

**HEAD TEACHERS' MANAGEMENT PRACTICES AND THEIR
INFLUENCE ON PARTICIPATION OF FEMALE PUPILS WITH SPECIAL
NEEDS IN PRIMARY SCHOOLS, MANDERA COUNTY, KENYA**

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LIST OF ABBREVIATIONS AND ACRONYMS

- EFA:** Education for All
- UNESCO:** United Nations Educational, Scientific and Cultural Organization
- UNICEF:** United Nations Children Fund
- USA:** United States of America

ABSTRACT

Although the Kenyan government is dedicated to providing education to all school-aged children, education has received minimal attention in terms of enrolment and retention of pupils with special needs, resulting in poor participation. As a result, it is critical for school leaders to develop tools, techniques and management practices that will help all teachers and pupils succeed. Little information exists on the influence of management practices on participation of the female pupils with special needs in primary school education. This knowledge/information gap has necessitated the carrying out of this study. The study objectives include: to determine the influence of head teachers' monitoring of performance on participation of female pupils with special needs in primary school in Mandera County; to find out the influence of head teachers' instructional supervision practices on participation of female pupils with special needs in primary school in Mandera County; to establish the influence of the head teachers' leadership practices on the participation of female pupils with special needs in primary schools in Mandera County and to establish whether head teachers' communication practice influence participation of female pupils with special needs in primary schools in Mandera County. The study used convergent parallel mixed research approach, with a total population of 2025 respondents, comprising 68 head teachers and 990 pupils with special needs, 423 parents and 544 teachers from primary schools in Mandera County. The sample size for the study comprised 334 respondents including 11 head teachers, 90 class teachers; 70 female pupils with special needs, 93 boys and 70 parents. Questionnaires and Focused Group Discussions were used to collect quantitative and qualitative data which were subsequently analyzed using descriptive statistics and thematic analysis. Multiple regression analysis was used to test the hypotheses. Data was presented in tables, frequencies, mean and standard deviation. The study established that head teachers monitoring performance activities including teachers' involvement, pupils' involvement, and parents' involvement significantly influence participation of female pupils with special needs in public primary schools in Mandera County. The study also found that head teachers' instructional supervision practices, namely; monitoring pupils' progress and supervision of pupils significantly influence the participation of female pupils with special needs in public primary schools in Mandera County. Further, the study established that democratic leadership style had a statistically significant influence on participation of female pupils with special needs in public primary schools in Mandera County, Kenya. Similarly, the study revealed that all the head teachers' communication practices, namely; oral presentation, listening, written communication and digital information skills made statistically significant influence on participation of female pupils with special needs in public primary schools in Mandera County. The study concluded that head teachers' management practices significantly influence participation of female pupils with special needs in public primary schools. The study recommended that head teachers should embrace the inclusion of all stakeholders including parents, class teachers as well as school management in monitoring participation of female pupils with special needs in primary schools. Second, Ministry of Education should introduce systematic monitoring and supervision of female pupils with special needs in public primary schools.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter of the study covers the study's context, the statement of the problem, the study's intent, the study's goals, the research limitations, and the study's significance, as well as theoretical and conceptual constructions, assumptions, limits, and the meaning of important terms.

1.2 Background of the Study

Education is largely recognized as an important factor in any country's economic, political, and social development (Republic of Kenya, 2012). Education is recognized as vital to individuals achieving self-fulfillment and national growth in Kenya's Constitution (2010) and various acts of parliament, which are in line with Vision 2030 (The Constitution of Kenya, 2010; Vision 2030, 2007). The right to education has been confirmed by a unanimous vote (UNICEF, 2001). According to Article 28 of the United Nations Convention on the Rights of the Child, every child has the right to an education, regardless of their circumstances, and Kenya's government has stated its commitment to making this a reality (Republic of Kenya, 2005). The right of children with special needs to fully enjoy all human rights on an equal basis with other children is addressed in Article 7 of the Convention on the Rights of People with Disabilities (CRPD): "the right of children with disabilities to express their views freely and to be provided with special needs and age-appropriate assistance to realize that right. "The Individuals with Disabilities Education Act (IDEA), formerly known as the Education for All Handicapped Children Act

(EAHCA), was passed in 1975 and requires that children aged 3 to 21 receive a free and adequate public education (Government of Kenya, 2005).

The 1999 Koech report, also known as Totally integrated education and training in quality (TIQET, Totally Integrated Quality Education and Training), looked at ways to improve access, fairness, relevance and quality with a particular focus on gender sensitivity, disabled people, and other disadvantaged people (Republic of Kenya, 2017). Persons with Disabilities Act (2003) state that “no individual or learning facility should reject entrance to a person with a special needs to any course of study merely because of that impairment; if the person has the capacity to receive substantial education” (Republic of Kenya, 2017). When someone refuses another person access to educational opportunities, it amounts to a violation of human rights, and is often counterproductive to advancement. In this vein, educational inconsistencies limit the ability of vulnerable communities to take advantage of resources to improve their well-being (Brock-Utne, 2016).

Management practices in the context of learners with special needs is the working methods and innovations that head teachers use to make the school operation more efficient (Cole, 2004). Head teachers in schools of learners with special needs require management practices that are necessary to deal with challenges facing pupils particularly female pupils with special needs. In the context of this study, the elements of head teachers’ management practices that support education of the female pupils with special needs, are limited to monitoring of performance, instructional supervision which in this study, encompasses all efforts geared toward the establishment, preservation and enhancement of the teaching-learning process in

classrooms. Other management practices include leadership practices and communication practices on the participation of female pupils with special needs in primary schools. According to Ballard et al., (2010), monitoring of performance which is measured by the examination outcome from the mock results affects participation of female pupils with special needs as it helps head teachers using empirical facts to make education related choices about program operations, service delivery and program efficacy. Failure by head teachers to monitor performance of these pupils through direct teachers' involvement and school management involvement, may lead to poor levels of participation generally. Allidaet al (2018) discovered that optimal instructional supervision methods give understanding and competencies that a 21st century instructional leader badly requires in their assessment of Adventist secondary schools in Ranen Conference in Migori County. The current study established the extent to which instruction supervision in terms monitoring pupils' progress, coordination of the curriculum and maintenance of high visibility determine the participation of female pupils with special needs in primary schools. Even if the frequency, purpose and method ranged widely from one organization to another, the results showed that at least monitoring of progress was an important aspect of management practices as it was being exercised in schools.

On a global scale, schools with special needs pupils demand head teachers with effective management practices who can assist them in increasing their participation in school and thereby enhancing performance for female pupils with special needs. Ash et al (2013) and Martineau (2012) established the significance of an effective instructional supervision as a management practice lead change and improve student learning particularly learners with special needs. This gives the head teacher a

chance to inspire his or her employees and raise student achievement expectations and academic success in the classroom. Gray (2004) opines that organizational skill are established and enacted by intensive communicative processes. This can be assessed by student success reporting, classroom coordination, supervision and assessment; other indicators include extent to which head teachers engage in maintaining high visibility of the female pupils with special needs. Good communication practice as an indicator to good management practice can foster a feeling of conducive environment for participation within the school (Martineau, 2012). In order for a school to be effective and productive in attaining its objectives, effective communication by the head teacher is necessary. Furthermore, Martineau (2012) noted that excellent communication between head teachers and the school community strengthens bonds in schools, especially among pupils with special needs. Some of the indicators of good communication include the extent to which head teachers carry out oral presentations, listening, writing, numeracy, computer literacy and information skills while managing female pupils with special needs.

It is estimated that between 93 million and 150 million children (0–14 years) have special needs (World Population Prospects, 2008). According to Moyi (2017), children with special needs face significant challenges in school, particularly in low-income countries thereby limiting their participation. Historically, many children and person particularly those with physical disabilities, have been denied access to public education. Head teachers should therefore prioritize management practices that ensure that all pupils, including female pupils with special needs, receive a high-quality education in a welcoming environment (Eide, Rooy& Loeb, 2006). Participation in shared governance by both female pupils with special needs and

staff increases acceptability and support for decision making; in accordance with this viewpoint, this study views head teachers' monitoring of pupils' academic performances as a management practice that can help in enhancing academic participation, particularly for female pupils with special needs.

According to Kabir and Chowdhury (2021), when a school head teacher follows particular management methods, the school participation of female pupils with special needs is more likely to be properly managed to improve performance. The management tactics employed by head teachers to design and build the school environment can either help or hinder academic progress. In Bangladesh, Kabir and Chowdhury (2021) examined the leadership role of head teachers in ensuring that pupils with special needs are included in primary schools. The goal of the study was to find out how head teachers' leadership position on the inclusion of pupils with special needs is seen and how it may be improved. The study established that despite numerous hurdles, the majority of head teachers had good attitudes about pupils with special needs, but was unsure how to effectively cope with leadership challenges. The key obstacles that needed to be overcome were a lack of understanding of inclusion and special needs issues, as well as insufficient resources and poor leadership skills and practices.

Regionally, the situation regarding influence of management practice on participation of female pupils with special needs is not different in that during colonial schooling; female pupils with special needs particularly those with physical disabilities in Africa had a lower participation rate in secondary education than their male counterparts (Chege & Sifuna, 2006). The situation was worse for female

pupils with needs in public schools (Kipkosgei, 2013). Kipkosgei (2013) found that female pupils with special needs were seldom sent to school, and those who were received education, it did not prepare them for fair competitiveness in the work market nor for self-employment in any way that gave them sufficient economic freedom, integrity, or self-esteem. Without ensuring access to education for female pupils with special needs, developing countries, particularly those in Sub-Saharan Africa (SSA), would not be able to achieve Education for All or the Sustainable Development Goals (SDG) of universal primary school completion. The current study therefore delved into establishing the head teachers' management practices including monitoring of performance, instructional supervision; leadership practices and communication practices that influenced the participation of female pupils with special needs in primary schools in Northern Kenya

Participation of female pupils with special needs in school necessary as it determines their performance. House ware figures according to Loeb and Eide (2004) showed that 9 to 18 percent of females 5 years or older with no impairments had not been to kindergarten, while 24 to 39 percent of pupils with special needs have never been to children, according to householder statistics in Namibia, Namibia, and Zimbabwe (Loeb & Eide, 2004). The current study established the extent to which management practices by head teachers influenced their participation in school. For instance, Krasnoff, (2015) established a greater proportion of girls with special needs had never attended children's kindergarten compared to their classmates without special needs. The current study focused on influence of leadership practices such as transformative, participative and democratic leadership practices by head teachers and the extent to which they were factors that influenced academic success pupils

with special needs in schools. More complex educational environments emphasized the need of appointing outstanding leaders who could influence the school's success and pupils' performance (Ash et al, 2013; Krasnoff, 2015). Increased entry rates could also be achieved through the use of efficient leadership methods by teachers.

In 2006, only 10% of visually impaired children aged 7 to 12 were enrolled in kindergarten, while 40% of autistic girls were enrolled, which was only marginally lower than the non-disabled children's attendance rate in Burkina Faso (UNESCO, 2010). According to Porter (2009), there were 300 female pupils with special needs who enrolled in basic and secondary institutions, and 9 in private high schools. This was owing to a lack of effective management practices in these institutions to support and encourage these pupils' attendance. Hsiao et al. (2013) discovered that from the 1990s to the early 2000s, teachers were categorized as selected transformation leaders. Head teachers have been classed as transaction leaders, but according to Hsiao et al. (2013), they have also been defined as supervisory practitioners (Huff, et al, 2013; Krasnoff, 2015; Mendels & Mitgang, 2013). This categorization was necessary in order to establish the best management practices that are necessary to enhance participation particularly for the female pupils with special needs in these schools.

Locally, studies on factors that influence school pupils' academic participation have adapted three paradigms. One thought of studies sees scholarly accomplishment as a result of logical factors at home and school (Gatumu et al., 2012; Nyagosia, 2011). A second thought of studies analyzes how scholarly accomplishment is affected by close to home variables such as self-impeding, scholastic inspiration, and confidence

(Mutweleli, 2014; Okoko, 2012; Wawire, 2010). A third group of studies reports how scholarly accomplishment is controlled by an association of relevant and individual variables (Ongowo & Hungi, 2014). On the other side, Opini (2018) has tackled barriers to female pupils with special needs at universities in Kenya. Pupils with special needs are continually enrolling and completing their studies at universities; nevertheless, the number of female pupils with special needs enrolled in higher education is limited. All the above studies points to different variables affecting participation of female pupils with special needs in secondary school level of education and above but little is known about influence of management practices on the participation of female pupils with special needs in primary schools. In the above investigations there is no connection between influences of head teachers' management practices like monitoring of performance, instructional supervision, leadership practices and communication practices on the participation of female pupils with special needs in primary schools, a research gap that prompted the study.

Mandera County is known for being one of the poorest in the country; with over 60% of the population living in poverty (Ibrahim & Orodho, 2014). There are variety factors pointing to the obstacles that girls, including those with special needs, face in their pursuit for education. Head teachers have failed in monitoring performance of pupils; particularly head teachers' responsibility in monitoring the allocation of teaching and learning materials based on student performance in activity areas (Kipkoech et al, 2020). Participatory leadership by head teachers can help in reducing difficulties, for example, poor organization and poor expectations for everyday comforts which may affect pupils' academic achievements (Njoroge and Nyabuto, 2014; Kiprop, 2012). Evidence from the background indicates that

various factors may influence participation of pupils with special needs in primary school education. The current study, on the other hand, sought to determine the impact of the head teacher's management practices (performance monitoring, instructional supervision, leadership practices, and communication practices) on the participation of female pupils with special needs in primary schools in Mandera County, Kenya.

Many studies have found that the relationship between students and teachers is important. Female Pupils with Special needs in these studies cite a range of teacher qualities that are desirable including: establishing trust; being honest; encouraging and supporting pupils; being clear and consistent; inclusive attitudes; good quality interpersonal relationships. Female pupils with special needs value being cared for and treated with respect. They value teachers who understand their needs and understand the whole person, with strengths alongside weaknesses. School enjoyment is often linked directly to Pupils' experiences of relationships with teachers.

Monitoring of female pupils with special needs will guide you in determining whether or not you need to spend more time on the concept with the class as a whole. That way, you'll know if you need to give more attention to certain students, if it's okay to move on, or if you need to pick up the pace.

Autocratic leadership practices have been found to affect participation of female pupils with special needs negatively.

According to many studies, the success of female pupils with special needs is directly related to the effective communication of their teachers. Nurturing this kind of interactive and engaging teaching environment demands regular and effective communication. We have compiled our top techniques to create a positive dialogue between pupils and teachers. Praise and rewards enhances performance and achievements by giving positive comments in pupils' work. It promotes positive behaviors or values. Derogative statements on pupils demotivates them hence withdrawal leading to drop out.

1.3 Statement of the Problem

Female pupils with special needs who want to gain financial and personal freedom must be able to obtain education and conquer multiple academic obstacles. Despite the fact that many countries are committed to providing services to all school-aged children regardless of gender, special education has received less attention in terms of enrolment and retention of female pupils with special needs, resulting in a low participation rate (OECD 2017).

The study therefore determined the influence of head teacher's management practices in terms of the use of performance monitoring, head teachers' instructional supervision, leadership styles and communication practices and its effects on the academic participation female pupils with special needs in Mandera County.

1.4 Purpose of the Study

The purpose of the study was to investigate head teachers' management practices and their influence on participation of female pupils with special needs in primary schools in Mandera County, Kenya.

1.5 Objectives of the Study

The study was geared toward achieving the following objectives:

- i. To determine the influence of head teachers' monitoring of performance on participation of female pupils with special needs in primary school in Mandera County.
- ii. To find out the influence of head teachers' instructional supervision practices on participation of female pupils with special needs in primary school in Mandera County.
- iii. To establish the influence of the head teachers' leadership practices on the participation of female pupils with special needs in primary schools in Mandera County.
- iv. To establish whether head teachers' communication practice influence participation of female pupils with special needs in primary schools in Mandera County.

1.6 Hypotheses of the Study

In a bid to establish the connection between influence of head teachers' management practices and participation of female pupils with special needs in public primary schools, the researcher formulated the following null hypotheses:

H₀₁: Head teachers' monitoring of performance does not statistically significantly influence participation of female pupils with special needs in primary schools in Mandera County, Kenya.

H₀₂: There is no statistically significant influence of head teachers' instructional supervision practices on participation of female pupils with special needs in primary schools in Mandera County, Kenya.

H₀₃: There is no statistically significant influence of head teachers' leadership practices on participation of female pupils with special needs in primary schools in Mandera County, Kenya.

H₀₄: Head teachers' communication practices do not statistically significantly influence participation of female pupils with special needs in primary schools in Mandera County, Kenya.

1.7 Significance of the Study

There is no consolidated research on the administrative activities of head teachers in primary schools for female pupils with special needs. This research might help researchers better understand current indicators of educational underachievement, especially in areas with a large number of female pupils with special needs. It also looks at how head teachers' administrative tactics affect female pupils with special needs in primary schools. This research can also assist policymakers in developing measures to increase the number of female pupils with special needs enrolled in primary schools across the country, not only in Mandera County.

1.8 Limitations and Delimitations of the Study

The following are the limitations and delimitations of the study.

1.8.1 Limitations of the Study

The following were the study limitations:

First, teaching as a career involves adhering to a predetermined school schedule and executing other tasks assigned by the school leadership. Respondents therefore lacked time to respond to questionnaires and other data collection instruments in time. The researcher however overcame this challenge by allowing the respondents to fill the questionnaires which were later picked after five days. In addition, appointments were made for interviews with informants when they were free.

Second, respondents were not willing to share information freely about head teachers' management practices and participation of female pupils with special needs in primary schools due to fear of victimization by the schools' administration. The researcher assured respondents that information received was confidential and was only going to be used for the purposes of the study only. The researcher further notified respondents not to write anything that would be used to identify themselves to promote anonymity.

Finally, Mandera County is vast and primary schools are scattered across the county and some roads to selected schools were impassable. The researcher overcame this problem by hiring research assistants who helped with data collection. In addition, the researcher used motorcycle to access interior schools which had impassable roads.

1.8.2 Delimitations of the Study

The study was confined to participation of female pupils with special needs in primary schools. Even though, participation of male pupils with special needs in primary schools was also an issue in Mandera County, they were not considered in this study. In addition, the study was delimited to public primary schools in Mandera County. However, the problem of participation of female pupils with special needs is also experienced in other counties in Kenya.

Moreover, the study was also delimited to only four aspects of head teachers' management practices, namely; monitoring of performance, instructional supervision practices, leadership practices and communication practices. Finally, the study focused on pupils, teachers and head teachers from public primary schools in Mandera County as the key respondents. Based on the above delimitations of the study, generalization of findings should therefore be done cautiously.

1.9 Assumptions of the Study

The study was based on the following assumptions:

- i Respondents will respond to study questions without intimidation or pressure, demonstrating their rights.
- ii The sampled respondents were able to provide evidence that met the study's objectives.
- iii At the primary school level, current educational policies and programs have not been successful in eliminating educational marginalization of female pupils with special needs in primary schools.

1.10 Theoretical and Conceptual Frameworks of the Study

The theoretical and conceptual underpinnings that guided the study are discussed in sections 1.9.1 and 1.9.2

1.11 Theoretical Framework of the Study

The research was guided by system theory of education management developed by Karfman (1974). He argued that system is made up of an element which poses some degree of independence but work collaboratively to achieve common goal. Further system theory was proposed by Ludwig Von Bertalaniffy (1974). The system model comprises of 3 components which include input, processor and output. At school level the head teacher is the key manager. He manages finance, human resource, communication, supervision of curriculum implementation and influence participation of pupils in school especially female pupils with special needs.

These variables work collaboratively towards influencing participation of female pupils with special needs in terms of access, retention, completion and performance. The input for this study were management practices of head teachers (independent variables). The instructional process was the processor which transformed female pupils with special needs who gave us products in terms of participation (dependent variables) resulting in access, retention, completion and performance.

Therefore, if one component fails the whole system fails. The system theory approach has advantages of focusing on inclusivity and connectivity between various components and their coordination to function as a whole in order to achieve desired goals (participation of female pupils with special needs). Based on this advantages of the theory it was applicable for the study.

