advisory Centre) TAC tutors and heads of selected sample of special schools and units.

For more conclusive results, a large sample would have been appropriate since a small number of supervisors were deployed in the field. However, this was not possible due to financial and time constraints.

There is a dearth of literature on supervision with respect to special education in other countries. Thus, little literature on the same regarding supervision in Kenya was available. Therefore, the literature review was basically drawn within and outside Kenya.

The education officer in charge of special education at District level both in Uasin Gishu and Eldoret Municipality facilitated the collection of the data, which was done centrally due to the education day, which made possible to have all officers assembled together.

## **1.8 Significance of the Study**

It was hoped that the findings and recommendations of the study would be disseminated and help policy-makers to come up with a clear policy on supervision of SNE and training of supervisors that could address the constraints faced in supervision of SNE as a whole.

The findings and conclusion of the study highlighted the state of supervision of special schools and units in relation to the expected standards. This in turn will hopefully assist the Quality Assurance and Standards Officers to restructure the programme and its supervision.

Since the format of inspection, which encompasses supervision, had been tailored to be judgmental in nature, if the disseminated findings are implemented it would assist the personnel involved in supervision to address the needs of the teachers with minimal suspicion.

Literature on supervision of SNE in Kenya is minimal. Therefore, it is hoped that the findings of the study would provide a base for reference in future research in the area.

### **1.9 Theoretical Framework**

The study was guided by the systems theory. The systems theory according to Bertalanffy in Mullins (1990), stipulates that an organism is an integrated system of interdependent structures and functions. A system is a set of related parts that work together to achieve an objective. The set of interdependent parts could be referred to as subsystem. A system can be open in that it interacts with the environment or closed. Any system must have boundaries. He further noted that attention should be focused on;

- Total work organization.
- Interrelationships of structure and behaviour.
- The range of variables within the organization.

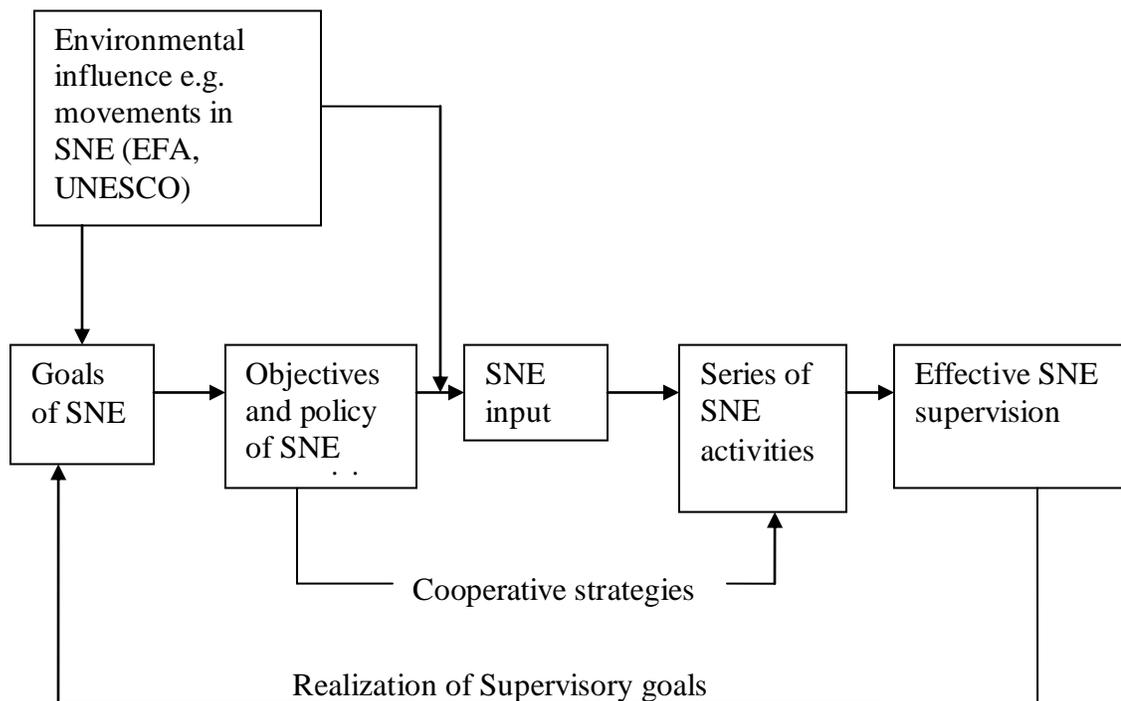
Organization refers to the grouping and arrangement of parts to form a whole to put the system in 'working conditions'. According to Mullins (1990), to achieve the objectives of any organization and to satisfy its goals, input is taken from the environment. Through a series of activities, these inputs are transformed into outputs which are returned to the environment as inputs to other systems. The

organization operates through dynamic setting hence success in achieving its goals will be influenced by the multiplicity of interactions with the environment.

In special education, a variety of interacting components influence SNE supervision. These include; the knowledge of supervisors, number of staff, time allocated to supervision, and the roles of supervisors. It could also be influenced by its unique dimensions like; student-teacher demography, varied settings in which services are provided, shared responsibilities in service provision by varied personnel among others. All the above could be viewed as a series of activities through which the supervision of SNE as an organization attempts to achieve its goals. These activities must be organized for effective supervision to be realized.

To achieve its objectives and realize its goals, SNE takes input from the environment e.g. educational forces, societal attitudes. Through a series of activities that include specialized services related to the unique dimensions of SNE, effective supervision of special schools and units is realized. SNE operates in dynamic settings hence achievement of supervisory goals will be influenced by cooperative strategies. Below is a modified representation of effective supervision as a system.

**Fig 1.1 Theoretical Framework for Supervision of SNE as a System**



Source: Adapted from Mullins (1990)

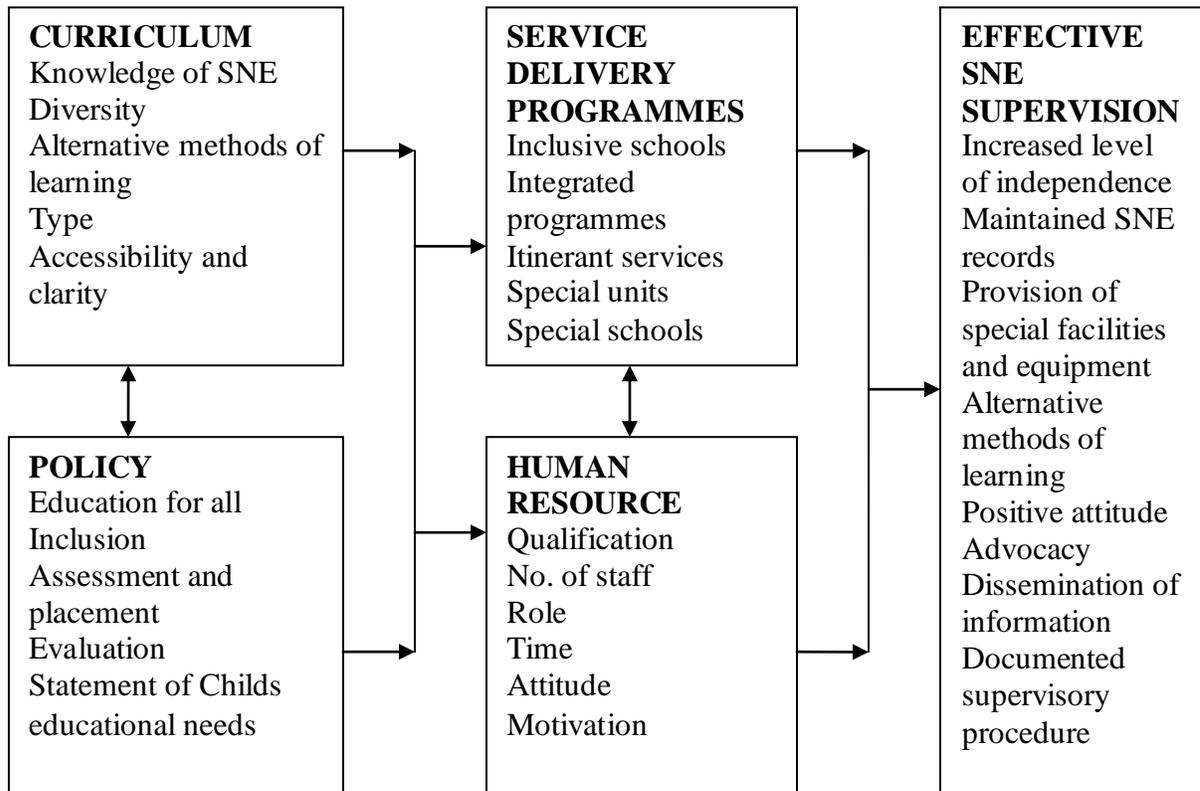
There is a tendency of an unattended system to move towards an unorganized state that is characterized by decreased interactions among its components. When this occurs, absence of organization is realized. One does not perform to his potential. The measurement of effectiveness of a system is its capacity to fulfill its goals as well as the goals of its components. Supervision of SNE should fulfill the goals of special education and inspection, its various components like assessment, evaluation, as well as for the individual child and parents as stipulated in the statements. Reasons for disorganization may stem from internal sources or external forces.

An aspect that could be stressed in a system in order for it to obtain its objectives emphasizes good information and channels of communication. SNE supervision has been dynamic and evolving and is influenced by various global movements. Successful supervision lies in responding to internal and external changes which can be facilitated by a proper information-processing network. This involves the clarification of objectives, the specification of problems, and the search for the implementation of solutions.

This theory was found to be appropriate since it stressed on various interdependent and interacting factors contributing to the success of SNE supervision. Clarification of SNE supervisory objectives, problems facing supervision of SNE and the implementation of the best solution in a dynamic setting will contribute to effective supervision.

## 1.10 Conceptual Framework

**Fig 1.2 Correlates of effective SNE Supervision**



Source: Adapted from Orodho (2008)

Figure 1.2 portrays the hypothesized correlates of SNE supervision. The figure shows four composite variables namely curriculum, policy, service delivery programmes and human resource as being causative to effective SNE supervision. Regarding curriculum, supervisors are required to be knowledgeable in the special needs in education, their range and level, their diversity and impact on curriculum implementation in terms of time and the alternative methods of learning. They are required to know the types of curriculum and the kind of situation in which they are applied.

Curriculum interacts with policy to influence the type of service delivery programmes and human resource. Some of the policies in special education

such as education for all, inclusive education, integration, assessment of learners' needs before placement in least restrictive environment, regular evaluation to determine way forward; will not only influence the type of services offered but also the service delivery programmes namely; special schools, special units, integrated programmes, itinerant services and finally, inclusive programmes. They may impact on human resource in terms of their qualification and knowledge, the number of staff, the role of supervisors, time for a thorough supervision, attitudes formed on supervision and finally, their motivation.

If the relationship of the correlates are positive, it automatically follows that effective supervision will be realized. Thus, it will result in; an increased level of independence in learners due to proper provision of the necessary skills and attitude aimed at habilitation and rehabilitation; presence of well maintained SNE records that include assessment of learners needs and the IEP; provision of specialized facilities and equipment; alternative methods of learning that include the presence of the adapted, adopted, specialized, and specialist curriculum; positive attitude in all stakeholders; strong advocacy and dissemination of information on SNE issues, and finally, a clear and laid down procedure for SNE supervision.

### **1.11 Operational Definition of Terms**

**Competencies:** Skills and knowledge required to perform any task. In this study, it is assumed that these skills and knowledge are acquired through training.

**Effective supervision:** Supervision/inspection that is done to achieve the intended objectives. In this study, effective supervision is one that captures the objectives of special needs education as stated in the background to the study and addresses the special needs of learners.

**Impairment:** Any loss or damage to any part of the body through accident, disease, and genetic factor or other causes.

**Inspection:** To look at teaching closely or in details for the purpose of supervision or evaluation. In this study, inspection is used interchangeably with supervision because of the identical nature of their roles.

**Integration:** The participation of learners with special needs in education in ordinary schools with their non- disabled peers without necessarily making changes in the curricula or the learning environment.

**Modified Curriculum:** A curriculum that has specific changes made on the main curriculum aimed at meeting specific needs of specific children requiring special education.

**Quality Assurance and Standards Officers:** Officers charged with the mandate to make sure that the educational standard in

Kenya are upheld and even improved. They advise, evaluate, assess and supervise education in Kenya.

**Regular Schools:** Schools, which follow the normal curriculum and do not have any component of special education.

**Specialized Curriculum:** An entirely different curriculum from the main one aimed at meeting the special needs not addressed in the main curriculum e.g. sign language curriculum.

**Special Needs Education:** Education that facilitates learners access the curriculum, offer specialized or modified curriculum and a conducive social structure and emotional climate for learning depending on each child's educational needs.

**Special School:** A school that is organized to exclusively provide educational services to students with special educational needs.

**Special Services:** Additional services provided to special children to address their unique needs.

**Supervision:** A means of offering to teacher in a collegial, collaborative, and professional settings, specialist help in improving instruction and there by student achievement.

**Supervisors:** Officers performing the duty of supervision. They include QASOs, Zonal inspectors (TAC tutors), and headteachers.

TAC Tutors: Teacher advisory centre officers in Kenya charged with mandate of being the role model in teaching strategies and advising teachers to be effective in their work.

Units: Secluded form of educating learners with special needs in geographically separate location from regular school but under same school administration. They normally have a teacher in charge of it.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter examined literature related to SNE. Literature was reviewed in line with the objectives of the study. Areas of review were special education needs, impact of special needs on quality of curriculum, supervision of special needs education, constraints in the supervision of SNE, and finally, the summary of literature review.

#### 2.2 Special Education Needs

Learners with special needs (SNE) can be viewed as those children having significant difficulties different from those of their peers. Special education needs is a concept that is socially constructed and is influenced by the prevalent expectations about children's educational progress, political and economical concerns.

Until 1978, SNE was viewed based on the medical and psychological perspective. It was categorical in nature depending on the disability a child had. The main categories were blindness or deafness, physical impairment, speech defects, educationally subnormal, maladjusted, and the uneducable (Beveridge, 1999). Brennan (1985) conceptualizes the diversity of these needs and proposes that the needs could be classified into four groupings as: children with defects of hearing, vision or mobility without serious intellectual or emotional problems; children who are educationally disadvantaged; children with significant learning difficulties; and finally, those with emotional or behavioural problems. Provision of services and placement was based on these categories.

The Warnock Committee of 1978 acknowledges a continuum of individual educational needs among pupils. The committee notes that children might have more than one difficulty. That even within the categories named, variations occurs in terms of educational needs. It defined special needs education as any additional help wherever it is provided for learners to overcome their significant difficulties.

Brennan (1985) defined special educational needs as needs, which call for the support of the classroom teacher or the creation of an alternative-learning situation for the learner.

Beveridge (1999), states that these needs may be long lasting or short lasting, specific to particular aspects of learning or more general, and that they vary in degree to which they affect children learning. Beveridge (1999) and Brennan (1985) concur with the Warnock report in defining special education need as one requiring; provision of special means of access to the curriculum, provision of a special or modified curriculum and particular attention to the social structure and emotional climate in which education takes place.

The above evaluations of special needs of learners in education clearly indicate that they vary greatly and emphasize the need for special provisions for success in their education. Inspection/supervision for SNE has to be tailored to cater for them in order for it to meet the criteria of being effective. In their study, Rouse and McLaughlin (2002) expressed concern about the inspection of quality of provisions in special institutions being judged on the same criteria as those used in mainstream schools. They further revealed that inspectors in their reports were not clear whether they should be inspecting special needs provisions or effective provisions for all. Such a scenario questions the effectiveness of addressing the ‘special need’ component of education.

### **2.3 Impact of Special Needs on quality Curriculum**

Special education needs and curriculum interact in a complex manner (Brennan 1985). The interaction arises from the demands made upon the curriculum by the: range and level of special needs of learners, the multiplicity of special needs presented by learners, the help and assistance required by learners, the wide difference between mild and severe within any one disability, and the relationship between the severity of the disability and its effect on learning. The aforementioned interactions affect the curriculum implementation in that the time required for

learning may be more than that stipulated. Sensory defects may require alternative methods of learning like sign language, braille, which have to be taught within the curriculum time. Intellectual challenges may slow the pace of learning.

Intrusions into the curriculum are necessary if special education has to meet its goals and objectives. The physically handicapped and children with poor health may require treatment, physiotherapy, guidance and counseling in centres, speech therapy, among others. This may occupy time and reduce the time necessary for essential learning yet they directly address the needs of the learners.

Brennan (1985) gives options that can be taken to come up with an appropriate curriculum for persons with disabilities as:

- Teachers may decide the extent of meeting special needs that may be accommodated within the normal curriculum, and identify the support services necessary to achieve them.
- Where special needs must dominate the curriculum, decisions are required to adapt the curriculum.
- In cases of sensory loss, moderate or severe learning difficulties, and emotional disturbance, the hidden curriculum must be incorporated.

The kinds of curriculum required for persons with disabilities are; adopted, adapted, specialized and specialist curricula. Brennan (1985) reiterates that, this requires knowledge on the teachers' part, and knowledge on the child background and environment. A statement for each child's educational need is important. McLaughlin and Rouse (2000) suggests the use of statement of SNE as central to securing adequate educational provisions for SNE students.

