

**LEADERSHIP STYLES OF ADMNISTRATORS IN INCLUSIVE  
SCHOOLS AND ADAPTATION OF THE LEARNERS  
IN SELECTED PRIMARY SCHOOLS  
IN KENDU DIVISION,  
KENYA**

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A Thesis

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Kampala, Uganda

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In Partial Fulfillment of the Requirements for the Degree Master of  
Educational Management and Administration

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By:

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August, 2011



### DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

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Name and Signature of Candidate

06/09/2011

Date

### **DECLARATION B**

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".

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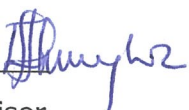
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## APPROVAL SHEET

This thesis entitled "Leadership styles of Administrators in Inclusive schools and adaptation of the learners in selected primary schools in Kendu Division, Kenya" prepared and submitted by Kenneth Kaunda Osewe in partial fulfillment of the requirements for the degree of Master of Educational Management and Administration has been examined and approved by the panel on oral examination with a grade of \_\_\_\_\_

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## **DEDICATION**

The Researcher dedicates this study to his beloved wife Julie Kaunda and children Benard, Tonny and John. Special thanks to mom and dad for their concern.

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## **ABSTRACT**

With the inception of inclusive education in Kenya, leadership and management have to be changed in inclusive schools to suit the societal interests and need of learners. With this problem in mind, it was inevitable to determine what the profile of the respondents was, leadership styles of administrators; the level of adaptation of learners: and finally if there was any significant relationship between leadership styles and level of adaptation.

Descriptive correlation survey method was adopted for efficiency, where two variables or correlations were compared from the sample size. Both quantitative and qualitative research methods were utilized to perform statistical analysis to produce results.

However, the findings of the study revealed that male head teachers out numbered their female counter parts. That majority of the respondents were between 36-50 years of age, and more had 11 years and above experience. But majority of 54.55%, were 'O' level certificate holders and specially trained. Most schools had more than one disability, and head teachers varied their leadership styles depending on the situation on the ground. Democratic leadership style scooped 45.58% Finally, level of adaptation among inclusive learners included: class room environment, curriculum for learners with the special needs ,teaching and learning approaches , environmental adaption and effort of special teachers .

In conclusion the study revealed that the research study was both global and local problem that need to be addressed as the respondents vary their administrative and leadership skills depending on the situation.

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## **ACRONYMS**

EFA	–	Education For All
IEP	-	Individualized Educational Programme
SNE	-	Special Needs Education
UNESCO	-	United Nations Educational , Scientific and Cultural Organisation
WHO	-	World Health Organisation

# **CHAPTER ONE**

## **THE PROBLEM AND ITS SCOPE**

### **Background of the Study**

There have always been exceptional children, but there have not always been special education services to answer their needs. According to (Nduromo, 1993) the World Health Organization (WHO) approximately, 8.5% of children are handicapped. This contributes to 750 million children out of 7.5 billion of the world population. WHO also reveals that 5% in an inclusive setting have special needs that require proper administration to achieve their diversity need, hence need support services. The support services, according to WHO, should enhance their learning styles adapted to the existing environment. In every 1,000 children seventy are exceptional children. Hence, Adaptation to special learners in inclusive schools has been a problem as their societal needs and demands have not been met in inclusive setting. Rate of drop outs has been in increase.

Thus globally, the world has put in place some international policies and trends on inclusive education to all countries and has accepted to support the development of Special Needs Education (SNE) and adaptation of learners in their educational support programme. The world known educational urgency, under the umbrella of United Nations Organization, is United Nations Educational, Scientific and Cultural Organization (UNESCO). It advocates for Education for All (EFA) global policy and mainstreaming, to enable such learners to adapt to educational leadership styles.

In Africa about 10% of its population is falling under exceptional children. Hence Africa had two major international conferences namely National conference, Kisumu (1992) and the Dakar Framework for Action (2000). The main purpose of the two conferences was to house world ideology towards Education For All (EFA), in an inclusive setting. (Randiki, 2002)

In East Africa the exceptional children or disable were perceived as incapable and that they were to be isolated and watched helplessly. But with a population of 150 million people about 6.5% need to be in an inclusive setting with proper educational instruction, hence relevant leadership style is required. In Kenya, the prevalence of exceptional children stands at 20% of about 40 million populations. The government of Kenya had set education commissions and legal notices from minister of education which had recommended the integration of handicapped into inclusive setting. In addition, the government of Kenya has established Kenya Institute of special Education (KISE) to train special teachers to handle exceptional children in inclusive public.

In Nyanza Provice, where Homa – Bay County falls, the existing number of the exceptional children is also on the rise. For example in Kendu Division where the study is to be carried out, out of 19,200 pupils population, about 6% of exceptional children need to be in an inclusive setting, therefore, it is about fulfilling learners' expectations on time and every time. The education officers had tried to post trained special teachers to integrated and inclusive schools.

### **Statement of the Problem**

With the introduction of inclusive education in Kenya, leadership styles of administrators in inclusive schools have to be changed to suit the interests and need of the learners. This is because the exceptional learners have been dropping out of schools, practice of truancy is becoming rampant among learners and at school there are not attended to like learners . The question is what is the effect of leadership styles of administrators in inclusive schools and adaptation of learners? Administrators with autocratic and unfamiliar leadership styles have hindered and endangered the adaptation of inclusion of learners in schools, hence culminating to performance below the average –and some evenly leave school at tender age. Inclusion and adaptation of exceptional learners in regular school setting should be handled by both special teachers and regular teachers.

Exceptional learners in inclusive schools have been found to be neglected. The needs and interests of this learners are not catered for. This is because the leadership styles which the administrators has hindered and endangered the adaption of inclusion of learners. But these learners whose educational needs are very different from those of the majority of children have deviation that required special teaching and administrative competence or unusual services.

Thus, various leadership styles, therefore, should be adopted and adapted in inclusive school to enable such exceptional children to achieve substantial adaptation. Therefore, administrators who involve in acquisition and allocation of resources for the achievement of the organizational goals is a delegated aspect of management which must meet the demands of learners.

Therefore, leadership styles of administration in inclusive schools should be cohesive and adoptive to learners and school community at large. Thus inclusion becomes a necessity within any given learning environment. Hence co-existence is a must within inclusive setting.

### **Purpose of Study**

The purpose of this study was to determine whether there is a significance difference in leadership styles of administrators in inclusive schools and adaptation of the learners in regular primary schools.

### **Research Objectives**

#### **General**

To investigate the correlation between the leadership styles of administrators in inclusive schools and adaptation of the learners in selected primary schools.

#### **Specific objectives**

1. To determine the profile of the respondents as to
  - 1.1 Age
  - 1.2 Gender
  - 1.3 length of service
  - 1.4 Academic qualification
  - 1.5 Specially training.
  - 1.6 Categories of disabilities of the learners
2. To identify the type of leadership styles of administrators in inclusive schools.

3. To determine the level of adaptation of the learners in inclusive schools.
4. To establish if there is a significant relationship between the type of leadership styles and level of adaptation.

### **Research Questions**

1. What is the profile of the respondents as to age, gender, length of service, academic qualification, special training and categories of disabilities of the learners?
2. What is the type of leadership styles of administrators in inclusive schools?
3. What is the level of adaptation of learners in inclusive setting?
4. Is there significant relationship between the type of leadership and level of adaptation?

### **Null – hypothesis**

There is no significant relationship between leadership styles and level of adaptation.