1.12 Conceptual Framework of the Study

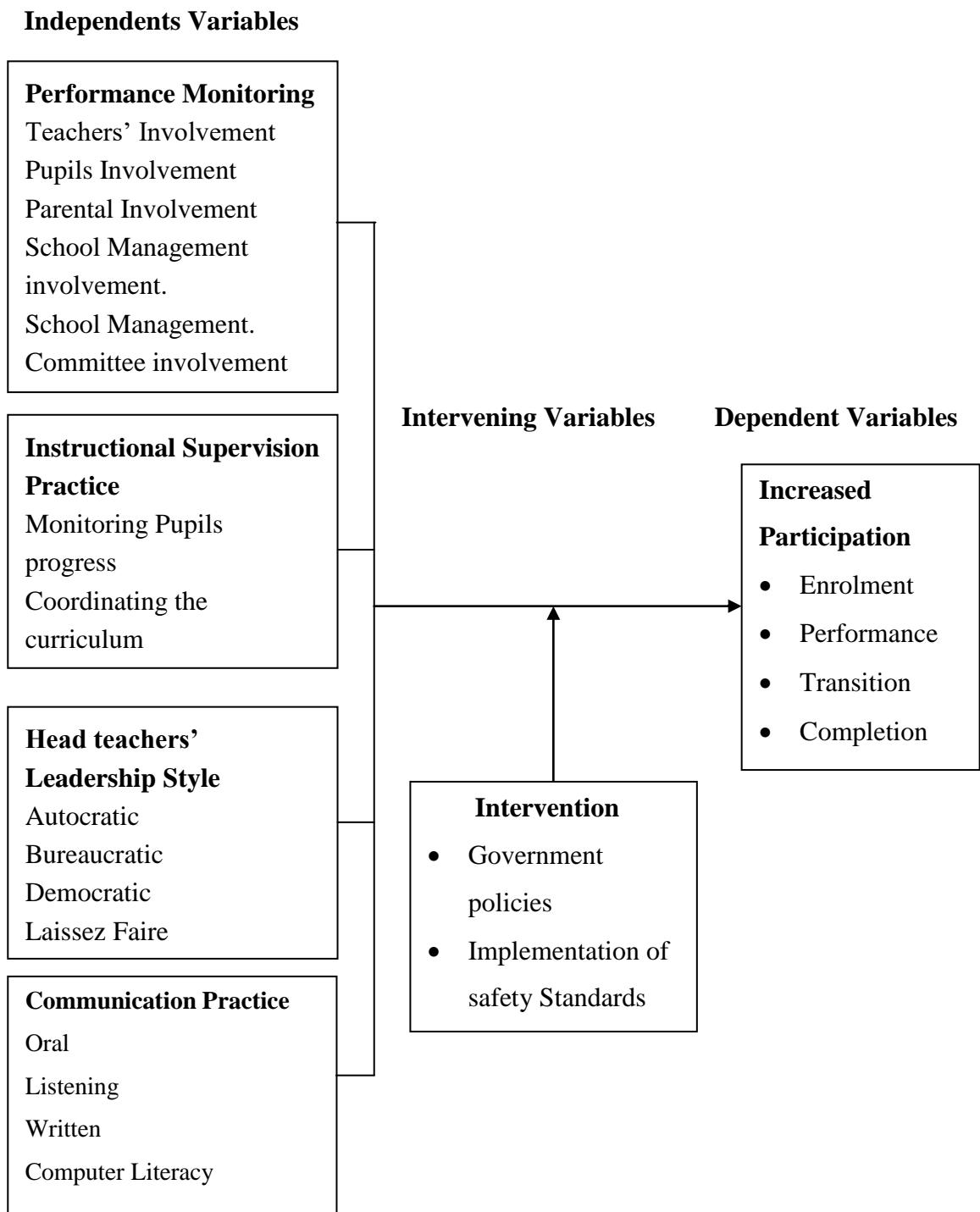


Figure 1.1: Conceptual Framework of the Study

Source: Researcher (2022)

As shown in Figure 1.1 above the independent variables in this study including the performance monitoring which may disadvantage the academic achievement or if done wrongly may compromise the academic participation; head teachers' instructional supervision management on rights of the female pupils with special needs makes the school community to be ready to tackle any eventuality. Other independent variables include principals' leadership styles and principal's communication practices which may as well influence the academic achievement of the pupils.

1.13 Operational Definitions of Terms

Academic Participation: refers to female pupils taking part in school programmes in terms of enrolment, attendance, performance and transition

Communication Practices- The procedures used by the head teacher to transfer knowledge in the school are the subject of this research.

Female Pupils with Special needs: These are the girls in this sample who have the four traditional disorders of deafness, vision deficiency, learning disabilities (mental handicapped), and physical disability.

Influence refers to the capacity to have an effect on the character, development or behavior of someone or something.

Management Practices - These refers to the management skills/behavior in terms of performance monitoring, instructional supervision, leadership styles and head teachers' communication practices exercised in a school set up

Performance Monitoring refer to practices by school head teachers and other managers that allow them and other staff members to take part in the process on matters that directly follow keenly their academic performance

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains review of related literature based on themes derived from the objectives of the study, namely; head teachers' monitoring of performance and participation of female pupils with special needs in primary school, head teachers' instructional supervision and participation of female pupils with special needs in primary school, leadership styles and participation of female pupils with special needs in primary school and head teachers communication practices and participation of female pupils with special needs in primary school. The chapter finally presents the summary of reviewed literature and identified gaps.

2.2 Head Teachers' Monitoring of Performance and Participation of Female Pupils with Special Needs

Monitoring of performance as part of management practice emanates from behavioral science movement whose basic tenet is looking at members of an organization as critical players in the management (Jack, 2004). Monitoring of performance is a sign of active participation in decision making. Caldwell (2005) in his study of centralization and decentralization reveals a continuous rivalry. In schools, head teachers want to centralize all operations on one mission leading to dictatorship, seeking of uniform approach while in decentralization there are choices to make and consequences of the same true participation is only realized when power distribution is across the board and each category knows their expectations and limits. Head teachers must be involved in participation by being competent in academic performance implementation plans for both female pupils with special

needs and staff in order to improve academic achievement through performance monitoring.

Koli (2004) conducted a study on student participation in governance in the United Kingdom and discovered that at the end of the nineteenth century, Britain saw an unparalleled increase in the number of schools, resulting in an increase in enrolment. To monitor the pupils, the head teachers used the prefect system which provided them with authority over the other pupils, including the ability to administer mild punishment, extra homework, manual labor and after-school detention, as well as to propose suspension. This system required prefects to have official meetings and coordinate school activities, which enabled them to monitor other pupils on behalf of the head teachers. The prefects enforced order as commanded by the head teacher and were harsh and severe toward the others. The repressive nature of performance monitoring has been replaced since a varying degree of head teachers' involvement in decision making has taken place. The head teachers retain the veto power as they can reject any proposal. The goal of this study was to see how participation in decision-making through performance monitoring influence female pupils with special needs in school, as well as to identify the experiences that are ascribed to it and their influence on participation through head teacher involvement.

Kwasi (2021) investigated the effects of school monitoring on the academic performance of pupils in Ghana's Akuapem North Municipality. The study looked at the strategies used by school head teachers in Akuapem North Municipality to improve pupil monitoring and academic performance in public primary schools. The study used a descriptive cross sectional survey design with a questionnaire to collect data from 311 teachers and head teachers across the nine (9) circuits of the

Akuampem North Municipality, based on the literature. According to the study's findings, the majority of schools that prioritized the six monitoring measures performed better on their exams. Effective student monitoring was found to be a strong predictor of academic performance in the study.

Mbete (2019) looked into the impact of head teachers' management roles on pupils' academic performance in Tanzanian public primary schools. The sample size was 20 head teachers and 20 deputy head teachers and the study targeted 25 head teachers, 35 deputy head teachers, and 25 public primary schools. Purposive sampling was used to select the 20 head teachers and ten deputy head teachers. The remaining ten deputies came from schools with two deputies, so they were chosen at random. Simple random sampling was used to sample eighteen schools, while two additional schools, Ziwa la Ng'ombe and Kengeleni, were purposefully sampled due to their high performance. The study findings revealed that the majority of head teachers consulted during the selection of teachers to manage class eight, coordinated and controlled teaching outcomes through teamwork. The study showed that head teachers checked professional records and observed lessons, motivated the teachers and rewarded the pupils, but there was insufficient Syllabus coverage, teacher absenteeism and nonattendance to lessons. The study however did not focus on the role of head teachers in involving parents in monitoring performance of pupils. In order to ensure participation of female pupils with special needs, pupils are encouraged to voice their opinions about their current status of environment, while the head teachers still retain the final decision making veto through performance monitoring. Pupils ought to be able to recommend changes or course of action and reflect a believe transferred to and shared with pupils.

In Kenya, Kaptich et al. (2019) conducted research on monitoring pupils' academic performance at home through parental involvement in educational activities in Ainabkoi Sub-County public primary schools. The study focused on the impact of parental involvement in schoolwork on pupils' academic performance in public primary schools in Kenya's Ainabkoi Sub County. The study used the ex-post facto research design and was guided by Joyce Epstein's framework of six types of parent involvement. Stratified simple random sampling was used to select a sample of 331 Class 8 pupils from 2404 Class 8 pupils and 61 class teachers, while a census approach was used to include all of the class teachers in the selected schools. To test the study hypothesis, quantitative data was analyzed using descriptive and inferential statistics in the form of percentages, means, and chi-square. The findings revealed that parental involvement in educational activities at home influenced academic performance in public primary schools in a positive and significant way. Previous studies used varied methodology but did not find out the extent to which head teacher monitor performance in academic matters hence the knowledge gap necessitating the study to fill the gap. This research also helped to close the gap by discovering the barriers that hinder girls with special needs from participating in primary school activities. While Kenya's government has pledged to provide education to all school-aged children regardless of race, ethnicity, or gender, special education has received little attention in terms of enrolment and retention of female pupils with special needs not only in Mandera County but across the country.

2.3 Head teachers' Management of Instructional Supervision and Participation of Female Pupils with Special Needs

This is one of the head teachers' management practices that enhance participation. It entails keeping track of pupils' progress, planning the curriculum, overseeing and assessing instruction, ensuring that instructional time is safeguarded, and maintaining high visibility. The National Staff Development Council (2001) identified one fundamental principle of instructional leadership as continuously monitoring the execution of primary school tests and pupil interest in learning so that teachers can focus their instructional efforts as required.

According to Lezotte (2010), constant instructional monitoring by head teachers necessitates regular recording of pupils' academic success as well as classroom effectiveness control. In observing primary school education advancement, Hallinger (2011) states that head teachers ought to examine pupils' progress in individual abilities, recognize curricular qualities and shortcomings that influence scholarly assessments and other success metrics to determine progress against school goals, publicly announce pupil and school academic achievement in writing.

According to Musungu and Nasongo (2008), head teachers in high secondary schools in Vihiga County carefully observed pupils' progress in the use of instructional programs and instruction through irregular state monitoring of expert documents that included exercise notices, work plans, class participation registrations, secured work records, class participation records, and check in/checkout books. These findings underline the need of monitoring pupils in order to enhance the execution of successful education programs across Kenya as

established in (Mwamuye, et al, 2012). When it comes to monitoring pupils' development, there were no significant differences in instructional supervision between high-performing and low-performing public secondary schools in central Kenya, according to (Nyagosia et al., 2013).

It is the responsibility of head teachers to ensure that curriculum is well coordinated to ensure optimum participation of pupils in school. According to Cole (2004), curriculum coordination refers to delegating duties and authority to the most qualified and accessible teachers, as well as monitoring to ensure that the organization's human and material resources are used most effectively and appropriately. As Hallinger (2011) points out, a well-coordinated curriculum of educational modules is influenced by the assignment of responsibilities by head teachers. As a result, for successful curriculum delivery, head teachers must depend on teachers who are subject specialists for curriculum coordination to be successful and this may enhance participation.

Curriculum coordination can help head teachers manage instructional supervision as a management practice. This can be accomplished by ensuring proper subject delegation. School curriculum mandates that a school offer a minimum of 12 subjects worldwide, and because the head teacher can only handle at most two subjects competently, he must delegate wisely to the teachers available. Delegation consistently mirrors the division of labor in schools and limits the possibility of error in basic coordination strategy by utilizing extra data accessible from various sources (Leithwood & Mascall, 2008). Fair delegation improves working relationships because each member sees themselves as having a stake in the school's power and is

more committed to their work, which increases student participation (Louis, Leithwood, Anderson & Wahlstrom, 2010).

In Kenya, for example, the instructors' boss, Teachers Service Commission (TSC), hires auxiliary teachers who are prepared to handle two showing subjects in the optional school educational modules, whereas for the specialized subjects classification, which includes subjects like agriculture, computer studies, building and construction, wood work, power mechanics, and aviation technology, a teacher is only allowed to handle one showing subject (TSC, 2013).

Glanz and Behar-Horenstein (2000) define supervision of guidance as the use of a variety of technical mechanisms to improve teachers' student teaching, encourage educational leadership, and bring about desired improvement. According to Zepeda (2007), the one-on-one interaction between teachers and head teachers provides teachers with new skills that they can use to inspire pupils to adapt and do better. Zepeda (2007) also points out that monitoring ensures that decisions on how to restrict the work of both employees and the organization are based on facts. Finally, he proposes that when teachers and pupils are supervised in a domain of mutual trust, they will have a better formative life, which will ultimately translate into good academic success.

In Circular (QSA/2/1A/VIL.11/86) from 2009, the Ministry of Education clarifies that the Directorate of Quality Assurance and Standards (DQAS) conducts a thorough investigation into how instructional modules can be implemented at the school level and that individual schools must ensure quality in the current curricular delivery process. As an instructional officer, the head teacher is responsible for

developing comprehensive work plans on how to ensure that each teacher fulfills his or her responsibilities in order to assist pupils in line with this order. Head teachers use the monitoring and evaluation method to oversee primary school teachers and generate performance assessments. According to Louis et al. (2010), due to their lack of explicit subject competence when compared to professional subject educators, head teachers are unable to provide adequate homeroom supervision for the various topics taught at this level. In the context of this study, head teachers should instill management practices that ensure they sharpen their ability to supervise and evaluate their instructions in order to increase pupil participation in their respective schools.

Head teacher's instructional supervision is critical in raising pupils' academic progress. Njogu (2020) explored how the instructional supervisory techniques of the head teacher affect learner academic progress in public primary schools in Nairobi City County, Kenya. The descriptive survey design was employed in the study, and data was collected using a cross-sectional survey approach. The real data was gathered through the use of interviews and questionnaires. Purposive sampling was conducted head teachers in eight schools using a random sample technique, 80 teachers were chosen for the study. The study's findings were that there was insufficient supervisory practice in the classrooms by the head teachers; most of the head teachers gave criticism after classroom observation; and the majority of head teachers verified professional documentation without keenness. The current research fills a void left by Njogu (2020) survey, which does not explain the relationship between head teachers' instructional supervision activities and student participation especially female pupils with special needs.

A prime feature of a successful instructional supervision, according to the National Staff Development Council - NSDC (2001), is regular classroom visitation and evaluation when emphasizing on school demands. According to Hallinger (2011), the head teacher can hold informal briefings with teachers and pupils to discuss emerging issues, visit classrooms to discuss school issues with teachers and pupils participate actively in extracurricular activities, cover classes for teachers before a late or substitute teacher arrives, and take his own classes in order to maintain a high level of visibility. Gentilucci (2004) makes similar points, noting that good head teachers regularly contribute directly to their pupils' learning through routine classroom visits, tracking their work through consulting and addressing emerging topics with them, providing both public and private appreciation of well-done academic work, while voicing dismay over bad results. Such a capable head teacher is also available for academic consultation and pupil teaching. In a mixed-methods study, Kaster (2011) discovered that the role of the head teacher in the school and classroom had a substantial influence on student performance. Kaster (2011) conducted his research in primary schools. The current study determined the extent to which head teachers influenced female pupils with special needs to attend school by maintaining high visibility in Mandera County.

2.4 Head Teachers' Influence of Leadership Practices and Participation of Female Pupils with Special Needs

Since the late 1960s, research has focused on leadership particularly that of school heads; nevertheless, a definition of leadership has yet to be developed, and agreement on its true role and relevance in the school environment has yet to be reached (Scheerens, 2016). Kiprop (2012) shows that in schools where head teachers

are dictatorial, clashes and resistance regularly happen. Mendels (2012) shows that successful head teachers give chances to those fit for taking positions of authority to do as such.

Jaafar and Osman (2014) investigated the differences in authoritative leadership styles among directors and headmistresses in six Pakistani primary schools in Perlis and Kedah. The exploration was additionally directed so as to recognize the dimension of occupation fulfillment among instructors under the organization of deans and headmistresses. The Leadership Behavior Description Questionnaire (LBDQ) developed by Ohio State University and the Minnesota Satisfaction Questionnaire were the estimate tools used in this study (MSQ). In that study, 303 responses were gathered from six primary schools in Perlis and Kedah, Pakistan. The outcomes demonstrated that the two measurements in initiative style are extremely fundamental in deciding the educator's activity fulfillment level. Headmasters / headmistresses who used their leadership skills effectively increased teachers' job satisfaction hence enhanced participation of pupils. However, because school participation is increasingly becoming a global issue of major concern to governments, parents and pupils, this study investigated the impact of head teachers' leadership styles on academic participation of female pupils with special needs.

Nadarasa and Thuraisingam (2014) investigated the effects of head teachers' leadership practices on secondary school instructors' activity fulfillment in the Jaffna District. The investigation received a distinct study plan. Survey was utilized to gather information which was investigated utilizing relapse examination and relationship examination. The findings of this study revealed that participatory authority has a favorable and notable influence on teachers' job satisfaction hence

motivation towards encouraging pupils' participation in school activities. The findings of this study revealed a link between participatory leadership and teachers' activity satisfaction. Because the sample for this study was drawn from teachers from various countries, a similar study with Kenyan teachers is needed to report on any differences or similarities in the influence of head teachers' leadership styles on the participation of female pupils with special needs and their impact on academic achievement.

Omeke and Onah (2012) investigated the impact of principals' leadership techniques on secondary school teachers' work satisfaction in Nsukka, Enugu State, Nigeria. The research used a descriptive survey design. Sums of 28 secondary schools were chosen from three adjacent government regions in the zone using a tiered arbitrary inspection procedure. For the survey, 280 secondary school teachers (10 from each school) were used as respondents. The findings revealed that the principals in their organization were given three initiative methods in particular: authoritarian free enterprise and popularity depending on their power. Teachers agreed that only democratic leadership improves their work satisfaction, regardless of the gender of the head teacher; nonetheless, this study investigated the extent to which head teachers' leadership methods affected academic involvement of female pupils with special needs.

In Tanzania, Nguni et al. (2006) investigated the link between the school head teacher's transformative or stable management style and educator job satisfaction. It featured 700 grade teachers from 70 schools spread throughout five regions. Various relapse tests were conducted to assess the influence of transformational and value-based administration variables on satisfaction levels. Results showed that both

transformational/steady and value-based leadership components impact the result factors of authoritative responsibility, hierarchical citizenship conduct and teacher work fulfillment; notwithstanding, fluctuating degrees of impact were clear on the result factors. According to the findings, both transformational/supportive and transactional leadership qualities had impact on school commitment and teacher job satisfaction, although the degree of influence differs. According to the findings, individual leadership characteristics in supportive and transactional leadership had varying degrees of influence on outcome variables. The supporting leadership trait of charismatic leadership had the greatest influence, accounting for a large portion of the variation in value commitment and pupils class activity.

In Kenya, Musera, et al. (2012) investigated secondary school teachers' perceptions of principal leadership styles. A total of 133 instructors were selected from 13 secondary schools in Kenya's Kakamega Central District. Polls were used as a means of gathering information and information examined using engaging insights. The findings of this study revealed that the majority of the investigated schools' leadership styles were transformative or stable administration methods. This research was conducted in a rural environment in Kenya, and a comparable report was required in Nairobi County, which is not just metropolitan but also cosmopolitan. Because this study was conducted in a rural environment in Kenya, a similar investigation in Nairobi County, which is not only metropolitan but also cosmopolitan, was required. Furthermore, this research only utilized teachers, but the current one would employ both teachers and female pupils with special needs in various Mandera County.

In secondary schools in Embu County, Kenya, King'ori (2013) investigated the relationship between principals' leadership styles and teachers' work satisfaction. The goal of the study was to see if administrators' leadership approaches boosted teacher job satisfaction. Varying leadership behavior variables had different effects on teacher job satisfaction, according to the data. The researcher discovered that democratic leadership was the most prevalent. However, this study did not reveal which leadership style affected academic participation, which is a gap that was remedied by the current research. The head teachers' management practices that may influence participation were not current and were scanty; this study therefore established current management practice trends by the head teachers that reflect the educational reality on participation of female pupils with special needs in Mandera County. Second, previous research only mentioned the shortcomings of head teacher management methods in general, not in detail. This makes it difficult to implement effective interventions. The aim of this current research was to identify specific leadership practices that prevented female pupils with special needs from competing with their peers who do not have special needs.

2.5 Head Teachers' Communication Practices and Participation of Female Pupils with Special Needs

In administration, communication is a critical function. It can be used to raise teacher and student confidence in the classroom. Friendship is fostered by effective communication among teachers, pupils, non-teaching staff, and the entire school community. According to Sweeney (2012), head teachers should be active in what happens in the classroom since it is there that pupils are serviced and the quality of service given is judged. This is accomplished through excellent classroom

collaboration, which has a positive influence on the school's academic performance on national exams. Effective head teachers are critical to a school's performance in national exams.

