

**THE ROLES OF VARIOUS STAKEHOLDERS IN IMPLEMENTATION OF
INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN NYERI
CENTRAL SUB COUNTY IN NYERI COUNTY, KENYA**

KEVIN MAGETO MORANGA

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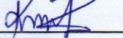
OCTOBER, 2025

DECLARATION AND APPROVAL

Declaration

This project report is my original work and not a duplicate of similar published project. I have not lifted it from anybody's work nor submit it elsewhere for award of certificate, diploma or degree in education.


Further, declare that all materials cited in this project which are not my own have been duly acknowledged.

Signature: 

Date: 23/10/2025

Name: Kevin Mageto Moranga

Approval

Signature:  DR. PHOESTINE NALIKA

Date: 23/10/2025.

Supervisors Name: Phoestine Naliaka

Lecturer school of education

DEDICATION

Dedication of this project to the Almighty God for life and strength He gave me through this process, also dedicate it to my parents, supervisor and my fellow colleagues for their contribution although this process.

ACKNOWLEDGEMENTS

First and foremost, I thank the Almighty God the one who created everything, who gives life, wisdom and strength. I thank my lecturers for their great effort to brighten my future in the field of education

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ABSTRACT

The purpose of the study was to investigate the various roles of stakeholder's involvement in inclusive education implementation in primary schools in Nyeri Central District, Nyeri County, Kenya. The study employed the following objectives; To determine the extent to which pupil's involvement affect inclusive education implementation, To determine the extent to which the involvement of teachers affect inclusive education implementation in primary schools, To determine the extent to which the involvement of parents affect inclusive education implementation in primary schools and To establish the extent to which the involvement of school management committee affect inclusive education implementation in primary schools in Nyeri Central District, Kenya. The researcher used the quantitative approach to describe findings of the report as it is easier to analyze data in numerical form, Orodho (2003). The study adopted a descriptive research design. The study was conducted in Nyeri Central district, Kenya. The sample size entailed a 40% of head teachers, 40% of teachers as well as 10% of pupils. Head teachers were selected using simple random sampling. The instrument that was used in collecting data from the sampled respondents was questionnaires. The researcher presented and analyze data by use of frequency tables, figures, tables and percentages. The study concluded that Stakeholder involvement towards curriculum implementation in a school influence pupils' KCPE performance. Schools where the headteacher involve pupils, teachers, parents and school management committees to a large extent perform better in KCPE as compared to those schools where pupils, teachers, parents and school management committee are not involved. Educational Policy makers should sensitize the parents and pupils on the importance of being involved in inclusive education implementation, all school stakeholders to practice team work towards inclusive education implementation and that pupil should be exposed on benchmarking activities. Ministry of education should allocate adequate funds to head teachers and school management to facilitate provision of adequate teaching and learning materials in schools which enhance inclusive education implementation.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and scope of the study and operational definition of terms.

1.1 Background to the Study

Participatory management practice is generally viewed as an ideal style of leadership and management in education today (Johnson & Ledbetter, 2019). A participatory management practice has been widely promoted as a means of formalizing a new conceptualization of management to bring about school improvement and academic performance. According to McLagan and Nel (2005), participatory management practices emphasize management processes rather than outcomes only, and “high involvement” is seen as the ultimate key to the shift from autocracy to participation.

Caldwell and Spinks (1992), pointed out securing a “synergy of communities” is the key to attainment of educational benefits. In South Africa their new educational policy requires school managers work in democratic and participative ways to build relationships with pupils, teachers, parents and school management committee to ensure efficient and effective delivery of services. Implementing participatory management practices enhance trust in schools as a result of participatory approaches which enhance the levels of trust within the school community which make it be able to attain educational benefits (Blasé & Blasé, 2001).

Riley (1998), in a study of European school governance noted that schools do not exist in vacuum. According to literature in general, parental involvement in school matters has been a negative one. Many schools as Riley notes, adapted the “no parent beyond this point” Principle in the 1960’s. The studies conducted in Canada, Denmark, England, France and

USA on parental involvement in management, points out that children's' learning becomes more effective consequently their performance, when their parents participate in education.

Today through the formation of Parent's Teachers Association (PTA), Parent is increasingly viewed as vital in the successful learning of their children.

According to Tikoko and Kiprop (2011), parents –teachers associations (school management committee) are increasingly becoming important elements in the organization of the administrative structure of the schools. These associations concern themselves with the general welfare of the schools as well as professional aspects including inclusive education implementation. They contribute to inclusive education improvement through constant monitoring of the implementation of inclusive education by teachers. Hassan (2009), study revealed that early domestic responsibilities among young girls' conflict with their pursuit for education. Children are pulled out of school to carry out domestic chores such as taking care of younger siblings, fetching water and collecting firewood. These household chores make a child to attend school irregularly.

1.2 Statement of the Problem

Education is one experience that most children worldwide have in common and the most common means by which societies prepare their young for the future. The underlying goal of all education is to create a positive change in the student's knowledge, achievement, and behavior. Education is not just about getting children into school, but making sure that all schools work in the best interest of the children entrusted to them. Schools provide various learning experiences that prepare children for future living (Milbrey, 1990). At the heart of these learning experiences is the inclusive education.

Although it is the Kenyan government's policy to ensure the delivery of quality education in primary schools, performance has remained poor despite the various interventions by policy makers and implementers (Republic of Kenya, 1988). There has been consistent

poor performance in Primary schools within Nyeri Central District. This poor performance is perceived to be as a result of management liability that is poor involvement of stakeholders in inclusive education and instructional management. Therefore, the researcher was concerned to carry out an investigation on head teachers' involvement of stakeholders in inclusive education and instructional management influence pupils' KCPE performance.

1.3 Purpose of the Study

The purpose of the study is to investigate the various roles of stakeholder's involvement in inclusive education implementation in primary schools in Nyeri Central District, Nyeri County, Kenya.