### **Scope**

The research study was carried in Kendu Division in the County of Homa – Bay, Kenya. Kendu Division is situated between Nyando District to the East, West Karachuonyo to the West and Rachuonyo South District to the South. It is bordered to the North by Lake Victoria. It covers an area of about 320Km<sup>2</sup>.

The study focused on the leadership styles of administrators' in inclusive schools and adaptation of the learners- in Kendu Division. The



study further examined the types of learners in inclusive setting, and what is expected in inclusive environment.

Finally the study looked into the leadership strategies (styles) put in place by the school administrators to overcome the challenges hindering the adaptation of inclusive setting. The study was carried out in the months of May, June, July and part of August, 2011. The major focus was on selected head teachers from 77 schools. The schools were chosen from all categories that are government and Private Primary schools with integrated kindergartens.

### **Significance of the study**

The findings of the study will be of great importance to the following disciplines:

1. The management of the schools in the country will act as a tool for measuring the rate of the parents' social responsibility and involvement in inclusive settings. This will help the school managers to discover communal and environment strengths and weaknesses in inclusive schools.
2. The research findings will help the teachers in the education system to understand students (pupils) differences in terms of strata and at the end look for ways on how to help learners in their studies.
3. The study will benefit pupils to understand the importance of parents' involvement in school's administrative assistance to enhance their (learners) academic performance.

4. The research will be helpful to the government to plan a framework by describing the role of schools administrators towards learners with special needs.
5. The study informs the actors on the challenges confronting management as regards general behavior and also provides an insight to managers and other stakeholders on how to address issues involving administering special needs learners.
6. The study also generates information to curriculum developers on how to handle administrative challenges and design intervention measures on learners with special needs.
7. The study will benefit educational agents in promoting administrative skills to head of educational institutions.
8. The curriculum developers will improve in designing syllabi to equip administrators with sufficient knowledge, skills and attitude which will help in changing of primary learners with special needs poor perception on academic performance.
9. The study will help and encourage school inspectors to ensure that the teachers are committed to their duties.
10. The research will emphasize to stakeholders to provide relevant instructional materials to both learners and teachers.
11. The ministry of education will be able to use research findings to assist the government put in place a policy that will affect the necessary adjustment in the education sector and be able to meet needs of special education learners.
12. The learners will be encouraged to develop a positive realistic view of him/her and the intellectual ability. This will enable them meet

reasonable standards of performance and behavior and helps them cope with disability whenever possible.

13. The study is to generate knowledge in the area of Special Needs Education (SNE) in regular primary schools in Kendu Division.

### **Operational Definitions of key Terms**

**Adaptations-**Is the process of changing or altering activities, materials and equipments in order to suit a particular need.

**Administrators-**are the personnel responsible for acquiring and allocating resources for the achievement of schools goals.

**Disability-** Refers to learners with the reduced function or lose of a particular body parts support service.

**Environmental adaptations-** Refers to the adaptation of social and physical barriers that may be impendent to learning.

**Environment-** Refers to as surrounding or settings where the exceptional learners survive and take their learning activity e.g. school, classrooms and other physical land marks.

**Exceptional children-**Refers to learners who deviate from the normal child in mental, sensory, physical, emotional and communicational disabilities and requires modification in school practices.

**Inclusive Education-**Refers to as educational programme offered to promote value of special learners and attending the same school along side with normal learners.

**Leadership-** Refers to as ability to influence, motivate and stimulate other people to willingly follow one's decision.

**Population-** Refers to total number of a particular or specific group of people targeted for to as research respondent.

## **CHAPTER TWO**

### **REVIEW OF RELETED LITERATURE**

#### **Concepts, Opinions, ideas from authors / Experts**

##### **Leadership styles of Administration in inclusive schools.**

Tubbs (2004:203) defines leadership as "influencing others to accomplish organizational goals." Tubbs continued "without leadership, teens can easily flounder, get off course, go too far or not go far enough, lose sight of their mission..... lose confidence and simply fall far short of their enormous potential."

In a school, for example, these must be a force to guide the activities of the members of staff and learners towards the achievement of the schools objectives. In support of the above, Obilade (1989:84) affirmed that "leadership provides that force. In primary schools head teachers provides that force." Therefore quality leadership is expected in inclusive setting to incorporate the expectation of learners and teaching staff. Relatedly, Boufall (1907:38) stated that head teachers should "be clear about students' expectations and requirements i.e. quality is about fulfilling your customers every time. "hence, the researcher views it that an effective leader is essential for optimum group performance.

Tubbs (2004:211) further stated that "three leadership styles are Autocratic, Democratic and Laisser faire" and others include super leadership. Lewis and Doorlag (1991) include other types of leadership as "Post-heroic leadership, Transactional leadership and Charismatic leadership."

### **Autocratic or Authoritarian leadership style**

Tubbs (2004:211) describes an autocratic leadership as a leader with "high need to maintain control of the group himself or herself." In this type of leadership, the leader determines a policy and assigns tasks to members without consulting them. They have to carry out his / her directives without question. The leader does not allow any group inspired decisions and deserves what shall be done and those led have no choice but to accept it.

In inclusive setting, at times an administrator should employ the style to force and re-enforce the concepts and ideas including the policies required due to the diversity of needs of the learners. Tubbs further clarified that Autocratic leader exhibits certain unusual behaviour in any meeting with staff as follows: arrive late for a meeting, will present an extended introduction; will outline precise procedures on how the discussion is to be conducted; direct specific questions; has too much verbalization; invariably maintains strict control over the order and sequences of topics; interrupts others often; at times encourage group members to discuss irrelevant matters at considerable length and intends to make statements that suit himself or herself.

Obilade (1997:86) emphasized that "the autocratic leader is reluctant to delegate authority or to permit subordinates to participate in policy matters which he feels are his concern." This is true because in most cases, communication flows from the top to down and there is very little feedback from subordinate. This is coercive leadership full of dictatorship.

In a school with an autocratic head teacher or principal, there will be little or no provision for the school committee to improve or evaluate the school. Obilade (1989) further continues "an autocratic leader will consider himself an expert in all fields of learning as well as an expert in administrative matters." In view of this the teachers and learners will have little or no say at all in anything related to their school life. Such leadership style kills initiative among teachers and learners and very often leads to schools riots and strikes. These kinds of administrators may find it difficult to have the support and cooperation of teachers in their schools. As Boufall (1997:68) put it "lead by example, show your commitment to individuals..... involve learners individually in identifying their own development needs – that is their strengths and weaknesses."

This style of leadership, therefore, according to researcher's view requires a lot of moderation to suits both teaching staff and learners in inclusive schools. Both teachers and learners should be handled with a lot professionalism which includes proper planning; organization, directing staff and controlling, hence good management to achieve organization goal. In addition, autocratic leaders in any given staff meeting tend to develop unusual or alter mood depending on audience reaction towards the subject matter in question. The alteration of mood sends a signal to be alert and positive, in supportive the leader.

Rue and Byans (2000) added some of the characteristics of autocratic leadership style as: "very conscious about his position; has little trust and faith in members of the group; believes that pay is just a reward for working and the only reward that will motivate employees; and orders

are issued to be carried out with no questions allowed and no explanation given."

According to Rue and Byans it can be concluded that no responsibility is assumed for performance with people merely doing what they are told and production is only good when the leader is present, but poor in the leader's absence. This is un-orderly way of leadership and at a work place which should be avoided at all cost in inclusive setting. The research focused on areas where an administrator may employ the leadership style.