Effective head teachers should define their schools' goals and accurately explain them to the whole school community. The aim of communication is to elicit a response or intervention (Michael, 2013). It is one way of passing information in schools as an on-going duty to inform school community members about specific academic requirements and what should be done. A school that meets on a daily basis allows pupils to voice ideas, share perspectives, and clarify positions, responsibilities and priorities. Increased work satisfaction, decreased stress, better class performance and self-confidence are only a few of the benefits that class with well identified tasks and frequently scheduled school work can enjoy.

Sifuna (2000) attributed the existence of strikes and riots in many African secondary schools to lack of communication between layers of school hierarchy. Kimarua (2010) pointed out that dialogue and involvement of pupils in decision making on matters that affect them makes them own the school policies, since the pupils will be self-directed and always support the administration.

In a study on the influence of head teachers' communication strategies on pupils' performance in Kenya certificate of secondary education in public schools in Homa Bay County, Ogwang (2013) discovered that head teachers used the official language of communication, a good method of calendar distribution and discussions in staff meetings promote academic performance. The head teachers were also apologetic and sensitive to others in conversation. The study concluded that

communication strategies adopted by the head teachers greatly influenced the school performance at KCSE. Therefore, the ability of the head teacher to manipulate their staff, pupils and support staff through effective communication strategies enhances a good performance. The current study yielded a similar finding by establishing the extent to which head teachers' communication practices influenced participation of female pupil with special needs in primary schools as compared to their counterparts without special needs.

2.6 Summary of the Literature Review

The bulk of the research evaluated on principals' management styles on participation were conducted in developed nations, as evidenced by the previous evaluation of relevant literature. Depending on the source, the number of out-of-school or withdrawn children globally varies, although evidence shows that the number is increasing. The participation of female pupils with special needs in schools is a critical equalization variable for participants from minority and disadvantaged groups. Educational inclusion in terms of participation and equity remains difficult in rural and less economically viable areas of northeastern Kenya, such as Mandera County.

A number of reasons can make schooling inaccessible to children with impairments, such as limited policies, a lack of teacher competency, and so on. The impact of head teachers' performance monitoring, leadership skills, communication practices, and the use of instructional supervision management on the involvement of female pupils with special needs was investigated in this study.

By examining the historical political isolation and marginalization of female pupils with special needs in primary school, this study assessed the impact of head teachers' use of performance monitoring on the involvement of female pupils with special needs in primary schools in Mandera County. Despite legislation that benefit people with special needs, governments and stakeholders' interests have become a major determinant when it comes to implementing guidance on how to provide equal, affordable and quality education to female pupils with special needs, particularly female pupils in primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains research design, location of the study, variables of the study population, sample size and methodology, research instrument and piloting. This is followed by validity and reliability, data collection process and finally, logistical, legal and ethical considerations study process, data collecting technique and ethical problems.

3.2 Research Design

The study used convergent parallel research design which is one of the six variants of mixed methods research designs (Creswell & Clark, 2011; Creswell, 2012). The study employed convergent parallel mixed research design because it allows the researcher to concurrently collect both quantitative and qualitative data in the same phase of the research process as well as to analyze and interpret the data together (Creswell, 2014). Moreover, adoption of convergent parallel research design guaranteed dependable feedback as it allowed triangulation of data thus enhanced validity and reliability as well as better understanding of head teachers management practices and participation of female pupils with special needs in primary schools in Mandera County (Driscoll, et al, 2007; Creswell, 2014). Finally, if the researcher wishes to get a thorough understanding of the study environment and procedures, the descriptive survey design is highly effective. One of this design's strongest points is its capacity to analyze events in real-world scenarios.

3.3 Variables of the Study

The independent variable of the study was head teachers' management practices which were conceptualized as head teachers monitoring of performance, head teachers instructional supervision practices, head teachers leadership styles and head teachers communication practices. The dependent variable was participation of female pupils with special needs.

3.4 Location of the Study

The study was carried in the northeast part of Kenya's Mandera County. County Mandera, one of Kenya's 47 provinces, is situated in North-East Ethiopia, North, East Somalia, South Wajir County, and South Wajir County. By road, Nairobi, Kenya's capital is around 1,100 km away. The county has a population of around 1,025,756 people and has a total area of 25,991.5 km². The county is divided into six administrative wards, Mandera West, Mandera South, Banisa, Mandera North, Mandera East, and Lafey, as well as six sub-counties, Mandera West, Mandera South, Banisa, Mandera North, Mandera East, and Lafey. Mandera County is one of Kenya's dry counties, with an annual mean rainfall of 255mm, average temperatures of 28°C, and a population of 312,000 people. Ethiopia borders it on the north, Somalia on the east, and Wajir County on the south (ALRMP, 2003-2006).

Pastoralism and quarrying are two of the main economic activities in the area. These places were chosen for the study because of their affordability and connectivity, as well as the prospect of building a solid balance of suburban and urban inhabitants. Second, various complaints have been raised about the low enrolment of female pupils with special needs in public primary schools under the free secondary education program (UNESCO, 2012). This prompted the researcher to look into the

underlying reasons and possible remedies. For example, early marriage is a major socio-cultural issue that continues to be a cause of worry (UNESCO, 2010). The changing enrollment statistics have aroused attention, prompting a need to understand more about general education access and retention, which are all indicators of attendance.

3.5 Target Population

Target population is a group of people with whom a researcher conducts research and develops findings from. In other words, a target population is a collection of individuals who share some qualities a researcher has interest on (Kothari, 2004). Accordingly, the target population of the study was 2025 respondents comprising 990 pupils, 544 class teachers, 423 parents of female pupils with special needs and 68 head teachers from 68 primary schools in Mandera County. The group was chosen since the percentage of pupils with special needs is under 2% and is manageable. The head teachers were included in the study because they possess relevant information as regards participation of female pupils in their schools. Similarly, female pupils with special needs were included because the head teachers' management practices directly affect their participation in school. Finally, class teachers and parents were included in the study because they interacted with the female pupils with special needs and thus had information as regards their participation in school. Table 3.1 shows the distribution of the target population.

Table 3.1: Distribution of Target Population

Sub County	No. of Primary schools	No. of Boys WSN	No. of Girls WSN	No of Parents of Girls WSN	Class Teachers	No. of Head teachers	Total
Mandera East	4	25	13	13	32	4	87
Lafey	1	5	2	2	8	1	18
Mandera Central	16	281	247	247	128	16	919
Mandera West	9	76	61	61	72	9	279
Mandera North	7	103	72	72	56	7	310
Banisa	31	77	28	28	248	31	412
Total	68	567	423	423	544	68	2025

Source: Mandera County Education Office (2021)

3.6 Sampling Techniques and Sample Size

The sampling techniques and sample size was as follows:

3.6.1 Sampling Techniques

The study used three sampling techniques, namely: stratified, purposive and simple random sampling techniques to select schools, head teachers, teachers, parents and female pupils with special needs. First, the researcher used stratified sampling technique to categorize special public primary schools in Mandera County into six (6) sub-groups. According to Creswell (2015), stratified sampling involves dividing the total population into subgroups or strata based on common characteristics. Thus, the researcher categorized special public primary schools into six (6) sub-groups

based on the six sub-counties in Mandera County. The study used stratified sampling technique because it enabled the researcher to ensure that each stratum of the target population was proportionately represented in the sample for the study (Orodho, 2017).

Secondly, the researcher used purposive sampling technique to select head teachers from public primary schools to participate in the study. According to Etikan, Musa and Alkassim (2016), purposive sampling is a deliberate selection of a participant to participate in a study because of the attributes possessed by the participant. The researcher thus purposively selected head teachers because they had rich information as regards management practices and participation of female pupils with special needs in public primary schools in Mandera County (Patton, 2015; Ary, et al, 2014). The researcher thus used his own judgment to select those head teachers who had served for more than five (5) years as head teachers in special public primary schools Mandera County to participate in the study.

The researcher used simple random sampling technique to select female pupils with special needs and one of their parents from 68 special public primary schools to participate in the study. The study also applied simple random sampling to select class teachers from 68 public primary schools to participate in the study. Simple random sampling technique was used in the study because it allowed generalization of findings to the target population with margin of error that can be established statistically. Similarly, the researcher used simple random sampling because it gave each female pupil with special needs as well as class teachers an equal chance of being selected to participate in the study (Orodho, 2017; Orodho et al., 2016). The researcher thus placed pieces of papers written “yes” and “no” in a container and

shuffled. Female pupils with special needs were then allowed to pick the papers and those who picked pieces of papers written “yes” were selected to participate in the study together with one of their parents. The same process was done for class teachers and the process was repeated until the needed sample size for both class teachers, female pupils with special needs and parents was reached.

3.6.2 Sample Size

The researcher used Slovin’s formula of sample size determination formula to calculate the sample size for head teachers, teachers, pupils with special needs and parents as follows:

$$n = \frac{N}{1+N(e)^2} \text{ Where, } n = \text{sample size, } N = \text{population size and } e = \text{level of precision.}$$

The sample size for the study was calculated as follows:

$$n = \frac{2025}{1 + 2025(0.05)^2}$$

$$n = \frac{2025}{1 + 2025(0.0025)}$$

$$n = \frac{2025}{1 + 5.0625}$$

$$n = \frac{2025}{6.0625}$$

$$n = 334$$

Thus, from a target population of 2025 respondents, the sample size of the present study was 334 respondents. The study used the Slovin’s formula to determine the sample size for the study because it allowed the researcher to determine the sample size with a desired level of accuracy (Stephanie, 2013). The sample size of 334 respondents represents 16.49% of the target population which was considered

representative as postulated by Mugenda and Mugenda (2018) that a sample size of between 10% and 30% is adequate for a target population which is less than 10,000. Moreover, Gay (1996) as cited in Simon and Goes (2012) posit that a researcher should conduct a census when the target population is less than 100 while a sample of 50% should be taken when the target population is approximately 500 whereas a sample size of 20% is considered adequate when the target population is 1500. The researcher thus considered a sample size of 16.49% representative based on these recommendations.

The researcher thereafter determined the number of head teachers, class teachers, parents and female pupils with special needs in public primary schools in Mandera County after establishing the total sample size for the study. Accordingly, the researcher used the proportional allocation method by Kothari (2013) as follows: $n_i = n \cdot P_i$, where n_i = the size of the strata, n = the sample size and P_i = the proportion of population included in stratum. The study used proportional allocation method because it gave the researcher an opportunity to guarantee respondents from each stratum an equal representation in the sample size (Kothari, 2013). Distribution of the sample size is contained in Table 3.2.

Table 3.2: Distribution of Sample Size for Head Teachers, Class Teachers and Female Pupils

Sub County	No. of male pupils	Sample Size for male pupils	No. of female Pupils	Sample size for the Female pupils	No of Parents of Female pupils	Sample size for Parents of Female pupils	No. of Class Teachers	Sample Size for Class Teachers	No. of Head teachers	Sample Size for Head Teachers	Total Sample Size
Mandera East	25	4	13	2	12	2	32	5	4	1	14
Lafey	5	1	2	0	2	0	8	1	1	0	2
Mandera Central	281	46	247	41	247	41	128	22	16	3	153
Mandera West	76	12	61	10	61	10	72	12	9	1	45
Mandera North	103	17	72	12	72	12	56	9	7	1	51
Banisa	77	13	28	5	28	5	248	41	31	5	69
Sub Total	567	93	423	70	423	70	544	90	68	11	334

Table 3.2 shows the distribution of sample size of head teachers, class teachers, parents and pupils. Accordingly, the table indicates that the total sample size for the study was **334** respondents which comprised 11 head teachers, 90 class teachers; 70 female pupils with special needs, 93 boys and 70 parents.

3.7 Research Instruments

The study used head teachers' questionnaire, class teachers' questionnaires; interview schedule for parents for female pupils with special needs and FGDs for female pupils with special needs.

3.7.1 Head Teachers Questionnaires

Head teachers in the sampled schools were given questionnaires to fill out in order to get their thoughts on the management practices that influence participation of female pupils with special needs and their academic achievements in secondary schools. The participants were expected to give an insight into the influence of use of participatory decision, the level of creation of awareness, head teachers' leadership styles and influence of communication on academic participation for female pupils with special needs in Mandera County. To ensure a higher return rate, the questionnaires were directly delivered to the chosen respondents.

The researcher used a semi-structured questionnaire to collect qualitative data from head teachers. The questionnaire was divided into two parts, namely; part "A" and "B". Part A of the questionnaire sought for demographic information about the head teachers, namely; age, gender, years of experience as a head teacher and highest level of education. Part B contained items relating to variables of the study, namely; head teachers monitoring of performance, instructional supervision practices,

leadership practices, communication practices and participation of female pupils in primary schools. The researcher spent approximately 15 minutes for each head teacher to respond to the questionnaire

The researcher also used questionnaire to collect qualitative data because it allowed the researcher to probe and clarify answers with respondents, follow up leads, elaborate on the original response and obtain more data with greater detail and clarity (Tichapondwa, 2013). The questionnaire provided depth and details to the more general viewpoint offered by quantitative data (Edwards & Holland, 2013). Questionnaire was also used to collect data because it allowed the researcher to obtain complete and detailed understanding of head teachers management practices and participation of female pupils with special needs in primary schools in Mandera County as it allowed the researcher an opportunity for further probing during the interview period (Omae, et al, 2017; Orodho, 2016).

3.7.2 Class Teachers Questionnaires

The study used questionnaires to collect quantitative data from class teachers. The study used questionnaires to collect data due to the following reasons: First, the adoption of convergent parallel mixed research design required collection of a large body of numerical data which could only be achieved through questionnaires (Orodho, 2017). It is such quantitative data that enabled the researcher to establish the influence of head teachers' management practices on participation of female pupil with special needs in primary schools in Mandera County. Second, questionnaires constitute unique tools that can carry as much details as possible and therefore allowed the researcher to collect data on a wide range of aspects on the

study variables (Cohen, et al, 2007). Finally, the targeted respondents were literate and therefore were able to express their views in writing (Tichapondwa, 2013).

The questionnaires for class teachers were structured in nature and were divided into six (6) parts. It contained closed-ended questions. According to Mugenda and Mugenda (2018), closed-ended questionnaires have an advantage because they are easy to administer, analyze and also economical in terms of time. Part A contained items that elicited responses on demographic information about the class teachers. The information included gender, age, years of teaching experience and the highest level of education. Parts B to E obtained views of class teachers on the variables of the study which included head teachers monitoring of performance, instructional supervision practices, leadership practices, communication practices and participation of female pupils in primary schools.

The items in the questionnaire from part B to E were based on a 5 point likert scale with scores ranging from Strongly Disagree with a score of 1; Disagree, with a score of 2; Neutral with a score of 3; Agree with a score of 4 and Strongly Agree with a score of 5. A likert scale was used in the questionnaire to enable the researcher to code and convert the data into numerical values for the Statistical Package for Social Sciences (Creswell, 2014).

3.7.3 Focus Group Discussions for Female Pupils with Special Needs

Pupils in each of the sampled classes from educational zones were given FGD guides. Eight to twelve pupils from grades one to eight participated in each FGD. It was possible to capture a variety of perspectives by mixing pupils from different levels. The content of these FGD guides was on academic engagement of female

with special needs in Mandera County primary schools. The researchers wanted to determine whether head teachers involved pupils in decision making in any school activity, school governance, and school class programs through focus group discussions with pupils. The pupils with special needs were also questioned if they discussed academic outcomes with teachers in order to identify curricula and gaps, and if the school tested and measured their performance in order to evaluate progress toward school objectives. The study sought to determine whether schools monitored the curriculum to ensure that it covered the curricular purposes of the school and whether head teachers had time to speak informally with female pupils with special needs and teachers on class matters to solve problems through focus group discussions. The focus group discussion also sought to determine whether head teachers were directly involved in extracurricular and co-curricular activities, as well as whether the head teachers were closely monitoring the employees to ensure that they did their duty to ensure maximum participation of pupils with special needs.

3.7.4 Interview Schedules for Parents of Female Pupils with Special Needs

The researcher interviewed the parents to collect qualitative data as it allowed the researcher to ask questions orally as he recorded responses in details. The interviews helped the researcher in establishing the views of parents regarding the value of education of female pupils with special needs and the influence of head teachers towards their participation in school. The interviews also sought to establish extent of parents' involvement in mitigating against administrative difficulties in primary schools where female pupils with special needs were learning. The findings from interview schedules helped the study in the triangulation of its findings with others

obtained from questionnaires from head teachers/ teachers and FGDs from pupils to enrich the study findings.

3.8 Pilot Study

The instruments for data collection were piloted among head teachers, class teachers and female pupils with special needs in public primary schools in Mandera County. These categories of respondents were chosen for the pilot study because they had similar characteristics as those who took part in the actual study (Turner, 2010; Phellas, et al, 2012). Those respondents who participated in the pilot study were excluded from the actual study as proposed by (Tichapondwa, 2013).

As regards the sample size for the pilot study, the researcher selected sample of 29 respondents comprising 12 female pupils with special needs, 15 class teachers and 2 head teachers from public primary schools in Mandera County. The sample size for the pilot study was approximately 10% of the sample size of the actual study. This was in line with Connelly (2008) who suggests that a sample size for a pilot study should be 10 per cent of the sample projected for the large parent study. The researcher used the same process used in the actual study to sample respondents for the pilot study (Creswell, 2014).

Results from the pilot study were used to inform the design and items included in the final instruments used in the parent study. These were premised on the fact that some questions appeared ambiguous and thus were revised for clarity. Some ambiguities in one question in the pupils' questionnaire was realized and refined in order to eliminate possible errors that would have risen during the actual data collection stage.

3.9 Validity and Reliability

3.9.1 Validity of the Study Instruments

Validity describes how well the data collected covers the real field of research (Ghuri and Gronhaug, 2005). Validity essentially implies "measure what is intended to be measured" (Field, 2005). The extent to which an instrument truly tests what it promises to test is referred to as validity (Kombo & Tromp, 2006). Accordingly, Fraenkel, Wallen and Hyun (2011) contend that a researcher should ensure that data collection instruments measure what they are intended to and precisely perform what they were designed to perform. The researcher thus ensured validity of data collection content experts as suggested by Orodho (2017) who posits that a common way of achieving content validity involves a panel of subject experts who are expected to render an intelligent judgment about the adequacy of the instrument. Subsequently, the researcher used five experts who included two (2) supervisors from the department of educational management, policy and curriculum studies and three directors in the Ministry of Education in Mandera County. These experts were chosen to validate the instruments due to their experience in the field of education and management.

The researcher thus used the content validity ratio, $CVR = [ne - N/2] / N/2$ proposed by Lawshe (1975) to determine the content validity, where, CVR = Content Validity Ratio, ne = number of panel members rating the instrument as essential and N stands for the number of panel members. All the five (5) experts consulted and discussed every item and thereafter their suggestions were used to amend the instruments. Similarly, the researcher ensured face validity to ensure simple wordings and clarity of the questions (Creswell and Plano-Clark, 2011). The researcher used peer

debriefing as suggested by Cresswell (2014) to ensure that the head teachers' interview schedule was trustworthy and free from bias. In addition, the researcher tape recorded the interviews with the head teachers to limit biasness and to ensure verbatim reporting of the informants voices (Cohen, 2007).The data collection instrument was modified so that the results of the pilot research could ensure optimal performance. Instrument validity was evaluated using instrumentation measures, which guaranteed that answers that may obscure the real results of the research were tracked or removed.

3.9.2 Reliability of the Instruments

The degree to which a test outcome returns reliable outcomes or data during repeated trials is known as instrument reliability. Surucu and Maslakçı (2020) opine that reliability of data collection instruments is a sign of stability of the values obtained in subsequent measurements under similar conditions using the same tools. Thus, reliability of data collection instruments is an indispensable feature in any research. The researcher therefore ensured reliability of questionnaires and interview schedule through the following measures:

To researcher used Cronbach's Alpha co-efficient to determine the internal consistency of the questionnaires for class teachers and female pupils with special needs. The study applied Cronbach's Alpha co-efficient to establish the reliability of the questionnaires because it is the most preferred and widely used technique in empirical studies(Surucu & Maslakçı, 2020).In addition, the researcher applied Cronbach's Alpha co-efficient to establish the reliability because the questionnaires for both class teachers and female pupils with special needs had Likert scale items.

The researcher therefore considered a Cronbach's alpha value of 0.7 and above as an indicator of the internal consistency of the questionnaires as recommended (Fraenkel et. al., 2011). The summary of Cronbach's Alpha co-efficient for both class teachers and female pupils' questionnaires is shown in Table 3.3.