1.4 Conceptual Framework

Dependent Variables

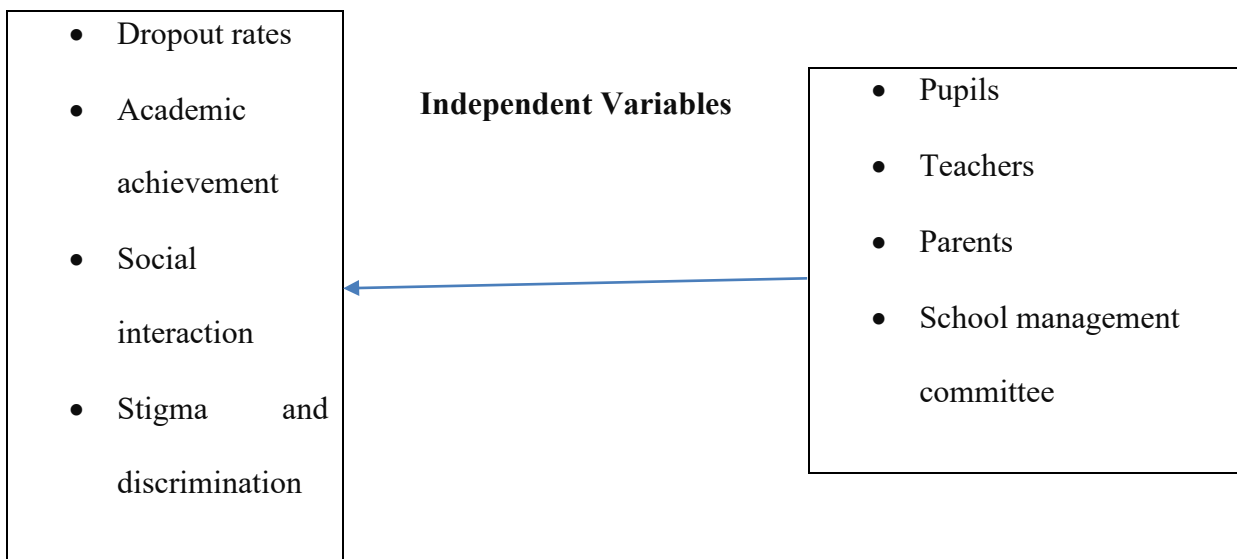


Figure 1.1 : Conceptual Framework

Source: Research Data, 2025

1.5: Objectives of the Study

- i. To determine the level to which pupils' involvement affect inclusive education implementation in Nyeri Central District, Kenya.
- ii. To determine the level to which the involvement of teachers affect inclusive education implementation in primary schools in Nyeri Central District, Kenya.
- iii. To determine the level to which the involvement of parents affect inclusive education implementation in primary schools in Nyeri Central District, Kenya.

1.6 Research Questions

The study was guided by the following research questions: -

- i. To what level do headteachers' involvement affect inclusive education implementation in primary schools in Nyeri Central District, Kenya?
- ii. To what level do teachers' involvement affect inclusive education implementation in primary schools in Nyeri Central District, Kenya?
- iii. To what level do parents involvement affect inclusive education implementation in primary schools in Nyeri Central District, Kenya?

1.7 Significance of the Study

The findings of the study were expected to enable the serving head teachers in Nyeri Central district gain an insight into significance of teachers, parents and school management committee participation in inclusive education and instructional management. The findings of the study may benefit the Ministry of Education in formulation of policies relating to stakeholder involvement in inclusive education and instructional management. The findings may stimulate further research into the subject of teachers, parents and school management committee involvement in inclusive education and instructional management, identify its inherent weaknesses and recommend improvements that could be adopted to make it more effective.

1.8 Delimitation and Limitations

1.8.1 Delimitation

The study was delimited to public primary schools in Nyeri Central District, Kenya. Private schools within the zone were not included in the study because they have a different administrative system from the public schools.

1.8.2 Limitations of the Study

Respondents' reluctance in giving truthful responses due to the sensitivity of the topic. This led to compromised findings. Therefore, the researcher assured respondents of confidentiality of their identities before filling the questionnaires.

1.9 Definition of Terms

Inclusive Education Implementation

Refers to putting into practice the officially prescribed courses of study, syllabuses and subjects.

Head teacher

Refers to a person who is a teacher by training and employed by TSC and entrusted by appointment with the overall administration and supervision of a primary school.

Stakeholder Involvement

Is the process by which a school headteachers, teachers and school committee engage people who may be affected by the decisions it makes or can influence the implementation of its decisions.

Involvement

Is the condition of being involved with or participating in something.

Implementation

Is the process of putting a decision or plan into effect

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents the relevant literature used to conceptualize the research theme. It is arranged as follows: introduction, the concept of participatory management, involvement of pupils in inclusive education implementation, involvement of teachers in inclusive education implementation, involvement of parents in inclusive education implementation and involvement of school management committee.

2.1 The Concept of Participatory Management

Participation is defined as mental and emotional involvement of a person in a group situation that encourages the individual to contribute to group roles and to share responsibilities. Shared decision making is perceived as contributing to the utilization of man power at the disposal of the school head. It also gives a sense of belonging and ownership of goals and responsibilities as it is generally believed that stakeholder's participation in decision making raises their morale and productivity (Owens, 1995).

Participatory management is the practice of empowering stakeholders to fully participate in schools' management so that the school can achieve its goals. This practice grew out of the human relations movement in 1920's and it is based on some of the principles discovered by scholars in management and organizational studies (Lewis, Naidoo & Weber, 2007). While school managers still retain final decision making authority when participatory management is practiced, pupils teacher parents and school management committee are encouraged to voice their opinions about the running of the school and how best it can achieve its goals. Participatory management however, involves more than making decisions. It also involves Management treating the ideas and suggestions of stakeholders with consideration and respect. Better decisions and greater efficiency are reached since issues are discussed extensively via open communication among people having varying viewpoints are involved in participative set-ups (Hoy & Miskey, 2008) Bryuk and Schneider (2002), argue that allowing relational trust to grow in a school community through stakeholder involvement triggers the effective interplay of the various factors towards academic productivity. Mbae 1992),

2.2 Pupils' Involvement in Inclusive Education Implementation

The extent of student involvement in decision making is debatable with often conflicting viewpoints propagated by differing stakeholders depending on their background and world view. Basically, there are three viewpoints that guide the extent of student involvement in decision making. The first is that students must remain passive and receive instructions from parents and teachers (Magadla, 2007). This view means that policies must be designed by adults and students are to follow them to the latter. The second viewpoint suggests that students can participate but only to a certain degree (squelch, 1999; Magdla, 2007). In support of this view, Huddleston (2007), suggests that there is a tendency among some teachers and school leaders to define the issues which affect students quite narrowly. Student consultation and decision-making is often limited to aspects of school life that affect students only and which have no immediate relevance to other stakeholders for example, playgrounds, toilets and lockers.

Agrawal (2019), adds that while students may not participate in matters relating to conduct of examinations, evaluation of student performance, appointment of teachers and other secret matters, their participation should be ensured in all other academic and administrative decisions taken by these bodies. Though this view appears to support student participation in decision-making, it however confines student's involvement in decision-making to specific areas of school life.

Novela (1998), points out that headteachers and other stakeholders should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. In their support, Huddleston (2007), observe students should be involved in all areas of school life. He adds that the range of activities that make up the work of a school can be categorized in a number of different ways, but, however it is categorized; one should expect students to have opportunities for involvement in inclusive education, teaching and learning. Involvement in inclusive education, teaching and learning

is frequently recognized as being one of the least explored areas of student participation. Hannam (2003), points out that for one thing, school curricula and evaluation criteria are often prescribed in detail by state or regional authorities, apparently leaving little room for involvement by students. However, in reality, the inclusive education as experienced in the classroom and the learning methods employed present a range of different opportunities for student involvement – from decisions about the nature of assignments and projects, for instance, to assessment strategies and marking. This applies equally to the topics chosen by students for discussion in class. Hord and Robertson (1999), further add that student consultation relating to inclusive education and examination reform is mandatory. A study by Pallet (1991), sought to document correlation between the involvement choices of secondary school students and their academic success. Respondents in the study were ninth grade students in a 1989 school setting. The findings included strong positive correlation between high levels of student involvement to school educational programs and activities and improved grade point averages.