Controversy does not only exist on the definition of special needs but also on what should be incorporated in the curriculum. Bays (2001) accepts the fact that different disabilities impact on learning in different ways and that ways have been devised when teaching students with varying characteristics that relate to their disabilities. Yet the Bays admits that the shaping of curriculum for the stated group in

particular has been most difficult. Mosher and Purple (as cited by Zapeda, 2003), notes that lack of understanding of the teaching process, and of agreement on what to be taught makes supervision/inspection difficult, as is the case in special education. These sentiments are also shared by Rouse and McLaughlin (2002) who notes that variations existed in the interpretation of the criteria given by inspectors in different settings. They suggest that inspection of special institutions be guided by a framework based on school effectiveness literature that could include leadership, management, administration and curriculum. They further suggest that SNE is viewed as a whole school issue within the framework and that the IEP could be monitored within the framework hence taking care of the intrusions. However, a clear framework that could capture the intrusions was not given.

## **2.4 Supervision of Special Needs Education**

### **2.4.1 Concept of Supervision**

Supervision as a word has Medieval Latin origin and was designed as a process of perusing or scanning a text for errors or deviation from the original text. Smith (2003) observes that later recorded instances of the word supervision established the process of supervision as entailing general management, direction, control, and oversight. Inspection is frequently referred to in place of supervision. The method of supervision stresses control and close inspection of schools.

At the peak of 19<sup>th</sup> century, supervision took on the central administrative bureaucracies and inspection was the dominant method of administering schools (Sergiovani and Starratt, 2002). Franklin Bobbitt came up with scientific and professional supervisory methods (Sullivan and Glanz, 2000). His idea of education in a school being analogous to production in a factory shaped for a long-time supervision. Supervisors thought that their work in school would be clearly defined, and adopted this practice. They viewed it as a means of eliminating impersonal elements in administration and supervision. It was translated into rating scales and hence highly criticized by teachers (Glanz, 2000).

Democratic supervision appeared to address the above issues imply that educators including teachers, curriculum specialists, and supervisors have to cooperate to improve instructional education. At this point, supervision as inspection, which found justification in product, oriented, social efficiency era was no longer viable. Neither was bureaucratic supervision viable (Glickman, 1998, Glatthorn, 1998).

By 1970's, uncertainties plagued the field of supervision as indicated by the following authors. Wisam and Mansur (1993) notes that the supervisor in educational settings was plagued by ambiguities. His/her position in the authority structure was ill defined and quite often vulnerable, that there was lack of clear definition of his/her role and a lack of agreement of the functions associated with supervision. Alfonso and Firth (1990) described this role ambiguity in terms of a 'power limbo'. That is, supervisors are neither line nor staff, neither administration nor faculty but somewhere in between. Wilhem concur that supervision had witnessed tremendous change.

*'...roles are changing, staff organization is swirling, titles and functions are shifting...but whether his title is 'principal', supervisor', 'curriculum coordinator' or what not, the person in a supervisory leadership is caught in the middle' (Glanz,2000:29).*

The impact of these ambiguities on the actual supervision is not clearly brought out.

#### **2.4.2 Supervision of Special Needs Education**

Supervision of SNE in the US took on two forms, programme supervision whereby the supervisor had the same expertise in disability area as teachers. A supervisor trained in hearing impairment had to supervise teachers with the same specialty of hearing impairment. The second form of supervision was generic supervision which occurred when a supervisor was assigned duties on the basis of geographical location and not on disability expertise. These supervisors had to be knowledgeable in the area of SNE.

Bays (2001) notes that SNE teachers prefer to be supervised by persons who had same area expertise as the area in which they were trained in. Their perception on

supervisors who did not have the knowledge on educational needs of learners may be negative and adversely affect supervision as noted in the statement below by one of the teachers, '*...this goes back to the fact that she is not trained in my area of expertise. When there are fine lines in my diagnosis or just in observation of a child ...I don't think she can offer as much as someone that might be specifically oriented to my profession...I don't feel comfortable to sit back and bounce off ideas to her...she just doesn't have the expertise,*( p. 36.).

What the researcher does not bring out clearly the impact of lack of knowledge by supervisors on their effectiveness.

According to the guidelines for inspection of special schools (Ofsted, 1995), supervision was carried out by a team of registered inspectors and assisted by a team of trained inspectors in Britain. Specifically in relation to SNE there had to be a combination of phase and subject expertise but without undue fragmentation of the team. The team comprised uneducated inspectors in SNE. O'neil and Kitson (1996) state that schools had to be regularly inspected using a standard framework. Generic type of supervision is emphasized.

As per teacher perception, programme supervision was rated more conducive for effective communication between teachers and supervisors. In programme supervision, specific knowledge should be provided for newly employed teachers in the area of SNE. It would be abreast with emerging best practices related to specific disabling conditions (Bays, 2001). However, its effectiveness in case of staff shortage has not been adequately investigated.

### **2.4.3 Supervision of SNE in Kenya**

Supervision of SNE in Kenya is an area that has not been explored by researchers. A lot has been done on supervision of regular education unlike special education. The first mention of supervision of SNE is from the draft bill on special education policy (1981) that acknowledges that supervision is necessary to improve the staff, both professionally and in status aiming at improving instruction. It is noted that

there is one special education inspector at the inspectorate who is responsible for supervising special education and performing administrative duties.

An appraisal by the taskforce (2003) notes that the SNE inspectorate section is headed by an assistant chief inspector of schools who is not a member of the management team within the inspectorate. It is also noted that many decisions are made without proper representation from the special education division. Therefore, SNE supervision suffered. During the recent changes in MoEST, supervision falling under inspection was renamed as quality assurance and standards (QAS). The absence of SNE being listed as a function of QASOs while at the same time expected to perform duties in the area, is a clear indication of the poor state of SNE supervision (MoEST, 2004). Bays (2001) noted that in such cases, a conflict may arise whose results may be a shift in role definition and programme development to that of justification of special services and delivery.

Kibet (2002) attributes the many challenges of supervision to lack of guidance to headteachers by supervisors. The researcher actually states that supervisors lack the necessary skills for supervision. The prism school management guide states among other things, what inspectors and schoolheads must understand with regard to curriculum, its delivery, supervision and maintenance of standards (RoK, 1999). Emphasis is placed on having a good grasp of all curriculum subjects and their place within the curriculum, how best they should be delivered, and optimal use of resources. Though it is clear from the above researchers that knowledge and skills improve supervision, supervision in the field of SNE remains an area that has not been explored.

Inspection of SNE in Kenya takes on eight forms. These are panel inspection, subject based, advisory inspection, inspection of teachers, inspection of education institutions, block inspection, mass inspection, follow ups, and for education institution registration. Supervision mainly takes the form of panel inspection, school-based inspection, and advisory inspection. Panel inspection which is the

main form of inspection is a full, diagnostic, and situational analysis of the institution. It is carried out with a view to examining the strength and weaknesses of an institution and suggest intervention measures. It is supposed to comprise a team of specialists and should be done once in three years (MoEST, 2000).

Subject inspections are specially carried out by inspectors in their area of subject specialization. This is the main type of inspection regularly performed. One of the reasons for such inspections is to inquire into teachers' needs with a view to making suggestions for INSET to be carried out by quality development service. SNE specialists are supposed to inspect their area and come up with needs that should be addressed during INSET. It is with this view that the education bill (2003) stipulates that no teacher or officer should be appointed to teach or supervise the teaching of children with SNE unless such a teacher is a holder of at least a certificate in special education from a recognized institution.

Advisory inspection is a routine type of inspection where some aspects of the school are sampled out. This kind of inspection had been left to TAC tutors who carry on advisory work to quality development.

## **2.5 Constraints Faced in the Supervision of Special Education**

In the field of special education, Campbell (1999) notes that SNE administrative role as a whole has become ambiguous and the conflict associated to its role has increased. He observes that SNE administrative role in the US is not designated within the standard administrative hierarchy. The absence is termed as the undefined status of SNE administration. The complexity and conflict in administration and supervision could be attributed to its role evolution from a separate entity of regular education with autonomous formal authority to shared responsibility with informal authority. Its role and responsibilities have also evolved from a separate, to parallel system, and finally, to one of accountability as part of the general education system. Minimal administrative and supervisory training have been put to resolve the role change (Glanz, 1995).

International, local and educational reform policies carry implications for the supervision of teachers in today's public educational settings. Supervision must be guided to exist within a framework. Schnittger (1991) notes that lack of official standard operating procedural manual has led to confusion and inconsistency in implementation of state policies. SNE supervision is operated under developed drafts which have not been finalized and guided by piecemeal approach of written documents such as manuals on specific issues. Billingsley and Jones (1993) address the unique strategies in supervision of SNE by stating that they can be provided by a variety of personnel. This cannot be realized without proper policy guidelines.

Special education needs remains a term that cannot be conclusively explained. Disagreements occurred in relation to what the special needs were, and the extent needs were considered special (Beveridge, 1999 and Hehir *et al*, 2005). Scott (1994) refers to these needs as intrusions into curriculum and stated that they reduced the available time for essential learning. Though he suggested that careful evaluation should be observed, he indicated that obtaining a balance in curriculum of SNE and supervision of the same is not easy. Understanding of the instructional curriculum and instructional issues is a major constraint to supervision. Modification of the curriculum entailed knowledge to evaluate the student and to create a balance (Vasilios *et al*, 2005). This makes what to address during supervision of SNE a complex issue.

Supervisors require a lot of time to address the unique special educational needs and the due processes involved. They need time for direct supervision and advice to teachers as well as performing other duties which include administration and management of programmes. Randall (1998) noted that supervisors lack time to reflect on practices and to model the best technique. This problem is compounded by the shortage of personnel, both qualified and unqualified, resulting in a high teacher-supervisor ratio.

## **2.6 Summary of Literature Review**

Many studies have produced findings related to supervision. The dearth of findings produced focuses on evolution of supervision, approaches to supervision, skills required, just to mention but a few. To a limited extent, the studies concentrate on special education. The focal point on supervision of SNE has been the due processes involved in assessment, placement of children with disabilities and the legislation and policies on the same. This is a good start for understanding supervision of special education but there is much left uncovered in relation to ensuring effectiveness of the same. A lot of studies concentrate on supervision in ideal situation. After review of literature the researcher was convinced that there is a need to find out the effectiveness of SNE supervision especially with the shortage of personnel.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This study proposed to evaluate the effectiveness of supervision of SNE programmes within Uasin Gishu District in Rift Valley Province in Kenya. The areas covered in this chapter are the research design, target and sample population, research instrument, data collection procedures, data analysis and finally, the logistics and ethics involved.

#### **3.2 Research Design**

The study adopted an exploratory survey approach. A survey is a quantitative approach requiring standardized information from or about a subject being studied. The main purpose of a survey is to produce quantitative descriptions of some aspects of a population (Kraemer, 1991).

A survey research in exploration helps the research to gain familiarity with a phenomenon, try out preliminary concepts about it, and to have new insights into the problem (Walingo and Ngaira, 2008). Since supervision of SNE is an area that had not been explored, and with many challenges, an exploratory approach had been specifically chosen so that insights and development of hypotheses for further research could be done. Many diverse pieces of information have been drawn together for a unified interpretation of the effectiveness of SNE supervision.

##### **3.2.1 Locale of the Study**

The study was conducted in Uasin Gishu District of Rift Valley Province of Kenya. The District administratively was composed of six divisions and nineteen zones covering an area of 3327.8 square kilometres (RoK, 2002). Educationally, the District was divided into two namely; Uasin Gishu District and Eldoret Municipality. Eldoret Municipality was composed of five zones and covered an

area of 148 square kilometres. This District was found to be appropriate due to its urban and rural settings. Refer to appendix F.

### **3.3 Target Population**

The subjects in the study were supervisors at District and zonal levels, headteachers of special schools and in-charges of special units in Uasin Gishu District and Eldoret Municipality. These informants were critical to the investigation since they provided most of insightful, analytical and specialized information from which the study based its findings, conclusions and recommendations. Information was also sought from regular classroom teachers that taught in special education programmes to verify what had been given by headteachers and supervisors.

Uasin Gishu (UG) as an educational District had 4 Quality Assurance and Standards Officers (QASOs). These officers were responsible for both inspection and supervision of regular and special education programmes. UG was composed of 17 zones. Each zone was required to have a zonal officer. These officers reported to the District Quality Assurance and Standards Officers (QASOs). It had a school population of 344 excluding special schools and units. The number of special schools and units in the District was 33 with a population of 63 teachers of whom 33 were heads and in-charge of special programmes.

Eldoret Municipality (EM) had 2 QASOs at municipal level though inspection and supervision was performed by almost all educational officers available at the education office. It had 5 zones with 5 zonal officers. The school population was 42 regular schools, 2 special schools and 8 units, two of which were for hearing impaired while the rest addressed the needs of children with mental retardation. The teaching population in special education programmes was 32. Table 3.1 is a representation of supervisors.

**Table 3.1 Supervisors in Uasin Gishu District**

Level	QASO District/ Municipality	QASO Zonal	H/T and In Charge of Special Units	Regular Teacher in SNE Programme	Total
Uasin Gishu District	4	17	33	30	<b>84</b>
Eldoret Municipality	2	5	10	32	<b>49</b>
<b>TOTAL</b>	<b>6</b>	<b>22</b>	<b>43</b>	<b>62</b>	<b>133</b>

### 3.4 Sample Size

The minimum sample size recommended in research is a randomly selected thirty cases for experimental and correctional design. For a descriptive design, 10% of the accessible population is required (Mugenda and Mugenda, 2003). However, small samples do not reproduce the salient characteristics of the accessible population to an accessible degree. The sampling error in this case would be high. The accessible population including teachers teaching in special education programmes was 127. This was as a result of several teachers having gone on study leave. To minimize the sampling error, 60% of the accessible population was selected that excluded 7 respondents used in the pilot study and in ascertaining the reliability of the research instruments. Sixty percent of the population was also considered high enough for generalization purposes.

The above gave a sample population of, 2 QASOs in Uasin Gishu (UG) and 1 in Eldoret Municipality (EM), 10 QASOs at Zonal level in UG and 3 in EM. The supervisors at school level were, 20 from UG and 6 from EM. The teacher sample

was 18 from UG and 16 from EM. This gave a total sample of 76 respondents as represented in the table 3.2.

**Table 3.2 Sampling Frame**

Level	Total Population		Sample Population		Total Sample
	UG	EM	UG	EM	
QASO District	4	2	2	1	3
QASO Zonal	17	5	10	3	13
H/T and In Charge	33	10	20	6	26
Regular Teachers	30	26	18	16	34
<b>TOTAL</b>	<b>84</b>	<b>43</b>	<b>50</b>	<b>26</b>	<b>76</b>

**Key**

QASOs-Quality Assurance and Standards Officers

HT-headteachers

UG- Uasin Gishu

EM-Eldoret Municipality

**3.5 Sampling Procedure**

Sampling is concerned with drawing individuals or entities in a population in such a way as to permit generalization about a phenomenon of interest from the sample. Sampling procedures were utilized to establish a proportion random selection to achieve a statistical representative sample. UG as a District is wide. The distance between schools especially special schools and units was great. As such, sampling of the total population was preferred to whole population.

Stratified sampling was utilized to ensure that certain sub groups/stratum in population were represented in the sample in proportion to their numbers in the population itself. It also focused on important sub population; improved accuracy of estimation and efficiency (Wikipedia, 2006). Four strata were identified thus supervisors at District level (QASOs-District), supervisors at zonal level (QASOs-zonal), supervisors at school level (HT and in-charge of special units (ISU)), and regular teachers in special schools and units. The strata were based on administrative ranks. See Table 3.2 on sample size.

Proportional allocation method was used to determine the number that was selected from each stratum for the sample. This format was preferred because it contributed to a sample a number that was proportional to its size in population (Orodho, 2004). A fraction was calculated based on the population size and the sample selection and was defined by the formula:  $\text{sample size} / \text{population}$ . The same formula applied in the selection of the seven responded that were used both in the pilot of the instrument and in the test-retest to ascertain the reliability of the instrument. Each category of the population was multiplied with the fraction to get the sample.

The HT and in-charge of special units represented the programme they headed; hence it was automatic that the regular teachers sample be drawn from there. As earlier mentioned, it facilitated the verification of information given. At this level, purposive sampling was done. Purposive sampling was preferred to random sampling because in some special units, the head was the only person manning the whole programme and responsible for the teaching duties. Purposive sampling would ensure the chances of selecting the same responded twice were avoided (Wikipedia, 2006).

The sample that was used for piloting purposes was purposively sampled as follows, 2 QASOs and 2 H/T and in-charges of special units, with each representing the District and Municipality. Three teachers were sampled as follows; one teaching in a special school and two in special units.

### **3.6 Research Instruments**

The research instruments used in the study were questionnaires and an observation schedule. The researcher needed to observe reports which were supposed to accompany every supervisory visit. As such, an observation guide was devised (Appendix B).

#### **3.6.1 Questionnaires**

Three different questionnaires were administered to the strata of the sample population namely: QASOs, H/T and In-Charge of special units and regular teachers. The questionnaire items targeted general information, skills and knowledge, and opinions on supervision.

##### **Questionnaire for QASOs**

The questionnaire was a general instrument administered to QASOs working in the Ministry of Education both at District and zonal levels. The main objective of the questionnaire was to gather information relating to the supervisory performance of these officers. This questionnaire had 18 items of which 16 were closed-ended and 3 open-ended. The closed-ended questions which provided options for the correct response were carefully selected to elicit factual information for descriptive analysis while the open-ended unstructured items captured a wide range of opinions on supervision.

The questionnaire (appendix A1) contained a total of eighteen items. Most of its items were guided by the objectives of the study and the research questions. Few questions had been drawn from the comprehensive effective indicators for SNE administration that was put forward by the national panel on indicators of effectiveness and modified by Schnittger (1991).

##### **Questionnaire for Headteachers/In-Charge of Units**

The heads questionnaire adopted the same pattern as that of QASOs with slight variation in content depending on the nature of their supervisory duties. It had

eleven items with two open-ended unstructured questions. The items were designed according to the objectives. See appendix A2.