Table 3.3: Reliability coefficients for Head teachers and Class teachers questionnaires

Variables	Cronbach's Alpha Co-efficient for Head Teachers Questionnaires	Cronbach's Alpha Coefficient Class Teachers Questionnaires
Monitoring of Performance	0.745	0.839
Instructional supervision practices	0.793	0.892
Leadership practices	0.872	0.767
Communication practices	0.884	0.878
Participation of female pupils	0.825	0.794

Table 3.3 shows that all items used to measure variables in both head teachers and class teachers questionnaires had a Cronbach's Alpha coefficient greater than 0.7 which was the threshold set for the study. The researcher thus considered both questionnaires reliable as recommended by (Fraenkel et al, 2011).The alpha coefficient, which ranges from 0 to 1, was used to describe the dependability of variables generated from dichotomous (two potential replies) or scales (rating scale: 1 = strongly disagree, to 5 = strongly agree). A greater number implies that the scale created is more precise. The Cronbach's alpha test was performed by the researcher to determine if the questionnaire's questions properly evaluated predictor claims, and the findings are shown in Table 3.4

Table 3.4: Reliability Statistics for All Items

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
0.948	0.961	82

According to Table 3.4, the average reliability figures reveal that the Cronbach's alpha was 0.961, indicating that the scale had a good degree of internal accuracy in the study. In order to determine the reliability of the other instruments, the researcher objectively examined the correctness of the replies on the pilot study in cooperation with the supervisors. The researcher next looked through the test instruments to check if all of the things were relevant, keeping an eye out for those that were ambiguous or imprecise.

3.10 Data Collection Procedure

The researcher used the research approval letter from Dean, Graduate School, Kenyatta University to apply for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI), Ministry of Education. The researcher recruited two research assistants to assist in the data collection process. The research assistants were trained for two days on the purpose of the study and how to collect data.

The researcher with the help of two research assistants visited each selected school per day for data collection. The data collection exercise commenced by talking with the head teachers and explaining the purpose of the study to them. After the introduction and explaining the purpose of the study, the head teachers introduced the researcher and two research assistants to the class teachers and female pupils with special needs. The researcher then explained the purpose of the study to the

respondents after which class teachers and female pupils were selected through simple random sampling technique to take part in the study.

The researcher then issued consent forms to selected class teachers to sign as evidence that they voluntarily agreed to participate in the study. On the other hand, the researcher sought permission from the head teachers to collect data from female pupils with special needs. The researcher thereafter administered questionnaires to the class teachers and conducted FGD with female pupils with special needs. Due to the busy schedule of the class teachers, the researcher picked the questionnaires after five days while the researcher conducted FGDs for female pupils with special needs on the same day. Data was collected from the pupils in each of the sampled classes from educational zones using FGD guides carried by the researcher. One focus group included 6-12 pupils from grades one through eight. It was possible to capture a variety of perspectives by mixing pupils from different levels. As regards data collection from the head teachers, the researcher booked appointments and distributed the questionnaires on the day class teachers' questionnaires were issued. Each questionnaire answering session lasted for thirty-five (35) minutes for both teachers and head teachers. The researcher used collected textbooks from libraries and other academic sources to triangulate the observations from these instruments.

3.11 Data Analysis Techniques

Before being processed and examined, the data was cleaned and sorted. Quantitative data was analyzed using descriptive statistics such as frequencies, means and standard deviation, as stated in the objectives. Data review was carried out at various points during the data collection phase and at the conclusion of this exercise. Computers were used to code quantitative data, which was then analyzed and the

results displayed using percentages and frequency tables. The frequency counts of the responses were then used to produce knowledge about the informants that had taken part in the analysis as well as to show the overall pattern of results on the different variables being investigated. All the four objectives were responded to in the following ways: descriptive data was analyzed using tables and figures, percentages, frequencies, means and standard deviation. Qualitative data was analyzed thematically. Themes were further used to triangulate the quantitative data to get final results.

The qualitative data analysis entailed identifying, examining and interpreting patterns and themes in textual data to discover how these patterns and themes contributed to answering the study objectives. The qualitative data was analyzed for general patterns relating to different research characteristics such as head teachers' use of participatory decision-making, leadership styles, and communication abilities on student involvement. Evaluation notes, course books, instruction manuals, lecture or meeting papers, and minutes of reports relating to head teachers' management and its effect on student performance of female pupils with special needs were among the records examined. Regression analysis was used to test the null hypothesis. The researcher used multiple regression analysis to produce regression model which was used to make deductions about the data collected. The final model used in the analysis was as follows: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$

Where Y = Dependent Variable = Participation of female pupils with special needs

$\beta_0 + \beta_1$ = coefficients of the independent variables

Where: Y = Performance of Female Pupils with special needs

X_1 = head teachers' monitoring of performance

X_2 = head teachers' instructional supervision practices

X_3 = head teachers' leadership practices

X_4 = head teachers' communication practices

ε = error term

3.12 Data Analysis Plan

Statistical test analysis was carried as summarized in Table 3.5

Table 3.5: Data Analysis Plan

Objective	Nature of Data	Statistical Tools	Mode of presentation
To determine the influence of the head teachers', use of participatory decision on the participation of female pupils with special needs.	Quantitative	Frequencies, Means, Standard deviation	Graphs and Tables
	Qualitative data	Narrative description based on identifiable themes will be offered to explain the emerging themes	Narration
Establish the influence of head teachers' instructional programme management on the participation of female pupils with special needs	Quantitative	Means, percentages and Standard deviation, correlation coefficient and linear regression	Graphs and Pie Charts
To assess the influence of the head teachers' leadership styles on the participation of female pupils with special needs.	Qualitative data	Narrative description, Means, percentages and Standard deviation, correlation coefficient and linear regression	Narration, Graphs and Tables
	Quantitative data		
To determine the influence of the head teachers' communication skills on the participation of female pupil with special needs.	Quantitative data	Frequencies, Means, Standard deviation, correlation coefficient and linear regression analysis, ANOVA	Graphs and Tables
	Quantitative data	Narrative description	Narration

3.13 Logistical, Ethical and Legal Considerations

3.13.1 Logistical Considerations

Prior to visiting selected schools for data collection exercise, the researcher sought for a written research authorization from Dean, Graduate School, Kenyatta University. The researcher also sought authorization from Director of County Education, Mandera County and applied for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Moreover, the researcher packed the required number of questionnaires for class teachers and female pupils with special needs as well as interview schedules in a water proof container to avoid the possibility of being destroyed by rain or dirt. The researcher thereafter trained research assistants for two days about the purpose of the study and ethical considerations to be observed during data collection exercise. During the data collection exercise, the researcher made reconnaissance visits to sampled schools to familiarize with the study area and create rapport with the respondents. After the administration of the questionnaires to the respondents, questionnaires for class teachers and head teachers were picked after five days while focus group discussion for pupils with special needs were carried on the different days per school. The researcher then edited the questionnaires to eliminate any glaring or incomplete items.

3.13.2 Ethical Considerations

The researcher ensured that ethical considerations were observed during the study.

This was done through the following:

First, the researcher ensured there was voluntary participation in the study. Consequently, the researcher issued the respondents with consent forms which they signed as evidence that they agreed to participate in the study. As regards female pupils with special needs, the researcher sought the consent of the head teachers in respective schools for the pupils to participate in the study. Moreover, the researcher informed the respondents that they were free to stop participating in the study at any point they felt they were not willing to continue taking part in the study.

Second, the researcher ensured anonymity of the respondents. This was done by the researcher requesting the respondents not to write anything in the questionnaires which could be used to identify themselves. Third, the researcher assured respondents of the confidentiality of the data collected. Thus, the researcher explained to the respondents that the data collected would only be used for the purposes of academic and no one else would be able to access the data. Similarly, the interviews with the head teachers were assigned unique codes to guarantee confidentiality.

Finally, the researcher was honest with the respondents and clarified as well as explained the purpose of the study to the respondents. As such, the researcher did not hide any information as he was truthful with his responses as regards questions which were raised by the respondents about the study.

3.13.3 Legal Considerations

The researcher acknowledged all sources of information in accordance with anti-plagiarism policy. The researcher also ensured originality of the study by checking the similarity index through the plagiarism software and ensured that the index ranged between 6% and 16% as recommended by Kenyatta University.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the analysis, interpretation and discussion of the findings regarding head teachers' management practices on participation of female pupils with special needs in primary education in Mandera County in North Eastern part of Kenya. The first segment covers the questionnaire return rate, as well as the study, explanation and discussion of the head teachers' demographic characteristics, such as gender, academic credentials, and years of experience. To acquire descriptive data, the second section includes the analysis, explanation, and discussion of different aspects of the report as outlined in the research objectives. To create inferential statistics, the final section introduces statistical analysis of both the independent and dependent variables. The researcher further formulated four research hypotheses to provide focus and direction for the study, namely:

H₀₁: Head teachers' monitoring of performance does not statistically significantly influence participation of female pupils with special needs in primary schools in Mandera County, Kenya.

H₀₂: There is no statistically significant influence of head teachers' instructional supervision practices on participation of female pupils with special needs in primary schools in Mandera County, Kenya.

H₀₃: There is no statistically significant influence of head teachers' leadership practices on participation of female pupils with special needs in primary schools in Mandera County, Kenya.

H₀₄: Head teachers' communication practices do not statistically significantly influence participation of female pupils with special needs in primary schools in Mandera County, Kenya.

4.2 Questionnaire Return Rate

The researcher administered 90 questionnaires to class teachers and also conducted focus group discussions pupils with special needs respectively. Class teachers returned 86 questionnaires which represented 95.56% return rate. As regards head teachers, the questionnaires were distributed to all the 11 sampled head teachers and all returned making a return rate of 100%. The class teachers who failed to return their questionnaires were not present in their respective schools on the day the researcher picked the questionnaires because they had been sent to attend various functions such as workshops while others were absent due to personal reasons.

The researcher considered response rates for class teachers (95.56%) and head teachers 100% adequate as recommended by Mugenda and Mugenda (2018) who recommend that a response rate of 50% is appropriate, a rate of 60% is sufficient while a response rate of 70% and above is extraordinary. Similarly, Kothari (2011) posit that a response rate of more than 70% is considered quite adequate to allow analysis and generalization of findings. Based on the recommendations of the above scholars, the researcher considered the response rates of the present study adequate for analysis and generalization to the target population. One FGD consisted of 8-12 pupils from all grade levels 1 to 8 during focus group conversations from all the sampled pupils. It was possible to capture a variety of perspectives by mixing pupils from different levels. The objective of these focus groups, which had a 100% response rate, was academic engagement of female pupils with physical impairments

in special primary schools in Mandera County. This study's response rate was enough for examination, explanation, and generalization based on these statements.

4.3 Head Teachers' Demographic Information

The demographic details of the respondents, especially the head teachers are covered in this segment. In the social sciences, the traits of respondents play a critical role in expressing and giving answers to the topics under investigation. With this in mind, a set of personal characteristics for head teachers was identified in this review, including gender, academic qualifications, and teaching experience,

4.3.1 Gender of Head Teachers

Figure 4.1 depicts the findings of the study, which intended to determine the gender of head teachers from the sampled schools:

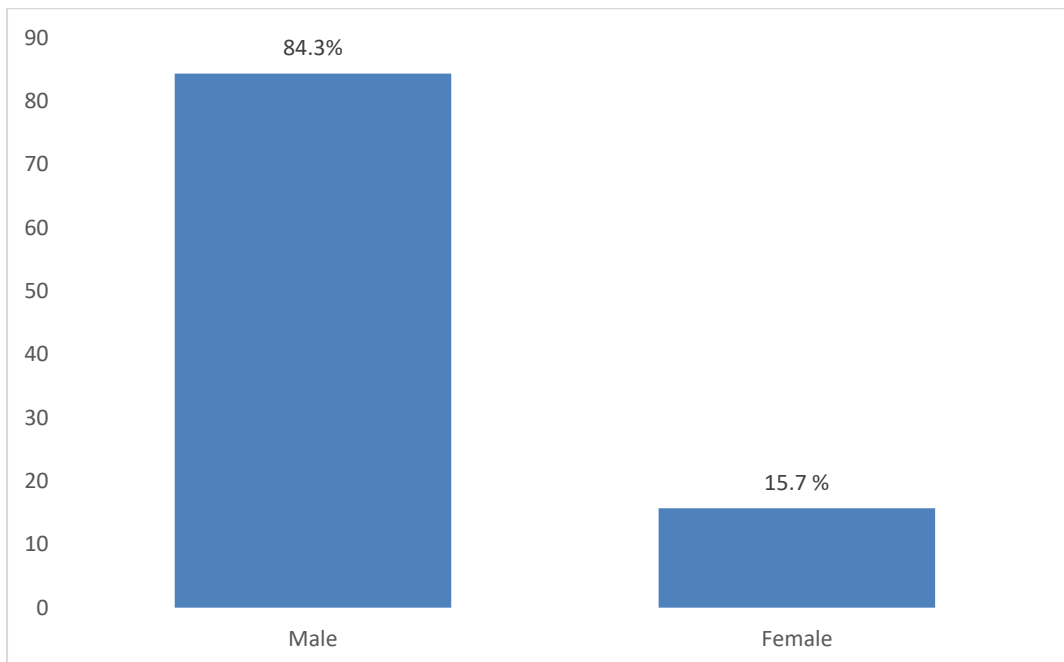


Figure 4.1: Head Teachers' Gender

Gender is a major variable in a sample that is impacted by a range of social, educational, and economic aspects in a specific social setting. As shown in Figure 4.1, male head teachers headed the majority of the schools 84.3 percent, while female head teachers lead 15.7 percent. This study established that more male head teachers participated in the study as compared to the female ones which implies exclusion of female gender at early stage of education.

One of the major challenges that many countries face is fully integrating women into educational leadership positions. There is need to embrace more female head teachers in special schools. According to Ombati (2016), female educational administrators are more consistent in the school and keep up with instructional programs than men. Their leadership styles are more transformational, participatory, and inclusive than their male counterparts'. They bring an arsenal of strengths to the exercise of leadership, which are increasingly consistent with current reform efforts in school leadership, governance and instructional improvement (Ombati, 2016). These characteristics combine to form an inclusive, open, consensus-building, innovative, collaborative, collegial and meticulous leadership style. As a result, their equal representation in school administration will provide them with opportunities to develop and utilize their skills and talents.

4.3.2 Head Teachers' Academic Qualifications

The purpose of the study was to determine the academic credentials of the head teachers. The results are shown in Figure 4.2.

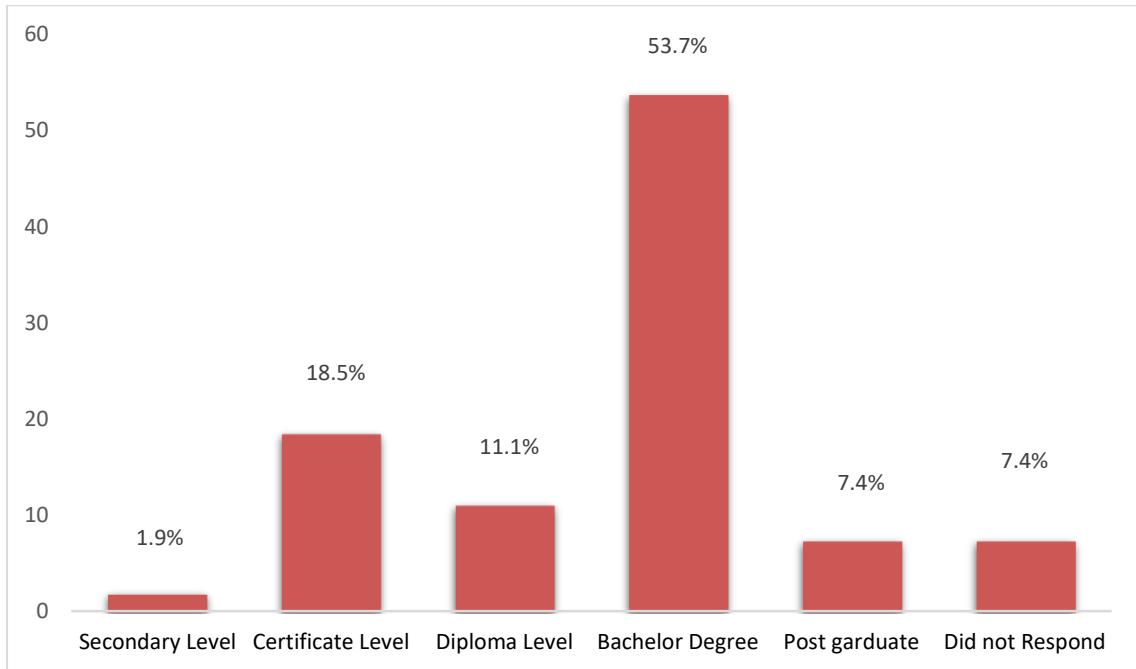


Figure 4.2: Head teachers' Academic Qualifications

The majority of the head teachers 53.7% held a bachelor's degree, as shown in Figure 4.2. This may be due to the fact that most primary school head teachers in special schools had returned to school to obtain university degrees in order to improve both their teaching and administrative skills. TSC policy on promoting those with further training could have also influenced the numbers. From the findings, 18.5% had acquired certificate level of academic qualifications, 11.1% had obtained diploma level of education and 7.4% had achieved post graduate level of academic qualifications. The study results, therefore, imply that the highest level of education was post graduate level while the lowest level was secondary school level; which means that the administrative head of public special primary school were considered to be highly qualified to give their opinion on management practices on participation of female pupils with special needs in public special primary schools. In certain

ways, an individual's answer is likely to be influenced by his educational standing, so it became necessary to know the respondents' educational backgrounds.

According to Salwa and Bukman (2019), academic credentials, job experience and work morale have had a substantial impact on the school head teachers' results. The possession of expertise and experience is evidenced by academic certification. Head teachers who have received professional training are more successful and reliable than those who have not. In certain ways, an individual's answer is likely to be dictated by his educational level, so knowing the respondents' educational backgrounds is important. Professional learning and qualification, according to Desimone(2009), is crucial for increasing head teacher competence and skills, as well as enhancing their practice thereby improving academic achievement of female pupils with special needs in primary school in Mandera County.

4.3.3 Experience of Head Teachers

Head teachers were asked to state their years of experience and Figure 4.3 depicts the results.

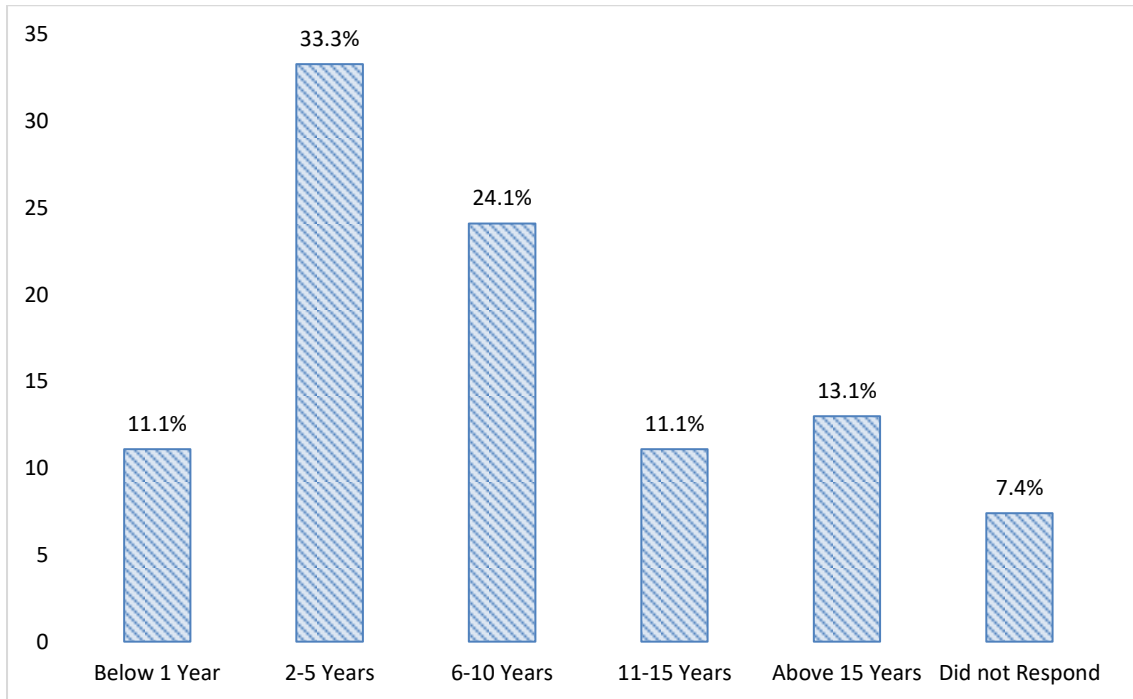


Figure 4.3: Experience of the Head Teachers

The majority of head teachers 33.3 percent had 2-5 years of experience, according to the study's findings (Figure 4.3). The study also recorded that as the number of years of experience increased, the number or proportion of head teachers dropped, implying that there is an indirect link between the two. As shown in the findings, the number of those who had served for more than 15 years was 13.1%. The results also showed that 24.1% of the head teachers had 6-10 years of experience while those with 11-15 years of experience were 11.1% and 7.4% not responding. Generally, the finding implies that less than 5 years of experience accounted for 44.4% of the total sampled head teachers.