A study by Bischoff and Phakia (2009), observe that learners are not satisfied with the status they presently enjoy in the governing bodies and that they would like to be given the same status as that enjoyed by all stakeholders. The literature survey conducted by Bischoff and Phakia (2009) was based on the position of minors in governing bodies of public secondary schools in England, Japan, and South Africa. According to the study, South African learners appeared to be dissatisfied with their representation. However, these scholars revealed that, compared with England and Japan, South Africa represents a unique educational scenario in terms of learner's representation in inclusive education implementation. Ningbo (2019), found that learner involvement in school management in South Africa was still a problem, though it was presently provided for by policies that govern schools, including the South African Schools Act. In South Africa the education policy requires school managers work in

democratic and participative ways to build relationships with pupils to ensure efficient and effective delivery of services which promotes pupils' academic performance.

Critchley (1999), in Bush (2003), undertook a study on the role of students' involvement in educational policy making in Canadian school systems. The study was conducted at the school, district and departmental levels across Canada. Bush (2003), observes that in Canada students were involved in advising on policies dealing with school attendance, school timetable, students' evaluation, homework, course selection, extracurricular activities, students' orientation, midterm and examinations which had a direct link to students' high performance. Gitobu (2007), recognizes the need to democratize Kenya's education system to allow meaningful participation of students at all levels and in all school matters.

2.3 Teachers Involvement in Inclusive Education Implementation

In countries like USA, studies on teacher participation in decision making started over forty years ago (Conley, 1991& Anderson, 1998). These studies called for giving teachers a great voice in decision making, asking them to participate in crucial matters such as teacher evaluation, staff development, budgeting and being involved integrally in making school decisions.

Teachers who actively participate in formulating assessments are more likely to understand them and to take a more thoughtful approach to their own instructional methods. This happens only when teachers are provided the time and support to work through the issues together (Jamen, 1994). Lahler (2006) discovered that teachers have all the willingness and skills needed to do the job but will always need to be involved in school activities and decision making processes.

According to Oluyede (2007), there must be a higher level of teacher participation in decision making for continued pupils' performance. Oluyede (2007), argues that it appears that teachers' are not putting in their best these days in the teacher-learning process. This

may result to production of half-baked pupils as witnessed in the final results of the senior school certificate examinations revealed over time now. Thus some teachers are complaining about their inadequate participation or non-involvement in inclusive education and instructional management of their schools. Chawla and Kelloway (2019), revealed that goal attainment is higher for headteachers with high involvement of teachers in their instructional materials selection and in the allocation of teaching and learning materials in different departments at the school. Adeniyi (2000), stressed the need for headteachers to show greater concern for teachers and that headteachers could delegate duties while teachers in school should show greater operation. Bernard (1992), concurs with Oluyede (2007), when he indicates that increased teacher involvement in school decision making concerning inclusive education and instructional management is an effective tool for focusing the staff involvement on pupils' outcomes.

Oluyede (2007) and Adeniyi (2000) agree that participation in decision making is positively and significantly related to teachers' performance, reduced resistance to productivity and change which enhance pupils' performance. They also agree that participation in inclusive education and instructional decision making helps teachers to identify with institutional objectives and goals. Oluyede (2007) and Adeniyi (2000), concur with Chawla and Kelloway (2019), who agree that the involvement of teachers in inclusive education and instructional management predicts teachers increased productivity which boosts pupils' performance. Newcombe, McCormic and Sharpe (2005), indicate that the teachers perception of teacher commitment to the schools organisational goals determine the extent of teacher involvement in resource mobilisation and decision making.

Teachers who actively participate in formulating assessments are more likely to understand them and take a more thoughtful approach to their own instructional methods. This happens only when teachers are provided the time and support to work through issues together

(Jamen, 1994). In Kenya, Ndiku, Mukasa and Achoka (2009), conducted a study in Makueni District and observed that among other groups, very important groups to be involved in decision making in schools are teachers who are custodians of instruction and co-organisers for school activities along with the head teachers.

Hetech, (Cited in Carl, 1995) contends “Change cannot be successful if the teacher focuses on the classroom only”. The way for the school professional to interact with each other is to participate in the management decision at building level that affect schools’ inclusive education and instruction (Hubben & Hugges, in Lamessa, 2010). Teachers’ involvement in this area can be multifaceted including creating the inclusive education or using the externally prepared materials. Teachers always act as “inclusive education makers”, that is because inclusive education development and implementation depends on teacher thinking and actions (Ben-Peretz, 1994).

2.4 Parents Involvement in Inclusive Education Implementation

Hughes, Holden and Desforges (1994) conducted a study on European schools and they comment that parents can be seen as partners in the decision-making process in schools particularly through involvement in inclusive education and instructional management. Yet, in practice, the parental involvement in many schools has been found minimal. In fact, many headteachers and teachers still have reservation in parental involvement. However, Hughes, Holden and Desforges study disagrees with that of Greenwood and Hickman (1991), who argue that headteachers are willing to involve parents but some parents feel powerless to influence the school in that some parents believe they do not have the knowledge or social skills for volunteering in the classroom or serving on a parent advisory committee.

In Canada, McKenna and Willms (1998) noted that parents who are involved in decision making get a greater sense of the school are the more connected with other parents and have a more grasp of the schools educational policies. This translates into a better fit between the

needs of the children and the education policies, inclusive education and practices, which helps to improve pupils attitudes to the school and learning outcomes. When parents participate actively in school decision-making concerning inclusive education and instructional management, they can foster improvements in school performance (Shatkin & Gershberg, 2007). Naidoo (2005), observes that such parents can help effectively in the determination of the, staffing, inclusive education, school policy, teaching strategies, school programmes and student allocation to different types of schools and programmes. Hence the involvement of parents in school management fosters improved performance by pupils.

Hara (1998), acknowledged that an achievement gap exists between parental involvement and academic achievement but how to bridge the gap is what social scientists differ on widely. One of the most common solutions that headteachers propound is that there is need for more parental involvement in education of pupils. Although some parents naturally become strong partners in their children's education, these headteachers assert that teachers and society leaders need to become actively engaged in encouraging high levels of parental involvement (Jeynes, 2003).

Griffin (1994), observes that parental involvement in inclusive education implementation is an important element in learner academic achievement and this is consistently correlated with high academic achievement. New Caney ISD (2009) concurs with Griffin (1994) by revealing that it is a proven fact that, when parents are involved in their children's education, children earn higher grades at test scores, and they stay in school longer.

Nsubuga (2008) did an analysis of leadership style and school performance of secondary schools in Uganda. The findings were that the involvement of parents in inclusive education and instructional management is instrumental both to the students learning achievement and to the well-being and performance of the school. Nsubuga's study contrasts that of Laboke (2000) who carried out a study on parental support and involvement in the effective inclusive

education and instructional management of schools. The researcher points out that although parents are useful partners in shaping a child's life, some schools tend to undermine parents' contribution towards inclusive education and instructional management. Laboke (2000) concludes that this scenario is attributed to the tendency employed by the schools to keep parents out by arguing that a professional skill such as teaching must be carried out without interruption or interference.