### **Questionnaire for Regular Teachers**

The regular teacher's questionnaire targeted teachers in special education programmes and had nine items. It contained most items as closed-ended and also had two unstructured questions. The items had been specifically designed to verify the information provided by both the QASOs and heads of programmes. See appendix A3.

### **3.6.2 Observation Guide**

An observation guide was developed to verify the information given by the QASOs officers both at District and zonal level. The items were presented in tabular format. In the last table, it was left to the researcher who analyzed and fitted the information on recommendations in relevant themes (See appendix B).

### **3.6.3 Piloting of Instrument**

Piloting of the instrument helps eliminate ambiguities, misunderstanding and inadequate items. To enhance validity and reliability, piloting was done. The questionnaires were delivered to the seven respondents and were manually analyzed to eliminate unclear language and to ascertain the validity and reliability of the instrument. Refer to sample size for details on piloting sample.

### **3.6.4 Reliability**

Reliability may be defined as the consistency in producing results (Orodho, 2004). Mugenda and Mugenda, (2003) define it as the measure to which a research instrument yields consistent results after repeated trials. A test-retest was used to establish the reliability of the questionnaires. A test-retest involved administering the same instruments twice to the same group of subjects but with a time lapse in between. In this case, a two weeks time difference was preferred. The developed

questionnaires were given to seven respondents. Completed questionnaires were analyzed manually. The same questionnaires were given to these same respondents the second time and scored. A comparison of the response of the first and second time results were computed using spearman rank order correlation. A correlation coefficient which showed consistency of the questionnaire in eliciting same results was computed. A value of 0.75 was considered high enough to judge the reliability of the instrument.

### **3.5.5 Validity**

The ability of the questionnaire to measure what it is supposed to measure depends on asking and getting answers to questions that collectively identify the attributes, state or quality that the researcher wants to identify. Mugenda and Mugenda (2003) define validity as the accuracy that the data obtained in a study represent the variables of the study. Since validity can only be measured in terms of purpose, content validity of the instrument was ascertained. Content validity also known as judgment validity is the degree to which a sample of test items represents the area of content it is designed to measure (Walingo and Ngaira, 2008). Since content validity is determined by the expert judgment and opinions of judges on the representativeness of the items, the researcher's supervisors were consulted in the area of special needs education and in educational administration, planning and curriculum development. The questionnaire items in this study were also guided by the objectives.

### **3.7 Data Collection Procedures**

The researcher had two research assistants who were inducted on the contents of the instruments and how they were to be responded to. A questionnaire was delivered to the respondents by the researcher and the assistants in person. This method of delivery was specifically chosen to allow clarification on issues, explanation of purpose and significance of the research, and finally, ensuring confidentiality to the respondents.

A time limit of one week was to be given from between the delivery of the questionnaire and the collection of the same for the respondents to act on them. However due to the education day and sports for the handicapped in the same District, they were filled and collected on the date they occurred.

An appraisal of the information was done. The researcher visited the District QASOs offices at both the municipal and District to check on the reports. The inspection reports were checked and a few clarification questions asked on the same. The researcher and her assistants confirmed the presence of relevant records, modified facilities, equipment and environment.

### **3.8 Data Analysis**

Data were collected using three questionnaires which contained a total of thirty-eight items of which nine were unstructured. An observation guide was also used containing three items with one of them being open-ended. The data collected were first identified and classified in sections relevant to the research objectives and questions. Closely related items from all questionnaires that required comparison or verification of information from other items were recorded.

Closed-ended items which to a large extent addressed objectives one, two and three were analyzed using SPSS computer software. Data was coded and entered into computer using data entry programme. SPSS computer software was then used to generate data and system files. Descriptive statistical analyses were done from which percentage frequency tables, charts and graphs were generated.

The unstructured items which largely addressed objectives four and five were analyzed using thematic approach. This involved categorizing data into related themes. A coding scheme was developed based on typical responses and categorizing them into emerging issues. These issues were further classified into relevant topics. Relationships and associations between variables were also identified (Orodho, 2009). The coded data were entered into Microsoft excel

computer package which produced graphs and charts. Loaded phrases and data intensity was identified and quotations made directly.

### **3.9 Logistics and Ethical Issues**

The researcher obtained permission from MoEST to conduct the research. The researcher proceeded to train her research assistants mainly on background of the study, purpose and objectives of the study, population from which the sample was drawn, the geographical location of the study, and finally, the methods of data collection as guided by Orodho (2004).

The researcher sought consent of the participants through the organizers of the events mentioned earlier. The researcher explained the importance of the study and reasons why they participated. She assured them of confidentiality and that a copy of the findings would be availed at the District and national level.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS**

#### **4.1 Introduction**

This chapter is concerned with presentation, analysis and interpretation of all data gathered from the field. The purpose of this study was to evaluate the effectiveness of supervision of special needs education in Uasin Gishu District of Rift Valley Province. The findings have been presented in themes guided by the objectives of the study as follows:

- Background profile of the respondents.
- The areas of special needs in education considered during supervision of special education programmes.
- Impact of professional training on the quality of supervision.
- The regularity of supervision of special schools and units.
- The problems encountered by supervisors while supervising special schools and units.
- The effect of the problems encountered during supervision on the effectiveness of SNE supervision.

#### **4.2 Background Profile of the Respondents**

The researcher sought to establish background facts about the respondents. Information sought in particular was the type of programmes, area of operation and the respondents' qualification in special needs education. The findings were presented as follows:

##### **4.2.1 Professional Qualification of QASOs, H/T and ISU, and Teachers in SNE**

This questionnaire item sought to establish whether both supervisors and teachers teaching in SNE programmes had training of some kind in SNE. Training can be used as a measure of knowledge base in a specified field of study. The finding is as in table 4.3:

**Table 4.3 Whether QASOs, H/T and ISU and Teacher have Special Education Training**

SNE Training	QASOS %	Headteachers % and ISU	(SNE)Teachers %
Trained	46.2	73.1	82.4
Not Trained	53.8	23.1	17.6

The finding depicted that 46.2% of QASOs were trained in special needs, 73.1% of the Headteachers and In-charge of special units had been trained while 82.4% of the teachers were trained. This clearly showed that the teachers teaching in SNE programmes may be more knowledgeable in the education of children with special needs as compared to the supervisory officers when based on training.

#### **4.2.2 Level of Training of QASOs, H/T and ISU and Teachers in SNE**

Out of those trained in SNE, the researcher sought to establish their level of professional qualification. This was to point out whether the supervisors had specific knowledge in SNE. The findings were as below:

**Fig 4.1: Level of Professional Qualification in SNE of Supervisors and Teachers**

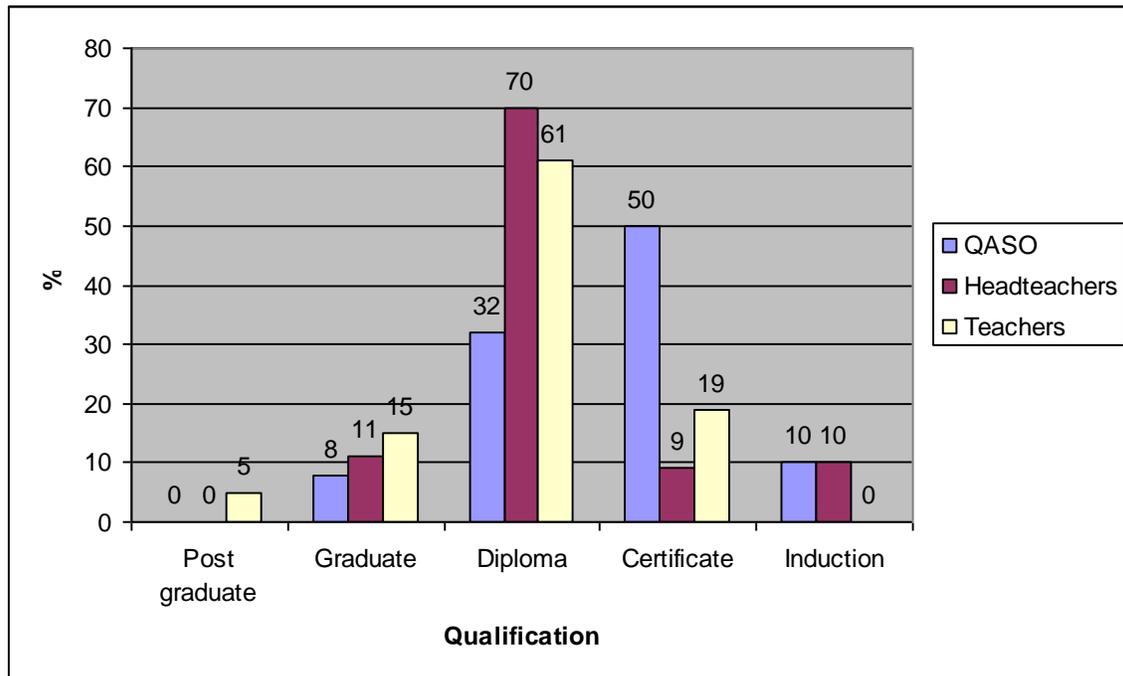


Fig 4.1 above indicates that only teachers (5%) attained post graduate level, most teachers (15%) had degree in SNE as compared to H/T and ISU (11%) and QASOs (8%) respectively. Most (70%) H/T and ISU and teachers (61) had diploma while majority of QASOs (50%) had attained certificate level.

The findings depicted a scenario whereby teachers had high qualifications than those of the heads and QASOs. QASOs with degree and diploma qualification were found at zonal level. Most teachers who had attended induction courses did not consider themselves as trained. This may have been influenced by the fact that those who had attended induction courses were being deployed to regular education.

#### **4.2.3 Type of Service Delivery programmes**

The item on types of service delivery programmes sought to establish the kind of programme those learners with SEN attended. The rationale of this item was to find out whether learners with SEN attended secluded education or they underwent

regular education as ‘normal’ learners. If most of them attended secluded education then, there was need to be thorough on the ‘special’ aspect of education in supervision. The finding is as shown in table 4.4,

**Table 4.4 Type of Service Delivery Programmes**

Programme	%
Special school	23.1
Special unit	73.1
Inclusive	3.8

The type of SNE service delivery programmes highly prevalent were special units (73.1%). Only a small percentage (3.8) involved the learning of pupils with SNE together with “normal” pupils. The remaining 23.1% attended pure seclusion programmes. Since majority of SNE learners attended secluded programmes, special attention to their instructional supervision was of importance.

#### **4.3 Areas of Special Needs in Education Considered during Supervision**

For special education to be considered as special, several aspects of learning that is specific to learners’ needs ought to be emphasized. The researcher in this objective sought to establish whether these considerations were observed during the process of special education programme supervision/inspection. The consideration of Special Education Needs (SEN) is a major aspect of effective supervision.

To address this objective, the following activities by QASOs were examined: focal point in supervision, activities performed during supervision, involvement in curriculum development, consideration of spiritual, moral, social and emotional development of learners and involvement of parents.

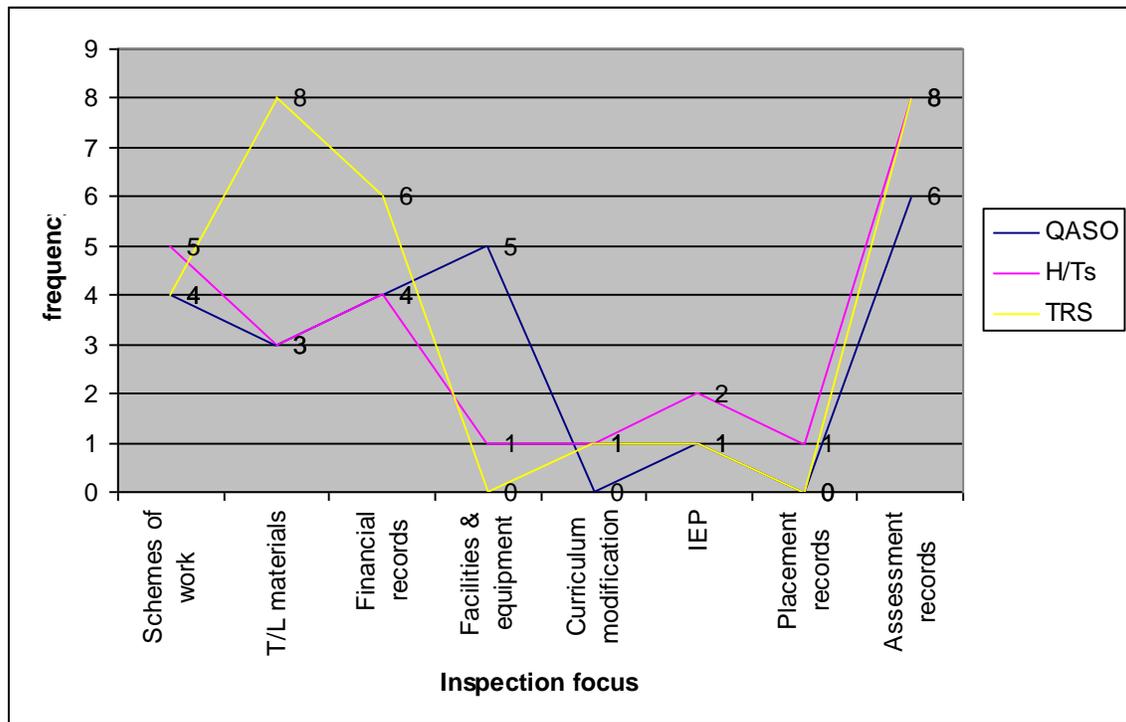
To attain the above information, a questionnaire was presented to the respondents analyzing the exact activities performed by supervisors during inspection. An

observation schedule was also used to peruse through the supervisory reports written after every visit. The following were the findings:

#### 4.3.1 Focus of Supervision/Inspection

This item sought to identify the areas that Quality Assurance and Standards Officers (QASOs) and headteachers (H/T) checked during their supervision. This could identify whether the special component in education was captured. In addition to regular documents required by H/T and ISU and teachers, other documents that are specific to learner with SEN e.g. Individualized Education Plan (IEP), placement of learners, assessment reports, among others are indicative of effective SNE service delivery. Fig 4.2 shows the results as follows:

**Fig 4.2: Area of focus of Supervision/ Inspection by QASOs and H/T in line with Teachers’ response**



As shown in Fig 4.2, the focal point of supervision by both supervisors and headteachers and confirmed by teachers were; schemes of work, teaching/ learning (T/L) aids, financial records, facilities/equipment and assessment records.

Curriculum modification, IEP and placement records were not strongly addressed. While QASOs and headteachers responses showed variance in relation to facilities/equipment, teachers stated that this area was completely ignored.

The result depicts a situation whereby the focal point of inspection targets areas that strongly relate to performance in ‘regular’ schools. In most special institutions especially those for the mentally challenged, emphasis is never placed on academics. Focusing on academics may be as a result of inspectors being familiar with supervision of ‘regular’ education in comparison to ‘special’ education.

#### **4.3.3 Activities Performed by QASOs during Supervision/Inspection**

The researcher used the observation of records to find out the main activities that supervisors/inspectors performed while in special schools and units. The researcher also asked questions guided by observation schedule to get clarification where the reports were not clear. The main area of concern was whether they visited classes, held demonstration classes, held discussions after classroom visits, or checked relevant records.

The records revealed that 90% of the supervisors visited teachers in classrooms and 85% checked the records. Only 15% held discussions with teachers while none of them held demonstration classes. These findings are further presented in the table below:

**Table 4.5: Activities Performed by QASOs during Supervision/Inspection in Special Schools and Units**

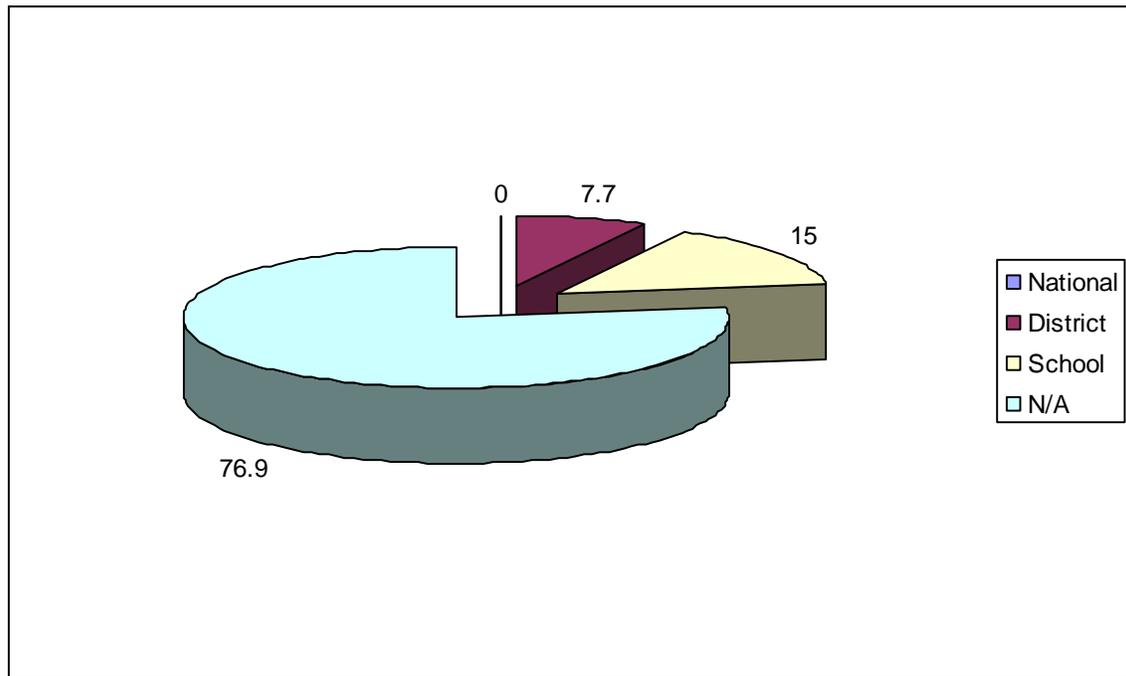
Activity done	N	%
Visit in class	12	90
Check records	11	85
Hold discussion	2	15
Hold demonstration classes	0	0

Demonstration classes are very important in enhancing instructional delivery of teachers. To improve service delivery, discussion and demonstrations are vital. They provide a strong feedback to teachers on their teaching, while also several of their challenges may be addressed. These findings indicate the fact that QASOs may not be aware of their supervisory role because they are not competent enough to hold any discussion or demonstration.