4.3.4 Demographic Information of Class Teachers and Pupils with Special Needs

Table 4.1 presents the summarized demographic information for class teachers and pupils with special needs.

Table 4.1: Demographic Information for Teachers and Pupils

Demographic Characteristics	Class teachers		Pupils	
	n	%	n	%
Gender:				
Male	54	60	93	57.06
Female	36	40	70	42.94
Age:				
6-15	–	–	144	88.39
16-25	5	5.76	19	11.61
26-35	23	25.90	–	–
36-45	37	41.00	–	–
46-55	16	17.99	–	–
56 and above	9	9.35	–	–
Years of teaching experience				
0-10 years	25	28.06	–	–
11-20 years	34	38.13	–	–
21-30 years	21	23.02	–	–
31 years and above	10	10.79	–	–
Highest level of education				
Grade 1-3	–	–	32	19.64
Grade 4-5	–	–	60	36.61
Class 6-8	–	–	71	43.75
Certificate	44	48.92	–	–
Diploma	25	28.06	–	–
Bachelors	14	15.11	–	–
Masters	7	7.91	–	–

This section contains demographic information of respondents, namely; gender, age, years of teaching experience, highest level of education, class or grade and years of experience of teachers. Table 4.1 shows majority (60%) of the class teachers were male while (40%) were female. Moreover, majority (57.06) of the pupils were male while the minority (42.94%) were females. As regards age of respondents, the finding shows that majority (41%) of the class teachers were aged between 36 and 45 years while (9.35%) were 56 years and above. The findings in Table 4.1 also reveal that majority (88.39%) of the female pupils with special needs were aged between 6 and 15 years while the minority (11.61%) were aged between 16 and 25 years. The findings on the age of class teachers imply that class teachers in public primary schools in Mandera County are young and energetic professional who are able to handle pupils with special needs.

The findings indicate that majority (38.13%) of the class teachers had teaching experience which ranged from 11 to 20 years while the minority (10.79%) had a teaching experience of 31 years and above. The findings imply that most class teachers had acquired adequate teaching experience and thus were able to handle female pupils with special needs in primary schools. Table 4.1 also indicate that majority (43.75%) of the female pupils with special needs were from class 6 to 8 while the minority (19.64%) were from grade 1 to 3. The findings reveal that majority (48.92%) of the class teachers had certificate as their highest level of education while the minority (7.91%) had master's degree. The findings on class teachers' highest level of education imply that class teachers were qualified to teach in primary schools in Kenya as the prerequisite qualification for one to teach in

primary schools was a primary teacher education certificate. This means that class teachers were therefore able to handle female pupils with special needs.

4.4 Head Teachers' Performance Monitoring and Female Pupils' Participation

The study's first objective was to establish the extent to which head teachers' performance monitoring influenced the participation of female pupils with special needs in special primary school education in Mandera County. As a result, the head teachers were asked to assess how much they agreed with different assertions about monitoring of performance by head teachers. The identified indicators upon which head teachers monitored performance included: teacher's involvement in pupils' performance, pupils' involvement in their own performance, parents' involvement and school management committees' involvement in performance of female pupils with special needs.

The head teachers were asked to state the extent to which they agreed with some statements regarding monitoring of teachers' involvement in pupils' performance. The findings were as shown in Table 4.2.

Table 4.2: Head Teachers Responses on Head Teachers’ Performance Monitoring and Female Pupils ‘Participation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agreed	Mean	SD
Teachers are involved in developing visions and missions	1.9%	-	22.2%	29.6%	46.3%	4.19	0.91
Teachers are involved in setting goals and objectives	1.9%	3.7%	9.3%	35.2%	50.0%	4.28	0.92
Teachers are involved in the organizing function	-	3.7%	20.4%	46.3%	29.6%	4.02	0.81
Teachers’ involvement in designing school programmes is highly supported	-	3.7%	16.7%	25.9%	53.7%	4.30	0.88
Teachers are involved in developing the strategic plan for the school	1.9%	3.7%	20.4%	38.9%	35.2	4.02	0.94

N= 11

As depicted in Table 4.2, majority of head teachers agreed that teachers were involved in developing visions and missions in their respective schools (M=4.19, SD=0.91) and monitored them. The findings showed that teachers were involved in setting goals and objectives for the school (M=4.28, SD=0.92). The findings also showed that teachers were involved in the organizing function including defining and structuring roles (M=4.02, SD=0.81), teachers’ involvement in designing school

programmes in their respective schools were highly supported by head teachers (M=4.30, SD=0.88) and teachers were also involved in developing the strategic plans for the school (M=4.02, SD=0.94). As shown in the findings of this study, head teachers succeeded in involving teachers in designing school programmes with a low standard deviation of 0.88. On the other hand, the head teachers did not perform well in involving teachers in organizing school functions and developing school strategic plans with SD of 0.81 and 0.92 respectively. Therefore, head teachers' performance monitoring as management practice relied heavily on teachers' involvement in order to increase participation of female pupils with special needs in school. The study findings revealed that teachers were directly involved in monitoring the performance of female pupils with special needs. Jack (2004) opines that monitoring of performance is part of participatory decision making and it emanates from behavioral science whose basic tenet is critical player in the management of affairs of learners. Caldwell (2005) feels that the engagement of teachers in monitoring performance is crucial. However, for both pupils and staff to improve their academic accomplishment, school administrators and teachers need to be able to execute academic performance initiatives with expertise.

Furthermore, a correlation analysis was performed to establish the relationship between teachers involvement of performance and participation of female pupils with special needs. Table 4.3 summarizes the findings.

Table 4.3: Correlation between Teachers Involvement of Performance and Participation of Female pupils WSN

		PARTICIPATION OF CHILDREN WSN	TEACHERS INVOLVEMENT
PARTICIPATION OF CHILDREN WSN	Pearson	1	.538**
	Correlation		
	Sig. (2-tailed)		.000
	N	53	53
TEACHER INVOLVEMENT	Pearson	.538**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	53	53

****.** CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

The findings in Table 4.3 show that there was a statistically significant positive correlation between head teachers monitoring of performance and participation of female pupils WSN (53) =.538, $p < .000$) with 53 degree of freedom at 95% confidence level. This was confirmed by learners through focus group discussion where they indicated that indeed teachers involvement enhanced their academic participation. For instance:

“A good percentage of pupils indicated that they perceived their participation when teachers point them to answer questions when they raised their hands. This gave them a sense of recognition and gave the confidence while answering questions”(FGD respondents group one).

“Six of ten FGD participants said that as pupils with physical disabilities, they spent much of their time in class exchanging thoughts, views, perspectives, and stories with their teacher and other pupils. Pupils engage by expressing their thoughts, views, and perspectives with teachers, for example” (FGD respondents group two).

“Sharing information and introducing own ideas and understanding through teachers’ direct involvement enhances our participation” (FGD Respondent three). A few of us additionally participate by relating models from outside school with course reading content through the support of our teachers” (FGD Respondent four).

As seen from the FGD discussion, the head teachers inculcated a culture where teachers were directly involved in enhancing the participation of female pupils WSN. This was very relevant as teachers can influence the behavior and expectations of pupils’ capabilities in classrooms. For instance, when a teacher exhibits negative attitude towards pupils; like being lazy and stupid, the pupils become withdrawn and unmotivated thereby affecting their level of participation and performance and all these can be actualized if head teachers has favorable management practices. In their research on the role of teachers in increasing pupils' classroom participation in universities, Aziz and Kazi (2019) agree that increasing participation does not mean forcing every student to contribute in class; rather, it means providing pupils with opportunities to learn in a favorable atmosphere and discuss information and topics from their own perspectives. Pupils' attendance differs, according to Aziz and Kazi (2019), due to variations in academic habits and personalities. As a result, it is the teacher's responsibility to provide a conducive atmosphere for such pupils to participate.

4.4.1 Influence of Pupils’ Involvement in their own Performance

The head teachers were asked to state the extent to which they agreed with some statements regarding involvement of female pupils with special needs in their own performance. The findings are as shown in Table 4.4

Table 4.4: Influence of Pupils' Involvement on Performance

Statement	Strongly Disagree	Disagreed	Neutral	Agree	Strongly Agreed	Mean	SD
Pupils are involved in school governance	3.7%	1.9%	11.1%	48.1%	35.2%	4.09	0.94
Pupils play a vital role in the school class programmes	-	-	18.5%	46.3%	35.2%	4.17	0.72
Respect and inclusion of pupils' opinions in decisions	-	5.6%	24.1%	40.7%	29.6%	3.94	0.88
Head teacher consults pupils before making decisions	13.5%	9.6%	15.4%	44.2%	17.3%	3.42	1.27
Head teacher involve pupils in solving problems	10.0%	14.0%	18.0%	38.0%	20.0%	3.44	1.25

Table 4.4 shows that pupils particularly prefects were involved in school governance (M=4.09, SD=0.94), pupils particularly prefects played a vital role in the school class programmes (M=4.17, 0.72). The findings of the survey also indicated that head teachers valued and welcomed the participation of female pupils with special needs in decision-making (M=3.94, SD=0.88), the study also showed that head teachers consulted female pupils with special needs before decision making processes (M=3.42, SD=1.27) and also involved female pupils with special needs in solving problems (M=3.44, SD=1.25). As seen in Table 4.4, the head teachers succeeded in ensuring that female pupils with special needs played vital role in the

school programmes with a standard deviation of 0.72 but performed poorly in making consultation with pupils before making key decisions with a variation of 1.27. This could be positive towards enhancing performance monitoring of these pupils, a virtue that shows good management practice for the head teachers.

These findings demonstrate that pupils who contribute to discussions of their own affairs tend to succeed academically. This was also verified during focus group talks, where 80.0 percent of pupils said their head teachers included them in the decision-making process, while 86.8% said their head teachers involved them in school governance through their class prefects. This means that the head teachers were complying with the basic education act 2013. Of great concern was that 23 percent of the respondents reported that head teachers did not consult pupils before making decisions while 24% opined that head teachers involved pupils more in decision making process. People with special needs require a lot of consultations so that they are not disadvantaged. Because pupils are significant stakeholders and beneficiaries in the educational process, it was necessary to investigate the impact of including them in critical decision-making mechanisms at school. In Britain, Koli (2004) agrees that involvement and pupils' participation in governance through formal meetings amongst themselves, plan activities for school had unprecedented increase in number of schools with consequent increase in participation in terms of enrolments in school.

On the other hand, Koli (2004) admits that engaging other pupils in decision making had limitations as student prefect system mostly relied on delegated power or no power at all to execute their decisions. Secondly some of the orders enforced by the prefects under the instruction of the head teachers were repressive and punitive to

the other pupils. Pascarella and Terenzini (2005) noted that even though student leaders were allowed to exercise leadership by voicing their opinions about their current status of environment, the head teachers still retained the final decision making veto through performance monitoring. The study, therefore, implies that in order to ensure participation of pupils with special needs in school affairs, head teachers are encouraged to inculcate changes or course of action shared with pupils. This is in line with Magolda and Ebber, (2006) who argued that there is a need of student participation in academic matters to enhance performance monitoring. This study opines that pupils are more likely to participate in class if they have a comfortable relationship with their teachers.

To examine the link between pupil involvement and participation of female pupils WPD, Pearson's Moment correlation was used, and the results are shown in Table 4.5.

Table 4.5: Correlation between Pupils Involvement and Participation of Female pupils WSN

		PARTICIPATION OF CHILDREN WITH SPECIAL NEEDS	PUPIL INVOLVEMENT
PARTICIPATION OF CHILDREN WITH SPECIAL NEEDS	Pearson Correlation	1	.125
	Sig. (2-tailed)		.392
	N	49	49
PUPIL INVOLVEMENT	Pearson Correlation	.125	1
	Sig. (2-tailed)	.392	
	N	49	49

****.** CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

The findings in Table 4.5 show that there was no statistically significant correlation between pupil involvement and participation of female pupils WSN($r(49) = .125, <.392$) with 49 degree of freedom at 95% confidence level. This was because $p .392$ was greater than 0.05 therefore did not have statistical significance and the weak relationship was just by chance. Even though the findings showed a correlation between pupils' involvement in learning activities and performance, it had no statistical significance. Pascarella and Terenzini (2005) aver that involvement of pupils in leadership roles helps them to learn how to handle conflict and responsibilities, co-operate with others and listen to other people's opinion and ideas.

4.4.2 Parental Involvement in Pupils' Performance

Parental involvement in school activities has been shown to be an important element in children's academic success. Head teachers were asked to rate how much they agreed with certain assertions about the influence of parental involvement on the participation of female pupils WSN. Table 4.6 summarizes the findings.

Table 4.6: Parental Involvement in Pupils Participation

Statement	Strongly Disagree	Disagreed	Neutral	Agree	Strongly Agreed	Mean	SD
Parents are involved in solving administrative problems	7.7%	21.2%	26.9%	25.0%	19.2%	3.27	1.22
Parents are engaged in addressing administrative problems	17.3%	3.8%	25.0%	40.4%	13.5%	3.29	1.27
Parents are involved in making school programmes for the with special needs	9.6%	7.7%	40.4%	28.8%	13.5%	3.29	1.11
Parents are consulted before making decisions pertaining to the student WSN	4.1%	8.2%	20.4%	40.8%	26.5%	3.78	1.11
Parents are encouraged to participate in decision making daily	5.8%	25.0%	17.3%	32.7%	19.2%	3.35	1.22
Parents are involved in solving administrative problems	5.9%	17.6%	35.3%	27.5%	13.7%	3.25	1.09

As shown in Table 4.6, parents were involved in solving administrative problems (M=3.27, SD=1.22), the findings showed that parents were engaged in addressing administrative problems (M=3.29, SD=1.27), parents were involved in making school programmes for the female pupils with special needs (M=3.29, SD=1.11). The study further revealed that parents were consulted by the head teachers before making decisions pertaining to the female pupils with special needs (M=3.78, SD=1.22); majority of the head teachers agreed that parents were encouraged to participate in decision making daily. The findings also show that parents were

involved in solving administrative problems ($M=2.25$, $SD=1.09$). It is noted in the findings that parents were mostly neutral in terms of the extent of their involvement in the pupils' performance and therefore the study could not make meaningful deduction on the impact of their involvement.

The more active parents are with their children's education, the greater their entire class's engagement, attitudes and results for the female pupils with special needs would be. This is due to the fact that most parents know their children much better than their teachers do. Parents' position in school management is now embedded in the Education Policy and their responsibilities include financial mobilization, discipline and tracking the school's success. In terms of school administration, according to Thomson (2011), parents are partners, customers and instructional assistants. When parents are active in their children's school lives, especially those with special needs, they provide the support and knowledge they need to not only do their homework but also develop a lifetime love of learning. Sheldon and Jung (2015) argue that the influence of parents on children is essential as parents and teachers work to build a dynamic school. According to Sheldon and Jung (2015), parents who are really involved in their children's education are in a strong position to provide advice or seek outside help if they see a child is suffering.

The Pearson's Moment correlation was used to establish the relationship between parental involvement and the participation of pupil WSN and the results are shown in Table 4.7.

Table 4.7: Correlation between Parental Involvement in Pupils' Performance and Participation of Female pupils WSN

		PARTICIPATION OF CHILDREN WITH SN	PARENTAL INVOLVEMENT
PARTICIPATION OF CHILDREN WITH SN	Pearson	1	.058
	Correlation		
	Sig. (2-tailed)		.707
	N	53	44
PARENTAL INVOLVEMENT	Pearson	.058	1
	Correlation		
	Sig. (2-tailed)	.707	
	N	44	44

****.** CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

The findings in Table 4.7 show that there was no statistically significant correlation between parents' involvement and participation of female pupils with special needs $r(44) = .058, < .624$) with 44 degree of freedom at 95% confidence level. This was because $p .707$ was greater than 0.05 therefore did not have statistical significance and the weak relationship was just by chance.

4.4.3 School Management Committee Involvement in Pupils' Participation

The head teachers were asked to rate how much they agreed with certain assertions about the influence of school administration on the participation of female pupils with special needs. The results are shown in Table 4.8.

Table 4.8: School Management Committee Involvement in Pupils' Performance

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agreed	Mean	SD
SMC are involved in solving administrative problems	-	3.8%	7.5%	35.8%	52.8%	4.38	0.79
SMC are engaged in addressing administrative problems	-	3.8%	9.6%	50.0%	36.5%	4.19	0.77
SMC are involved in making school programmes for pupils special needs	5.8%	1.9%	28.8%	30.8%	32.7%	3.83	1.10
SMC are consulted before making decisions pertaining to pupils WSN	3.8%	7.7%	3.8%	32.7%	51.9%	4.21	1.09
SMC are encouraged to participate in decision making daily	5.9%	5.9%	11.8%	39.2%	37.3%	3.96	1.13

The findings in Table 4.8 shows that SMC were involved in solving administrative problems (M=4.38, SD=0.79), head teachers agreed that SMC were engaged in addressing administrative problems (M=4.19, SD=0.77). The head teachers also agreed that SMC was engaged in developing school programs for female pupils with special needs (M=3.83, SD=1.10) and that SMC was contacted before making decisions affecting female pupils with special needs (M=4.21, SD=1.09). The study's findings also revealed that SMC were encouraged to engage in everyday decision-making (M=3.96, SD=1.13). The data reveal that head teachers believed that incorporating the school management committee in handling administrative

difficulties with a variety of methods had significant effectiveness 0.79. The school management committee should promote the school's and pupils' interests in order for the pupils to obtain the finest education possible. SMC is important in promoting constructive participation by pupils with special needs, according to King'oina et al. (2017), because it is actively involved in issues of discipline, guidance and counseling, as well as attempting to instill a culture of dialogue and inclusive interaction in classrooms.

The association between SMC involvement and participation of female pupil WSN was determined using Pearson's Moment correlation, as seen in Table 4.9.

Table 4.9: Correlation between SMC Involvement and Participation of Female pupils WSN

		PARTICIPATION OF CHILDREN WITH SN	SCHOOL MANAGEMENT COMMITTEE INVOLVEMENT
PARTICIPATION OF CHILDREN WITH SN	Pearson Correlation	1	.545**
	Sig. (2-tailed)		.000
	N	53	48
SCHOOL MANAGEMENT COMMITTEE INVOLVEMENT	Pearson Correlation	.545**	1
	Sig. (2-tailed)	.000	
	N	48	48

**** . CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).**

Table 4.9 indicates that there was a statistically significant relationship between SMC involvement and the participation of female pupil with special needs ($r(53) = .545 < .000$) with 48 degrees of freedom at 95 percent confidence level ($r(53) = .545 < .000$).

The strong correlation shows the importance of a working SMC. An effective SMC of a school is the most essential prerequisite for a success. A successful SMC assists schools in meeting the needs of all stakeholders in the educational community, including teachers, faculty, parents, culture, government and service providers. It is crucial and obligatory to run schools with the approval of the School Management Committee in order for them to perform properly (SMC). Furthermore, for the performance of the schools, especially special schools, the school management should use some standard and time-tested management principles and adhere to the prevalent national norms by collaborating with the scope of the Management Committee of the schools. Proper administration will assist special schools in identifying and bridging the gaps that hinder girls with physical impairments from engaging in primary school activities.

4.4.4 Class Teachers' Response on Head Teachers' Monitoring of Performance

The researcher sought for responses from class teachers and female pupils with special needs using a five Likert Scale ranging from Strongly Disagree (SD) [1] to Strongly Agree (SA) [5]. The analysis was done using weighted average of the responses and their standard deviations. Weighted average of 3.50-5.00 indicates agreement to a statement while a range of 1.00-1.49 indicates disagreement to a statement. Specifically, weighted average of 1.00-1.49 represents strongly disagree; 1.50-2.49 represents disagree; 2.50-3.49 represents neutral; 3.50-4.49 represents agree and 4.50-5.00 represents strongly agree (Joshi, Kale, Chandel, & Pal 2015). In addition, the researcher sought for views of the head teachers using the interview schedule. Responses from class teachers are contained in Table 4.10.