Achoka (2003) carried out a study on the parents' involvement in the management of secondary schools in Busia and Uasin Gishu Districts. The finding revealed that majority of the parents was involved in inclusive education implementation which helped headteachers in the provision of teaching and learning facilities to schools which has a positive impact on pupils' performance.

Karanja (2005), study revealed that parents rarely visited schools to check on their children academic progress. Parents who visited and participated in school activities, their children tended to improve on academic performance unlike those whose parents hardly visited or participated in school activities. The revealed studies have shown parents, child and school-based factors that may block parents ability to attend school affairs, studies have also revealed children whose parents attend school functions tends to do better in schools but, there isn't any empirical study on the influence of parents attendance to school functions on inclusive education implementation among the public primary schools with specific focus on Ndeiya division, Kiambu county.

Ashton and Cairney (2001), observe that participation of parents in governing bodies might not mean that parents are actually getting to make decisions. They also add that parental involvement in decision making in Australia had little impact on the inclusive education implementation and may be only tokenistic. Parents, pupils and teachers benefit from increased parental involvement Patin (2000), have identified several purposes of parental

involvement in schools, including motivating schools to function at a higher level by constantly improving teaching and learning practices, creating higher student achievement and success in school.

Schools are faced with the task of implementing various strategies to involve parents in the education of pupils. Eldridge (2001) and Niemer, Wong and Westerhaus (2009), observe that programs involving parents who volunteer to work in the classroom have benefits ; they indicate the need to have a welcoming classroom environment as well as being sensitive to parent diversity and availability.

According to Desimone (1999), and Van der Warf, Creamers and Guldemont (2001), Parental involvement in Indonesia is not only necessary but it is also one of the most cost effective means of improving quality in education, Van der Warf, Creamers and Guldemont (2001), found that although parental involvement requires modest budget, it is more useful and cheaper as compared to other interventions, such as teacher involvement in education, management books and learning materials. Thus parental involvement is a particular suitable means of improving education in a developing country like Kenya. The schools have a obligation to improve the education of all pupils, yet they cannot accomplish this task without parental involvement in inclusive education implementation.

Kimu (2012), Parents volunteering in class in Kenya was never implemented, so there were no structures or plans to allow parents to volunteer in the classroom during the school day. Parents were neither consulted nor were they allowed to give advice on decisions that involved inclusive education implementation at the school because they were considered to be too competent.

2.5 School Management Committee Involvement in Inclusive Education Implementation

A study done by Hanson (1996), revealed that school managers in America make allocation decisions, evaluation decisions and instructional decisions without the involvement of school

management committees. This does not affect students' academic performance unlike in Britain inclusive education and instructional Management of education is shared between the central government and local Education Authorities, both of which, the members make decisions aimed at improving teaching and learning effectiveness for continued students' performance. Creese (1995) observed that parent governors are often encouraged to become involved in decision-making about financial matters but they are less involved in discussions about teacher evaluation, pupil's evaluation, timetabling and staffing matters. When inclusive education issues arise, teachers on the other hand are all too ready to say "leave it to the professionals" and parents governors on the other hand, uncertain on their ground and not necessarily well informed, are often happy to do so; hence being excluded from the main business of the school.

According to research carried out in Nigeria by Francis, Agi, Alubu, Biu, Daramola and Sheshu (1998), in conjunction with the World Bank, parents and school management committees play an important role in primary education through their active involvement in mobilization and management of human and material resources through their active participation in school management. Monly (2003), conducted a study in Bureti District to establish the effectiveness of Board of Governance in management of public secondary schools. The research findings indicated that majority of respondents perceived the BOG members as effective in enhancing schools academic performance.

Baku and Agyman (2002), observe that in Ghana communities participate in the decision-making process through SMCs by involving SMC members in designing the inclusive education and participation in the teaching and learning process where SMCs act as resource persons. They argue that, where the community represented by SMC actively participate in a school in various ways, this could affect the academic performance of the school.

In a World Bank document titled “Staff Appraisal Report, Republic of Ghana Basic Education Sector Improvement programme”, the ministry of education stresses the importance of school management committee involvement in education development in the following words. “Communities have an important role to play in enforcing standards, developing and maintaining school property, and providing support and encouragement to head teachers, teachers and students”(Word Bank, 1996).

2.6 Theoretical Framework

2.6.1 Inclusive Education Model:

This model emphasizes the integration of students with disabilities into general education classrooms, with support and modifications as needed.

2.6.2 Differentiated Instruction:

A teaching approach that tailors instruction to meet the diverse needs of students.

2.6.3 Response to Intervention (RTI):

A multi-tiered system of support that provides targeted interventions for students who are struggling.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This section focused on the methods and the procedure that were adopted in conducting the study under the following sub-headings: research design; target population; sample size and sampling procedure; research instruments; instrument validity and instrument reliability; data collection procedures and data analysis techniques.

3.2 Location of Study

The study was conducted in Nyeri Central district, Kenya. The zone is about 30 kilometers from Nyeri town.

3.3 Research Approach

The researcher used the quantitative approach to describe findings of the report as it is easier to analyze data in numerical form, Orodho (2003).

3.4 Research Design

The study adopted a descriptive research design. Mugenda and Mugenda (2003) describe descriptive research design as a systematic, empirical inquiry into which the researcher does not have a direct control of independent variable as their manifestation has already occurred. Descriptive studies are concerned with the what, where and how of a phenomenon hence more placed to build a profile on that phenomenon (Mugenda & Mugenda, 2003).

Borg and Gall (1989), noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. By involving a broad category of head teachers, teachers and pupils the proposed study was within the cross-sectional sub-types of descriptive survey study designs.

3.5 Target Population

The target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg and Gall, 1989). The target population for this study consisted of all 71 head teachers, 647 teachers and 4263 class 8 pupils of all the public primary schools in Nyeri Central district. The total target population was 4,981 respondents.

3.6 Sample Size and Sampling Procedure

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Mugenda (2003), commenting on sample size observed that there is certain non-definite practices among social research workers that the beginner can adopt. One such practice suggest that if the population is a few hundreds, a 40 percent or more sample would do, if above one thousand, a 30 percent, if a few thousands a 10 percent, and if several thousand a 5 percent or less sample.

The sample size entailed a 40% of head teachers, 40% of teachers as well as 10% of pupils. Head teachers were selected using simple random sampling.

3.7 Research Instrument

The instrument that was used in collecting data from the sampled respondents was questionnaires. Orodho (2005) noted that questionnaires are more efficient in that they require less time, are less expensive and permit collection of data from a wide population.

Data was obtained by use of three categories of questionnaires, for head teachers, teachers, and class 8 pupils. These questionnaires contained both open-ended questions and close-ended questions. Open-ended questionnaires give the respondents an opportunity to express their views, experiences and suggestions fully.

3.8 Data Analysis

Data analysis is the process to bringing order, structure and meaning to the mass of collected information (Mugenda & Mugenda, 2003). The researcher presented and analysed data by use of frequency tables, figures, tables and percentages.

3.9 Ethical Consideration

Ethical Integration

The process of embedding ethical values into the core of an organization, policy, or system.