### **Democratic leadership style**

Tubbs (2004) states that democratic leader "..... does attempt to provide direction and to perform both task and social relationship functions." And that the leader "tries to avoid dominating the group with one person's views. This type of leadership emphasized group and leader participation in formulation of the policy that serves as guidelines for the operations of the schools. Rue and Byans (2000:316) put it that "decision making is shared between the leader and the group.... And when the leader is required or forced to make a decision his reasoning is explained to the group." They further added "criticism and praise are given objectively."

In an inclusive setting this type of leadership should be adopted and adapted to enable the vision, mission, values and goals of the school to be achieved. Obilade (1989:89) emphasized that ""the leader attempts as much as he or she can to make each individual feel that he or she is an important member of the group.....and communication is multidirectional"". ""Regarding the same sentiment ,decision about school

matters should be arrived at after consultation and communication with various people including staff. It is pertinent to say that in democratic leadership style new ideas and change are welcomed. This leads to a feeling of responsibility being developed within a group. Hence quality of work can be realized and productivity is generally high as each member realizes his or her responsibility. Both teachers and learners feel part and parcel of the administration system enhancing their self-esteem. The group generally feels successful.

In inclusive setting, at times, contingency theory approach may be applicable. The theory developed by Fred Fieldler as cited in Rue and Byans (2000:314) states the theory "based on the idea that good leadership depends on a match between leadership style and situational demands." This theory is based on good management of resources to accomplished performance goals, depending on a given environment. In some inclusive setting, the leadership styled employed may not be suitable to an environment hence, goals not achieved. Therefore administrators should adopt "Utopia philosophy" to adapt suitable leadership style. Democratic leadership style therefore becomes a better alternative vehicle to be used in inclusive setting to achieve desirable goals to both teachers and learners.

In schools where head teachers and principals practice democratic leadership style teachers, learners and school heads will participate in the determination of school roles and regulations. Boufall (1997-45) urges that such leaders should "develop a culture of continuous encouragement and assistance or seeing advice from other stakeholders".... And where you could not secure improvement tell those involve positively. With this



and of leadership a higher degree of staff morale is always promoted. It also leads to greater job satisfaction.

### **Pseudo – Democratic Leadership Style**

Obilade (1989:88) describes pseudo – democratic leadership as a manipulative leader who “makes his or her desires known and then appoints a committee primarily to approve his or her proposals.” Since the decision has been reached before hand, the appointment committee automatically endorses what the leader wants to achieve. In view of this, this type of leadership may bring unnecessary problem in an inclusive setting since group members go through the process of decision-making while the decision has been reached.

Bouffall (1997:252) emphasizes that “all stages which influence quality of the service which is received by the customer, followed by continued interest in the maintenance” in other words it’s the learner who is to get service first and to be maintained through proper leadership style and teaching. However this type of leadership is successful when the leader rewards those who support him and may actually punish those who do not. Thus, subordinate usually strive to know what the view of the leader is, before making recommendations.

In determine which leadership style to use, Tannenbaum and Schmidt as cited in Obilade (1989:97) suggested that “the manager or administrator consider the forces within himself, his subordinates and the situation.”

### **Super leadership style**

Sims and Manze,(2001) as quoted by Tubbs (2004:214) have proposed a type of leadership that seems to be the ultimate extension of

democratic leadership. In this style of leadership "people involved is said to have develop super teams by uniting and bring about successful team development." According to Sims and Manz, the super team in an inclusive setting is the teaching – staff manning the diversity needs of learners. By uniting the team the administrator is likely to succeed by implementing curriculum. This will improve the ability of young learners and work independently in community. In this style of leadership teachers often base their dedication or enthusiasm for education programmes on the administrator's apparent commitment.

Loughlin et – al (1986) asserted that "students interests and attitude may be related to how well that student performs in school." This means, team work and cooperation for the implementation of curriculum should be ultimately achieved for students to perform and adapt in an inclusive school. Hence, super leadership is applicable in an inclusive setting.

Lickonal (1991:324) stated "when a principal had a vision of a school's future teachers were likely to describe the school as a good place for both students and teachers." This means that an effective administrator is typically involved in all of the activities common to values of education.

### **Laissez – Faire Leadership style**

Tubbs (2004) describes Laissez – Faire leadership style as "there is no direction, no concern for task accomplishment, no concern of control." Obilade (1986:80) further affirmed that "it is a kind of leadership where there is no rule in the organization..... and grants complete freedom to group or individual decision without the leader's participation or direction!

This means that staff members and learners are free to do what they want.

In support of this style of leadership Rue (2000:314) further emphasized that the leader "has no confidence in his leadership style ability..... and does not set goals for the group." In other words, according to Rue, decisions are made by who ever want to do it. The leader is not sure on what to do and doubts himself on his own responsibility. This means that productivity is generally slow and work is sloppy. Individuals have little interest in their work. Morale and team work generally are low.

The primary role in Laissez – Faire leadership style is merely to apply materials and remains apart from the group and participate only when asked to do. Wild (1995:346) emphasized that "the customers will have expectations... and failure to meet these expectations will cause dissatisfaction:- matching these expectations will give rise to satisfaction, and exceeding them may result in delight."

The school administrator who employs this style of leadership would provide no guidelines for such established committee or gangs committee. It is important that most leaders have characteristics of all three types. Infact, under certain conditions, each of these styles can be effective. For example, autocratic leadership may be effective in an inclusive setting when learners is about to strike to a teacher, head teacher or a principal.

Authoritarian leadership style may be the only option in a democratic society in an emergency situation such as demonstrations or strikes threatening life or properties of institutions. The most promising

leadership style for effective school administrators is the democratic style where teachers and learners expect to work in an atmosphere of democracy. It is essential to note that leadership is situational. That is the most effective style will depend on its suitability to the situation at hand. The head teacher or principal therefore must be an adaptive individual who can vary his or her style as situation demands.

### **Other types of leadership styles**

Guba et-al (1987:98) as cited in Obilade (1987:98) affirmed other leadership styles as "nomothetic, idiographic and transactional." Although others stated leadership may not commonly be used in inclusive setting, its worth noting that a given situation or environment may culminate a leader to adopt and adapt the style(s).

### **The nomothetic leadership style**

This leadership style stresses the requirement of the school and the demands of the role of teachers. "the leader emphasizes the authority vested in the status or position he or she holds and the rules and procedure" (Obilade,1987). Hence, the teacher's behavior is controlled through the applications of rules and sections. The nomothegic leader expects effectiveness from his subordinates. This means that a leader depends on teachers' efforts on learners to realize targeted goal. Hence no teacher, no service delivery, no optimum leadership delivered.

### **The idiographic leadership style**

This type of leadership emphasizes the needs of the individual. With this kind of leadership, organizational demands upon the individual are minimized. Boufall (1997:39) states that learners should be

encouraged "to ask questions, monitor processes and results; collect and evaluate information and report on agreed performance on regular basis from class teacher."

This style is ideal within classroom environment in that the diversity needs of learners are catered for. Learners are closely monitored, administered and evaluated to achieve end good of result. Obilade continued "the leader's authority is delegated and his relations to others are tailored to individual personality needs."

### **Transactional leadership style**

This leadership style is a compromise between homothetic (stressing organizational or schools demands) and the idiographic (emphasizing needs). Transactional leader recognizes the importance of institutional roles and expectations.