Table 4.10: Class teacher's Responses on Head Teachers Monitoring of Performance

Statement	SD		D		N		A		SA		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
The head teacher ensures that pupils with special needs academic progress are monitored frequently	12	13.74	11	12.99	14	15.83	24	27.79	25	29.50	3.79	0.91
The head teacher uses summary of data analysis of performance of female pupils with special needs to plan remedial measures	14	16.55	20	23.02	3	3.60	25	29.50	24	27.33	3.61	0.92
The head teacher ensures that the school conducts an annual comprehensive needs assessment for all female pupils with special needs based on their performance	23	26.62	28	32.37	7	7.91	15	17.27	13	15.83	1.74	0.81
The head teacher has put in place a needs improvement plan for each female pupil with special needs in the school	13	15.11	15	17.27	9	10.07	23	26.62	26	30.93	3.92	0.88
The head teacher ensures that all female pupils with special needs are frequently assessed using formative assessment tests	12	13.67	16	18.71	7	8.63	25	28.78	26	30.21	4.01	0.94
The head teacher usually evaluates the effectiveness of school programmes meant to improve performance of female pupils with special needs	25	28.78	24	28.06	9	10.79	14	16.55	14	15.83	1.5	0.78
The head teacher encourages teachers to assist female pupils with special needs to set their targets in schools	13	15.11	17	20.14	6	7.19	25	28.78	25	28.78	4.1	1.73

Statement	SD n	%	D n	%	N n	%	A n	%	SA n	%	Mean	SD
The head teacher organizes clinic days where each class teacher discusses performance of each female pupil with special needs	14	15.83	10	11.51	13	15.11	23	27.34	26	30.21	3.59	0.81
The head teacher organizes joint tests for female pupils with special needs with other schools to assess progress towards their targets	22	25.90	27	30.94	9	10.79	15	17.98	13	14.39	1.63	0.77
The head teacher frequently engages female pupils with special needs who have experienced negative deviation in their performance	12	14.39	18	20.86	6	6.47	25	29.50	25	28.78	4.2	1.53
The head teacher uses digital programs to automatically monitor the performance of female pupils with special needs	24	28.06	25	28.78	7	8.63	16	17.99	14	16.54	1.73	0.87
The school screens all pupils at many points during the school year to identify academic needs	23	26.62	26	30.22	10	12.23	15	17.27	12	13.66	1.63	0.77

Table 4.10 shows the findings on responses of class teachers on head teachers monitoring of performance female pupils with special needs in public primary schools in Mandera County. Accordingly, the findings indicate that majority (29.5%) of the class teachers strongly agreed that head teachers ensured that female pupils with special needs academic progress were monitored frequently while the minority (13.74%) of the class teachers strongly disagreed. The statement had a mean and standard deviation of 3.79 and 0.91 respectively meaning that most class teachers agreed that head teachers ensured that female pupils with special needs academic progress were monitored frequently. The finding is in line with the introduction of teacher performance appraisal by Teachers' Service Commission (TSC) that requires head teachers to frequently monitor the performance of pupils (TSC, 2020).

The findings also show that majority (29.5%) of the class teachers agreed that head teachers used summary of data analysis of performance of female pupils with special needs to plan remedial measures while the minority (3.6%) neither agreed nor disagreed with the statement. The item had a mean of 3.61 and standard deviation of 0.92 implying that most class teachers agreed that head teachers used summary of data analysis of performance of female pupils with special needs to plan remedial measures. The finding is attributable to the fact that remedial measures can only be based on analyzed performance female pupils.

The findings further indicate that majority (32.37%) of the class teachers disagreed that head teachers ensured that the schools conduct an annual comprehensive needs assessment for all female pupils with special needs based on their performance while the minority (7.91%) neither agreed nor disagreed. The statement had a mean of

1.74 and standard deviation of 0.81 meaning that most class teachers disagreed that that head teachers ensured that the schools conduct an annual comprehensive needs assessment for all female pupils with special needs based on their performance. In addition, the findings show that majority (30.93%) of the class teachers strongly agreed that head teacher had put in place a needs improvement plan for each female pupil with special needs in the school while minority (10.07%) of the class teachers strongly disagreed with the statement. The item had a mean and standard deviation of 3.92 and 0.88 respectively meaning that most class teachers agreed that head teacher had put in place a needs improvement plan for each female pupil with special needs.

The findings also reveal that majority (30.21%) of the class teachers strongly agreed that head teacher ensured that all female pupils with special needs were frequently assessed using formative assessment tests while the minority (8.63%) of the class teachers disagreed. The statement had a mean of 4.01 and standard deviation of 0.94 implying that most class teachers agreed that head teacher ensured that all female pupils with special needs were frequently assessed using formative assessment tests. Further, the results indicate that majority (28.78%) of the class teachers strongly disagreed that head teachers usually evaluate the effectiveness of school programs meant to improve performance of female pupils with special needs whereas the minority (10.79%) agreed with the statement. The item had a mean of 1.5 and standard deviation of 0.78, an indication that most class teachers disagreed that head teachers usually evaluate the effectiveness of school programs meant to improve performance of female pupils with special needs.

The findings also reveal that majority (28.78%) of the class teachers strongly agreed that head teachers encourage teachers to assist female pupils with special needs to set their targets in schools while the minority (7.19%) of the class teachers strongly disagreed. The statement had a mean and standard deviation of 4.1 and 1.73 respectively meaning that most class teachers agreed that head teachers encourage teachers to assist female pupils with special needs to set their targets in schools. Similarly, the findings in Table 4.12 also show that majority (30.21%) of the class teachers strongly agreed that head teachers organize clinic days where each class teacher discusses performance of each female pupil with special needs while the minority (11.51%) disagreed with the statement. The mean of the item was 3.59 while the standard deviation was 0.81 implying that most class teachers agreed that that head teachers organize clinic days where each class teacher discusses performance of each female pupil with special needs.

The findings contained in Table 4.10 further illustrate that majority (30.94%) of the class teachers disagreed that head teacher organize joint tests for female pupils with special needs with other schools to assess progress towards their targets while the minority (10.79%) neither agreed nor disagreed with the statement, The mean and standard deviation for the item were 1.63 and 0.77 implying that most class teachers disagreed that head teacher organize joint tests for female pupils with special needs with other schools to assess progress towards their targets. The results further show that majority (29.50%) of the class teachers agreed that head teachers frequently engage female pupils with special needs who have experienced negative deviation in their performance while the minority (6.47%) of the class teachers disagreed. The statement generated a mean of 4.2 and a standard deviation of 1.53 meaning that

most class teachers agreed that head teachers frequently engage female pupils with special needs who have experienced negative deviation in their performance. Head teachers involve female pupils with special needs in decision making and in their own learning.

Results in Table 4.10 further illustrate that majority (28.78%) of the class teachers disagreed that head teachers use digital programs to automatically monitor the performance of female pupils with special needs while the minority (8.63%) of the class teachers strongly agreed with the statement. The item had a mean and standard deviation of 1.73 and 0.87 respectively implying that most class teachers disagreed that head teachers use digital programs to automatically monitor the performance of female pupils with special needs. The results in the table finally show that majority (30.22%) of the class teachers disagreed that schools screen all pupils at many points during the school year to identify academic needs while the minority (12.23%) of the class teachers neither agreed nor disagreed with the statement. The mean of the statement was 1.63 while the standard deviation was 0.77 meaning that most class teachers disagreed that schools screen all pupils at many points during the school year to identify academic needs.

Through interviews, parents were asked to give their views on the influence of head teachers' management practices on participation of female pupils with special needs and their views regarding educating girls with special needs. In response, the interview from the parents conveyed a clear consistent message regarding the value of girls with special needs in school. Several parents interviewed also valued the ability and efforts of the head teachers and teachers in actualizing and enabling the academic achievement of girls with special needs despite difficulties. They also

applauded the head-teachers and teachers for focusing on the individual child's progress rather than using other children as reference for comparison. The interviewed parents also valued the efforts put by the head teachers' in understanding female pupil with special needs and their abilities and intervention with the Ministry of Education for the girls to gain access, retention, completion and performance of their primary schools. On the other hand, some parents said, "we feel that we are viewed as impatient and therefore feels that the Head teachers and teachers to better understand their frustration with the slow pace of school improvement efforts to inclusive practice".

Through further interviews, parents informed the study that when fellow parents are active in their children school lives especially for girls with special needs, they provide support and knowledge they need to develop for lifetime learners and overcome educational barriers and gain independence and participate in the development of the country in the future. According to majority of parents interviewed teachers were active in setting school programs, setting vision and mission in their class; they also set priorities and objectives for their classrooms. The parents also agreed that there were significant association between participation of girls with special needs and participation of teachers.

4.4.5 Actual Performance of female Pupils with Special Needs

The performance in percentages of female pupils with special needs was given by head teachers from secondary data for KCPE results from the years 2016 to 2019. The results were as presented in Table 4.11.

Table 4.11: Performance Results for the Years 2016-2019

Performance	2016	2017	2018	2019
No of Female Pupils with special needs	54	54	54	54
Average Performance	47.6%	45.7%	45.8%	46.4%
Standard Deviation	1.8	2.3	2.1	2.5
Minimum Score	44.6%	40.5%	43.2%	40.5%
Maximum Score	51.2%	50.3%	49.1%	50.0%

Table 4.10 shows that the general performance was 45.7% to 47.6% for the years 2016 to 2019 with the minimum being 40.5% and maximum 51.2 %.

4.4.6 Regression Analysis

A multiple linear regression was conducted to examine how well head teachers' performance monitoring predicted the level of participation of female pupils with special needs in terms of performance. To make inferences between the independent variables and the dependent variable, multiple linear regression analysis was used. The regression model was used in this analysis, and the results are seen in Table 4.10:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where Y = Dependent Variable = Participation in terms of Performance of Pupils WSN

$\beta_0 + \beta_1$ = coefficients of the independent variables

$$Y = (1.639) + (0.296) X_1 + (0.165) X_2 - (0.299) X_3 + (0.405) X_4 + \varepsilon$$

Where: Y = Performance of Female Pupils WSN

X₁ = Teacher involvement in pupils' performance

X₂ = Pupils' involvement in their own performance

X₃ = Parents involvement

X₄ = School management committee involvement

ε = error term

Table 4.12: Regression Analysis of Head Teachers' Performance Monitoring and Performance of Female Pupils with Special Needs.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.639	.771		2.125	.041
Teacher involvement in performance	.296	.214	.268	1.486	.175
Pupils' involvement in performance	.165	.161	.152	1.026	.312
Parents involvement	-.299	.163	-.275	-1.830	.076
School management committee involvement	.405	.180	.436	2.254	.031

a. Dependent Variable: Performance of female pupils with Special Needs

The findings show a prediction that for every unit advance in teacher involvement in pupils' performance, there was 29.6% progress in performance in examination of female pupils with special needs, every unit advance in pupils' own effort and involvement, there was 16.5% progress in performance of female pupils with special needs. Interestingly, the study revealed that for every unit advance in parents' direct involvement in school affairs, there was 29.9% decrease in progress in performance;

and for every unit advance in school management committee involvement in addressing school affairs; there was 40.5% progress in performance of female pupils with special needs as a result of constant engagement with the female pupils with special needs, head teacher and teachers

H₀₁: There is no significant relationship between head teachers' monitoring of performance and actual performance of female pupils with special needs in primary school.

To test if head teachers monitoring of performance had influence on actual performance of female pupils with special needs, all the indicators relating to head teachers monitoring of performance were combined and a Pearson moment correlation was applied on the variables and results summarized in Table 4.13.

Table 4.13: Association between Head Teachers Performance Monitoring and Performance of Female Pupils with Special Needs.

		PERFORMANCE OF PUPILS WITH SPECIAL NEEDS	HEAD TEACHERS' PERFORMANCE MONITORING
PERFORMANCE OF PUPILS WITH SPECIAL NEEDS	Pearson	1	.462**
	Correlation		
	Sig. (2-tailed)		.003
	N	53	53
HEAD TEACHERS' PERFORMANCE MONITORING	Pearson	.462**	1
	Correlation		
	Sig. (2-tailed)	.003	
	N	53	53

****.** CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

According to Table 4.13, the Pearson's Moment correlation test showed a statistically significant relationship between head teachers' performance monitoring

and real performance of female pupils with special needs ($r(53) = .462, p.003$) based on a crucial alpha value of 0.05. When the actual results are compared to the predicted results based on the null hypothesis, $r(53) = .462$ shows that there are relationships between the two variables. The r (correlation) value was translated to t value using the formula since N (number of respondents) was greater than 30:

$$t = r \sqrt{\frac{n-2}{1-r^2}}$$

With a degree of freedom (sample size) of 53 and a confidence level of 95.0 percent, the measured t value was 3.72. Since the estimated value of 3.72 was smaller than the critical value of 2.004. This suggests that teacher involvement had a positive influence on the participation of pupils with impairments. As a consequence, the null hypothesis that there is no substantial relationship between head teachers' performance monitoring and the performance of female pupils with special needs in primary school was rejected.

4.5 Head Teachers' Instructional Supervision and Participation of Female Pupils

Objective two of the study sought to establish the influence of head teachers' instructional supervision practices on participation of female pupils with special needs in primary school in Mandera County.

4.5.1 Monitoring Pupils' Progress

During the study, the head teachers were asked to rate how much they agreed with comments on how teachers monitored the progress of female pupils with special needs in Mandera County. Table 4.14 summarizes the results.

Table 4.14: Teachers' Monitoring of pupils' Progress

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agreed	Mean	SD
Meeting individually with teachers to discuss student progress	3.8%	3.8%	7.5%	34.0%	50.9%	4.25	1.02
Discussing academic performance results with the faculty to identify curricular strengths and weaknesses	-	3.8%	9.4%	37.7%	49.1%	4.32	0.80
Using tests and other performance measures to assess progress toward school goals	-	3.8%	9.4%	20.8%	66.0%	4.49	0.82
Informing student of the school's performance results in written form	-	5.7%	7.5%	32.1%	54.7%	4.36	0.86
Informing pupils of school's academic progress	1.9%	-	7.7%	40.4%	50.0%	4.37	0.79

N=11

According to the results shown in Table 4.14, teachers met individually to assess the performance of female pupils with special needs (M=4.25, SD=1.02) and also discussed academic achievement outcomes with faculty to determine curricular strengths and weaknesses (M=4.32, SD=0.80). Female pupils with special needs were assessed using tests and other assessment measures to see how well they completed their educational goals (M=4.49, SD=0.82). The results also revealed that progress was monitored by telling pupils of the school's success results in writing (M=4.36, SD=0.86) and school's academic development (M=4.37, SD=0.79) was unanimous among head teachers. The head teachers were able to guarantee that teachers utilized assessments and other success indicators to gauge achievement

against school objectives with a variance of 0.82, as shown in Table 4.13. Head teachers, on the other hand, performed an excellent job of connecting with teachers individually to assess their pupils' progress. Student success assessment is a method that assists teachers in evaluating the quality of their teaching and making more educated educational choices by using pupils' evaluation reports.

Regular progress monitoring provides teachers' useful knowledge about their pupils' success and achievements; measuring student progress also allows teachers to focus on their own teaching and evaluate the effectiveness of the educational methods they use. These findings confirm Lezotte (2010) who stated that consistent progress monitoring by head teachers' demands continuous tracking of pupils' academic progress, in addition to monitoring classroom effectiveness. Nyagosia, Njuguna and Waweru (2013) also agree that monitoring pupils' progress with regards to observing of pupils' advancement between top performing and base performing schools helps learners to improve their participation in schools including special schools.

Pearson's Moment correlation was run to determine the correlation between head teachers monitoring progress and participation of female pupils WSN and Table 4.15 shows the findings.

Table 4.15: Correlation between Head Teachers Monitoring Progress and Participation of Female pupils WSN

		PARTICIPATION OF PUPILS WITH SN	MONITORING PUPILS' PROGRESS
PARTICIPATION OF PUPILS WITH SN	Pearson	1	.539**
	Correlation		
	Sig. (2-tailed)		.000
	N	53	52
MONITORING PUPILS' PROGRESS	Pearson	.539**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	52	52

****.** CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

Table 4.15 indicates that there was a statistically significant correlation between head teachers' monitoring of pupils' progress and participation of female pupils WSN ($r(53) = .539 < .000$) with 52 degrees of freedom at a 95% confidence level. This correlation study backs up the results that tracking pupils' progress can make them participate more fully in class events, particularly for female pupils with special needs. During focus group interviews, 89.0 percent of pupils acknowledged that teachers monitored their progress and discussed academic achievement outcomes in order to determine curricular strengths and shortcomings. According to the report, 92.1 percent of female pupils with special needs accepted that their schools tested and monitored their success in order to determine their progress against school goals.

4.5.2 Coordinating the Curriculum

Head teachers were asked to rate how much they agreed with statements about curriculum coordination for female pupils with special needs. This was accomplished by contrasting the means, standard deviations and ratios of the factors

representing curriculum coordination for pupils with special needs. The results are as seen in Table 4.16.

Table 4.16: Coordinating the Curriculum

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agreed	Mean	SD
Making clear who is responsible for coordinating the curriculum across grade levels	-	1.9%	15.1%	47.2%	35.8%	4.17	0.75
Drawing upon the results of school-wide testing when making curricular decisions	2.0%	9.4%	22.6%	43.4%	22.6%	3.75	0.98
Monitoring the classroom curriculum to see that it covers the school's curricular objectives	-	-	20.8%	28.3%	50.9%	4.30	0.80
Assessing the overlap between the school's curricular objectives and the school's achievement tests	-	7.5%	15.1%	39.7%	37.7%	4.08	0.92
Participating actively in the review of curricular materials	-	7.7%	25.0%	23.1%	44.2%	4.04	1.01

N=11

As shown in Table 4.16, head teachers agreed that schools made it obvious who was in charge of supervising the program across class levels that from standard one to eight, particularly the head teachers, deputy head teacher, or class teachers (M=4.17, SD=0.75). According to the research, schools used the results of school-wide testing when making curricular decisions (M=3.75, SD=0.98). The head teachers agreed that the classroom program was monitored to ensure that it matched the school's

curriculum goals ($M=4.30$, $SD=0.80$); and that the overlap between the school's curricular objectives and its performance evaluations was examined ($M=4.08$, 0.92). Teachers ($M= 4.04$, $SD=1.01$) were also found to be directly involved in the evaluation of curricular resources. The head teachers were successful in identifying who is accountable for managing the program across grade levels, with a variance of 0.74 . The head teachers, on the other hand, fared badly in building on the results of school-wide testing when making curricular decisions, with a deviation of 0.98 . Teachers' role in the classroom is to help pupils form an engaged relationship with class activities through curriculum coordination. This is because curriculum partnership benefits both professional learning and curriculum reform adoption by allowing teachers to improve competencies, learn and take control of the change.

Teachers think about how they should integrate student preference into classroom instruction during the instructional coordination period. During the curriculum process, teachers can assist pupils in connecting material to an individualized agenda that represents a career goal and plan in advance. Cole (2004) confirmed that coordination of curriculum alludes to the task of duties and authority to the most competent and accessible individuals and monitoring to ensure the available resources are most effectively and relevantly used. On the other hand, according to Hallinger (2011), for successful curriculum coordination, head teachers must depend on teachers who are subject specialists.

The association between teachers' curriculum coordination and female pupils' WSN involvement was determined using Pearson's Moment correlation coefficient, as seen in Table 4.17.

Table 4.17: Correlation between Coordinating Curriculum and Participation of Female pupils WPD

		PARTICIPATION OF PUPILS WITH SN	COORDINATING CURRICULUM
PARTICIPATION OF PUPILS WITH SN	Pearson	1	.506**
	Correlation		
	Sig. (2-tailed)		.000
	N	53	52
COORDINATING CURRICULUM	Pearson	.506**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	52	52

****.** CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

According to Table 4.17, there was a statistically significant relationship between head teachers' curriculum alignment and female pupil WSN attendance ($r(53) = .506, .000$) with 48 degrees of freedom at 95 percent confidence level ($r(53) = .506, .000$). This is evidence of a supportive association between program coordination and female pupils' involvement in WSN.

4.5.3 Supervision of Teachers' Activities.

The respondents were asked to rate how much they agreed with certain statements about supervision of teacher activities in order to guarantee adequate interaction with female pupils with special needs. The results are shown in Table 4.18.

Table 4.18: Head Teachers' Supervision of Teachers' Activities

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agreed	Mean	SD
Ensuring that the classroom priorities of teachers are consistent with the goals and direction of the school	1.9%	1.9%	17.0%	35.8%	43.4%	4.17	0.91
Ensuring proper professional records are kept.	-	-	5.9%	29.4%	64.7%	4.59	0.69
Conducting informal observations in classrooms on a regular basis.	-	1.9%	17.0%	54.7%	26.4%	4.06	0.72
Pointing out specific strengths in teacher's instructional practices in post-observation feedback.	1.9%	7.5%	20.8%	32.1%	37.7%	3.96	1.04
Pointing out specific weaknesses in teacher instructional practices in post-observation feedback.	-	15.1%	24.5%	41.5%	18.9%	3.64	0.96
TOTAL	0.8	5.3	17.0	38.7	38.2	4.08	0.86

Table 4.18 indicates that head teachers made sure that teachers' classroom interests were matched with the school's goals and direction (M=4.17, SD=0.91) and that accurate professional documentation, such as plans of work, training records and lesson notes, were kept (M=4.59, SD=0.69). Teachers completed informal class assessments on a daily basis in the majority of head teachers (M=4.06, SD=0.72). Unplanned informal comments require at least 5 minutes and may or may not include written or formal input (M=4.06, SD=0.72). The research showed that, in

post-observation evaluations (e.g., in conferences or written assessments), head teachers detected distinguishing features in teachers' instructional activities (M=3.96, SD=1.04). The study result also found that head teachers agreed to identify apparent failures in post observatory evaluations in teachers' teaching approaches (e.g., in conferences or written evaluations) (M=3.64, SD=0.96). Teachers performed well in ensuring adequate professional notes are maintained as a management standard, with a variation of 0.69, but negatively in finding out clear shortcomings in teacher teaching methods in post-observation reviews, with a variation of 0.96. The supervision of pupils' success was crucial because it assisted teachers in forming judgments about educational status and student achievement. It offered a structured way to examine a curriculum, practice, action, or project in order to determine how well pupils fulfilled their objectives.

