

**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.