#### 4.3.4 Level of Involvement in Curriculum Modification by QASOs

This questionnaire item sought to establish the level of QASOs involvement in the education of learners with SEN. If QASOs were involved in curriculum development or modification, they would have some level of commitment to its implementation. Fig 4.3 indicates the finding:

**Fig 4.3: QASOs Involvement in Curriculum Modification**



As shown in Fig 4.3, most (76.9%) of the QASOs were not involved in curriculum development. Only a small percentage (15%) was involved at school level while only 7.7% took part at District level. None of them were involved at national level. In

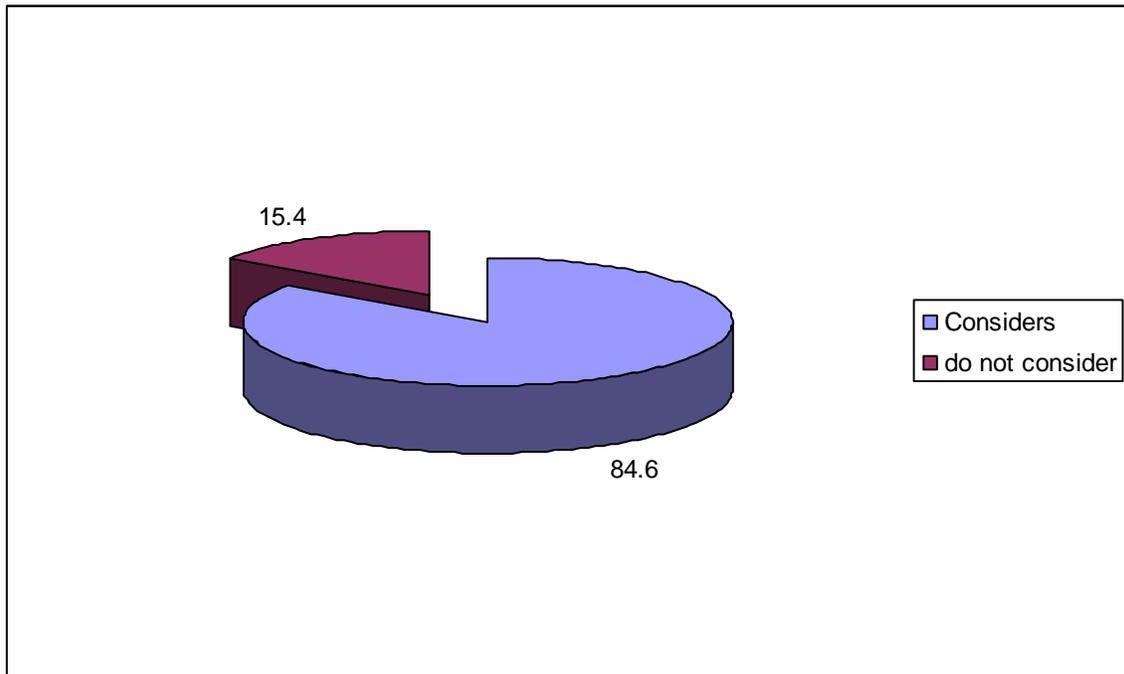
curriculum development in Kenya, it is mandatory that QASOs be involved for it to be recognized. This also gives QASOs a clear picture on its implementation and what to look for during inspection/supervision.

This finding clearly shows that issues involving SNE which were reflected in curriculum modification were done with little involvement of the supervisory officers. Such dismal involvement may contribute to lack of commitment as regards the implementation of what has been approved and stipulated.

#### 4.3.5 Consideration of Spiritual, Moral, and Social Aspects of SNE

This questionnaire item was meant to establish whether the spiritual, emotional and social development of learners was catered for during inspection. The researcher, therefore, inquired on whether the QASOs found it their duty to check on its fulfillment. Their response would indicate whether they considered the holistic development of learners with SEN. The findings were as below:

**Fig 4.4: QASOs Consideration of Spiritual, Moral and Social Aspects of SNE**



From Fig 4.4 above, it is noted that most of the QASOs (84.6%) accepted as part of their duty to inspect on the spiritual, moral and social development of learners. However, 15.4% considered it not their duty. The implication of the above is that not all QASOs inspect the development of a whole person. In fact, 15.4% is considered high enough in terms of undelivered service.

#### **4.3.6 QASOs Consideration of Advocacy Needs of Learners**

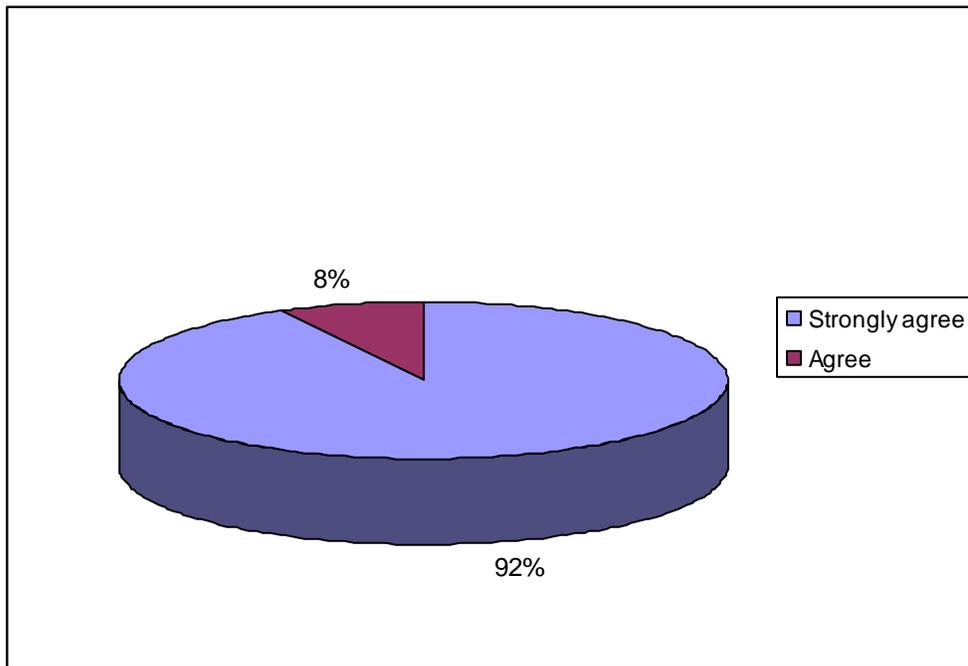
Parents who play a major role in their children's education are great advocates when it comes to ensuring that the needs of learners with disabilities are met. A meeting with parents of learners with disabilities can indicate that these learners' needs beyond the actual teaching are taken care of. This questionnaire item was to establish whether QASOs as agents of change held meetings with parents of learners with SEN.

The responses in relation to these meetings revealed that 61.5% of QASOs attend meetings with parents. Only 38.5% had not held any meeting. It is mandatory that parents of learners with disabilities attend every meeting where issues concerning their children are discussed. This analysis reveals that not all parents are involved in issues of their children. In some zones, parents are involved.

#### **4.3.7 Consideration of the Emotional Context of Learning**

This questionnaire item sought to establish if QASOs valued the relationship between teachers and pupils. This is a major part to consider since one of the needs of learners with disabilities is the social structure and emotional context of learning. If the relationship is positive, it is indicative of a conducive learning environment and positive attitude. Below is the finding:

**Fig 4.5: QASOs Value for a Positive Relationship between Teachers and Pupils**



The figure shows that 92% strongly agreed that the relationship between teachers and pupils is of paramount importance while 8% just agreed. There were no disagreements.

The fact that the QASOs unanimously agreed on the above suggests that their attitude in relation to learners with SEN is positive and that they recognize that for them to achieve maximally, they need an encouraging environment.

#### **4.3.8 QASOs Advisory Services**

Most learners with SEN experience challenges that require the attention of support staff. For effectively meeting the needs of these learners, support staff need to receive guidance on how to effectively perform their duties. Since evaluation of SNE supervision is also challenging, this guidance could act as a measure of ascertaining whether needs of learners with SEN like feeding, therapy among others were being effectively met. This questionnaire item further established whether all

personnel in special education programmes received advisory services after inspection. Below is the finding:

**Fig 4.6: Personnel whom QASOs advise after supervision**

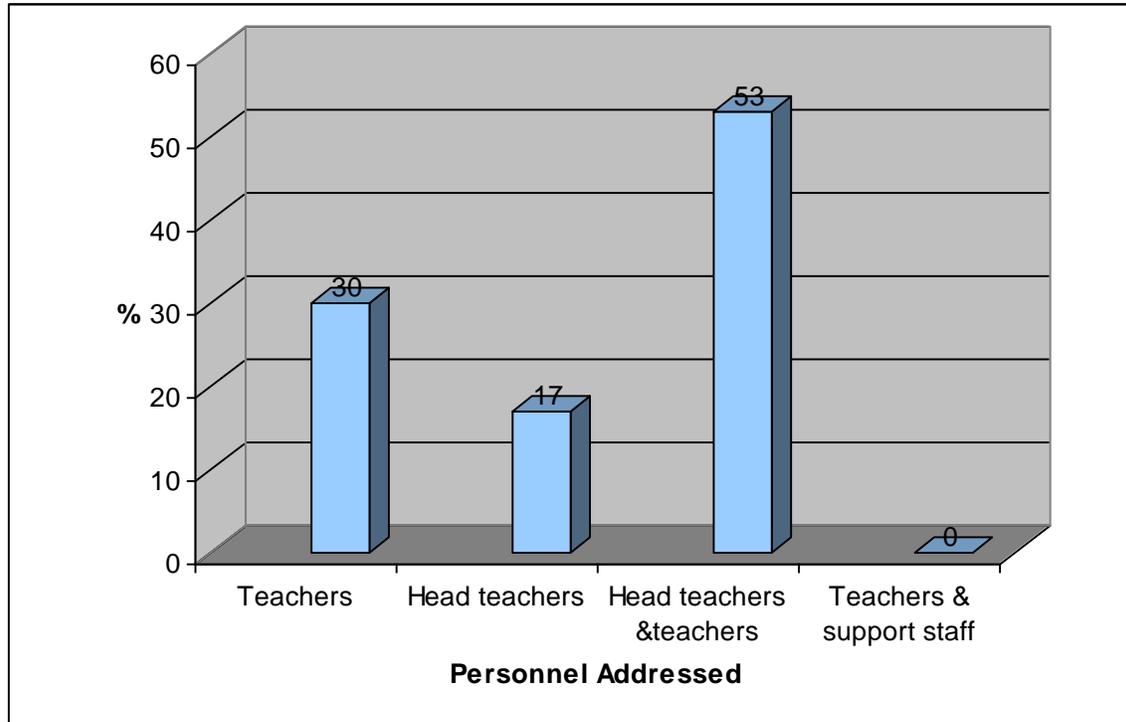


Fig 4.6 above reveals that QASOs during inspection talked to headteachers and teachers (53%). They also single out teachers (30%) or headteachers (17%). However, support staff are not considered.

During these talks, several issues challenging the various members of staff are addressed. The implication of the above is that the extra needs of these learners mostly provided by support staff were not considered and hence received no supervision. If the support staff were not advised, their effectiveness in service delivery is affected.

#### **4.4 Impact of Professional Training on Quality of Supervision**

As earlier mentioned in the background of this study, knowledge of special needs could enhance the performance of supervision. The investigation was based on the research question: to establish the extent professional training of supervisors

impacted on the quality of supervision. The instrument used in getting information relevant to this question was questionnaire as depicted in chapter three. The findings were categorized and presented in the subheadings below:

- Views of QASOs on whether knowledge on disability affected their supervision.
- Knowledge of supervisors on various SNE provisions.
- Organization of development seminars.
- Provision of guidance to teachers.

The findings on items answering to this objective are presented below:

#### **4.4.1 Effect of knowledge of Disability on Supervision**

The study sought to establish from the QASOs whether their knowledge of disabilities affected the quality of their supervision. The researcher wanted to ascertain whether QASOs found it challenging to supervise learners with special needs especially those with communication challenges and require alternative methods of communication like sign language, total communication, among others. From the responses on this questionnaire item, it was established that 77% of QASOs did not find the lack in knowledge of disability as affecting their supervision. Only 23% stated that it affected their supervision.

This may imply that supervision was being done just in the same manner as it is done in regular schools. In this case, the ‘special’ component of SNE may not have been given much emphasis. In which case, no challenge is expected. This may also suggest that supervisors are familiar with learners with SEN and understand the needs of these learners.

#### **4.4.2 QASOs Knowledge on Required Modification**

To ascertain whether knowledge of disability truly affected supervision, this questionnaire item was formulated to establish whether the supervisors were conversant with the required modifications for learners with SNE. The QASOs

information was vetted against that of headteachers and teachers in-charge of special units. It was assumed that headteachers and teachers in charge of special units were well conversant with the required modifications for learners with SEN. Their identification of the modifications was a vital tool to vet QASOs responses. The responses have been tabulated below:

**Table 4.6: Kinds of Modification that QASOs came Across and those Present as Reported by H/Ts and ISU**

Kind of modification	QASOS (%)	H/T and ISU (%)
T/L aids	23	32
Facilities/equipment	0	32
Curriculum	0	28
Environment	0	8
No modification	77	0

The finding in Table 4.6 above indicated that only 23% of QASOs recognized the presence of T/L aids modification which was also vetted highly by heads (32%). A high percentage (77%) of QASOs indicated the lack of modification. The heads indicated the presence of the following modifications facilities/equipment (32%), curriculum (28%), environmental structures (8%).

This finding suggests that either QASOs may not be knowledgeable of kinds of modifications that were present in the institutions they inspected or they never gave them preeminence. The finding pointed out that QASOs supervision was affected by their lack of knowledge on disability and its requirement.

#### **4.4.3 Organization of Professional Seminars by QASOs**

The study sought to establish whether QASOs organized any enrichment seminars. The findings from the responses on this questionnaire item ascertained that 61.5% of QASOs did not organize enrichment or professional seminar for teachers teaching in SNE. Only 38.5% of QASOs organized.

With a view that professional seminars enrich and equip personnel with the required competencies to execute their duties effectively, the results indicate a scenario that teachers are not to a great extent oriented in SNE. This finding may have been influenced by knowledge of SNE. Supervisors lacking adequate knowledge in a particular field may not find it necessary to organize seminars.

#### **4.4.4 Organization of Professional Seminars by Headteachers and ISU**

Headteachers and teacher in charge of special units interact closely with teachers especially in their programmes. Not all these teachers have the competencies to teach learners with SNE. Those who have been trained also require INSET as seen in the background to the study to cope with emerging trends in SNE. The researcher wanted to find out whether professional seminars were organized for teachers. This item also sought to rule out that knowledge on SNE influenced the organization of orientation, induction and enrichment seminars for teachers. If H/T and ISU who had knowledge in SNE did not organize seminars, it would have indicated that organization of seminars were not influenced by knowledge base. The response is as shown in Fig 4.7 below:

**Fig 4.7: Organizations of Seminars and Induction by Headteachers**

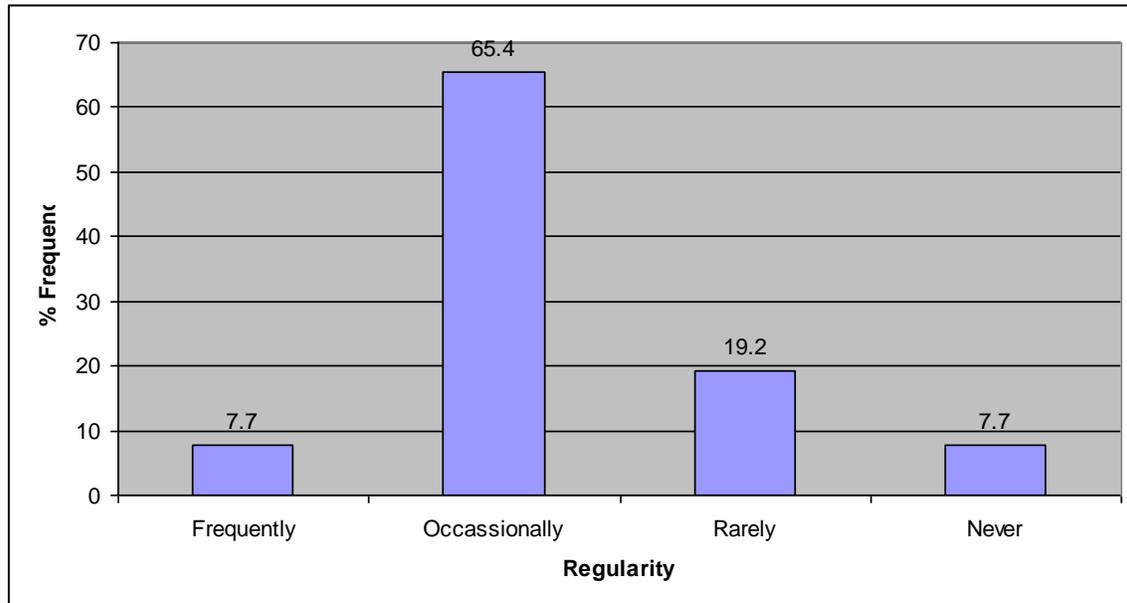


Fig 4.7 shows that seminars, orientation and induction were occasionally (65.4%) held. 7.7% of H/T and ISU held them frequently while 19.2% rarely held them. 7.7% did not hold any at all. As compared to the QASOs, H/T and ISU were more regular in organizing seminars.