In a scheme or project, supervision often assisted in determining what performs well and what should be changed. Glanz and Behar-Horenstein (2000) opines that supervision of teachers activities is used as a technical framework to improve teachers' teaching to pupils, foster leadership in education, and bring about desired improvement, as found in previous studies. The supervision of teachers' activities guarantees judgments on how to restrict the activity of both pupil and the school which are founded upon curriculum according to (Zepeda, 2007). Finally, when teachers are supervised in a field of mutual trust, he/she suggests that they have a better formal life which would eventually lead to successful academic achievement. As a result, Mulford and Silins (2004) argue that better teaching conditions for teachers are required, and that head teachers should provide an appropriate atmosphere for teacher creativity and growth.

Correlation analysis was done by running Pearson’s Moment correlation coefficient test to determine the correlation between head teachers’ supervision and participation of female pupils WPD and Table 4.19 presents the findings.

Table 4.19: Correlation between Head Teachers Supervision and Participation pupils WSN

		PARTICIPATIO N OF PUPILS WITH SN	HEAD TEACHERS’ SUPERVISION
PARTICIPATION OF PUPILS WITH SN	Pearson	1	.395**
	Correlation		
	Sig. (2-tailed)		.004
	N	53	51
HEAD TEACHERS’ SUPERVISION	Pearson	.395**	1
	Correlation		
	Sig. (2-tailed)	.004	
	N	51	51

****.** CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

Table 4.19 indicates a statistically significant association between head teacher supervision and participation of female pupil WSN ($r(52) = .395, .004$) with 53 degrees of independence at the 95 percent confidence level ($r(52) = .395, .004$). The statistical importance of the relationship between supervision/evaluation and Participation of pupils WSN was confirmed in this study.

4.5.4 Maintaining High Visibility

The respondents were asked to rate how much they agreed with certain assertions about head teachers maintain high visibility and participation of female pupils with special needs. The results are shown in Table 4.20.

Table 4.20: Maintaining High Visibility of Female Pupils with Special Needs

Statement	Strongly Disagree	Disagreed	Neutral	Agree	Strongly Agreed	Mean	SD
Taking time to talk informally with pupils and teachers during recess and breaks	1.9%	7.7%	13.5%	32.7%	44.2%	4.10	1.03
Visiting classrooms to discuss school issues with teachers and pupils	3.8%	5.8%	17.3%	34.6%	38.5%	3.98	1.08
Attending/participating in extra- and co-curricular activities	5.7%	-	22.6%	28.3%	43.4%	4.04	1.09
Covering classes for teachers until a late or substitute teacher arrives	5.7%	3.8%	22.6%	28.3%	39.6%	3.92	1.14
Tutoring pupils or provide direct instruction to classes	3.8%	3.8%	7.5%	42.2%	42.7%	4.21	1.01

Table 4.20 indicates that the majority of respondents clearly accepted that head teachers took time to speak informally with both pupils and teachers at recess and breaks (M=4.10, SD=1.03), and that head teachers visited schools to address school topics with teachers and female pupils with special needs (M=3.98, SD=1.08) in order to ensure high exposure. Head teachers ensured that female pupils with special needs attended/participated in extra- and co-curricular events to maintain high visibility (M=4.04, SD=1.09), according to the report. The head teachers helped cover classrooms for teachers before a late or replacement teacher arrived (M=3.92, SD=1.14) and that they toured pupils and gave direct guidance to classes to ensure high visibility (M=4.21, SD=1.01). The results indicate that head teachers excelled in tutoring pupils by offering direct guidance to classrooms with a deviation of 1.01; however, they performed poorly in covering classes with replacement or late

teachers. As the results show, maintaining high visibility was important as it helped head teachers in being proactive towards facilitating their activities. Secondly, when seen in the hallways and classrooms throughout the building, maintaining high visibility enabled every aspect of the head teachers' behavior to be noted and sent a message to everyone in schools thereby enhancing participation.

Meeting pupils in small groups helped them to be comfortable hence improving participation. It is therefore important for head teachers to be frequently visible throughout the school building, especially in classrooms, to let the teachers and pupils know that what they are doing is the truly important work of the school. When the head teacher is visible on a regular basis, his or her appearance is not seen as a negative but as a supportive and positive event. Hellinger (2011) indicated that to retain high visibility, the head teacher should attend informal briefings with teachers and pupils to discuss emergent concerns, visit school classes to discuss school matters with teachers and pupils and actively engage in extracurricular activities.

Gentilucci (2004) makes similar points, noting that good head teachers regularly contribute directly to their pupils' learning through routine classroom visits, tracking their work through consulting and addressing emerging topics with them, providing both public and private appreciation of well-done academic work, while voicing dismay over bad results. Such a capable principal is also available for academic consultation and student teaching.

4.5.5 Class teachers' Responses on Head Teachers' Instructional Supervision Activities

The study sought to establish class teachers' responses on head teachers' instructional supervision activities. The responses were in five Likert Scale ranging from Strongly Disagree (SD) [1] to Strongly Agree (SA) [5]. The analysis was done using weighted average of the responses and their standard deviations. Weighted average of 3.50-5.00 indicates agreement to a statement while a range of 1.00-1.49 indicates disagreement to a statement. Specifically, weighted average of 1.00-1.49 represents strongly disagree; 1.50-2.49 represents disagree; 2.50-3.49 represents neutral; 3.50-4.49 represents agree and 4.50-5.00 represents strongly agree (Joshi, Kale, Chandel, & Pal 2015). Responses from class teachers are contained in Table 4.21

Table 4.21: Class Teachers' Responses on Head Teachers' Instructional Supervision Activities N= 90

Statement	Strongly Disagree (%)	Disagreed (%)	Neutral (%)	Agree (%)	Strongly Agreed (%)	Mean	SD
The head teacher ensures that activities of teachers in classrooms are consistent with the goals of the school	1.9	1.9	17.0	35.8	43.4	4.17	0.91
The head teacher ensures that teachers keep professional records	4.2	14.3	5.9	25.2	50.4	4.59	0.69
The head teacher conducts classroom observations on a regular basis.	14.4	11.9	17.0	44.3	26.4	4.06	0.72
The head teacher discusses the strengths and weaknesses of a	1.9	7.5	20.8	32.1	37.7	3.96	1.04
The head teacher also prepares professional documents	7.1	15.1	22.5	36.5	18.8	3.64	0.96
The head teacher clear who is responsible for coordinating the curriculum in the school	12.1	1.9	15.1	35.1	35.8	4.17	0.75
The head teacher meets with teachers to discuss pupils progress	3.8	3.8	7.5	34.0	50.9	4.25	1.02
The head teacher uses tests and other performance measures to assess progress toward school goals	16.2	3.8	9.4	20.6	50.0	4.49	0.82
Informing pupils of school's academic progress	5.9	9.2	7.7	35.2	42.0	4.37	0.79

Table 4.21 shows class teachers' responses on head teachers' instructional supervision activities. The findings indicate that majority (43.4%) of the class teachers strongly agreed that head teachers ensure that activities of teachers in classrooms are consistent with the goals of the school while the minority (1.9%) of the class teachers disagreed. The statement generated a mean and standard deviation of 4.17 and 0.91 respectively meaning that most class teachers agreed that head teachers ensure that activities of teachers in classrooms are consistent with the goals of the school. Similarly, the findings reveal that majority (50.4%) of the class teachers strongly agreed that head teachers ensure that teachers keep professional records while the minority (4.2%) strongly agreed. The item had a mean of 4.59 and standard deviation of 0.69 implying that most class teachers agreed that head teachers ensure that teachers keep professional records.

Moreover, findings in Table illustrate that majority (44.3%) of the class teachers agreed that head teachers conduct classroom observations on a regular basis while the minority (11.9%) of the class teachers disagreed. The mean and standard deviation for the item were 4.06 and 0.72 indicating that most class teachers agreed that head teacher conduct classroom observations on a regular basis. Further, results show that majority (37.7%) of the class teachers strongly agreed that head teachers discuss strengths and weaknesses of a pupils with respective class teachers while the minority (1.9%) of the class teachers strongly disagreed. The statement had a mean of 3.96 and standard deviation of 1.04 respectively an indication that most class teachers agreed that head teachers discusses strengths and weaknesses of pupils with respective class teachers.

The findings in Table 4.21 also show that majority (36.5%) of the class teachers agreed that head teachers also prepare professional documents whereas the minority (7.1%) of the class teachers strongly disagreed. The item generated a mean of 3.64 and standard deviation of 0.96 meaning that most class teachers agreed that head teachers also prepare professional documents. Further, the results also indicate that majority (35.8%) of the class teachers strongly agreed that head teachers are clear on who is responsible for coordinating the curriculum in the school while the minority (1.9%) of the class teachers disagreed. The statement had a mean and standard deviation of 4.17 and 0.75 respectively meaning that most class teachers agreed that head teachers are clear on who is responsible for coordinating the curriculum in the school.

Results also reveal that majority (50.9%) of the class teachers strongly agreed that head teachers meet with teachers to discuss pupils' progress while the minority (3.8%) of the class teachers disagreed with the statement. The item generated a mean of 4.25 and standard deviation of 1.02 meaning that most class teachers agreed that head teachers meet with teachers to discuss pupils' progress. Table 4.23 finally indicates that majority (42%) strongly agreed that head teachers inform pupils of school's academic progress while the minority (5.9%) strongly disagreed. The statement had a mean and standard deviation of 4.37 and 0.79 respectively meaning that most class teachers agreed that head teachers inform pupils of school's academic progress.

The study used Pearson's Moment correlation coefficient test to determine the correlation between head teachers' maintaining high visibility and participation of female pupils WSN and Table 4.22 presents the findings.

Table 4.22: Correlation between Head Teachers' Maintaining High Visibility and Participation of Female pupils WSN

		PARTICIPATION OF PUPILS WITH SN	MAINTAINING HIGH VISIBILITY
PARTICIPATION OF PUPILS WITH SN	Pearson	1	.221
	Correlation		
	Sig. (2-tailed)		.119
	N	53	51
MAINTAINING HIGH VISIBILITY	Pearson	.221	1
	Correlation		
	Sig. (2-tailed)	.119	
	N	51	51

****.** CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

Table 4.22 shows that there was no statistically significant relationship between head teachers' maintaining high visibility and the participation of female pupil WSN ($r(53) = .221, .624$) with 53 degrees of freedom at 95 percent confidence level ($r(53) = .221, .624$). This was due to the fact that $p(.119)$ was greater than (0.05) and therefore the relationship was just by chance.

Multiple Liner regression analysis described by the model below was used to make inferences between the independent variables and the dependent variable. The study used the regression model:

Where Y = Dependent Variable = Participation of Female Pupils WSN

$\beta_0 + \beta_1$ = coefficients of the independent variables

Where: Y = Participation of Female Pupils WSN

X₁ = Head teachers' Monitoring of pupils' Progress

X₂ = Head teachers' Coordinating Curriculum

X₃ = Head teachers' Supervision of pupils

X₄ = Head teachers' High Visibility

ε = error term

Table 4.23 shows the findings.

Table 4.23: Regression Analysis of Head Teachers' Instructional Supervision and Participation Female Pupils with Special Needs

	<i>Model</i>	<i>Unstandardized</i>		<i>Standardized</i>	<i>t</i>	<i>Sig.</i>
		<i>Coefficients</i>		<i>Coefficients</i>		
		B	Std. Error	Beta		
1	(Constant)	1.347	.669		2.014	.050
	Monitoring Pupils Progress	.411	.173	.407	2.381	.022
	Coordinating Curriculum	.115	.205	.113	.561	.577
	Supervision of pupils	.210	.204	.187	1.030	.309
	Maintaining High Visibility	-.103	.131	-.118	-.785	.437

a. Dependent Variable: Participation of Female Pupils with Special Needs

As presented in Table 4.19, $Y = (1.347) + (0.411) X_1 + (0.115) X_2 + (0.210) X_3 - (0.103) X_4 + \varepsilon$

Table 4.23 reveals the results of a multiple linear regression to see how well head teachers' instructional monitoring predicted the extent of participation of female pupils with special needs. The findings show a prediction that for every advance in head teachers' monitoring of pupils' progress, there was 41.1% progress in

participation of female pupils with special needs, every advance in head teachers' coordination of curriculum, there was 11.5% progress in participation of female pupils with special needs. The study also revealed that for every advance in head teachers' supervision of pupils, there was 21.0% progress in participation; however interestingly for every advance in head teachers' high visibility, there was 10.3% less progress in participation of female pupils with special needs.

H₀₂: There is no significant relationship between head teachers' instructional supervision practices and participation of female pupils with special needs in primary school.

To test if head teachers' monitoring of performance had any influence on participation of female pupils with special needs, all the indicators relating to head teachers' monitoring of performance were combined and a Pearson moment correlation was applied on the variables and results summarized in Table 4.24.

Table 4.24: Relationship between Head Teachers' Instructional Supervision Practices and Participation of Female Pupils with Special Needs.

		PARTICIPATION OF PUPILS WITH SN	HEAD TEACHERS' INSTRUCTIONAL SUPERVISION
PARTICIPATION OF PUPILS WITH SN	Pearson	1	.480**
	Correlation		
	Sig. (2-tailed)		.000
	N	53	53
HEAD TEACHERS' INSTRUCTIONAL SUPERVISION	Pearson	.480**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	53	53

**** . CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).**

As shown in Table 4.24, the Pearson's Moment correlation test revealed that there was statistically significant relationship between head teachers' instructional supervision practices and participation of female pupils with special needs ($r(53) = .480, p < .000$) based on critical alpha value of 0.05. The observed findings compared to the expected findings based on the null hypothesis indicates the existence of a relationship between the two variables $r(53) = .480$. Since N (number of respondents) was greater than 30, r (correlation) value was converted to t value using the formula:

$$t = r \sqrt{\frac{n-2}{1-r^2}}$$

The calculated t value with a degree of freedom (sample size) of 53 at 95.0% confidence level was equal to 3.91. Since the critical value = 2.004 was less than the calculated value = 3.91. This suggests that head teachers' classroom monitoring activities have a beneficial influence on the participation of pupils with special needs. As a result, the null hypothesis of no significant relationship between head teachers' instructional supervision activities and participation of female pupils with special needs in primary school education was rejected, and the conclusion that head teachers' instructional supervision practices had an effect on participation of female pupils with special needs was reached.

The findings revealed that monitoring of pupils' progress was the aspect of supervision that had the highest impact of participation of the pupils with special needs in Mandera County. This is supported by the correlation tests that showed that there was a statistically important link between head teachers' tracking of pupils' progress and participation of female pupils WSN ($r(53) = .539 < .000$) with 52

degrees of freedom at a 95% confidence level. This correlation study was backed up by the results from focus group discussion with the pupils where they reported that tracking pupils' progress made them participate more fully in class events. During focus group discussions, (89.0 percent) of pupils acknowledged that teachers tracked their success and discussed academic achievement outcomes in order to determine curricular strengths and shortcomings. According to the report, 92.1 percent of female pupils with special needs accepted that their schools tested and evaluated their success in order to determine their progress against school goals.

4.6 Head Teachers' Leadership Style and Participation of Female Pupils with Special Needs

The third objective of the study was to establish the influence of head teachers head teachers leadership styles on participation of female pupils with special needs in Mandera County's special primary schools. This was achieved by examining the means, standard deviations, and ratios of variables indicating head teacher leadership styles, which included authoritarian, bureaucratic, democratic, and laissez-faire. The replies were based on a Likert scale, in which respondents rated their agreement with the given statements, which were measurements of the variables, on a scale of 1 to 5, with 1 being the least agreeable and 5 being the most agreeable.

4.6.1 Head Teachers' Autocratic Leadership Style

The respondents were asked to state the extent to which they agreed with some statements regarding autocratic leadership style by head teachers in special primary school for female pupils with special needs. Table 4.25 shows the findings.

Table 4.25: Autocratic Leadership Style

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agreed	Mean	SD
I usually do not support levels of absenteeism and staff turn over	15.1%	18.9%	15.1%	20.8%	30.2%	3.72	1.07
I closely monitor and control the staff to ensure that they are performing correctly	1.9%	-	9.4%	34.0%	54.7%	4.40	0.82
There is a clear division of labor between the head teachers and teachers	-	3.8%	24.5%	37.7%	34.0%	4.02	0.87

N=11

Table 4.25 shows that head teachers did not support any level of absenteeism and staff turnover in special primary schools with female pupils with special needs (M=3.72, SD=1.07); the findings revealed that head teachers closely monitored and controlled staff members to ensure performance (M=4.40, SD 0.82). The study also revealed that head teachers practiced autocratic leadership style by ensuring there was a clear division of labor between head teachers and other teachers (M=4.02, SD=0.87). As shown in Table 4.24, head teachers succeeded in using autocratic leadership style to closely monitor and control the staff to ensure that they were performing correctly with a variation of 0.82; on the other hand, the head teachers did not support levels of absenteeism and staff turnover with a variation of (1.07).

Waweru and Orodho (2014) observes that it is the onus on the head teachers to be clear on the school vision and direct the school towards academic participation achievement using the most appropriate type of leadership style. Waweru and

Orodho (2014) opines that discipline management is easier in schools where the organization has a clear goal and communicate it to staff and pupils, followed by support in instructional leadership and resources.

The study used Pearson’s Moment correlation coefficient test to determine the correlation between head teachers’ autocratic leadership style and participation of female pupils WSN and Table 4.26 shows the findings.

Table 4.26: Correlation between Autocratic Leadership and Participation of Female pupils WSN

		PARTICIPATION OF PUPILS WITH SN	AUTOCRATIC LEADERSHIP STYLE
PARTICIPATION OF PUPILS WITH SN	Pearson	1	.015
	Correlation		
	Sig. (2-tailed)		.913
AUTOCRATIC LEADERSHIP STYLE	N	53	53
	Pearson	.015	1
	Correlation		
	Sig. (2-tailed)	.913	
	N	53	53

**** . CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).**

Table 4.26 indicates that there was no statistically significant relationship between autocratic leadership by head teachers and participation of female pupil with special needs ($r(53) = .015, .913$) with 53 degrees of freedom at 95 percent confidence level. This was due to the fact that $p (.913)$ was larger than (0.05) therefore had no statistical significance and was just by chance.

4.6.2 Head Teachers’ Bureaucratic Leadership Styles

Head teachers were asked to state the extent to which they agreed with some statements regarding bureaucratic leadership styles by head teachers in special

primary schools for female pupils with special needs. Table 4.27 presents the findings.

Table 4.27: Bureaucratic Leadership Styles

Statement	Strongly Disagree	Disagreed	Neutral	Agree	Strongly Agreed	Mean	SD
Adherence to hierarchy	9.4%	3.8%	20.8%	28.3%	37.7%	3.81	1.26
Staff members are required to follow prescribed procedures under strict discipline	7.5%	1.9%	20.8%	35.8%	34.0%	3.87	1.14
Adherence to strict rules and regulations	7.7%	5.8%	11.5%	36.5%	38.5%	3.92	1.20

N=11

As presented in Table 4.27, there was some level of agreement that head teachers guided staff members on what to do and how they wanted things done and adherence to hierarchy (M=3.81, SD=1.26), as part of bureaucratic leadership style, staff members were required to follow prescribed procedures under strict discipline (M=3.87, SD=1.14). The study results also show that head teachers ensured that was adherence to strict rules and regulations in their respective schools (M=3.92, 1.20). The bureaucratic leadership style allowed the schools to be more consistent with their operations. It establishes rules and regulations that allow pupils to follow a certain pattern and perform the same work in the same manner. This is due to the fact that bureaucracy is based on the assumption that what succeeded yesterday will continue to work today. It is a repeating structure that will not alter until anyone pushes it to.

To determine the correlation between head teachers' bureaucratic leadership style and participation of female pupils WSN, the study used Pearson's Moment Correlation Coefficient test and these findings are depicted in Table 4.28.