Obilade(1987:100) affirmed that the leader "occasionally stresses idiographic dimension of the leadership situation, and vary emphasis on each of the two styles, depending on the situation." Variation, therefore seems to be the watch word in the effectiveness of the school head as the leader. This leadership style has dynamic trend since the leader is not pegged to one particular style hence occasionally switch to the other as situation demands. It enhances cooperation among staff and learners as their needs and demands are met as required.

### **Post-heroic leadership**

Heward(1996) came up with post-heroic leadership style in an inclusive setting as "phenomenally talented, they step in difficult times to save the day."As Lewis (1986:520) suggests "great hopes for fair and

appropriate evaluation and administration rest upon the principal that more than one person, using more than one source of information, will determine a students' eligibility for special education i.e based much its thrust upon the ability of the team process to make equitable decisions for exceptional students. Patel (2001) further urged "... education administrators and principals, have to make a number of decisions at every step. Even parents are connected with the process of education."

### **Transformational leadership style**

This type of leadership style transforms vision to a reality and motivates people to transcend their personal interest for the good of the group. The vision includes so many aspects in inclusive setting for it to be realized. As Lickona (1991) put it "we somehow have to get back to a position where parents see their major priority in their children."

In other words, school's stakeholders should be given opportunity to get involved in school management and put children's interest at the centre.

### **Charismatic leadership style**

Jorgenson (1971) as cited in Lewis (1991) defines charismatic leadership as "a person who is dominant, self confident, convinces of the moral righteousness of his/her beliefs and is able to arouse a sense of excitement and adventure in followers." Salvia (1985:32 -33) Adds that he "...provides encouragement" and "...that for special learners to achieve academic excellence when administering standardized test to children, teachers must take a number of factors in consideration..." "being dominant and self – confident in his position, charismatic leadership style is a common administrative practice in inclusive schools. As Susan put it "in an

inclusive school, special education teachers do not have their own classrooms but are assigned to other roles such as team teaching in classrooms that serve both disabled students together."

Hence, a charismatic leader ever ensures that all aspects required in inclusive setting is put in the right place effectively utilized. Lickona (1991) also asserted that "when a principal had a vision of a school's future, teachers were likely to describe the school as a good place for both students and teachers." The same sentiment is also echoed by Krulik (1988:36) that "... if students are successful in the introductory problems they encounter, they will be more willing to attempt more difficult problems. Hence, teachers are encouraged to choose the problems carefully and begin with relatively simple problem so as to ensure a reasonable degree of success and to "turn on to problem solving."

Students should also realize that problems are ever with institutions. Ivancerich (1977:19) stated that "... students would readily agree that there have been problems of management since the dawn of organized life..." but if the problem may come as a result of teachers' lack of preparation heading to poor teaching and learning, Maicibi (2007:216) suggests that "the head teacher should call him and talk to it over with him, by explaining the impact of the infraction on the academic performance of the students and school." In other words the experts agreed that difficult times are ever in learning institutions and therefore its upon the leader to rest the problem to save the day.

Level of adaptation of the learners in inclusive schools .

According to Boufall (1997) adaption is defined as process of changing or altering activities and any other aspect in order to suit a particular need .

Mwara and wanyera (2002) asserts that "adaptation is a necessity to any learner will inclusive setting and administrator must take lead to ensure that appropriate leadership style is put in place to retain such learners ". This is in agreement with Levoy and Manning (1992), Rena et –al (1991:243); Ndurumu (1993:78) and Luckasson (1992).

The research therefore focused on aspects of adaptation of learners in inclusive setting such as classroom environment, what are expected from special teachers in inclusive setting, curriculum for learners with special needs, teaching and learning approaches and environmental adaptation. However, its also prudent to know more about what special education entails in inclusive setting and finally identifying categories of such learners.

Thus, William and Orlansky (1988) asserts that exceptional children in inclusive schools are those with: Mental retardation, learning disabilities, behavior disorders, communication disorders, hearing impairment, visual impairment, gifted and talented, deaf, multi – handicapped, speech impairment, autistic emotionally, disturbed learners, severe handicaps and cerebral palsy. Other authors and experts who confirms the same learners include: Ndurumo (1993); Daniel (1986); Loyd et-al (1993); and Sadkker and Sandker (1988:65)

According to the researcher's view therefore, the types of learners mentioned by various authors and experts are found in inclusive schools except, severe handicaps and cerebral palsy that are found in well





established special schools. However, other world countries practicing inclusive education include: Lesotho, Kenya and Britain, which is also confirmed by Mwaura and Wanyera (2002). Hence, a leadership style of administrator is a key aspect of attracting, retaining and maintaining such learners in an inclusive setting.

Finally, William and Orlansky (1988) defined inclusive as “a term that refers to children with physical disabilities and – or behaviour problems as well as children who are intellectually gifted.” They further asserted that such children exhibit differences from one another in terms of their physical attributes (some are shorter and others are stronger) and learning abilities – some learn quickly and generalized what they have learnt to new situations, others need repeated practice and have difficulty remembering what they have been taught. And thus, what is special about special education in inclusive setting is that “it is an out growth of the civil right movement, a demonstration of society’s changing attitudes about people with disabilities in general.” From administrative point of view special education is part of schools system operation that requires certain teacher – pupil ratio in the classroom.

Marleen and Lawrence (1995:7) asserted that what is more special about special education is that “it requires: special trained professional educators, special curriculum content, special methodology and special instructional materials such as – electric typewriters, Braille, inquiry oriented materials (for gifted and talented) and programmed materials for

the mentally challenged.” Shulz (2000:132) affirms that “public schools have become gradually more inclusive over the course of the century, and schools are currently expected to find an inclusive strategy for meeting the century needs of special students” researcher’s view therefore was that leadership styles of administration in inclusive settings be tolerance embraced with total humor, humility and humanity which entangles interests and need of all learners irrespective of age, sex, religion and cultural background. The administrators should net – work with other professionals to achieve what is required of learners.

### **Inclusive classroom**

This is an environment that includes the aspect of teaching and learning which is expected to be least restrictive. Classroom environment should enhance mobility of exceptional children as normal as possible. Margret et-al (2008:109) asserted that “inclusive classroom students with disabilities receive their education programme side by side with non-disable peers in regular schools from pre-to-primary schools.” Heward and Orlansky (1988) also confirmed the idea and added “there will be increased understanding and acceptance of differences by non-handicapped persons....” They stated that both special and regular teachers must develop strategies for working together and sharing their skills and resources in order to prevent these millions of at – risk student from becoming failure of our educational system.

Kirk and Lord (1990:401) support the same that “once the teacher has determined what the child is to be taught, the behavior modification techniques can be employed to achieve the end.” Hardman et – al (2002) further asserted that “inclusive setting promotes the value of children with

disabilities attending the same school they would attend when they not disable.” And this value promotes acceptance and belonging focusing on services and supports.

Kithure (2002:62) affirms that “All children have a right to education regardless of their abilities and disabilities.” Researcher, nevertheless, registers and concurs with mention experts concepts, opinions and ideas of putting all learners in inclusive classroom. However, non – disabled should be “bullying” free to their counter parts.

### **What special teachers are expected to do in inclusive settings?**

Hallahan and Kauffman (1980) asserted that “teachers may feel very uneasy because it is not clear whose job it is to make special adaptations for a child...” They continued asserting that whether specially trained in special education (SE) or not, a teacher may be expected to participate in educating handicapped students along side non – disabled. Some of the ways to be used by teachers include:- use of Individualized Educational Programme (IEP), to cater for diversity. Hardman et – al (2002: 27) defines IEP as “the vehicle for delivering a free and appropriate public education on every eligible student with disability.”