A company may consolidate ethics by integrating ethical decision-making into its business practices.

Ethical Reinforcement

Strengthening ethical standards through policies, training, and leadership.

A government may reinforce ethics by enacting laws that promote transparency and accountability.

CHAPTER FOUR: DATA PRESENTATIONS AND INTERPRETATIONS

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research objectives.

The results were presented on the influence of stakeholder involvement in inclusive education implementation in primary schools in Nyeri Central Sub-County, Nyeri County, Kenya.

The research sought to answer these research questions; to determine the extent to which head teachers' involvement of pupils in inclusive education implementation in primary schools Nyeri Central Sub- County, Kenya. to determine the extent to which the involvement of teachers in inclusive education implementation in primary schools in Nyeri Central Sub-County, Kenya, to determine the extent to which the involvement of parents in inclusive education implementation in primary schools in Nyeri Central Sub-County, Kenya and to establish the extent to which the involvement of school management committee in inclusive education implementation in primary schools in Nyeri Central Sub-County, Kenya.

4.2 Response Rate

The study sampled 30 head teachers, 117 teachers and 196 pupils out of which 30 head teachers, 110 teachers and 190 pupils responded and returned their questionnaires contributing to the response rates of 100% for head teachers' 94 percent for teachers and 97 percent for pupils. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (1999) stipulation that response rate of 70 percent and over is excellent. This commendable response rate was due to extra efforts that were made via personal calls and visits to remind the respondents to fill-in and return the questionnaires. The chapter covers the demographic information, and the findings are based on the objectives.

4.3 Demographic Information

The study sought to inquire information on various aspects of the respondents' background that is the respondent's age, gender, period of time in service and academic qualification. This information aimed at testing the appropriateness of the respondent in answering the

questions regarding the influence of stakeholder involvement in inclusive education implementation in primary schools.

4.3.1 Distribution of Participants by Gender

The study sought to establish the pupils, teachers and head teachers' gender. From the findings, the study established that the more than half of the pupils were males as shown in the table while the rest were females. From the findings, the study also established that the more than half of head teachers were males as shown in the table while the rest were female. Study also established that the majority of the teachers were male as shown in the table while the rest were female.

Table 4.1 Distribution of Participants by Gender

	Pupils		Teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	105	55	60	54.5	21	70
Female	85	45	50	45.5	9	30
Total	190	100	110	100	30	100

Source: Research Data 2025

4.3.2 Highest Professional Qualifications

The researcher sought to establish the professional qualification for teachers and head teachers and the findings are shown in Table 4.2

Table 4.2 Highest Professional Qualification

	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
P1	70	64	16	53
ATS IV	5	4	4	13.5
ATSIII/DIP	10	9	4	13.5
B.Ed.	25	23	6	20
Total	110	100	30	100

Source: Research Data, 2025

From the study findings more than half of the teachers represented by 53% had attained P1 qualification and B.Ed. qualification as shown in table 4.2, while the rest of the teachers had attained ATSIII/ Diploma had artisan IV qualification represented by 13.5 %. Findings further revealed that majority of the head teachers had attained P1 academic qualification, had 13.5% while others had 20% attained B.Ed., ATSIIV and ATSIII/Diploma as shown in table 4.3. This information shows that the respondents were knowledgeable enough and could give valid and reliable information based on their high level of education.

4.3.3 The Respondent’s Age Category for Teachers and Head Teachers

The study sought to find out the teachers and head teachers age category and the findings are shown in Table 4.3

Table 4.1The Respondent Age Category for Teachers and Headteachers

Age category	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
(20-30) years	18	17	0	0
(31-40) years	22	20	8	27
(41-50) years	30	27	12	40
Over 50 years	40	36	10	33
Total	110	100	30	100

Source: Research Data, 2025

From the study findings more than half of the teachers were aged over 40 years of age, while the rest of the teachers were in age bracket of between 20 years and 40 years this is shown in Table 4.4. The study also established that majority of the head teachers were in age bracket of over 41 years of age, while others in the age bracket of between 20 years and 40 years of age

none of the head teachers was below age of 40 years. These reveal that majority of the teachers and head teachers were mature enough to understand the influence of stakeholder involvement in inclusive education implementation in primary schools

4.3.4 Pupils Age Bracket

The research enquired on the age bracket of the pupils and the findings are displayed on Figure

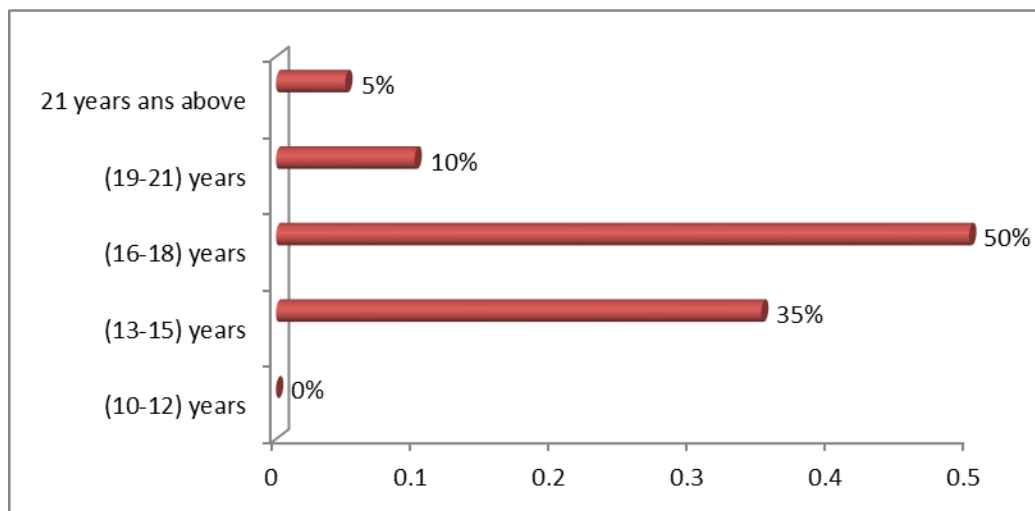


Figure 4.1: Distribution of Pupils by Age Bracket

Source: Research Data, 2025

From the findings in figure 4.1 more than half of the pupils interviewed were in the age bracket of 16 years and 18 years, while the remaining aged between 13 years and 15 years of age none was below 15 years of age. This information shows that the pupils were better placed to give credible information on the stakeholder involvement in inclusive education implementation in primary schools.

4.3.5 Distribution of Schools by Type

Pupils were asked to state the type of their schools and the findings were that all the schools involved in this study were mixed primary schools.

4.3.6 Period of Time in Service as Teachers or Head Teacher

The researcher sought to establish the period of time teachers and head teachers has served in their position and the findings are shown in Table 4.4.