This finding may suggest that the work of orientation and induction of teachers has been left to heads of special education programmes. Therefore they need to have knowledge in SNE if they want to impact on the service delivery of their teachers. This finding may also strongly suggest that knowledge base of supervisors' influences organization of professional seminars.

#### **4.4.5 The Quality of Supervision in Relation to Meeting the Teachers**

The purpose of this questionnaire item was to establish if the needs of teachers teaching in special education programmes were being addressed. These needs could be met via the advisory services of supervisors. If their needs were met then it meant that though the supervisors lacked in knowledge of SNE, this aspect did not

impact on supervision. The finding from teachers responses revealed that most (70%) of the teachers' needs were met while 30% said they were not met. This finding may have been influenced by teachers' attitudes, who clearly from the researchers' experience, felt that they were fairly knowledgeable than the supervisors.

#### **4.4.6 Teachers Response on Whether they Received Guidance**

To establish whether the needs of teachers were being met through both at District and school levels, they were required to state whether they received guidance. The purpose of this questionnaire item was to establish whether the needs of the teachers were met through advisory services or the training they received in SNE. From the teacher's questionnaire, the responses revealed that most (79.4%) indicated that they received guidance. A few (20.6%) stated that they did not. This showed that teachers in special education were to some extent receiving instructional guidance.

#### **4.4.7 Personnel Providing Guidance to Teachers**

This item sought to ascertain the personnel responsible for the provision of guidance to teachers. This mainly targeted to establish whether QASOs who were supposed to offer guidance were performing their duties. The findings from their responses are summarized in Table 4.7 below:

**Table 4.7: Personnel Responsible for Providing Guidance to Teachers in Special Education Programmes**

Personnel Providing Guidance	%
H/T and In Charge	22.1
Inspectors	7.7
Assessment centre coordinators	69.2

Most of the personnel largely involved in provision of guidance to teachers in handling learners with special needs were, assessment centre coordinators (69.2%).

Headteachers occupied 22.1% while inspectors and TAC tutors (QASOs) each contributed 7.7%. This implied that though teachers were receiving guidance, it was not being offered by the supervisors. The EARC coordinators were not involved in official inspection and hence could not gauge their effectiveness.

#### **4.4.8 QASOs Response on Whether Learners with Special Needs Required Additional Resources**

The researcher sought to find out if QASOs recognized the need for extra resources for learners with SNE. Knowledge of extra resources could serve as an indicator to the fact that for special education needs (SEN) to be fulfilled, extra resources had to be provided.

The finding as established their responses revealed that all the QASOs (100%) unanimously accepted that SEN learners required extra resources. This indicates that all QASOs recognize that SNE requires more than what is offered to 'regular' students.

#### **4.5 Regularity of SNE Supervision**

This objective was to find out whether special education programmes were inspected and the frequency of the inspections. Effectiveness can be gauged on frequency of supervision. The more frequent the supervision, the higher the likelihood of meeting teachers' needs which in turn results in learners' needs being met. The instrument used to a high extent to elicit responses to this objective was a questionnaire. The teachers and headteachers' responses were sought to verify the information given by QASOs. An observation schedule was also used to establish the documented frequency. The findings to the above objectives have been presented in the following subheading:

- Frequency of inspections.
- Type of supervision.
- Duration of stay in programme.

#### 4.5.1 Frequency of Inspection

This item sought to establish the frequency of inspection of special education programmes. Frequently inspected institutions indicated the quality in services offered since recommendations could be monitored to establish their implementation. The finding is as in Table 4.8 below:

**Table 4.8: Number of supervision/inspection done by QASOs per year**

Times	%
None	15.4
1-2	84.6
3-4	0
5 -above	0

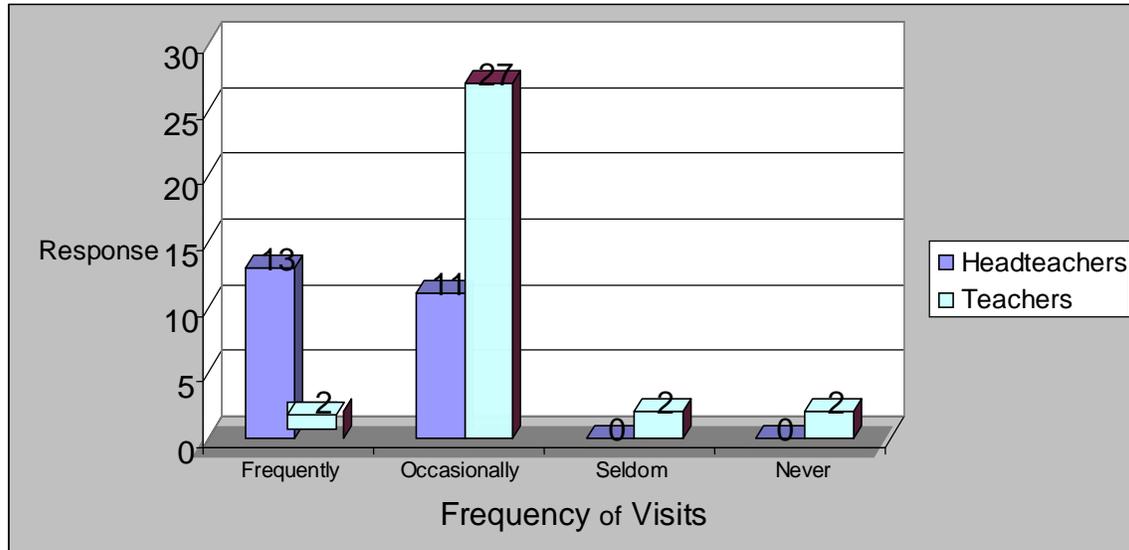
Table 4.8 above shows that per year the highest number of times inspectors visited special programmes was 1 to 2 times (84.6%). None had ever visited the programme for more than 3 times while 15.4% reported that they never visited them at all.

It has to be noted that this inspection frequency was for all institutions and not for a specific institution. The implication of this finding is that special needs programmes suffer from lack of inspection. In fact, some institutions may not be inspected at all in a year.

#### 4.5.2 Frequency of Supervision as Indicated by Headteachers and ISU and Teachers

This item was meant to verify the information given by QASOs on the frequency of inspection made per year. The responses are given by both headteachers and teachers and are presented in Fig 4.8 below:

**Fig 4.8: Headteachers and Teachers Responses on Supervisors/Inspectors' Visits**



Teachers' responses as indicated by Fig 4.8 above almost depicted the same picture as that of the QASOs response. However the headteachers reported that their programmes were frequently visited while some said their programmes were occasionally visited. These findings indicate lack of congruence in the response of the two. This may suggest an element of suspicion between the teaching force and inspectors.

#### **4.5.3 Type of Supervision/Inspection**

Type of inspection is fundamental in enhancing service delivery of teachers. Subject-based, advisory and feedback inspection are key to facilitating teachers with the required competencies. This item established from the records written after each inspection the type of supervision/inspection and the frequency. To some extent, this could also verify the information given by supervisors on frequency. The findings are presented in Table 4.9 below as:

**Table 4.9: Regularity and Type of Supervision/Inspection as Depicted by the Secondary data Observation Schedule**

Type of Inspection	N of visits in E.M	N of visits in U.G
Panel inspection	1	2
Subject based inspection	0	0
Advisory inspection	0	0
Feedback	0	0
Inspection of teachers	3	1

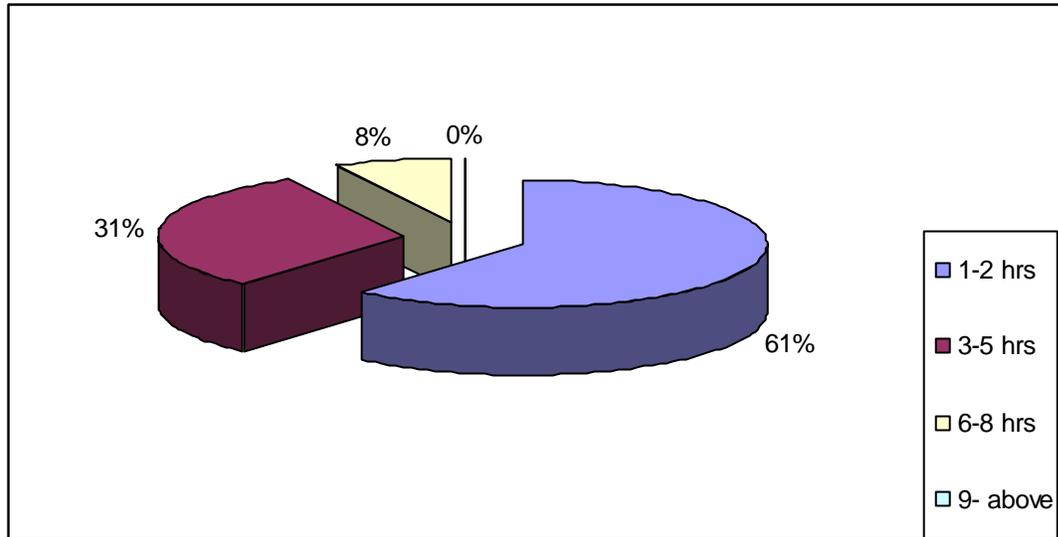
The observation made for the years (2006 and 2007) revealed that special education programmes were supervised/inspected not more than 4 times in Eldoret Municipality and 3 times in Uasin Gishu District. The type of inspection centred on inspection of teachers and panels. The type of supervision that could enhance instructional performance of teachers was not done within a period of two years.

This finding depicts a scenario whereby any teacher requiring assistance from supervisors may never receive it. This is because out of the 33 institutions in UG and 10 in EM, only 3 were inspected and 4 in EM respectively. This kind of inspection could be deemed as dismal since four of the inspection centred on teacher promotion.

#### **4.5.4 Duration of Stay in Programmes**

This item was to find out the length of time supervisors take in inspecting SNE programmes. The longer supervisors take in an institution, the thorough the work done. Several aspects of SNE were likely to be inspected. Feedback to the personnel involved is sufficiently given. The finding is presented in Fig 4.9 as follows:

**Fig 4.9: QASOs Duration of Stay in SNE Programmes during Supervision/Inspection**



Most (61%) QASOs stayed in programmes for duration of 1-2 hours. Those who stayed for 3-5 hours were 31%, while 8% took 6-8 hours. Duration of stay is largely influenced by quality of services being offered. This may be why most did not take quality time in the institutions as per the above findings.

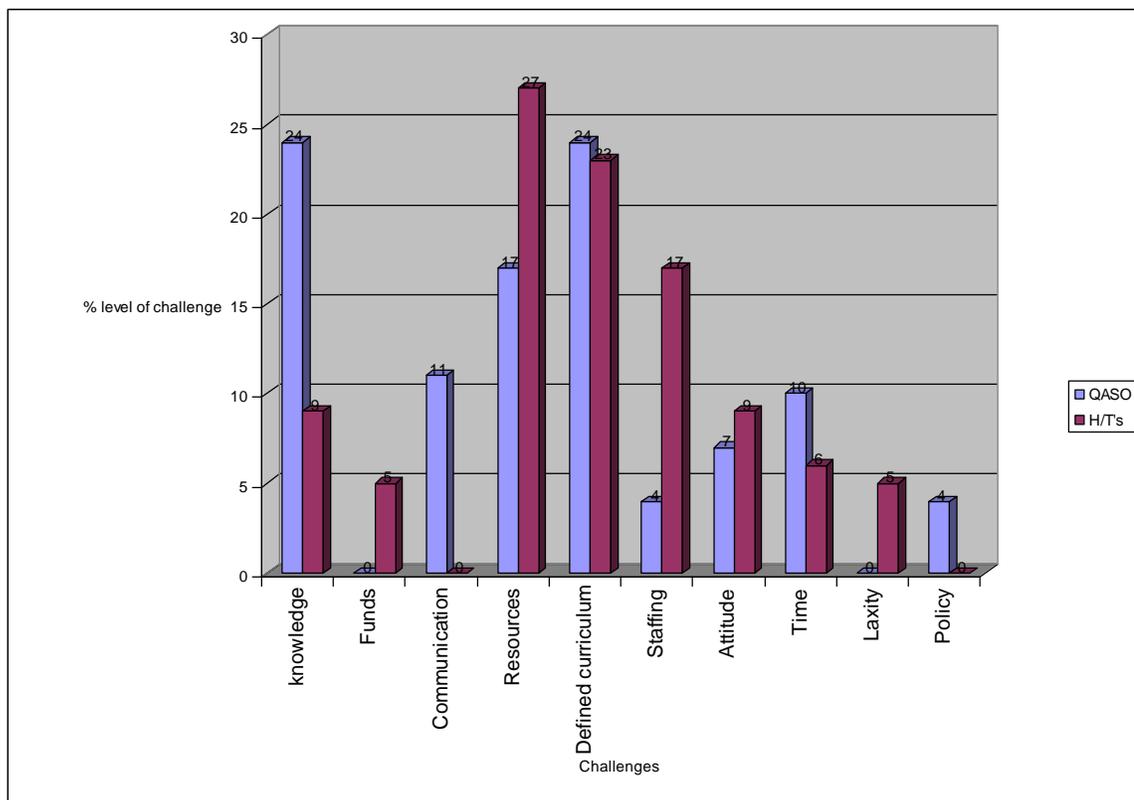
#### **4.6 Problems Faced by Supervisors during Supervision of Special Education Programmes**

This objective sought to establish from the inspectors and the heads of programmes the type of problems they encountered while inspecting/ supervising special education programmes. The investigator was to address the question: what problems do supervisors face while supervising special schools and units? To address it, the following areas were considered: Challenges faced by QASOs, H/T and in- charge, issues to be addressed by QASOs and guidance given by supervisors. The information was obtained by use of questionnaire. Since different supervisors may experience different problems, open-ended questionnaire items that could capture varied responses were formulated. Below were the findings:

#### 4.6.1 Challenges Experienced by QASOs and Headteachers

The researcher wanted to ascertain the problems that supervisors in the process of their duty encounter within the prevailing circumstances. The varied responses were analyzed using thematic approach. The topics captured contextual factors such as knowledge base, communication among others, systemic factors such as staffing, and finally, competing priorities such as time. The finding is indicated in Fig 4.10 below:

**Fig 4.10: Challenges Faced by QASOs and H/T during Supervision/Inspection**



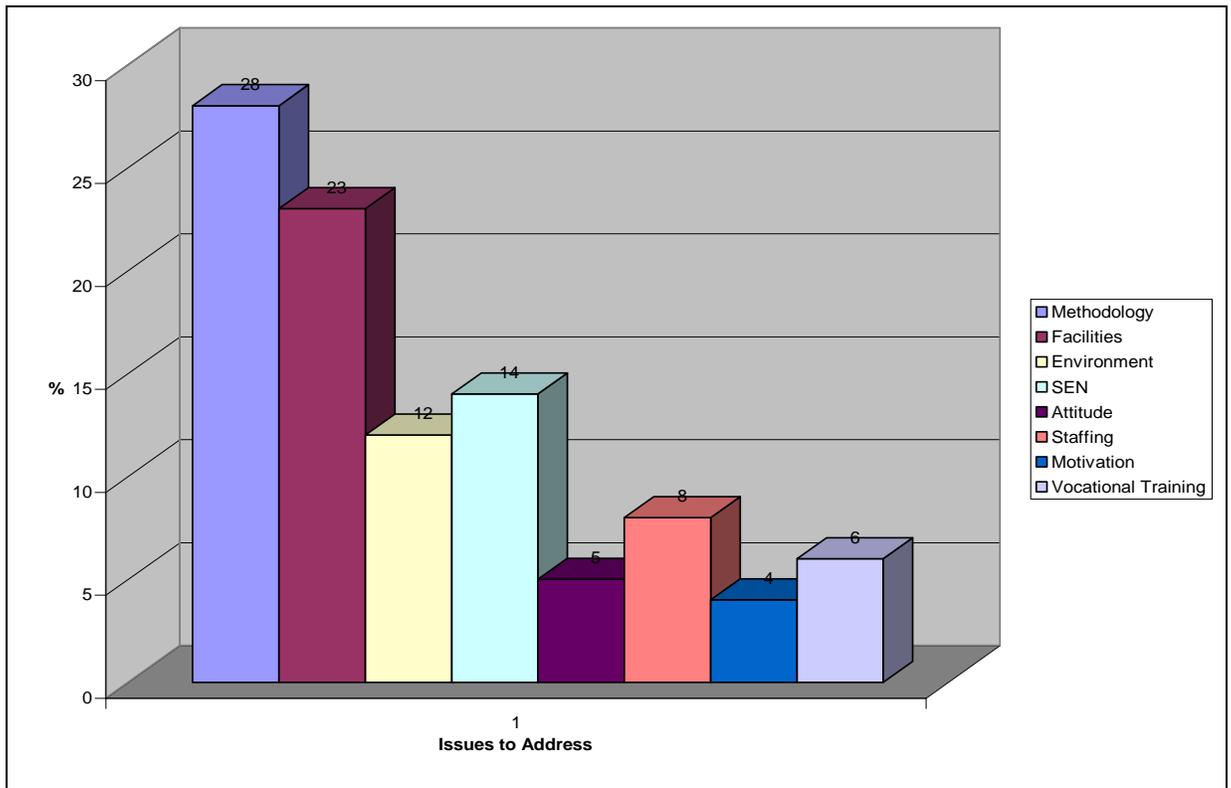
Lack of a defined curriculum (24%), lack of knowledge (24%) and inadequate resources (17%) posed the greatest challenge to many QAS inspectors, followed by time factor (10%), communication challenges (11%), lack of a clear policy (4%), attitude issues (7%) and finally, staffing (4%). Apart from resources (27%) and a defined curriculum (23%) as the major challenges; headteachers cited attitude (9%), staffing (17%), laxity (5%), knowledge (9%), funds (5%) and time (6%) as a problem.