Hence, the researcher views it that catering for learners’ diversity is paramount. IEP should be used to help professionals, instructional and administrative personnel focus their teaching and resources on children specific needs. IEP will also encourage professionals and administrators to consider how and what children have learned to determine whether what is prescribed is effective or not.

### **Curriculum for learners with Special Needs – In Inclusive setting**

Kilei (2003:57) affirms that "In inclusive setting, categories of learners with special needs may require a slightly different curriculum dispensable." He further asserts that in order to cater for learners in an inclusive setting the following types of curricula to be used: adopted curriculum, adapted curriculum, specialized curriculum and specialist curriculum. Heward and Orlansky (1984: 93) emphasized that "handicapped children are to be educated with their non – handicapped peers to the greatest extent possible."

This implies that curriculum has to be focused on a child and not a group of children. Inclusive education philosophy demands that all children to learn in the same environment and at the same time taking care of individual needs. Hence, the administrators should adopt and adapt appropriate leadership styles to cater for individual diversities in implementing curriculum.

### **Teaching and learning Approaches in inclusive setting**

Otiato (2002:78) stated some of the teaching approaches that have been found effective in an inclusive classroom as "Holistic, thematic, diagnostic prescriptive, individualized education programme, direct instruction, task analysis, mediated learning experiences and team teaching." Learning approaches on the other hand is where learners are encouraged to be responsible for their own learning. "Such learning approaches include: cooperative, peer tutoring, group learning, project, field trip, self – directed, exploratory, assignment and journaling." (Otiato, 2002).

Kithure (2002:30) affirmed various activities in teaching and learning in an inclusive setting that may be meaningful. "Such activities include: drawing, discussion, asking and answering questions, problem solving, note taking, translation, communication, listening practice, demonstration and observation." In view of these approaches, the researcher affirms that they are child – centered and the teacher acts as a facilitator of the teaching and learning processes.

Besides teaching and learning activities, creative arts should also be adapted in an inclusive setting. Kithure (2002:170) state such activities as "music, role play, miming, imitation, modeling, story telling and drama."

### **Environmental Adaptations**

Hiuhu (2006:16) defines environmental adaptations as "adaptation of social and physical barriers that may impudent learning." This implies that an inclusive setting, the learners should adapt an environment which is both socially and physically free.

Social barriers that should be minimized in an inclusive setting include: Negative attitude of the community towards persons with special needs; communication problems and opportunities in education. On the other hand the following physical barriers are to be modified: narrow doors for wheel chairs, narrow toilets, playing fields, height of goals to be reduced and many others.

### **Theoretical perspectives**

In respect to this research topic, several contrasting theories have been put in place and their literature context reviewed.

The most common ones (theories) are: Trait theory, Orlansky theory, Kirk theory, Loughlim theory, Kithure theory and Kochhar theory.

Despite the existence of a number of theoretical explanations in inclusive schools, there seems to be no consensus on what the basis of a 'perfect' theory should be. However, the study will employ the Trait theory, Circumstances theory and Kochhar theory approaches.

### **Circumstances theory**

Tubbs (2004:208) states that according to circumstance theory "a person being at the right place at the wrong time. Another facet of this theory is that a person may be an effective leader in one circumstance." In view to this theory, the researcher will have to find out what circumstances can make an administrator to be effective at one environment and poorly performed in a different environment.

### **Kochhar theory**

Kochhar (2002) theory came up with the definition of educational administration as "a comprehensive effort intended to achieve some specific educational objectives and practices." He further asserted that the purpose of educational administration "is to enable the right pupil to receive the right education from the right teachers as a cost within the means of the state, which will enable pupil to profit by their learning."

According to this theory, everything in the school, the staff, the curriculum, methods and techniques of teaching, co-curriculum activities and human relationships bear the impress of the personality, ability and skill of the administrator of the institution. As Kochhar (2002:125) put it "the school is as great as the principal. As is the principal so is the school."

## **Related studies**

Kamau (2006) pursuing masters degree in educational management and administration at Egerton University, Kenya also researched on a related present study. His topic "the challenges confronting leadership and management on pupils' academic performance in inclusive setting." Using both qualitative research approaches based on probability sampling, Kamau on his studies informed the actors on the challenges confronting leadership and management as regards performance and also provided an insight to managers and other stake holders on how to build and maintain effective leadership style geared towards the improvement of learners' performance.

In his studies he found out that some administrators do not give teachers a chance to contribute towards better management of pupils in mainstreaming. Other findings included lack of insight (seminars) to parents, teachers and other stake holders involved in administering special needs. He also found out lack of relevant instructional materials put in place in inclusive classes and most head teachers were not specially trained among other findings.

Kamau suggested that teachers in inclusive schools should be fully in cooperated in management to enhance academic performance. Other suggestions included: involvement of all stakeholders to promote administrative challenges and design intervention measures on learners with special needs.

But Lickona (1991:326-7), on leadership styles of administrators in public institutions stated "an effective principal administrator is typically involved in all of the activities common to value education success stories." Lickona further suggested that an effective administrator should

adopt all round leadership styles ranging from democratic to autocratic depending with existing situation on the ground. He asserted that institutions with inclusive setting should have steering committee that identifies the school's target values and provides on going leadership for implementing the program, setting up workshops and curriculum development. And that "modeling the school espoused values through the principals interactions with staff, students and parents."

In his recommendation, Lickona suggested that "it is very unusual in any advanced society to have large number of children born for which the father asserts no ownership at all." He further asserted "a dissoning sense of responsibility on the part of parents to children and the utmost total absence of a sense of responsibility to the large community. "we somehow have to get back to a position where parents see their major priority in their children."

Lickona, finally recommended on team teaching, where all members show responsibility for all students. That special pupils should be mainstreamed to achieve academic excellence. And that school management should be on the lead and work in collaboration with education. Personnel to achieve inclusive setting goals and objectives which include friendship formation and social competence among learners.



## CHAPTER THREE

### METHODOLOGY

#### Research Design

This research was based on descriptive correlation survey. The method was used to establish degree of relationship, magnitude and direction between the variables.

#### Research Population

The research respondents of the study consisted of head teachers of primary schools. The head teachers were targeted because they had relevant information needed for the study.

#### Sample Size

The sample size of the study had seventy seven head teachers out of ninety six. The sample size was derived by using standardized formula and tables.

(a). Slovins formula

$$S = \frac{P}{1 + P (0.05)^2}, \text{ where}$$

P = Study Population

S= sample size

0.05 = allowable margin error

Sample size procedure (slovens formular)

I.study population = 96 respondents

$$s = \frac{P}{1 + p (0.05)^2}$$

$$\begin{aligned}
&= \frac{96}{1+96 (0.05 \times 0.05)} \\
&= \frac{96}{1+96 \times 0.0025} \\
&= \frac{96}{1+0.24} \\
&= \frac{96}{1.24} \\
&= 77.419 \\
&= 77 \text{ respondents}
\end{aligned}$$

### **Sampling procedure**

The researcher employed simple random sampling which provide equal chance to every member in the population to be included in the study (Randomization). The lottery system was used where names of schools (subjects) were written on pieces of papers and in a container, then lottery was drawn to determine names of the selected seventy seven schools

### **Research Instruments**

This study used researcher structured devised questionnaire which consisted of questions and statements. Close ended questions were structured to the respondents with a list of responses from which to select or tick an appropriate answer based on researcher's specified objectives.