Table 4.2 Period in Service as Teacher or Headteacher

Service period	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Less than 5 years	10	9.0	0	0
5-10 years	30	27.3	3	10
11-20 years	60	55	10	33
21-30 years	5	4.5	15	50
Over 30 years	5	4.5	2	7
Total	110	100	30	100

Source: Research Data, 2025

According to the study findings in table 4.4 majority of the teachers as shown by 55% had been in service for a period of between 11 years and 30 years, while the rest of the teachers as shown by 27.3% had served for up to 10 years and below. The findings also established that more than half of the head teachers as indicated by 50% had been in service for a period of above 21 years and 30 years and above, while the others as represented by 33% had been in service for up to 20 years and below 5years of service. This finding shows that majority of the teachers and head teachers represented by 55% and 50% respectively had enough experience in teaching and school management to give credible information with regard to the influence of stakeholder involvement in inclusive education implementation in primary schools.

4.4 Involvement of Pupils in Inclusive Education Implementation in Primary Schools

The pupil was asked to state the how often head teacher had involved them in decision making towards inclusive education implementation in a term and findings are shown in Figure 4.2.

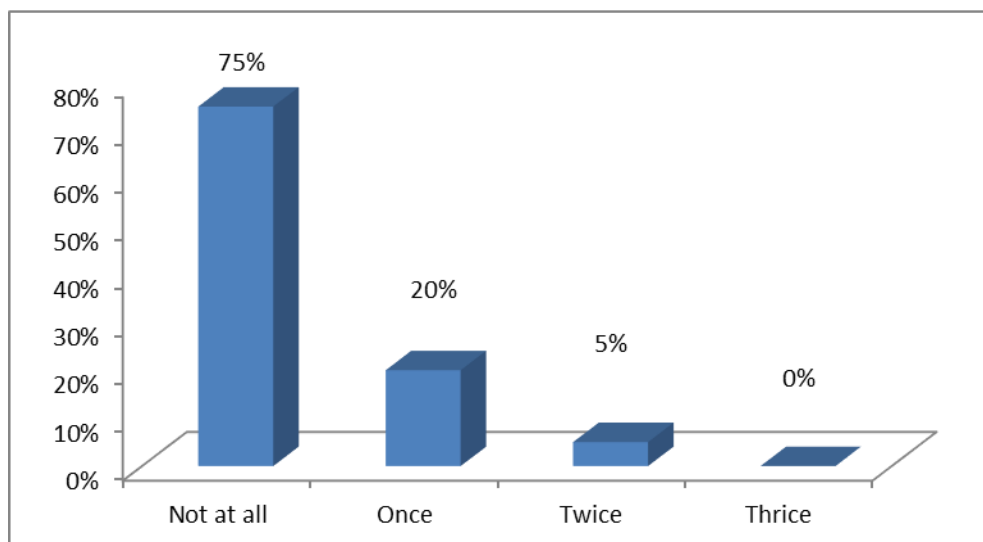


Figure 4.2: Head of Teachers Involvements of Pupils in Decision Making .

Source: Research Data, 2025

From the Figure 4.2; the study established that majority of the pupils were not involved at all in decision making towards inclusive education implementation in primary schools in a term, while the rest indicated that they were involved just once and twice in decision making process. The implication of this was that the results in KCPE were not same for all zones in the study. This is contrary to (Magadla, 2007), who noted that policies must be designed by adults and students are to follow them to the latter. The second viewpoint suggests that students can participate but only to a certain degree.

4.4.1 Pupils Opinions on Involvement of Stakeholder in Inclusive Education Implementation

On the opinion of pupils towards involvement of stakeholders in inclusive education implementation.

Table 4.3 Pupils Opinions on Involvements of Stakeholder in Curriculum

Pupils' opinions on involvement of Stakeholder in inclusive education implementation	Mean	Std. Deviation
Pupils in material resource acquisition	0.400	1.210
Pupils in scheduling learning sessions	0.290	1.704
Pupils in organizing revision schedules	0.430	1.201
Teachers in timetabling learning sessions	3.243	0.190
Teachers in organizing academic clinics.	3.230	0.119
Teachers in determining pupils' examination frequency	0.854	1.400
Teachers when allocating discussion groups	3.230	0.129
Parents in discussing pupil's improvement strategies	0.854	1.400
Parents in determining pupils' examination frequency	0.854	1.400
Parents in material resource acquisition	0.578	1.350
Pupils in determining examination frequency	0.423	1.345
SMC in discussing pupils' academic improvement strategies	0.809	1.478
SMC in determining pupil's examination frequency	0.604	1.589
SMC in material resource allocation	3.006	0.123

Source: Research Data, 2025

From the study findings on Table 4.5 pupils were asked to rate stakeholders' involvement in inclusive education implementation; pupils indicated that Teachers were involved in timetabling learning sessions, teachers were involved in organizing academic clinics, teachers were involved when allocating discussion groups and SMC were also involved in material resource allocation these involvement was rated to great extent as shown by the mean deviation; 3.243, 3.230, 3.230 and 3.006 respectively. Pupils indicated that parents were involved to a small extent in material resource acquisition, determining pupils' examination frequency, discussing pupil's improvement strategies, SMC in discussing pupils' academic improvement strategies and teachers in determining pupils' examination frequency this is shown by mean deviation of ;0.578, 0.809, 0.854, 0.854, and 0.854 respectively. However, pupils expressed opinion that pupils were not involved in material resource acquisition, scheduling learning sessions, organizing revision schedules and even in

determining examination frequency and also Parents in material resource acquisition at all as shown by mean deviation of 0.290, 0.400, 0.430 and 0.423 respectively.

Pupil’s involvement in curriculum and instructional management produced strong positive correlations between high levels of pupil’s involvement to school educational programs and activities and improved grades points. Pupils’ involvement in material resource acquisition, scheduling learning sessions and organizing revision schedules perform better in KCPE as compared to those not involved. This is supported by the data on table 4.6

Table 4.6 KCPE Mean Score on Pupils’ Involvement

Respondents		KCPE Mean Score				
		2009	2010	2011	2012	2013
Pupils						
When Pupils		297.01	298.11	305.67	298.97	306.36
involved						
When						
involved						
Difference		109.46	118.87	115.22	75.55	75.58

Source: Research Data, 2025

4.5 Involvement of Teachers in Inclusive Education Implementation

Teachers were involved in organizing academic clinics, Teachers were involved in determining examination frequency, Teachers were involved when allocating discussion groups and SMC were involved in material resource allocation this involvement was to great extent as shown by mean of 4.540, 4.520, 4.523, and 4.536 respectively.