This finding indicated that both QASOs and heads of SNE programmes experienced challenges in supervision. QASOs faced challenges mainly related to the competencies required for supervision; the headteachers faced systemic challenges relating to personnel issues.

#### 4.6.2 Issues to be Addressed by QASOs

The researcher also sought to establish from teachers the areas they thought needed to be addressed. Their responses could be used to reflect the areas they experienced problems in and hence were not adequately addressed during inspection. The following were their responses.

**Fig. 4.11: Issues Teachers Consider that should be Addressed by Supervisors/ Inspectors during Inspection**



The finding indicated that the main issues teachers wanted addressed were, methodology/curriculum (28%), facilities and equipment (23%), environmental

modification (12%), learners' needs (14%), attitudes (5%), vocational training and follow-ups (6%), staffing (8%), and finally, motivation (4%).

These areas could be viewed as those that posed challenges to teachers. The areas highly rated by many were those directly concerned with performance. If these areas were not addressed then, quality of instructional services offered would be questionable.

#### **4.5.3 Response on Whether Supervisors were Guided on how to Inspect SNE Programmes**

The researcher sought to establish if supervisors were guided on how to supervise SNE before the actual supervision. If supervisors were guided on supervision, they would be better equipped on what to check and assist teachers with. This would minimize the problems they could encounter.

From the questionnaire item, the responses as per the QASOs questionnaire indicated that most (60%) stated that they were guided. Only (40%) did not receive any guidance. Supervisors going out for inspection whether inspection of 'regular' schools or of SNE were given some induction. This might be why most of them said they were guided.

#### **4.7 Results of Problems Faced on the Effectiveness of SNE Supervision**

This objective was meant to find out whether the challenges stated above affected the QASOs supervision of SNE. The researcher tried to establish the extent to which challenges affected supervisors' supervision and the general SNE supervision. To answer to the above objective, the researcher considered these areas:

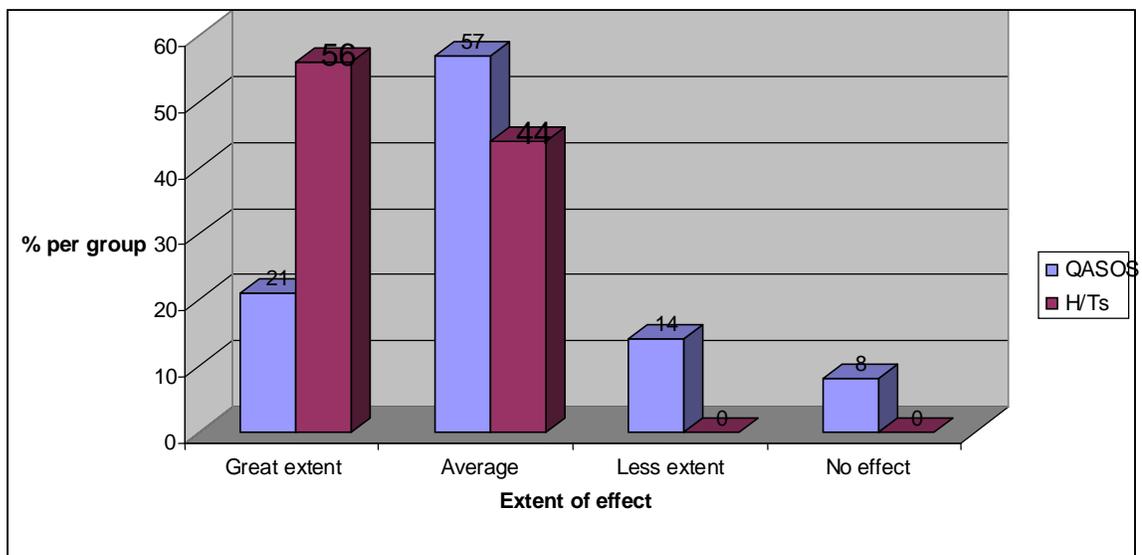
- Impact of problems faced on performance of supervisors.
- Impact of problems faced on supervision of SNE.

The findings were as below:

#### 4.7.1 Impact of Challenges Faced on Supervisor's Performance

This item was meant to establish from supervisors the extent to which their supervision was affected because of the problems they encountered in inspecting special education programmes. If their performance is affected, then supervision of SNE as a whole would be affected also. The finding is as depicted in Fig 4.12 below:

**Fig. 4.12: Extent challenges faced affect performance of Supervision/Inspection**



The finding clearly indicated that both QASOs and H/Ts supervision was affected by the challenges they faced. In fact, all the Headteachers who responded indicated that they were affected either averagely (44%) or to a great extent (56%). A large number (57%) of QASOs stated that they were averagely affected. However, some said it was to a small extent (14%) while 8% were not affected at all.

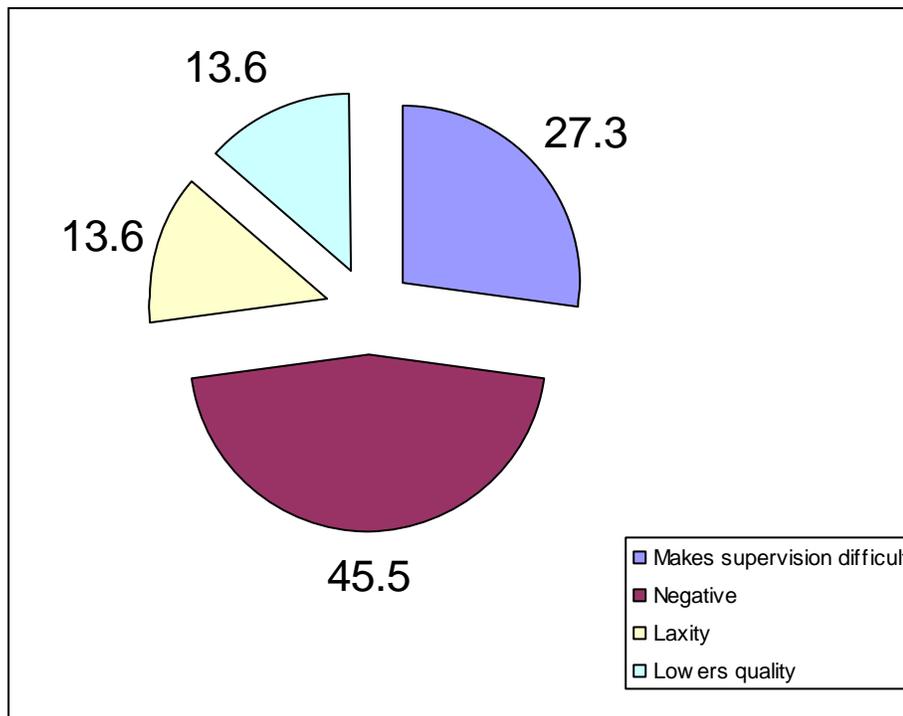
The above finding clearly indicates that supervision was suffering a great deal. Heads of special programmes that interact closely and directly with the teachers

were affected. This could be reflective of the extent supervision of SNE was suffering.

#### 4.7.1 H/T and ISU Response on Results of Challenges on Supervision of SNE

This item, the researcher wanted to know the sentiments of supervisors on the supervision of SNE in light of the challenges they encountered. These sentiments would act as the exact reflection of the state of supervision of SNE. When asked the effects of the challenges on SNE supervision as a whole, they stated that it led to negative outcomes. The findings have been presented in the Fig 4.13 as below:

**Fig 4.13: H/T and ISU Response on Effects of the Challenges Faced on Supervision/Inspection of SNE**



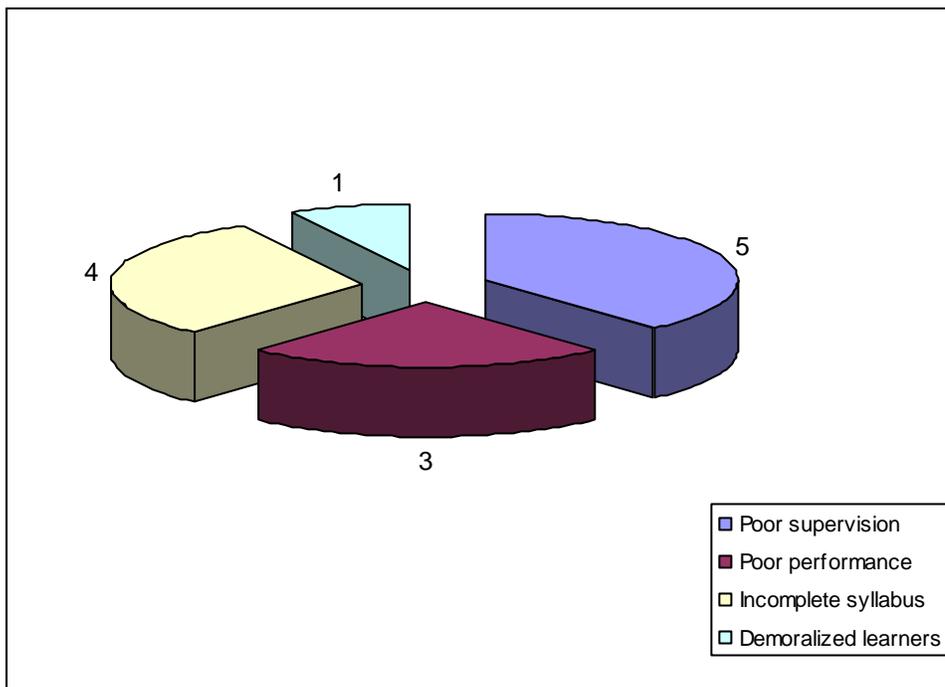
Headteachers' responses on the effects of the challenges encountered on supervision of SNE as a whole revealed that they ranged from negativity in the needs of SNE being met (45.5%), made supervision difficult (27.3%), to laxity in the teaching and instructional services (13.6%), and poor quality of supervision (13.6%). It may imply that the whole aspect of SNE was not being

attained since majority of H/T's and ISU who were supervisors indicated that the needs of the learners were not adequately met. It is also clear that the objectives of SNE are not met.

#### 4.7.3 QASOs Responses on Effects of Challenges faced on Supervision of SNE

The researcher also sought to find out from QASOs regarding their feeling in regard to challenges they faced on supervision of SNE as a whole. Their response would indicate exactly what was happening in supervision of SNE since them as supervisors had knowledge of the results of not performing their duty adequately. Fig 4.14 depicts the findings as:

**Fig 4.14: QASOs Response on Effects of Challenges Faced on SNE Supervision as a Whole**



The finding as shown in Fig 4.14 revealed that the effects of challenges on supervision as stated by QASOs who responded to this item were: poor supervision (5) which was inadequate, the needs of learners were not being met

(N-5), poor performance of learners (N-3), incomplete syllabus due to laxity and methodological issues (N-4), and finally, demoralization by learners (N-1).

The above finding clearly indicated that SNE supervision was poorly done. This may also suggest why there was poor performance in most SNE institutions. This is clear especially when there is incomplete syllabus coverage and methodological issues that are not fully addressed.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of this study was to establish the effectiveness of special needs supervision in Uasin Gishu District. The study involved the collection of data through questionnaires and the observation of the inspection reports. The respondents included inspectors at District and zonal level, headteachers of special schools, in-charge of special units, and teachers teaching in special education programmes.

In this chapter, a summary of results and a discussion of the interpretation of the same have been done. The researcher has drawn conclusions from the study and made recommendations on some of the supervisory issues.

#### **5.2 Summary of Findings**

The study sought to establish the effectiveness of special needs education supervision in Uasin Gishu District. Supervision of SNE had been characterized by lack of qualified personnel and various conflicts which necessitated the study. The objectives of the study were; to find out the special needs of learners considered during the supervision, establish the impact of professional training on quality supervision, establish the regularity of inspection and finally, to identify the problems inspectors face during inspection. These are clearly spelled out in chapter one. Literature was reviewed in line with the objectives (chapter two). The study adopted an exploratory survey research design. A total of 76 questionnaires were issued of which 75 were returned. Analysis was done using SPSS computer software and excel while presentation is in form of percentages, charts and graphs (chapter 4). The findings of the study are summed up according to the objectives as below:

### **5.2.1 Areas of Special Needs in Education Considered during Supervision of SNE**

The area of focus of supervisors/inspectors during supervision by QASOs and H/T were: schemes of work, T/L aids, facilities and equipment, curriculum modification, IEP, assessment records as well as health records. Other aspects of SNE considered were spiritual, moral and social aspects, parental involvement and the emotional context of learning (relation between teachers and learners). Most (90%) of the inspectors visited classes to observe teachers teaching, 85% concentrated on checking records while 15% held discussions with teachers. None of the supervisors held demonstration lessons on proper teaching strategies. Personnel that received QASOs supervision most were H/Ts and teachers. Support staff were not guided in their duties.

### **5.2.2 Impact of Professional Training of Supervisors on Quality of Supervision**

That a high percentage of teachers (82.4%) were trained in SNE. Only 73.1% of the heading force was trained while 46.2% of QASOs were trained. The highest level of training for teachers was post-graduate, while QASOs and H/T was graduate level. Majority of H/T and teachers were diploma holders while QASOs (50%) held certificate. The kinds of SNE programmes were special units, special schools and one inclusive school.

Majority (77%) of QASOs and H/T did not find the knowledge of disability of any effect to their supervision. The kind of modifications they came across were teaching and learning aids though the H/Ts noted the presence of other modifications in their programmes. Many (61.5%) QASOs did not organize professional development seminars. H/Ts organized seminars and induction. Teachers stated that their needs were met. They received guidance in dealing with special needs which was mainly provided by assessment centre coordinators. The QASOs unanimously agreed that learners with SEN needed extra resources.

### **5.2.3 Regularity of Supervision of SNE Programmes**

It was established from H/Ts that their programmes were occasionally inspected. The QASOs stated that they rarely visited the programmes with majority stating that they visited only one to two times per year. This information was supported by that of teachers. Observation of records revealed that panel inspection and inspection of specific teachers for promotion had been done. The longest time taken during inspection ranged from 1-2 hours (61%), followed by 3-5 hours (31%) while 8% took 6-8 hours.

### **5.2.4 Problems Encountered by Supervisors while Supervising SNE Programmes**

Teachers highlighted these areas that should be addressed by supervisors; curriculum and methodological issues, facilities and equipment, environmental issues, learner's needs, attitudes and awareness issues, teacher/ learner ratio, vocational training and follow-ups, staffing, and motivational issues. The QASOs listed the following as challenges they encountered; knowledge of SNE, resources, a defined curriculum, communication, environmental modification, attitude issues, lack of a clear policy on SNE, and staffing. The H/Ts stated the following as the challenges they faced: attitude issues, resources, staffing, lack of knowledge for those not trained, lack of a defined curriculum, laxity by teachers, limited time, and funds. QASOs stated that they received guidance before actual supervision.

### **5.2.5 Results of Problems Experienced on Effectiveness of SNE Supervision**

The QASOs and H/Ts reported that these challenges affected the quality of supervision in an average manner. Almost 46% of headteachers stated that it affected supervision to a great deal. The QASOs stated the following as some of the results of these challenges on supervision: SNE needs were not met, poor methodology were used, poor outcome in terms of exam performance, inadequate supervision, and finally, laxity in both supervisors and the teaching force. The H/Ts listed the following: it made supervision difficult, negative effects generally, laxity in teachers, and lowering of quality of performance both in supervisors and teaching force.

## **5.3 Discussion**

### **5.3.1 Special Needs of Learners Considered during Inspection**

The main aspect of ascertaining the effectiveness of supervision of special education is making sure that learners' needs are met. As earlier stated, an agreement on what special needs are, remains an area of debate (Meijer, 2003). However, Brennan (1985) had earlier noted that one way of knowing whether the needs of special children were met was comparing the facilities available with those required. Guidelines to special education inspection (MoEST 2000), added to the above by giving the following as indicators of effective supervision: the assessment of learners, effective placement program, availability of resources and equipment, availability of proper SNE records and a positive attitude to SNE learners. All the above could be captured through the IEP (Individualized Education Programme) for each child.

It was established from the findings that the records stressed by supervisors were those that addressed regular education. This was highlighted by the fact those documents related to special education that include the assessment and placement records, IEP were not emphasized strongly. RSpEd (2001) considered an IEP as the cornerstone of special education. Basing its argument on public law 94-142, it stated that it was in the IEP that the educational needs of a student, the goals and objectives that directed his/her programme, the education programme and placement, and finally, the evaluation criteria were stated. MDESL (2007) stated that the supervisors should aim at establishing that the general requirements of learners as stipulated in the IEP statements were met. It becomes clear that without the presence of IEP, evaluation of, and the meeting of learners' needs becomes questionable.