### **Validity and reliability of the instruments**

The use of questionnaire as an instrument was adopted because every information was collected and obtained from schools administrators. Thus the data given was accurate correct, true, meaningful and appropriate as the administrators have first hand information of the study. Secondly since instrument was well planned and focused, it becomes easy to interpret, and analyse using both qualitative and quantitative methods. Third, the data collected remained and can be used in for future reference in comparison or otherwise.

Thus, the instrument appropriateness and consistency was no doubt to measure the study in question.

Other included in the instrument included adequate of items, in the tool, being heterogeneous in nature, variables were measurable using the tool and finally clarity of instruction.

### **Data Gathering Procedures**

After obtaining research guidelines and format from the School of Post Graduate Studies and Research (SPGSR), the researcher visited the selected schools to seek permission and inform the respondents about the

coming study and presented a letter of introduction from Kampala International University.

The researcher then designed a questionnaire which was made simple, clear and concise in order to obtain accurate information. The research instrument was designed to capture both qualitative and quantitative data and administered to seventy seven respondents. After one week, the researcher collected the completed questionnaire for verification and analysis.

### **Data analysis**

Both quantitative and qualitative data analysis techniques were embraced. The descriptive statistics were used to summarize quantitative data. Researcher then used percentage tables and frequency distribution, graphs were coding was done to group of the same theme, together. The filled questionnaires were used to compile the raw data and convert the quantitative data into numerical (coding).

### **Ethical Considerations**

The topic of the study did not necessarily require getting clearance from the ethical body. The researcher study, therefore, primarily engaged respondents from select primary school head teachers from Kendu Division, viewed necessary for data collection.

Accordingly, extreme confidentiality, safety, social and psychological well being of the respondents involved in the study was promised. The information remained within the custody of the researcher. No leakage of the same was conveyed to the third party from the university supervisor and panelists of the thesis. Hence, the study was "Ethical free"

### **Limitations of the study**

There were certain aspects which researcher considered as potential sources of bias or threats to the validity of the findings in the proposed study. These aspects included:

### **History**

The researcher experience events that in one way or the other, affected the data obtained from respondents. Some of these events included frequent meetings by the head teachers, held internally and externally. Secondly, sporting activities during the months of May to July, 2011.

The education officers should minimize heads meeting to enable the head teachers concentrate and work at school. School Management Committee (SMC) or Board of Governors (BOG) should attend some of the meetings summoned by the education officers.

### **Instrumentation**

Since the questionnaire was structurally devised, there were some terminologies which the respondents were not familiar with. This culminated to guess work, hence giving room to obtain inaccurate information and systematic error causing invalid results. Secondly, some respondents misplaced instrument and some walked away with it during the time of collection. Some respondents ignored rubber stamping with assumption that the tool bears University name. However respondents should be kept informed to leave behind the tool incase they have other assignments else where.

**Selection**

The selected schools within the study area were randomly chosen. Some schools had fewer learners in inclusive environment. Some respondents had deliberately decided to send such learners to neighbouring schools which had enough special teachers. Such attitudes towards such learners resulted to drop out or some joining neighbouring schools. Secondly, since research respondents did not represent the entire population of 96 respondents and were randomly chosen, this obviously gave a threat to research study as some respondents had fewer learners to administer leaving the unselected schools with more learners.

The Ministry of Education should organize for seminars and workshops for head teachers to sensitize them on Special Needs Education (SNE) programme. Second, research respondents should absorb all learners in learning environment regardless of their ability status.

**Mortality**

Researcher found that some head teachers were attending meetings and seminars during the months of research study. Seminars like head teachers management on finances and administration were conducted in months of May – July period. (Hence loss of the number of respondents intended for the study). Some also fell sick, hence getting the questionnaire was not easily attained. The Ministry of Education should organize for the seminars and workshops towards the end of the year and release ailing head teachers.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### Profile of the Respondents

Respondents profile that were taken into account included: age, gender, length of service, academic qualification, special training and categories of disabilities. The purpose of the profile was to determine demographic level of the respondents

**Table 1:**  
**Profile of respondents**

Category	Frequency	Percentage (%)
<b>Age</b>		
20-30	2	2.60
31-40	20	25.97
41-50	33	42.85
51- above (60)	22	28.57
Total	77	100.00
<b>Gender</b>		
Male	64	83.12
Female	13	16.88
Total	77	100.00
<b>Length of service</b>		
3-6	24	31.17
7-10	19	24.68
11-above	34	44.16
Total	77	100.00
<b>Academic qualification</b>		
Bachelor	7	9.1
Diploma	14	18.18
A- level education	12	15.58
O – Level education	42	54.55
KCPE	2	2.6
Others	0	0.00
Total	77	100.00
<b>Special training</b>		

Trained	41	51.95
Not trained	36	48.05
Total	77	100.00
Categories of disabilities	293	1.53
Total	293	100.00

The findings revealed that majority of the respondents in terms of age fall in category 41-50 representing 42.85% while in terms of gender, male sex scooped 83.12% against female counter part. Those with higher level of services as head teacher scored 44.16%, that is 11 years and above. The findings also revealed that the highest academic level qualification is bachelor. And that majority had O level education representing 54.55%. However, out of 77 respondents only 41 had special training.



## Leadership Styles

Perfection of any administration depends on leadership style(s). The question was brought to determine leadership styles of administrators in inclusive schools, hence leading to adaptation of learners.

The table below revealed leadership styles adopted by the respondents

**Table 2:**  
**Leadership Styles of Head teachers**

Leadership styles	Frequency	Percentage (%)
Autocratic	4	5.44
Democratic	53	45.58
Pseudo democratic	3	3.40
Super Leadership	3	2.40
Nomothetic	2	1.36
Idographic	6	4.08
Transactional	7	4.76
Transformational	9	12.61
Charismatic	17	19.73
Total	101	100.00

Table 2 illustrates that 45.58% of the respondents, which is the majority (mean of 0.14,) practice democratic style of leadership. Nomothetic leadership trails with only 1.36%, which is a clear indication that head teachers do not take visionary options to reality. However, 19.73% of respondents are perceived to be charismatic in nature and

entrusted with leadership in their respective institutions. Generally respondents vary their leadership styles depending on the situation on the ground

### **Level of adaptation**

The study tried to determine level of adaptation in inclusive setting by looking at various aspects of adaptation to learners. The aspects (taken into consideration) included: classroom environment, effort of special teachers, curriculum for special learners, teaching and learning approaches, and environmental adoption. The marking scale was provided for the options.

Table 3.  
Level of adaptation of the learners.

Indication	Mean	Interpretation	Rank
1. Do you agree that classroom environment as to ventilation, classroom size, peers interaction and teaching learning aids should be adapted to suit learners in inclusive setting?	0.694	Fair	4
2. Do you agree that curriculum for learners i.e. curriculum, class activity, examination in inclusive setting should remain as designed normally?	0.666	Fair	2
3. Do you agree that teaching and learning approaches such as learning / teaching activities in inclusive setting should modified to suit special learners?	0.666	Fair	2

4. Do you agree that environmental adaptation like physical and social aspects should be minimized to suit learning in inclusive setting?	0.377	Weak	5
5. Do you agree that special teachers effort as in providing remedial work, teaching, material provision and safety play a vital role in inclusive setting?	0.739	Good	1
Total	0.628	Fair	

Table 3 indicates that the majority of the respondents agreed that effort of special teachers is a major requirement in inclusive setting (mean = 0.739) while adaptation for curriculum for the learners and teaching and learning approaches (mean = 0.666) should be design and implemented according. This is in agreement with Lickona (1991) who asserts that adaptation for special learners should take different aspects to suit their learning environment.