4.5.1 Frequency of Headteachers Involvement of Teachers in Decision Making on Inclusive Education Implementation

Teachers were asked to state how often had the head teachers involved them in decision making towards inclusive education implementation in a term and the findings are shown on

Figure 4.3

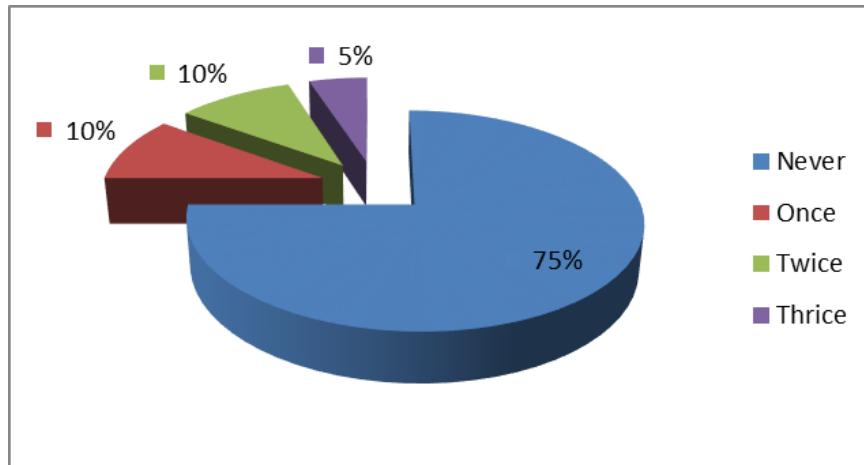


Figure 4.3: Frequency of Head Teacher Involvements of Teachers In Decision Making

Source: Research Data, 2025

From the findings in figure 4.3 more than half of the teachers had not been not been involved in decision making towards inclusive education implementation in a term as, while the rest indicated that they were involved once, twice or thrice as shown in figure 4.3. This contradicts Chawla and Kellaway (2019) who agree that the involvement of teachers in curriculum and instructional management predicts teachers increased productivity which boosts pupils' performance.

Teachers' involvement in timetabling learning sessions, organizing academic clinics and determining pupils' examination frequency influence KCPE performance unlike when not involved. This is supported by the data in the table 4.7.

Table 4.4 KCPE Mean Score on Teachers Indolent

Respondents

KCPE Mean Score

TEACHERS	2009	2010	2011	2012	2013
When teachers	252.93	266.38	259.46	297.11	283.99
Involved					
When teachers not	183.49	189.34	190.44	210.33	225.79
Involved					
Difference	69.03	77.04	69.02	86.78	58.20

Source: Research Data, 2025

4.6 Involvement of Parents in Inclusive Education Implementation in A Term

Pupils indicated that parents that most of the parents were not involved towards curriculum implementation at all especially in provision of teaching and learning facilities in the school. However, a few of the pupils indicated that their parents were involved once per term. This is contrary to Hughes, Holden and Desforges (1994) who concluded that parents can be seen as partners in the decision-making process in schools particularly through involvement in curriculum and instructional management. Most of the parents were not involved towards inclusive education implementation at all especially in provision of teaching and learning facilities in the school these implies that their contributions were not considered in shaping the education of their children especially in Iveta where grades were lowest as compared to other zones in the study.

4.6.1 Involvement of Parents in Decision Making on Inclusive Education Implementation

Teachers were asked to state the number of times the head teachers involve parents in decision making towards inclusive education implementation in a term and findings are illustrated in Figure 4.4

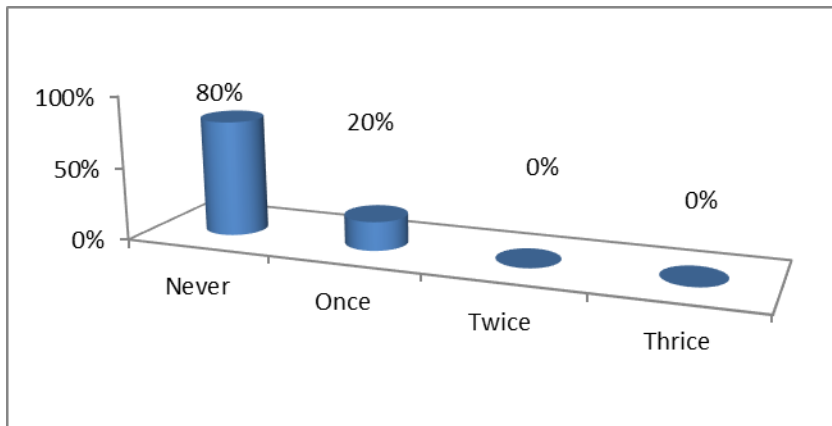


Figure 4.4: Frequency of Head Teachers and Parents’ Involvements of Parents in Decision Making

Source: Research Data, 2025

According to the findings majority of the teachers were for the opinion that head teachers does not involve parents at all in decision making towards inclusive education implementation in a term, while others indicated that parents were involved only once per term as shown in Figure 4.3. These findings contradict the study by Greenwood and Hickman (1991) who argue that head teachers are willing to involve parents but some parents feel powerless to influence the school in that some parents believe they do not have the knowledge or social skills for volunteering in the classroom or serving on a parent advisory committee.

Parental involvement in discussing pupils’ improvement strategies, determining pupils’ examination frequency and material resource allocation and acquisition influence KCPE performance as compared to those that do not involve parents in inclusive education implementation. This supported by the data on Table 4.8

Table 4.5 KCPE Mean Scores on Parental Involvements

PARENTS	2015	2016	2017	2024	2019
When parents involved	251.87	260.23	259.90	270.93	285.33
When parents not involved	188.79	189.49	209.11	210.43	204.22
Difference	63.08	70.74	50.79	60.50	81.11

Source: Research Data, 2025

4.7 School Management Committee Involvement in Inclusive Education Implementation

On the opinion of teachers towards involvement of stakeholders in curriculum implementation. The responses were rated on a five-point Likert scale where 1.not at all. 2. Small extent 3. Moderate extent 4. Great extent 5. Very great extent. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.8

Table 4.6 Teachers Opinion on Involvement of School Management Committee

Teachers' opinion on involvement of school management committee involvement in inclusive education implementation	Mean	Std Dev
material resource acquisition	3.322	1.202
scheduling learning sessions	3.261	1.313
organizing revision schedules	3.266	1.280
timetabling learning sessions	4.263	1.181
organizing academic clinics	4.542	1.143
determining pupils' examination frequency	4.524	1.252
allocating discussion groups	4.522	1.135
discussing pupil's improvement strategies	3.343	1.263
determining pupils' examination frequency	3.452	1.264
material resource acquisition	3.543	1.255
determining examination frequency	3.452	1.262
discussing pupils' academic improvement	3.367	1.233

strategies		
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Source: Research Data, 2025

From the study findings on Table 4.9 teachers were asked to rate school management committee involvement in inclusive education implementation; Teachers were involved in Ensuring faithful inclusive education implementation, Teachers were involved in Ensuring faithful inclusive education implementation, Teachers were involved Developing supportive relationships with all stakeholders and Planning and control of resources these involvement was to great extent as shown by a mean of 4.263, 4.542, 4.524, and 4.522 respectively. Teachers indicated that school management committee were involved in Managing the school environment, Providing sound planning, time management and organizational skills, Offering professional expertise and Developing support teams, individuals and the self to Enhance performance frequency these involvement was rated to small extent as shown by a mean of 3.322, 3.261, 3.266 and 3.343 respectively.

The findings reveal that all the stake holders were not involved in inclusive education implementation to a great extent especially pupils This concurs with a study by Bisschoff and Phakoa (2009) who observed that learners are not satisfied with the status they presently enjoy in the governing bodies and that they would like to be given the same status as that enjoyed by all stakeholders. Findings indicate that SMC were involved to a great extent in discussing pupil’s academic improvement strategies.