In fact, the assessment and placement of the special education learners had been purely left to the EARC (Educational Assessment and Resource Centre) coordinators as was observed, who were not involved in evaluation and supervision of any kind. The development of the IEP was left to teachers. Grossman (1981) had

noted that such statements were informal in nature and noted that in such a case, no formal or informal evaluation of the effectiveness of service delivery could be done. This could explain why little preeminence was given to documents that spelled out the special aspect of education hence compromising the effectiveness in services offered to the learners.

Supervisors may also not have stressed on the important special education records due to their lacking in knowledge and skill in the area. Considering the professional qualification of the supervisors and that of teachers, it was clear that supervisors were less knowledgeable when based on the level of education attained. In which case, it was challenging and taxing to advise teachers who were aware that they were better placed than them in that area as the field experience revealed. Bays (2001) had noted the reluctance of the teachers even to air out their problems to such officers as seen in the review of literature.

In her findings, Bays (2001) also established that a specified process and forms tailored for observation and evaluation, set out regular teaching and performance indicators as a guideline to supervisors. This became a guide to ensure that the needs of learners were adequately met. In this case, then policies had to be put in place and the procedure for effective implementation and a system of evaluating the same done (MDESL, 2007). This could be achieved if supervisors were part of the curriculum development. This study revealed that few of the supervisors were involved in issues pertaining to curriculum for SNE. If they were involved, they would have been more committed in making sure that what they stipulated was being implemented in the most effective manner.

In fact, it was further revealed that the activities performed by the QASOs while inspecting special education programmes majored on mere classroom observation and checking of records (pg 41). This practice is very common in the 'regular' education supervision. However, it does not improve quality of instruction in the absence of demonstration classes and proper discussion with the personnel

concerned. Rouse and McLaughlin (2002) had observed that reports from such supervision which were not congruent to school/ programme culture, were considered as less important and inaccurate and viewed as undermining the initiative for change hence were not implemented at all.

The findings also revealed that the social structure and emotional climate were highly regarded by supervisors. Almost all supervisors strongly agreed that the relationship between teachers and learners had to be positive. Brennan (1985) had earlier noted that such environment was conducive to learning. It was also established that supervisors realized the importance of support given by parents in the education of SNE learners. The strong response showed that they recognized the role played by parents and hence occasionally had meetings with them. The fact that the involvement of support staff was minimal is a clear indication of the lacking in knowledge in the role played by them. This could be attributed to the fact that in regular education, parents play a vital role in advocacy and performance of learners. Support staff on the other hand were not weighty.

Support staff play a major role in education of SNE learners. NEA today (2001) gives the role of support staff as reinforcing instruction, attending to learners' personal needs such as feeding among others. It further noted that most of them were lacking in knowledge and hence required guidance which could be best given by supervisors. The positive climate of learning involves considering them.

### **5.3.2 Impacts of Professional Training on Quality Supervision**

Supervision of special education instruction was viewed as having the goals of ensuring quality instruction, enhancing learning outcomes for learners and providing ongoing development of teachers. Supervision therefore, encompassed those actions directly related to instruction and pupils' learning (Bays, 2001). Inspection covers aspects of administration and management.

The study established that majority of the QASOs did not have any training in special education as compared to the heads of both special schools and units, and the teachers teaching in these institutions. In fact, it was mandated that all teachers teaching in special institutions must have had training of some kind in special education. Training ascertains their knowledge level of special needs. These findings concur with the finding of Bays (2001) who stated that majority of supervisors did not have training in SNE and that supervision was largely influenced by their view of what special education instruction entailed. Some viewed it as: meeting a child's needs through individualized instruction, others as support to regular education while some did not see any difference. Those who viewed it as meeting individual needs of learners tended to be thorough in their supervision than the others.

The above finding could be supported by the findings of the study in that though majority of the supervisors were lacking in knowledge in SNE, they stated that it did not affect their supervision (pg 47). The general criteria/forms for supervising special education were not different from those of regular education (appendix D) and hence only one with special education training could apply his/her own creativity. This in itself was a clear indication that supervision of special education needed to be stepped up. If special education instruction included specific strategies and instructional techniques supported by research as best practices for learners to either progress in regular education curriculum or achieve personalized goals, then supervision ought to have a more legally correct and educationally useful focus. In this way, supervision would raise the quality of instruction and help individuals grow in skills, hence meeting its goals (Specht *et al*, 2006).

The study revealed that capacity building development seminars were not organized by all supervisors. Though most teachers had knowledge of special education, as earlier noted, this area in education has undergone a lot of research and new developments have and still are coming up that require regular seminars for effective service delivery. Lashley and Boscardin (2003) in their study on

challenges of teaching learners with disabilities established from teachers that teaching required a continuing commitment to professional learning and that attention to induction was necessary to develop a high quality workforce. Most QASOS were picked from classroom teaching. In such scenario Rouse andMcLaughlin (2002) noted that the supervisors lack experience beyond their own schools and hence are bound to stick to inappropriate rules which may not be productive.

The lack of seminars could be attributed to the dispersal nature of special education administration and supervision. From the field experience, any questions raised on special education resulted in referral to the EARC. Grossman (1981) had reveled that in Portugal, supervision of special education was divided among a number of agencies thus the Ministry of Health, Ministry of Education and parents. The researcher further noted that a certain spirit of competition rather than cooperation existed. There were no plans to coordinate special education under one administration which affected the services offered. Bays (2001) further noted that this dispersal of supervision limited the ability to provide direct instructional supervision to special education teachers. The study concurs with the above since to a great extent, most of the seminars and inductions in special education were offered by the EARCS who were not involved in supervision of any kind.

It was earlier debated that if supervisors who play a role of administration would depend on special education knowledge specifically, it would undermine the history of efforts to educate children with special needs within the ‘regular’ setting (Lashley and Boscardin, 2003). They argued that already the training of special education teacher was separate with the regular and added that if the same occurred in supervision then, dual education would result. This being an inclusive era, supervisors should not limit the capacity to engage in experiences that deepen their understanding of leadership, organizational dynamics and regular education. Perhaps this explains the response of teachers who stated that during inspection,

their needs were taken care of (pg 50) though it negates the response of those who viewed it as an insult to be supervised by people who were of lower qualifications.

Though supervisors could be excused on the basis of inclusive education, it was clear that one way of gauging the effectiveness of SEN provisions was comparing the facilities required with those available (Brennan, 1985). They needed to be equipped with the necessary knowledge and skills to ascertain the effectiveness of the programme implementation in relation to facilities required. QASOs recognized that SNE learners required extra resources to facilitate their education (pg 51); however, lack of knowledge on the needed modification was a clear indication that their focus on inspection was centred on 'regular' education at the expense of SNE. In fact in Britain it was mandatory that the team inspecting SNE programmes should have a leader who had a background in special education (Rouse and McLaughlin, 2002).

### **5.3.3 Regularity of Inspection/Supervision**

Special schools and units were regularly inspected/ supervised. From the response of all respondents, it was clear that inspection goes on, though rarely. However, these findings do not concur with the actual reports. The reports showed that institutions like Eldoret Special School were visited only on crisis. Field experience and informal talks revealed that these institutions were never inspected. Perhaps this could be attributed to the suspicions that existed between the teachers and inspectors. It was noted that a single incident like lack of a lesson plan could have far reaching effects due to the behaviour and personality of individual inspectors triggered by increased levels of stress. In fact H/Ts stated that their programmes were occasionally visited while the supervisors admitted that they rarely did so.

Supervision of special education programmes was also influenced by infrastructure. Reports showed that those areas which were accessible were frequently supervised than those which were not. In some cases, some institutions were supervised on

phone as is discussed later. An interaction with some education officers revealed that they did not know the locations of some of these institutions.

These findings could not also be dismissed. Bays (2001) established three ways in which supervision was done. These included the informal methods of supervision which she named supervision by wandering and open communication. In supervision by wandering, a supervisor including heads of institutions walk down the hall and enters, any class randomly to find out what goes on in it. In such a case, an inspection report may not be necessary and yet it serves the purpose of having a fair evaluation of teachers, ensuring instruction is going on and resolving immediate instructional challenges teachers experience on the spot.

In open communication, supervisors engage in frequent open and informal talks about the learners' instructional needs. Communalization goes beyond teachers of special needs to other stakeholders like parents, and other school personnel. This kind of supervision was quite effective if supervisors were well-versed in content or experience. In the above cases, the study cannot rule out the possibility of informal supervision.

Effective SNE supervision of instruction is pegged on the element of time. For any supervisor to inspect the regular aspect of education and have time for the special aspect of education requires ample time. The findings established clearly that the longest time supervisors take in an institution is two hours. The effectiveness of the work done becomes questionable especially if all aspects of the curriculum have to be attended to. Brennan (1985) and Beveridge (1999) noted that SNE involved many intrusions into the curriculum such as physiotherapy, occupational therapy, vocational training, speech training just to mention but a few, which needed extra time. It thus follows that in supervision, adequate time had to be taken to ensure effectiveness.

Regularity in supervision may be termed as effective only if it were consistent and qualitative. A two-hour visit to a school cannot be compared to a two-day evaluation of a single institution as is the case in developed countries (Inspection of Special Education Report, 2008). In the latter, supervisors have time to visit classrooms, interact with students and teachers, examine students work, discuss with teachers, review school planning documents and teachers written preparation and provide oral feedback to both teachers and heads of institutions. In the former, the supervision / inspection done may be lacking in quality, quantity or both and hence ineffective as evidenced by the time spent in institutions and the regularity of inspection.

However considering the competing factors that administrators have to engage in, as shall be discussed later then time has to be shared among other duties. Considering the fact that supervision is done once in a term, time has to be revised. Might be if a policy on supervision was in place this could be checked. These sentiments were expressed in such statements from respondent like “...the supervision of special education is not given priority and preeminence.”

#### **5.3.4 Problems Faced by Supervisors during Supervision/Inspection of SNE Programmes**

The review of literature revealed that supervision of special education posed several challenges to supervisors. The constraints ranged from policy issues to actual supervision of instruction. These constraints could be classified into three thus: competing priorities, contextual factors and the dispersal nature of SNE supervision. In competing priorities supervisors are involved in administration responsibility, management and instructional supervision. They are faced with competing factors such as: quality instruction versus positive learning outcomes, legal issues versus procedural matters and finally, responsibilities for evaluation versus actual supervision (Bays 2001).

Contextual factors could be further divided into: systemic conditions such as time for supervision, the size of schools to be covered, and central office administration, personal conditions such as knowledge base of special needs, perceived competencies for SNE supervision and their own definition of special education instruction and finally, the dispersal of supervision where role conflict may occur.

The study revealed that most of the challenges supervisors faced were contextual in nature. The highest response of QASOs named knowledge base as their major challenge which tallied with lack of a defined curriculum. This finding strengthens the views in review of literature which ascertained that differences in understanding the special needs of learners affected the supervision of curriculum. In fact SNE to date remains an area of debate in terms of what the special needs are and the extent they should be considered as 'special'. Controversy also surrounds their intrusion into the curriculum as reviewed in literature. In summary, the 'special component' of special education even to scholars in this field directly affects the definition of the curriculum and its supervision. Without a clear and well defined-curriculum, supervisors are bound to experience problems in their service delivery despite their level of knowledge and competence.

A relationship exists between a defined curriculum and knowledge base. One must have knowledge in SNE to understand the appropriate curriculum for a specific child due to diversities in needs. Since most supervisors were not involved in curriculum development for SNE learners as revealed by the findings, it followed that they could face challenges. Some of the H/Ts attributed their problems to the lack in knowledge by supervisors. From the findings of their professional qualification, it was expected that many of the supervisors would experience problems. The government had earlier own anticipated the same and accepted the recommendation that inspectors for special education be deployed at District level and that other personnel in supervision of special education be given in-service training on the needs of learners with special needs. If this training had taken place then some of the constraints would have been alleviated.

The above findings question the earlier response of the supervisors who stated that knowledge of disability did not affect their supervision. Some of the responses like communication clearly indicated that lack of the needed competencies in supervision posed a major challenge. It was actually interesting for a supervisor lacking knowledge in sign language to inspect a programme for hearing impaired or multiply handicapped. It is of no surprise when the findings indicate that the three main challenges mentioned by majority of QASOs have their base in SNE competencies.

Another challenge stated by both QASOs and H/Ts was staffing. There was a great element of understaffing. Some zones lacked TAC tutors making the vastness of the area to be covered by one officer to be increased. In some special units and schools, the heads were involved in the actual teaching making it difficult for them to perform advisory duties. Staffing directly affected the quality time given to any single inspection. It has to be noted that staffing and time are inseparable entities as earlier mentioned. Demography affects the quality time given to specific teachers experiencing problems and also to follow up inspection. If the area to be covered is vast, then competition between having document as evidence of work done and quality of the work will automatically exist.

Attitude was also mentioned in that it affected the working relationship between those to be supervised and the supervisors. This may have been attributed to the fact that supervision took the form of inspection as discussed in literature review. This was clearly depicted in the form for inspection which was more of evaluation of performance unlike supervision. It was clear from the literature review that such supervision was not effective in meeting the required needs of those inspected. In special programmes as noted by Rouse and McLaughlin (2002), inspection progress is assessed against the perceived capabilities and previous attainment of pupils rather than on national norms since these do not exist in the special population. The efficacy of inspection in a situation is therefore, largely influenced by both the

attitude of the inspectors and those inspected minus the judgmental aspect of inspection.

The findings from records observed gave a clear indication that unless something was done to improve supervision, special education would face a draw-back. An observation of the recommendations indicated that little had been done to address the following areas which act as a backbone to SNE instructional improvement; advise on relevant curriculum and instruction, assisting teachers on developing innovative programmes and curriculum changes, working with teachers to develop syllabi and curriculum guides and finally, working with games teachers to develop school sporting activities. This could symbolize the aspect of supervisors not knowing exactly what should be done in supervision of SNE, and if they knew, then it could be mere negligence of their duty. In fact the main aspect of inspection/supervision is the acceptance of the report and the implementation. Such recommendations impede the willingness to act on them and raise doubts on their applicability to inclusive and special schools.

Other challenges were environmental issues, funds, laxity by teachers in preparedness, and finally, lack of a clear policy. A clear policy will result in framework for supervision as advised by Schnittger (1991). A close observation at the hand-book for inspection of educational institutions (2000) gives a clear direction on how supervision should be done in special education institution, and yet contradicts what the actual supervision forms entail. With supervision/inspection facing a conflict of roles as earlier discussed in review of literature, supervisors may opt for the easiest way out which is depending on the national norms rather than the conclusive and vigorous effective supervision.

The study further revealed that 60% of the supervisors were guided on special education supervision before the actual inspection (pg 58). This contradicts the fact that at District levels both at Eldoret Municipality and Uasin Gishu District had no qualified personnel in SNE. Those with SNE qualification were found at zonal

level. The kind of guidance given may have been on regular supervision. This was further confirmed by the findings earlier discussed that revealed SNE records and supervision were not given preeminence. If coordination between the EARC and QASOs was proper then, effective supervision could be realized and guidance on the same appropriately done since most providers of guidance were the EARC coordinators.

Apart from personal conditions posing a challenge to inspectors, systemic conditions were also cited. Some respondents especially heads of programmes cited time as their major challenge. In fact most of them realized that special education required more time for supervision which was not available. This may be attributed to the competing priorities in that the education system which puts emphasis on evaluation in sacrifice of the quality of outcome, does not favour SNE which does not have a clear evaluation procedure. This concurs with the finding by Specht et al (2006) who noted that it seemed extra ordinarily difficult to evaluate learners with SEN following the standard output criteria because of the extreme heterogeneity of the school population. Since performance of QASOs was pegged on the general performance of the 'regular' schools, then priority of their time may have been allotted for it. Randall (1998) as reviewed in literature established that time to reflect on supervision was not available.

The vastness of the area covered by one inspector especially in UG District was a clear challenge. Some of the zones did not have QAS officers. The concentration of special schools and units were not evenly spread. The researcher's field experience revealed that even the location of some of the institutions were unknown both to the QASOs and EARC coordinators. Some of the reasons given were that those areas were geographically impassable. Supervision in such area was done in this officer's office where the heads just gave a report on the going-on. The effectiveness of supervision in these areas therefore depended on the efforts of their heads.

Competing priorities were also cited though not directly. Several respondents cited lack of resources and priority not given to SNE inspection as a constraint. This raises concern as to why resources should be a problem only to the inspection of special schools and units and not to other 'regular' institutions.

### **5.3.5 Impact of Problems Faced on Effectiveness of SNE Supervision**

One way of assessing quality assurance of any education system and schools is via education standards. These are normative guidelines for governing education systems and refer to regular education goals and objectives. They define which minimum competencies and abilities children should have acquired at certain stages of their school biography. In relation to the above, an evaluation of standards and that of supervision/inspection is pegged on output orientation of schools. As this may be realized in other areas, it is difficult to evaluate school subject-related competences of pupil with special education needs. In which case, an evaluation of the impact of constraints on effective supervision may not be easily realized.

In such circumstances, Specht *et al* (2006) observed that performance of both inspectors and pupils with SEN is better defined by clearer standards for SEN support. This support should define more precisely how schools and the education system ensures that pupils get maximum possible support to develop their individual abilities and assets and are provided with maximum opportunities for their inclusion into their social environment and society. It follows that supervisors/inspectors must have knowledge about support systems and issues to do with placement.

It was earlier noted that the major problems of supervisors/inspectors were personal in nature. This means that their knowledge base in SNE was questionable. The findings established this strongly when all the heads of programmes admitted that they were affected averagely (44%) by the constraints they encountered, with majority indicating that it was to a great extent (Fig 4.12). Over 57% of QASOs also admitted being affected. If the quality of services offered by supervisors was

affected then, it automatically follows that SNE as a whole was not effectively supervised.