#### **Relationship between leadership styles of administrators and adaptation of the learners.**

The last objectives of this study were to establish if there is a significant relationship between leadership styles and level of adaptation. The person's linear correlation coefficient was used to test the null hypothesis that the two variables are not significantly correlated. Table 10 below shows the analysis of the findings.

**Table 4:**  
**Leadership styles and adaptation of the learners**

Variables correlated	Mean/SD	r-value	Sig.	Interpretation	Decision on Ho
Leadership styles Vs Adaptation of learners	1.005 0.628	0.631	0.000	Positive significant correlation	Rejected

Table 4 indicates that there exist a positive significant correlation between leadership styles and adaptation of the learners. This is indicated by a positive pearsons correlation coefficient (r) value of 0.631 and a very small significant value of 0.000. This implies that appropriate leadership styles adopted by schools administrators increases chances of retaining special learners in inclusive settings, hence adapt inclusive environment. This implies that adaptation aspects depends on leadership styles and vice versa. Thus the null-hypothesis stated earlier is rejected since the adaptation of learners is significantly correlated with leadership styles. In conclusion, as administrators improve leadership styles there is a likelihood of special learners adapting in inclusive environment.

**Table 5**  
**Regression Analysis Table**

Regression method, in correlation coefficient, describes how one variable depends on another. As x and y values pairs, the statistical relationship between x and y (leadership styles and adaptation of learners) can be predicted very accurately in terms of anther variables.

Regression Table

X (leadership styles)	4	53	3	3	2	6	7	9	17
Y (Adaptation)	2	3	3	2	2	-	-	-	-

From table 5, the value of dependent variable (y) can be predicted for any value of x (independent variable). Hence, the regression for x and y estimates the overage value for y corresponding to each value of x (where  $r = \sqrt{1 - r^2} = \sqrt{1 - 1} = 0$ , and r says how the average value of y depends on x or  $a + bx$ . In other words if  $r = 0.631$  from table 4) then there is likelihood that the regression line is from coefficient point of view is alternative hypothesis, were there is a significant relationship between leadership styles and adaptation of learners.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION, RECOMMENDATIONS**

This chapter reviewed research study in question, leadership styles of administrators in inclusive schools and adaptation of the learners. This was done under specific headings: findings of the study, Conclusion and Recommendations.

#### **FINDINGS**

From the analysis of the data regarding research topic of the study. The following were the over all results of the findings.

The profile of the respondents as to age, gender, length in service, academic qualifications and special training was determined.

The findings revealed that male headteachers were the majority representing 83.12%. The study also revealed that ages of the majority of the respondents ranges between 41-50(42.85%). As per the length of service of the respondents, the study revealed that 44.16% have 11 years and above as administrators, while most of the respondents had O level education qualification (55.58%).

Finally, specially trained headteachers take the toll at 48.05% while categories of learners stands at 1.53% out 19,200 pupils in total.

However, the leadership styles of administrators in inclusive schools; the findings revealed, ranges from autocratic to charismatic. 45.58% of the respondent's practices democratic styles of leadership. However, the respondents cut-across practices of all leadership styles depending on the situation on the ground, and almost all schools have different categories of disabilities.

There were different aspects considered for the adaption of learners in inclusive settings. For example, the respondents strongly agreed that classroom environment is a necessity (mean = 2.66) while majority of the respondents strongly agreed on curriculum adaptation (mean = 3.32) the as teaching and learning approaches.

Finally the study, according to evidence and analysis of the data revealed that there is significant relationship between leadership styles and levels of adaptation. This is because learners adaptation in inclusive setting depends on the leadership style offered by administrators. This implies that appropriate leadership style should adapted to increase chances of retaining special learners in inclusive setting.

### **CONCLUSION**

In conclusion therefore research effort revealed that gender balance should be taken into consideration to avoid male dominance in administration. Age should not be a major factor in leadership but quality. Experience accounts a lot in terms of administration. However, academic qualification of all administrators should be diploma and above to enhance management of resources available in inclusive setting. Special training should be a must to enable quality leadership of all categories of disability in mainstreaming. Leadership styles should be varied depending on the situation on the ground. This an agreement with Kochhar theory which emphasised that the purpose of education and administration is to enable the right pupil to receive the right education from the right teachers. The decision of the hypothesis was early stated as null - hypothesis. The

finding rejected the hypothesis came out with alternative hypothesis (positive) as there was a significant relation between the variables.

Finally, learners in inclusive setting should be friendly, curriculum modified, be handled by special teachers and free from any environmental barriers hence, the aspects ensure proper adaptation to learners.

### **RECOMMENDATIONS**

From the findings of the study, the researcher draws the following recommendations:

1. The ministry of education should not consider age for the appointment of headship but look for quality of leadership.
2. Female teachers should given more choices in administration.
3. As a matter of policy the ministry of education should restrict the academic qualification for position of the headteachers to start from Diploma and above.
4. All headteachers in inclusive setting should be specially trained.
5. All headteachers should admit all categories of learner in school, regardless of their physiological and condition status.
6. Leadership style of administrators should cut a cross for the benefit of all learners.
7. Learners should be in aserene learning environment to adapt what is required in inclusive setting.
8. In future the research instrument ought to have covered both head teachers and assistant teachers. This was because some head teachers positively credited themselves on leadership styles covering their administrative loop-holes.



9. Duration for the research findings was limited, because school schedules were to be followed as well. In future full study leave for one year should be granted.
10. Due to shortcomings of the study and other implications, the following titles are suggested for the future researchers:
- (i) Administrative challenges and parents involvement in inclusive schools.
  - (ii) Management and leadership skills of administrators and academic performance of learners in regular primary schools.
  - (iii) Leadership styles of administrators and academic performance of the gifted and talented learners in regular primary schools.

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## **APPENDICES**

### **APPENDIX 1: Transmittal Letter**



**KAMPALA  
INTERNATIONAL  
UNIVERSITY**

Ggaba Road - Kansanga  
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**OFFICE OF THE CORDINATOR OF EDUCATION  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

April 27, 2011

Dear Sir/Madam,

**RE: REQUEST FOR KENNETH KAUNDA OSEWE MED /42519/92/DF  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Educational Management and Administration. He is currently conducting a field research of which the title is **"Leadership Styles of Administrators in Inclusive Schools and Adaptation of Learners in Selected Primary Schools in Kendu Division, Kenya."** As part of his research work, he has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

  
**Ms. Kyolaba Sarah**  
Coordinator Education, (SPGSR)

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## **APPENDIX II**

### **CLEARANCE FROM ETHICS COMMITTEE**

(The topic of the study did not necessarily require getting clearance from the ethical body)



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### **APPENDIX III**

#### **INFORMED CONSENT**

(The study did not require the same).

**APPENDIX IV A**  
**QUESTIONNAIRE FOR HEAD TEACHER**

**INTRODUCTION:**

I, Kenneth Kaunda Osewe, Reg. No. MED/ 42519/ 92/ DF is conducting a research on leadership styles of administrators in inclusive school and adaptation of the learners in Kendu Division. The above mentioned research is aimed at the award of Masters of Education in Educational Management and Administration & Kampala International University.