School management committee Involvement in inclusive education implementation towards determining pupils’ examination frequency, discussing pupils’ academic improvement. This is supported by the data on table 4.10

Table 4.7 KCPE Mean Score on School Management Committee Involvement

Respondents	KCPE Mean Score				
	2015	2016	2017	2024	2019
School management					
When SMC involved	256.22	250.99	263.42	269.33	273.48
When SMC not	174.49	187.33	199.28	199.12	189.22
Difference	81.73	63.66	64.14	70.21	84.26

Source: Research Data, 2025

4.8 Discussions

4.8.1 Challenges Faced By Stakeholders in Inclusive Education Implementation

According to the head teachers; although in practice stakeholders' involvement was paramount for curriculum implementation, head teachers indicated that parental involvement in schools had been minimal in curriculum and instructional management due to parent undermining themselves as pertains management practices. This poses a great challenge to head teachers. Secondly head teachers lack enough finances to facilitate adequate teaching and learning materials in schools and finally pupils lack interest towards examination together their parents not being supportive towards discussing pupil's academic improvement among others.

4.8.2 Pupils' Suggestions on Improving Inclusive Education Implementation in the School

The pupils suggested that they should be involved in inclusive education implementation especially in making policies pertaining school attendance, timetables used in school and extracurricular activities programmed in their schools. Parents should be consulted in deciding the teaching strategies and in provision of teaching and learning facilities to the

school. SMC in discussing material resource acquisition and also, they should be trained in inclusive education implementation matters.

4.8.3 Headteachers' Suggestions on Improving Inclusive Education Implementation in Your School

According to head teachers; parents and governors need to understand their roles in curriculum and in instructional management Government should sensitize the parents and pupils on the importance of being involved in inclusive education implementation, since parents are useful partners in shaping child life schools should not undermine parent contribution towards curriculum and instructional management.

4.8.4 Head Teacher's Involvement of Stakeholders in Inclusive Education Implementation

Majority of the Head teachers indicated that they involved pupils in discussing of academic improvement strategies, organizing of academic clinics and organizing revision groups among others. Teachers were in involved in organizing pupil's discussions group, timetabling learning sessions, and timetabling curricular activities among others. Parents were involved in determining examination frequency, discussing pupils' academic improvement strategies and materials resource allocation among others. School management committees are involved in material resource acquisition, material resource allocation and organizing educational tours among other areas, this concurs with Daramola & Shehu (1998), who noted that parents and school management committees play an important role in primary education through their active involvement in mobilization and management of human and material resources through their active participation in school management.

4.8.5 Parents' Attitude towards Parental Involvement in Inclusive Education Implementation in The School

Majority of head teachers indicated that most parents had a negative attitude towards being involved in inclusive education implementation in the school.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, discussion, conclusion drawn from the findings and recommendations made. The conclusions and recommendations drawn focus on the purpose of the study.

5.2 Conclusions

Stakeholder involvement towards curriculum implementation in a school influence pupils' KCPE performance. Schools where the headteacher involve pupils, teachers, parents and school management committees to a large extent perform better in KCPE as compared to those schools where pupils, teachers, parents and school management committee are not involved. Pupil's involvement in inclusive education implementation produced strong positive correlations between high levels of pupil's involvement to school educational programs and activities and improved grades points.

5.3 Recommendations

Educational Policy makers should sensitize the parents and pupils on the importance of being involved in inclusive education implementation, all school stakeholders to practice team work towards inclusive education implementation and that pupil should be exposed on benchmarking activities.

Ministry of education should allocate adequate funds to head teachers and school management to facilitate provision of adequate teaching and learning materials in schools which enhance inclusive education implementation.

Headteachers should involve pupils, teachers, parents and SMC in inclusive education implementation in the school.

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APPENDICES

Appendix i: Letter of Introduction

Gretsa University

School of Education, humanities and Social Sciences

Department of Education

P.O. BOX 3 01000,

Thika, Kenya

RE: REQUEST FOR PERMISSION TO CONDUCT ACADEMIC RESEARCH

Dear Respondents

The researcher will investigate The Roles of Various stakeholders in Implementation of Inclusive Education in Primary Schools in Nyeri Central District in Nyeri County. The findings were intended to help in increasing the knowledge and awareness in the field of special education to the researcher and teachers in the field. Respondent's views were treated with confidentiality and was used for the purpose of the research only.

Yours faithfully

Kevin Moranga

Appendix ii: Demographic Information

1. Please indicate your gender. a) male () b) Female ()
2. Please indicate your highest professional qualifications. a) P1 () b) ATS IV ()
 b) ATS III/DIP () d) B.Ed. ()
 e) Any other, Specify. ()
3. How many years have you served as a teacher?
 a) Less than 5 years () b) 6-10 years () c) 11-15 years ()
 d) 16-20 years () e) Over 20 years ()
4. Please indicate your age category from the ones listed below. a) 20-30 years () b) 31-40 years ()
 c) 41-50 years () d) Over 50 years ()
5. How often do you involve the following stakeholders in inclusive education implementation in a term?

	Not at all	Once	Twice	Thrice	More than
Pupils					
Teachers					
Parents					
SMC					

6. What are some of the challenges that you encounter in inclusive education implementation?

.....

Part B: Stakeholder Involvement in Inclusive Education Implementation

Please use the Following Legend to Score your Response

1. Not at all. 2. Small extent 3. Moderate extent 4. Great extent 5. Very great extent

My head teachers involve;	1	2	3	4	5
7. Pupils in material resource acquisition.					
8. Pupils in scheduling learning sessions.					
9. Pupils in organizing revision schedules.					
10. Teachers in timetabling learning sessions.					
11. Teachers in organizing academic clinics.					
12. Teachers in determining examination frequency					
13. Teachers when allocating discussion groups.					
14. Parents in discussing pupil's improvement strategies.					
15. Parents in determining examination frequency.					
16. Parents in material resource acquisition.					
17. Pupils in determining examination frequency					
18. SMC in discussing pupils academic improvement					
Strategies					
19. SMC in determining pupils' examination frequency					
20. SMC in material resource allocation.					

Appendix iii: Research Budget

Item	Quantity	Unit Cost (Kshs)	Estimated
Foolscaps	1 ream	500.00	500.00
Files	2	50.00	100.00
Pens	10	20.00	100.00
Typing questionnaires	7 pages	20.00	140.00
Printing research project	1 copy	1,500.00	1,500.00
Reproducing a second copy	1 copy	300.00	300.00
Binding	2 copies	50.00	100.00
Traveling		2,500.00	2,500.00
Printing the research report	1 copy	1,800.00	1,800.00
Reproducing other copies	2 copies	300.00	600.00
Binding of the three copies	3 copies	50.00	150.00
Contingencies			1,500.00
Total			9,290.00

Appendix iv: Time Frame

S/No	Activity	Officer Responsible	Timeline
1	Teaching of the project writing, approval of research titles.	Centre research coordinators	April 2024
2	Writing Research project and supervision	Supervisors and students	May – July 2024
3	Approval of Research Project	Centre research coordinators	August 2024
4	Data collection, analysis and research Project (first draft)	Supervisors and students	August 2024
5	Review of Research Project	Supervisors and students	August 2024