Effectiveness of managerial practices in enhancing inclusion of students with special needs in regular secondary schools in Kahuro District, Murang'a County, Kenya.

Wachira, Mwangi Moses
Mount Kenya University

http://erepository.mku.ac.ke/handle/123456789/1631
Downloaded from Mount Kenya University, Institutional repository
EFFECTIVENESS OF MANAGERIAL PRACTICES IN ENHANCING INCLUSION OF STUDENTS WITH SPECIAL NEEDS IN REGULAR SECONDARY SCHOOLS IN KAHURO DISTRICT, MURANG'A COUNTY, KENYA

MWANGI MOSES WACHIRA

A PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER OF EDUCATION DEGREE IN LEADERSHIP AND MANAGEMENT OF MOUNT KENYA UNIVERSITY

SEPTEMBER, 2014
Abstract

Education is a human right and hence should be provided to everybody. The response
to this has been provided by policies such as: Education for All (EFA), Free Primary
Education (FPE) and Free Day Secondary Education (FDSE). The 1994 UNESCO
Salamanca World Statement called on National governments to adapt the principle of
inclusive education for all pupils. The purpose of this study was to investigate what is
being done in the secondary schools to provide inclusive education and hence prevent
value reduction of performance from primary to secondary schools. This study was
based on Bandura’s Social Learning theory. The study employed descriptive survey
design. The target population comprised of principals from thirty eight regular
secondary schools in Kahuro District. The study sample was 8 principals, 40 teachers
and 320 students. Data collection was done using questionnaires and interview guide.
The quantitative data was analyzed using descriptive statistics with the help of SPSS
while qualitative data was analysed through themes. From the findings, the study
concluded that principals played a major role in the implementation of the inclusive
education policy. The practices they carried out included advocacy, awareness
creation, supervision, utilization of government grants, facilitating staff development
and proper utilization of resources. The teachers assisted the principals in the
implementation of inclusive education. The principals involved the stakeholders in the
implementation of inclusive education through community mobilization and
awareness creation. The success of inclusive education was dependent on how the
principals supervised the teachers in executing their mandate towards inclusive
education. The transition and completion rates for students’ with special needs were
poor. There was gender disparity in the enrolment and completion rates. The
principals had made a significant impact towards enhancing the success of inclusive
education. Through their administrative role, the principals had provided equal
opportunities for inclusive education for both genders. The government grants were
critical in the implementation of inclusive education. The majority of the principals
were not well trained in implementing inclusive education. The study recommends
that the government should conduct regular in-service training on IE for the principals.
The government should initiate a special kitty to finance the implementation of
inclusive education. The government should ensure gender parity in the enrolment of
students’ with special needs. The government should ensure that principals are
inducted in inclusive education. The government with other stakeholders should
provide the necessary infrastructure in all the schools to promote the implementation
of inclusive education.