The views and opinion & the respondents will be handled with utmost I hope the information given will be of great importance to this study.

**QUESTIONNAIRE TO DETERMINE PROFILE OF RESPONDENT**

Tick and give comment where applicable,

1. Gender: Male { } Female { }
2. Age: 20—25 { } 26—30 { } 31—35 { } 36—40 { }  
41-45 { } 46—50 { } 51—55 { } above 55 { }
3. Experience as a head Teacher. (Length of service)  
3-6 years { } 7—10 years { } 11 years and above { }
4. Academic qualification  
Bachelor { }  
Diploma { }  
A level education { }  
O' level education { }  
KCPE level education { }

Others (Specify) { }

5. Specially trained teacher

Trained { }

Not trained { }

## **APPENDIX VI B**

### **QUESTIONNAIRE TO DETERMINE LEADERSHIP STYLE**

1. Tick leadership style (s) you may adopt in administering learners with special needs in inclusive schools.

No .	Leadership styles	Tick {}
1	Autocratic Leadership	
2	Democratic Leadership	
3	Pseudo — Democratic Leadership	
4	Super Leadership	
5	Nomothetic Leadership	
6	Idiographic leadership	
7	Transactional leadership	
8	Transformational Leadership	
9	Charismatic Leadership	

### **Leadership Description**

1. Autocratic Leadership – Maintain control of the group. Determine a policy and assigns task to members with out consulting them. Subordinates carry out directive without question. Those led must accept decision.
2. Democratic leadership – provide direction and avoid dominating group decision. The leader allows group participation in formulation of the policy. Criticism and praise are given objectively.

3. Pseudo – Democratic leadership – This is a false democracy. A leader makes decision before hand and appoints committee as formality to endorse what he wants to achieve.
4. Supper leadership – The administrator unit and bring about successful team development. Teachers often base their dedication for education programmes on the administrators apparent commitment.
5. Nomothetic Leadership – A leader stresses the requirement of the school and the demands of the role of the teachers. Teachers behavior is controlled through the application of roles and sanctions. A leader depends on teachers effort on learners to realize targeted goals.
6. Idiographic leadership – A leader emphasizes the need of the individual. It encourages learners to ask questions, monitor process, collect, evaluate, and report on agreed performances on regular basis from the teacher.
7. Transactional leadership – A leader compromise between nomothetic and idiographic. A leader recognizes the importance of institutional roles and expectations.
8. Transformational Leadership – A leader transforms vision to a reality and motivates people to transcend their personal interests for the good of the group.
9. Charismatic leadership – A leader who is dominant, self confident, convinces of the moral righteousness of his / her believes and is able to arouse a sense of excitement and adventure of followers.

**APPENDIX IV C**  
**QUESTIONNAIRE TO DETERMINE CATEGORIES OF**  
**DISABILITIES**

1. Tick the categories of disability you have in your inclusive school,

No	Category	Tick { }
1	Mental Retardation	
2	Learning Disabilities.	
3	Communication Disorder	
4	Behavioral and Emotion Disorder	
5	Hearing Impairment	
6	Visual Impairment	
7	Physical Impairment	
8	Gifted and Talented learners	
9	Multiple Handicapped	
10	Speech Impairment	
11	Cerebral palsy	
12	Autistic learners	
13	Others (specify	

Description of the categories of disabilities.

1. Mental Retardation – Those are significantly sub – average general intellectual functioning, deficits in adaptive behavior and delay in the developmental period.

2. Learning Disabilities – They exhibit a disorder in one or more of the basic psychological processes. Specific areas of the disability may be in reading, writing, arithmetic etc.
3. Communication Disorder – They have problems in speaking, understanding themselves, and speech is unintelligible.
4. Behavioral and Emotional Disorder – Are those children with learning problems, and exhibit inappropriate feelings even when the prevailing climate is normal.
5. Hearing impaired – Are persons who are deaf and hard of hearing.
6. Visual impaired – Are those children who experience problems in learning concepts, especially those related to objects that cannot be felt. The lack of vision is crucial.
7. Physical Impaired – Are those with physical, neurological and chronic health impairment.
8. Gifted and talented learners – Are those who have outstanding abilities and are capable of high performance.
9. Multiple handicapped – Are those with a combination of impairment such as orthopaedic, neurological and health.
10. Speech impairment – Are those who experience problems in communication e.g. Stammering and Stuttering.
11. Cerebral palsy – Are those who experience neurological conditions, and always rest at back while learning.
12. Autistic learners – Are those who are hyperactive and always on the go. They are disruptive when left with others or alone.

## APPENDIX IV D

### QUESTIONNAIRE TO DETERMINE LEVEL OF ADAPTATION

1. Use the following marking scale

Rating	Response made	Description
4	Strongly agree	You agree with no doubt at all
3	Agree	You agree with more doubt
2	Disagree	You disagree with more doubt
1	Strongly disagree	You disagree with no doubt all

Questions	4	3	2	1
1. Do you agree that classroom environment as to ventilation, classroom size; peers interaction and teaching learning aids should be adapted to suit learners in inclusive setting?				
2. Do you agree that curriculum for learners i.e. curriculum, class activity examination in inclusive setting should remain as designed normally?				
3. Do you agree that teaching and learning approaches such as learning / teaching activities in inclusive setting should modified to suit special learners?				
4. Do you agree that environmental adaptation like physical and social aspects should be				



minimized to suit learning in inclusive setting?				
5. Do you agree that special teacher's effort as in providing remedial work, teaching, material provision and safety play a vital role in inclusive setting?				

## **RESEARCHER'S CURRICULUM VITAE**

### **Personal Profile**

Name: Kenneth Kaunda Osewe  
Height: 5'8"  
Weight: 65Kg  
Nationality: Kenyan  
Marital Status: Married with three children  
Tribe: Luo from Nyanza Province, Homa-Bay County  
Hobbies: Music, reading story books, watching movies, football  
Religion: Christian (Seventh Day Adventist)  
Profession: Teacher  
Race: Black (African Origin).  
ID No.: 8223535  
Mobile No.: 0725589785

### **Educational Background**

2009 – 2011: Kampala International University – Master of education  
2007 – 2009: Kampala International University – Bachelor of Education  
2003 – 2006: Kenya Institute of Special Education – Diploma – SNE  
2002: Kenya Institute of Special Education – Certificate – SNE  
1992 – 1994: Migori Teachers Training College – Primary Certificate P1  
1980 – 1983: Muslim Secondary School Kisumu-KCE Certificate Form 4  
1981: Muslim Secondary School Kisumu KJSE Certificate form 2  
1979: Muslim Primary School Kendu – Bay – CPE Certificate STD 7

**Work experience**

As Untrained Teacher	-	1985 - 1992
As Trained Primary Teacher	-	1995 - 2006
As a Diploma Teacher	-	2006 - 2009
As a Graduate Teacher	-	2009 to date

**Other Relevant Data**

The researcher has attended numerous professional and NGO's workshops, seminars such as: Headteachers' Financial Management, Music seminars, Kenya National Union of Teachers (KNUT), Sports Certificate, Kenya Literature Bureau Workshop, Professional Certificates of merit, Behavior and Social Change communication Training on HIV and AIDS among others. The researcher, as well, has been in school administration as a Deputy Headteacher and as a Headteacher.