The national centre for special education accountability and monitoring (NCSpAM, 2007) gave a self-evaluation procedure for general special education supervision as; having a performance plan , policies procedures and effective implementation, integrated monitoring activities, fiscal management, data on processes and results, effective dispute resolution, targeted technical assistance and professional development and finally, improvement, correction, incentives and sanctions. Though these ideals are tailored to assess the effectiveness of supervision in developed countries, they can serve as a gauge since SNE in Kenya has borrowed largely from Europe and America.

The performance plan serves as an accountability mechanism and should include all that is put in place to enhance the achievement of high standards. Stakeholders must fully participate. The plan must touch aspects of SEN such as child find and effective transition, disproportional, and the least restrictive environment and free appropriate public education. There must be also policies and procedures for effective implementation of practices that align with the support of pupils with SEN. Though MoEST, (2000) gives details that could capture these aspects, discrepancies arise in the implementation. No performance plan is in place to assist gauge the above. If supervisors did not have a clear guideline on the supervision, then such aspects of supervision would not be considered or even imagined.

National centre for special education accountability monitoring (NCSpAM, 2007) stated that if the above are effectively done, the following evidences would be manifest; improved results mainly based on the baseline assessment of learners with SEN, reporting, blue print for system change and availability of resources. This report stands contrary to the findings which established that there was poor performance of both supervisors and that of learners with SEN nationally. In fact the syllabus coverage was rarely completed. Reporting was scanty and never

targeted SEN aspects even in its recommendations. This as earlier discussed may be attributed to the challenges of personal contextual factors.

To have a viable and effective general and instructional special education supervision system, there must be a collection, examination, evaluation and reporting of data demonstrating both compliance to what is stated in the statements and improvement for each aspect. It is advised that the involvement and active participation from persons who have a stake in the children's performance be paramount. As parents are involved, they may raise disputes in relation to services offered to their children. Dispute resolution and data identification of ineffective implementation of policies and statements should be considered and highlight corrective actions and improvement activities. Targeted technical assistance and professional development will facilitate the government effort to direct and impact the quality of effective implementation (NCSpAM, 2007).

In relation to the above, personnel involved must be sufficiently staffed to realize the same. However, it was noted that there was a problem of understaffing. The little personnel available encountered the problem of competing priorities in terms of time, resources and concentration on SNE in sacrifice to 'regular' education. The personnel to handle data issues, solve disputes and engage in technical assistance and professional development was inadequate. This is supported by responses from QASOs who noted that supervision became difficult and its quality was compromised. The heads also reiterated the views by admitting that supervision was poorly done and hence learners were demoralized. This may be because their special needs were not being met appropriately.

Effective supervision cannot be complete without consideration of fiscal accountability and integrated monitoring activities. The Kenya government produced a scheme to aid special education both in special schools and integrated programmes (MoEST, 2003). It is important that a mechanism to provide oversight in distribution and use of funds be clear. There must be assurance that fiscal

resources are directed to areas needing improvement like environmental adaptation. As integrated monitoring activities cut across many areas, monitoring activities that would ensure service delivery should be put in place and adhered to. This would ensure improvement of results and functional outcomes. Although the government has done a lot and received reports on the use of the above funds, the challenge of attitudes stands as a stumbling block between the administrators and the inspectors. This impedes proper accountability making supervision of all aspects of SNE difficult.

The above discussion reveals that the challenges supervisors face affects supervision of special needs education both at general and instructional levels in almost all respects. They affect the methodologies, performance of learners, service delivery of inspectors and heads and supervision itself.

### **CONCLUSION**

From the discussion above, the following issues clearly emerged:

- That supervision was done but it did not address the SEN of learners conclusively. Though the social structure and emotional climate were considered, they were not adequately given preeminence.
- That lack of knowledge of SEN impacted negatively on quality of supervision. This was because supervisors did not consider them and based their supervision on what was familiar. There was also a tendency to avoid organization of professional development seminars for teachers in that area.
- That special schools and units were occasionally supervised though documentation of the same was improperly done. These visits were of short duration and hence could not be effective in supervision.
- That the challenges supervisors experienced were contextual in nature ranging from personal conditions like lack of knowledge base for

supervisors to systemic conditions. These challenges are listed as; lack of knowledge base, communication, resources, lack of a defined curriculum, staffing, attitude, environmental issues, lack of clear policy, time, laxity in performance of duties, and funds.

- That the challenges the supervisors faced adversely affected the supervision of SNE. They affected the performance of inspectors, H/Ts and teachers input and the outcome of self-reliant learners.

The findings therefore clearly exposes the state of supervision of special education programmes, mainly special schools and special units or integrated programmes as not effectively done.

### **RECOMMENDATIONS**

- That all QASOs, whether in service or joining be in serviced in SEN. This to be taken as an issue of urgency.
- That the inspection team visiting special education programmes be headed by a knowledgeable person in the area of special needs.
- That cooperation between the EARC coordinators and QASOs at District level be strengthened.
- That the EARC coordinators be actively involved in supervision of special needs education and a policy document on the same be released for implementation purposes.
- That regularity of supervision of SNE programmes and their implementation and follow-up activities be done termly and the intensity be increased.
- That a clear structure of supervision of special needs education be released stressing on areas to be emphasized to cater for the special needs.
- That parental role in the supervision of the implementation of their children's education be strengthened and formation of conflict resolution committees on the education issues be clearly defined.

- That supervisors be in-serviced on indicators/ evidences to look for before visiting SNE programmes and on report writing.

### **Recommendations for Further Research**

- That studies be put in place to evaluate the effectiveness of special education service delivery.
- That the study should target the kind of preparation supervisors go through before supervision of SNE in terms of objectives and intensity.
- A comparative study be done to evaluate supervision of regular education and that of special education.

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6. Which kind of records do you request for when inspecting special schools and units?

.....  
.....  
.....  
.....

7. What modifications did you encounter during inspection?

- |                            |     |
|----------------------------|-----|
| Facilities and equipment   | [ ] |
| Teaching and learning aids | [ ] |
| Curriculum modification    | [ ] |
| Environmental modification | [ ] |

8. Are you guided on supervision of special needs education?

- Yes [ ] No [ ]

9. Do you think it's the duty of inspectors to check on the spiritual, moral and social development of learners with special needs?

- Yes [ ] No [ ]

10. Have you ever attended a meeting with parents of learners with special needs?

- Yes [ ] No [ ]

11. The relationship between teachers and pupils is of paramount importance in education of learners with special needs.

- |                   |     |
|-------------------|-----|
| Strongly Agree    | [ ] |
| Agree             | [ ] |
| Undecided         | [ ] |
| Disagree          | [ ] |
| Strongly Disagree | [ ] |

12. Have you ever organized any professional development seminar for teachers of special needs education?

- Yes [ ] No [ ]

13. Do you think learners with special needs require extra resources than those of other learners?

- Yes [ ] No [ ]

14. At what level have you been involved in modification of curriculum for children with special needs?

- National [ ]
- District [ ]
- School [ ]
- N/A [ ]

15. Does knowledge of disability conditions affect your supervision of special education programmes?

- Yes [ ]
- No [ ]

16. What challenges do you face while inspecting special schools and units?

.....

.....

.....

.....

17. To what extent do these challenges affect your performance in the supervision of special education?

- Great extent [ ]
- Average [ ]
- Less extent [ ]
- No effect [ ]

18. In your own opinion what do you think are the results of these constraints on supervision of special education as a whole?

.....

.....

.....

.....

## APPENDIX A2

### Headteachers/In-charge of Programmes Questionnaire

Please respond to all items by ticking in the brackets or filling in the spaces provided

1. Type of programme

- |                      |     |
|----------------------|-----|
| Special school       | [ ] |
| Special unit         | [ ] |
| Integrated programme | [ ] |
| Inclusive            | [ ] |
| N/A                  | [ ] |

2. Indicate in spaces provided the number of students in your programme

- |       |     |
|-------|-----|
| Boys  | [ ] |
| Girls | [ ] |
| Total | [ ] |

3. Do you have any training in dealing with children with special needs?

- Yes [ ] No [ ]

At what level?

- |               |     |
|---------------|-----|
| Post graduate | [ ] |
| Graduate      | [ ] |
| Diploma       | [ ] |
| Certificate   | [ ] |
| Induction     | [ ] |

4. How regularly do you supervise your teacher in special education?

- |            |     |
|------------|-----|
| Frequent   | [ ] |
| Occasional | [ ] |
| Rarely     | [ ] |
| Never      | [ ] |
| N/A        | [ ] |

5. Are you guided on supervision of special needs education?

- Yes [ ] No [ ]

6. List in order of priority using 1-5 the kinds of records you stress on while inspecting special education programmes(1- most stressed 5-least stressed)

- Schemes of work [ ]
- Lesson plans [ ]
- Individualized education plan [ ]
- placement records [ ]
- individual child's assessment report [ ]

7. How often do you conduct induction and orientation courses for un-trained teachers in special education?

- Frequent [ ]
- Occasional [ ]
- Rarely [ ]
- Never [ ]
- N/A [ ]

8. How many times has your programme been visited for inspection/inspection this term?

- 0 times [ ]
- 1 – 2 [ ]
- 3 – 4 [ ]
- Over 5 [ ]
- N/A [ ]

9. In your own words, list five problems you face while inspecting/supervising special education programmes

.....  
.....  
.....

10. To what extent do these problems affect your performance in the supervision of special education?

Great extent [ ]

Average [ ]

Less extent [ ]

No effect at all [ ]

N/A [ ]

11. In your opinion, what do you think are the results of these problems on supervision of special education as a whole?

.....  
.....  
.....

## APPENDIX A3

### Teacher's Questionnaire

Please respond to all items by ticking in the brackets or filling in the spaces provided

1. Name of Programme

.....

2. Your position in school .....

3. Do you have any training in special education? Yes [ ] No [ ]

Specify

Post graduate [ ]

Graduate [ ]

Diploma [ ]

Certificate [ ]

Induction [ ]

4. Have you had any guidance in handling of children with special needs?

Yes/No

If yes, by who

Inspectors [ ]

TAC tutors [ ]

Headteacher [ ]

Assessment centre coordinator [ ]

N/A [ ]

5. How often have you been visited by inspectors for supervision?

Frequently [ ]

Occasionally [ ]

Seldom [ ]

Never [ ]

N/A [ ]

6. What was their focal point in their supervision?

Facilities and equipment [ ]

- Teaching and learning aids [ ]
- Curriculum modification [ ]
- Environmental modification [ ]
- Lesson plan [ ]
- IEP implementation [ ]

7. Were your needs addressed during their supervision?

- Yes [ ] No [ ]

8. List five major issues you think supervisors should address in the supervision of special education

.....  
.....  
.....

9. In your opinion, what are challenges facing the supervision of special education?

.....  
.....  
.....

## APPENDIX B

### Secondary Data Observation Schedule

Type of Supervision and its Frequency

Type of Inspection	Frequency
Panel	
Subject Based	
Advisory	
Feedback	

Activities Performed during Supervision/Inspection

Activity	Frequency
Visits in class	
Holds Demonstration classes	
Holds Discussions	
Check Records	

Recommendation made per visit and their likely impact on Instruction

Impact on Instruction	Frequency
Advise on relevant curriculum for instruction	
Assist TRS in developing innovative prog for curr changes	
Work with TRS to develop syllabi and curr guides	
Working with games TRS to develop sch sporting activities	
Organize in-service course for TRS	

## APPENDIX C

### Lesson Plan

#### Mathematics Lesson Plan

School            Sosiani  
Subject         Mathematics            Class: 5  
Date:            Time: 8.55 – 9.30 am  
Scheme of Work Reference    week 2 lesson 4

#### Objectives

By the end of the lesson, learners should be able to multiply litres and millilitres of an amount less than 20 litres by a single digit number.

#### Specific Objectives

By the end of the lesson learners should be able to:

Add litres and millilitres of amounts less than 10

Work out written exercise on multiplication of litres and millilitres of amounts less than 20 litres by a single digit number.

Scheffer should be able to work out written exercise on addition of litres and millilitres of amounts less than 20 by a single digit number.

#### Reference:

Understanding mathematics pupil's book 5 pg 132, teachers guide pg 54

Teaching and learning resources: water, millilitre and litre containers

Part/time	Teachers activities	Learners activities
Introduction 3min	Ask oral questions on Addition of litres and millilitres	Add litres and millilitres orally
Step 1 7min	Using water and the containers, demonstrate multiplication of Litres and millilitres of amounts less than 20 by a single digit number	Observe and discuss the demonstration
Step 2 5min	Guide Scheffer to use 10 ml container to fill the 2 l container by counting the number of times it will fill	Scheffer to fill 2L container by 10 ml container and count
Step 3 17 min	Guide learners to work out written exercise on pg 132 and Scheffer to work out addition of L and ML of amounts less than 20	Work out work given
Conclusion 3 min	Guide selected learners to work out 2 problems on the chalkboard, Scheffer to work out 1 sum from his exercise	Work out sums on chalkboard

## Chalkboard Summary

CLASS 5	MATHEMATICS TOPIC SUBTOPIC <u>MULTIPLICATION</u> <u>OF LITRES AND</u> <u>MILILITRE</u>  L                      ML <hr style="width: 100%;"/> 2                      20 *                      5 -----	DATE
---------	---	------

### Work card for Scheffer

$$\begin{array}{r}
 \text{L} \quad \text{ML} \\
 2 \quad 8 \\
 + 3 \quad 6 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \text{L} \quad \text{ML} \\
 4 \quad 11 \\
 + 5 \quad 7 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \text{L} \quad \text{ML} \\
 5 \quad 10 \\
 + 2 \quad 05 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \text{L} \quad \text{ML} \\
 4 \quad 12 \\
 + 7 \quad 04 \\
 \hline
 \end{array}$$

## APPENDIX D

### Individualized Education Plan

**Name: Scheffer Miroyo**

Gender: female

Age: 12 yrs

Name of parent: Achayo Miroyo

Occupation: peasant farmer

Address: Box 119, Eldoret

Tel: N/A

Place of residence: Silas Village

Reasons for identifying the learner:

Has been performing poorly in mathematics and English which is affecting the general overall performance

**Historical background:**

**General background**

Scheffer is a 9<sup>th</sup> born in a family of 10. Her parents are relatively poor and she has to do some chores like selling vegetables after school to help the family meet their daily food

**Birth history**

Was born normally and cried immediately after birth.

*Developmental milestone*

She developed normally and does not have any notable disability.

**Medical history**

At the age of 3 years, Scheffer was admitted for two weeks being diagnosed of having meningitis. Has also been treated severally of malaria.

**Present level of performance:**

**Observation**

Does not concentrate on academic work for long. She likes play so much and has a distractive out of seat behaviour

**Interviews**

Interviews with parents revealed that Scheffer has a normal life though sickly. She is also over protected

**Informal test tools**

Informal tests were given in mathematics and English whose summary are as below.

### Formal test tools

These were not used

Summary of strength and weakness and initial recommendations

Area measured	Present level of performance		
subject	strengths	Weakness	Initial recommendations
Pre language	Able to recognize and recite letters of the alphabet	Has difficulties in reading English words	Provide instructions in sounding letters of the alphabet to form words
Number work	Able to add numbers in vertical arrangement	Has difficulties in addition with carrying	Provide instruction in place value

### Long-term objectives

By the end of the term, Scheffer should be able to

Read fluently in English

Work out addition with carrying without a problem

### Short-term objectives

By the end of week three, Scheffer should be able to combine alphabetical sounds and read single words.

Should be able to recognize the place value and total value of numbers

By the end of week five,

she should read simple sentences without difficulty

add with carrying from tens to hundred

### Evaluation

The teacher will assess the actual reading

Give written exercises on the mathematical work

### Progress records

Date	Skill Area	Comments
8/7/07	Pre reading	Able to read single words
9/7/07	Number work	Was able to add with carrying but had difficulties in carrying from hundreds to thousands

### Conclusion and final recommendations

## APPENDIX E

### School Standards Assessment Reports

#### School particulars

1 Name----- Address----- Tel-----  
Zone----- Division----- Mun/Dis----- Prov-  
2 Type----- Reg No (if registered)-----  
3 Sponsor----- management----- H/T Name-----  
H/T Qualification-----  
4 Date of Assessment----- Purpose-----  
Date(s) of Previous Assessment and Purpose-----

#### Preamble/Introduction

State a brief history, land size-ownership-title deed, site plan & give any critical issues on the above

-----  
-----

#### Headship and Management

State if H/T qualified, effectiveness, availability of SMC/magmnt board-& and issues on the above

-----  
-----

#### Resource Management

Comment on finances/fees and other resources, give any issue that require attention

-----  
-----

#### Enrollment and Staffing

State level/class up to which school is operating, pupils summary number-gender against T/L resources & teachers, Trs summary number-gender bal and if appropriately qualified

-----  
-----

#### Maintenance of Records and Policy/ Legal Documents

Comment on availability/use-adherence and care-any issue on the above

-----  
-----

#### Curriculum/Academic issues

Comment on syllabus coverage/schemes/timetable/text books/ref texts/ other T/L matrls-effectiveness of teaching, KCPE performance level and trends

-----  
-----

**Physical Facilities**

Comment on adequacy-care, safety of administrative, tuition, sanitation and outdoor activity facilities-any critical issues

-----  
-----

**Out of Class Activities and Services**

Comment on variety, effective participation and level of games/sport-G/C etc

-----  
-----

Strength

1----- 2-----  
3----- 4-----

**Recommendations for Improvement**

Area-----	Recommendation-----	Action by-----	Time Frame-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

**Compiled By**

Design----- sign----- Date-----