Table 4.28: Correlation between Bureaucratic Leadership and Participation of Female pupils WSN

		PARTICIPATION OF PUPILS WITH SN	BUREAUCRATIC LEADERSHIP STYLE
PARTICIPATION OF PUPILS WITH SN	Pearson	1	-.174
	Correlation		
	Sig. (2-tailed)		.219
	N	52	52
BUREAUCRATIC LEADERSHIP STYLE	Pearson	-.174	1
	Correlation		
	Sig. (2-tailed)	.219	
	N	52	52

****.** CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

As seen in Table 4.28, there was no statistically significant correlation between head teachers' bureaucratic leadership and participation of female pupils WSN ($r(53) = -.174 < .219$) with no statistical significance. This was due to the fact that $p(.219)$ was smaller than 0.05 and therefore the relationship was just by chance.

4.6.3 Head Teachers' Democratic Leadership Styles

The respondents were asked to state the extent to which they agreed with some statements regarding democratic leadership styles by head teachers in special primary school for female pupils with special needs as shown in Table 4.29

Table 4.29: Head Teachers' Democratic Leadership Style

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agreed	Mean	SD
I delegate as many tasks as possible in staffs' complete entirety	9.4%	11.3%	17.0%	35.8%	26.4%	3.58	1.26
Each individual is responsible for defining his or her job and encouraging team work	3.8%	-	15.4%	32.7%	48.1%	4.21	0.98
Decentralized system of management has been practiced in your school	1.9%	1.9%	15.1%	45.3%	35.8%	4.11	0.87

N=11

Table 4.29 shows that head teachers were neutral as they delegated as many tasks as possible in staff in complete entirety (M=3.58, SD=1.26). However, they strongly agreed that each staff member was responsible for defining his or her job and were encouraged to embrace team work while performing their tasks (M=4.21, SD=0.98). The head teachers succeeded in ensuring that each individual was responsible for defining his or her job and encouraged team work with a variation of (0.98). At the same time, the head teachers fairly delegated as many tasks as possible in staffs' complete entirety as there was a variation of (1.26). Head teachers strongly agreed that decentralized system of management has been practiced in their respective schools and therefore encouraged democracy in their schools.

To determine the correlation between head teachers' democratic leadership style and participation of female pupils WSN, the study used Pearson's Moment Correlation Coefficient test and Table 4.30 presents the findings.

Table 4.30: Correlation between Democratic Leadership and Participation of Female pupils WSN

		PARTICIPATION OF PUPILS WITH SN	DEMOCRATIC LEADERSHIP STYLE
PARTICIPATION OF PUPILS WITH SN	Pearson	1	.165
	Correlation		
	Sig. (2-tailed)		.242
	N	52	52
DEMOCRATIC LEADERSHIP STYLE	Pearson	.165	1
	Correlation		
	Sig. (2-tailed)	.242	
	N	52	52

****.** CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

Table 4.30 shows that there was no statistically significant correlation between head teachers' democratic leadership and participation of female pupils WSN ($r(53) = .165, <.432$) with 52 degree of freedom at 95% confidence level. This was because $p(.242)$ was greater than 0.05 therefore did not have statistical significance. The lack of statistical significance in the findings could be attributed to the fact that after the banning of corporal punishment, head teachers have no alternative but to promote other pupil-friendly strategies to enhance participation of pupils with special needs.

4.6.4 Laissez Faire Leadership Styles

In the study, the head teachers were asked to rate extent to which they agreed with certain assertions about laissez-faire leadership styles in special primary schools for female pupils with special needs and findings in Table 4.31.

Table 4.31: Laissez Faire Leadership Styles

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agreed	Mean	SD
I assign work in small and easily controlled units	11.5%	13.5%	26.9%	26.1%	21.2%	3.67	1.38
I leave the team members to work on their own and allowed to complete	17.0%	5.7%	22.6%	37.7%	17.0%	3.32	1.31
I anticipate people will come up with the best working methods when given minimal instruction	18.9%	5.7%	5.7%	35.8%	34.0%	3.60	1.49

N=11

As shown in Table 4.31, head teachers assigned work in small quantities and easily controlled all the working units (M=3.67, SD=1.38). The study also shows that head teachers allowed staff members to work on their own with complete permissiveness (M=3.32, SD=1.31). Head teachers also agreed to some extent that they anticipated staff in their respective schools came up with the best working methods when given minimal instruction (M=3.60, SD=1.49). This leadership styles enabled both teachers and pupils to be liberal as it entailed letting pupils make the vast majority of decisions. It also encouraged the teaching profession to spend less time engaged in specific decisions, leaving everything to the pupils. A laissez-faire leadership style only succeeds if all of the pupils are excited to accomplish a goal and can meet the participation criteria.

Correlation analysis was done using Pearson’s Moment Correlation Coefficient test to establish the relationship between Laissez Faire leadership and participation of female pupils WSN and Table 4.32 presents the findings.

Table 4.32: Correlation between Laissez Faire Leadership and Participation of Female pupils WSN

		PARTICIPATION OF PUPILS WITH SN	LAISSEZ FAIRE LEADERSHIP STYLE
PARTICIPATION OF PUPILS WITH SN	Pearson	1	-.201
	Correlation		
	Sig. (2-tailed)		.152
	N	52	52
LAISSEZ FAIRE LEADERSHIP STYLE	Pearson	-.201	1
	Correlation		
	Sig. (2-tailed)	.152	
	N	52	52

**** . CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).**

Table 4.32 shows that there was no statistically significant correlation between head teachers' Laissez Faire leadership style and participation of female pupils WSN ($r(53) = -.201, < .152$) with 53 degree of freedom at 95% confidence level. This was because $p (.152)$ was greater than 0.05 therefore did not have statistical significance. A multiple linear regression was conducted to examine how well head teachers' leadership styles predicted the level of participation of female pupils with special needs and Table 4.29 shows the findings. In Table 4.33 multiple Linear regression analysis described by the model below was used to make inferences between head teachers' leadership styles and participation female pupils with special needs. The study used the regression model:

Where Y = Dependent Variable = Participation of Female Pupils WPD

$\beta_0 + \beta_1$ = coefficients of the independent variables

Where: Y = Participation of Female Pupils WPD

X_1 = Head teachers' Autocratic Leadership Style

X_2 = Head teachers' Bureaucratic Leadership Style

X_3 = Head teachers' Democratic Leadership

X_4 = Head teachers' Laissez Fair Leadership Style

ε = error term

Table 4.33: Regression Analysis of Head Teachers' Leadership Styles and Participation Female Pupils with Special Needs

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	B	Std. Error	Beta		
(Constant)	3.668	.682		5.378	.000
Autocratic Leadership Style	-.089	.163	-.083	-.546	.588
Bureaucratic Leadership Style	-.200	.121	-.306	-1.655	.105
Democratic Leadership Style	.404	.162	.392	2.493	.016
Laissez Fair Leadership Style	-.047	.095	-.081	-.494	.624

a. Dependent Variable: Participation of Female Pupils with special needs

$$Y = (3.668) - (0.089) X_1 - (0.200) X_2 + (0.404) X_3 + (0.047) X_4 + \varepsilon$$

The findings show a prediction that for every advance in head teachers' autocratic leadership styles, there was 8.9%% decrease in progress in participation of female pupils with special needs, every advance in head teachers' bureaucratic leadership style, there was 20.0% progress in participation of female pupils with special needs. The study also revealed that for every advance in head teachers' democratic leadership style, there was 40.4% progress in participation; the study also shows for every advance in head teachers' Laissez Fair leadership style, there was 4.7%

decrease in progress in participation of female pupils with special needs. This study therefore shows that application of democratic leadership in these special primary schools yielded to more participation as compared to other leadership styles; this was because it guaranteed that all members of the school population are active in decision-making – though participation varies based on the situation. On the other hand, autocratic leadership style yielded poor participation level of the pupils.

This backs up the findings of Oyugi and Gogo (2018), who discovered that the laissez faire leadership style was responsible for 15.7 percent of the difference in pupils' academic achievement and advised school leaders to balance democratic and autocratic leadership styles while embracing the laissez faire style. Omar and Kavale (2016) agree that school leaders who use democratic leadership styles have better pupils and staff performance than those that use other leadership styles. They also advised school leaders to choose the most suitable leadership style for collective responsibility and collaborative decision-making with all school stakeholders. This result concurs with Nzioki (2018) who established that when secondary school principals used autocratic leadership styles, the method of decision did not influence performance. The performance of pupils was predicted by other factors and other than autocratic leadership style.

This therefore implies that application of autocratic leadership style in schools can be counterproductive and may negate the intended purpose. Achimugu and Obeka (2018) believe that the prevailing style of leadership utilized by Kogi State senior high school directors, autocratic/autocratic leadership, did not generate excellent outcomes in terms of performance and advocates for school leaders to be as democratic as possible in their leadership. On the other hand, Nyamboga et al (2014)

disagree that autocratic leadership model has a major positive impact on pupils' success in national exams.

H₀₃: There is no significant relationship between head teachers' leadership practices and participation of female pupils with Special needs in primary school.

To test if head teachers' leadership practices had influence on participation of female pupils with special needs, all the indicators relating to head teachers' leadership practices were combined and a Pearson moment correlation test was applied on the variables and results summarized in Table 4.34.

Table 4.34: Relationship between Head Teachers' Leadership Practices and Participation of Female Pupils with Special needs

		PARTICIPATION OF PUPILS WITH SN	HEAD TEACHERS' LEADERSHIP PRACTICES
PARTICIPATION OF PUPILS WITH SN	Pearson Correlation	1	-.133
	Sig. (2-tailed)		.352
	N	51	51
HEAD TEACHERS' LEADERSHIP PRACTICES	Pearson Correlation	-.133	1
	Sig. (2-tailed)	.352	
	N	51	51

**** . CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).**

As shown in Table 4.34, the Pearson's Moment correlation test revealed that the association between head teachers' leadership practices and participation of female pupils with special needs was negative and not statistically significant ($r(51) = -.133, p < .352$) based on critical alpha value of 0.05. The observed findings compared to the expected findings based on the null hypothesis indicates lack of existence of significant association between the two variables $r(51) = -.133$. Since N (number of

respondents) was greater than 30, r (correlation) value was converted to t value using the formula:

$$t = r \sqrt{\frac{n-2}{1-r^2}}$$

The calculated t value with a degree of freedom (sample size) of 51 at 95.0% confidence level was equal to -0.94. Since the critical value = 2.004 was greater than the calculated value = -0.94. This means that head teachers' leadership practices did not positively influence participation of children with special needs. The study therefore accepted the null hypothesis that there was no significant relationship between head teachers' leadership practices and participation of female pupils with special needs in primary school education and deduction made that head teachers' leadership practices did not have influence on participation of female pupils with special needs.

4.7 Head Teachers' Communication Practices and Participation of Female Pupils

Objective four of the study sought to establish whether head teachers' communication practices influenced participation of female pupils with special needs in special primary schools in Mandera County. This was achieved by comparing means, standard deviations and percentages of the variables describing head teachers' communication practices. The respondents assessed the extent to which they agreed with the provided elements, such as the use of oral presenting, listening, writing, reading, numeracy, computer literacy, and information abilities, which were indicators of the so-identified variables on a scale of 1 – 5, on a scale of

1 – 5. (1 was strongly disagree and 5 was strongly agree). The results are shown in Table 4.35.

Table 4.35: Head Teachers' Communication Practices

Statement	Strongly Disagree	Disagreed	Neutral	Agree	Strongly Agreed	Mean	SD
Oral	1.9%	-	15.1%	32.1%	50.9%	4.30	0.87
Listening	-	5.7%	13.2%	49.1%	32.1%	4.08	0.83
Written	-	5.7%	9.4%	28.3%	56.6%	4.36	0.88
Computer Literacy	3.8%	3.8%	20.8%	43.4%	28.3%	3.89	0.99

N=11

Table 4.35 indicates that head teachers used oral speech and were able to communicate easily and properly one-on-one (M=4.30, SD=0.87). Listening was valued as a communication skill by head teachers, who were eager and able to hear and consciously interpret visual signals without bias or prejudices (M=4.08, SD=0.83). In terms of written correspondence, head teachers used well-written, grammatically correct notes - the appropriate format for the occasion (M=4.36, SD=0.88). A head teacher with good communication skills enables the pupil to achieve both academic and professional success of life. Since head teachers often transmit more orders orally to pupils in the classroom, a head teacher with weak communication skills can cause pupils to fail. Effective communication can assist principals in creating and maintaining a healthy learning atmosphere in which pupils can succeed, flourish, and learn. According to Sweeney (2012), senior teachers should participate in the classroom, as it is where the pupils are served and the quality of service given. This is achieved through effective teamwork in the classroom that affects the academic performance of schools in national examinations.

In terms of computer literacy, head teachers agreed that they could use computer applications (M=3.89, SD=0.99); and in terms of information skills, head teachers strongly agreed that they could use computer applications (M=3.89, SD=0.99). Also stated by Ngware and Wamukuru (2006) teachers and pupils would tremendously benefit from learning about collaboration and team building ideals as well as the general leadership abilities. Michael (2013) agrees that the objective of communication is to secure action or reaction. Kimarua (2010) pointed out that good communication strategy and involvement of pupils in decision making on matters that affect them makes them own the school policies, since the pupils will be self-directed and always support the administration.

4.7.1 Class Teachers Responses regarding Head Teachers' Communication Practices on Participation of Female pupils with Special Needs

The class teachers were tasked to respond to a five point Likert scale; (1 was strongly disagree and 5 was strongly agree) regarding head teachers' communication practices on participation of female pupils with special needs. The results are shown in Table 4.36.

Table 4.36: Class Teachers Responses on Head Teachers' Communication Practices

N=86

Statement	Strongly Disagree	Disagreed	Neutral	Agree	Strongly Agreed	Mean	SD
	(%)	(%)	(%)	(%)	(%)		
The Head teacher always articulates his/her points well when he/she addresses us	6.9	10.3	10.1	32.1	40.6	4.30	0.87
The head teachers always allows free communication to take place in school	10.2	5.2	5.8	28.4	50.4	4.23	0.92
The head teacher always listens to our contributions in the meetings.	9.1	5.7	13.1	40.1	32.1	4.08	0.83
The letters written by the head teachers to teachers are always easy to understand	16.3	5.7	9.4	28.3	40.3	4.36	0.88
The head teacher always gives prompt feed back	8.2	3.6	18.1	32.1	38.0	4.19	0.88
The head teacher always holds briefing meetings with teachers	1.9	5.7	17.0	32.1	43.4	4.09	1.01
The head teacher sometimes communicates to stakeholders though emails	3.8	6.8	20.8	40.4	28.3	3.89	0.99
The head teacher always passes information to stakeholders	10.9	7.9	20.4	30.2	30.6	4.04	0.96

Table 4.36 presents responses of class teachers on head teachers' communication practices. Accordingly, the findings indicate that majority (40.6%) of the class teachers strongly agreed that head teachers always articulate their points well when they address them while the minority (6.9%) of the class teachers strongly disagreed. The statement generated a mean and standard deviation of 4.30 and 0.87 respectively, an indication that most class teachers agreed that head teachers always articulate their points well when they address them. Further, findings show that majority (50.4%) of the class teachers strongly agreed that head teachers always allow free communication to take place in schools while the minority (5.2%) of the class teachers disagreed with the statement. The item had a mean and standard deviation of 4.23 and 0.92 respectively implying that most class teachers agreed that head teachers always allow free communication to take place in schools.

Moreover, results in Table 4.36 illustrate that majority (40.1%) of the class teachers agreed that head teachers always listen to their contributions in meetings while the minority (5.7%) of the class teachers disagreed. The statement had a mean of 4.08 and standard deviation of 0.83 meaning that most class teachers agreed that that head teachers always listen to their contributions in meetings. Similarly, the findings reveal that majority (40.3%) of the class teachers strongly agreed that letters written by head teachers to teachers are always easy to understand whereas the minority (5.7%) of the class teachers disagreed with the statement. The item generated a mean and standard deviation of 4.36 and 0.88 respectively indicating that most class teachers agreed that letters written by head teachers to teachers are always easy to understand.

In addition, the findings displayed in Table 4.36 illustrate that majority (38.0%) of the class teachers strongly agreed that head teachers always give prompt feedback whereas the minority (3.6%) of the class teachers disagreed with the statement. The item generated a mean of 4.19 and standard deviation of 0.88 meaning that most class teachers agreed that head teachers always give prompt feedback. The findings further show that majority (43.4%) of the class teachers strongly agreed that head teachers always hold briefing meetings with teachers whereas the minority (1.9%) of the class teachers strongly disagreed with the statement. The item generated a mean and standard deviation of 4.09 and 1.01 respectively implying that most class teachers agreed that head teachers always hold briefing meetings with teachers.

Table 4.36 also display that majority (40.4%) of the class teachers agreed that head teachers sometimes communicate to stakeholders though emails while the minority (3.8%) of the class teachers strongly disagreed with the statement. The mean and standard deviation for the item were 3.89 and 0.99 respectively implying that most class teachers agreed that that head teachers sometimes communicate to stakeholders though emails. Finally, the findings indicate that majority (30.2%) of the class teachers agreed that head teachers always pass information to stakeholders of the school promptly while the minority (7.9%) disagreed with the statement. The statement generated a mean and standard deviation of 4.04 and 0.96 respectively implying that most class teachers agreed that head teachers always pass information to stakeholders of the school promptly.

Correlation analysis was done using Pearson's Moment Correlation Coefficient test to establish the relationship between various head teachers' communication practices and participation of female pupils WSN. The given head teachers' communication

practices included oral presentation, listening, writing, reading, numeracy, computer literacy and information skills.

Table 4.37: Correlation between Oral and Participation of Female pupils WSN

		PARTICIPATION OF PUPILS WITH SN	ORAL PRESENTATION
PARTICIPATION OF PUPILS WITH SN	Pearson	1	.376**
	Correlation		
	Sig. (2-tailed)		.006
	N	52	52
ORAL PRESENTATION	Pearson	.376**	1
	Correlation		
	Sig. (2-tailed)	.006	
	N	52	52

****.** CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

The findings in Table 4.37 shows that there was a statistically significant positive correlation between head teachers' oral presentation and participation of female pupils WSN ($r(52) = .376, <.006$) with 52 degree of freedom at 95% confidence level.

Table 4.38: Correlation between Listening Skills and Participation of Female pupils WSN

		PARTICIPATION OF PUPILS WITH SN	LISTENING SKILLS
PARTICIPATION OF PUPILS WITH SN	Pearson	1	.526**
	Correlation		
	Sig. (2-tailed)		.000
	N	53	53
LISTENING SKILLS	Pearson	.526**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	53	53

****.** CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).

Table 4.38 shows that there was a statistically significant positive correlation between head teachers' listening ability as communication practice, willing and to hear and actively comprehend verbal messages without undue blocking through and participation of female pupils WSN ($r(53) = .526, p < .000$) with 53 degree of freedom at 95% confidence level.

Table 4.39: Correlation between Written Communication and Participation of Female pupils WSN

		PARTICIPATION OF PUPILS WITH SN	WRITTEN COMMUNICATION
PARTICIPATION OF PUPILS WITH SN	Pearson Correlation	1	.399**
	Sig. (2-tailed)		.003
	N	53	53
WRITTEN COMMUNICATIO N	Pearson Correlation	.399**	1
	Sig. (2-tailed)	.003	
	N	53	53

**** . CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).**

Table 4.39 shows that there was a statistically significant positive correlation between head teachers' written communication, head teachers used well-constructed and grammatically accurate reports and participation of female pupils WPD ($r(53) = .399, p < .003$) with 53 degree of freedom at 95% confidence level.

Table 4.42: Correlation between Computer Literacy and Participation of Female pupils WSN

		PARTICIPATION OF PUPILS WITH SN	COMPUTER LITERACY
PARTICIPATION OF PUPILS WITH SN	Pearson Correlation	1	.277*
	Sig. (2-tailed)		.045
	N	53	53
COMPUTER LITERACY	Pearson Correlation	.277*	1
	Sig. (2-tailed)	.045	
	N	53	53

***. CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).**

As shown in Table 4.42, the study revealed that there was a statistically significant correlation between head teachers' ability to use computer application and participation of female pupils WSN ($r(53) = .277, <.045$) with 53 degree of freedom at 95% confidence level.

A multiple linear regression was conducted to examine how well head teachers' communication practices predicted the level of participation of female pupils with special needs and Table 4.44 presents the findings. Where: Y = Participation of Female Pupils WSN

X_1 = Head teachers' Oral presentation

X_2 = Head teachers' Listening ability

X_3 = Head teachers' Writing ability

X_4 = Head teachers' Computer Literacy

ε = error term

Table 4.44: Regression Analysis of Head Teachers' Communication Practices and Participation Female Pupils with Special needs

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.431	.547		2.614	.012
	Oral presentation	.024	.128	.032	.184	.855
	Listening	.275	.149	.331	1.845	.072
	Written Communication	.072	.157	.087	.460	.648
	Computer literacy	.117	.098	.170	1.191	.240

a. Dependent Variable: Participation of Children with disability

$$Y = (1.431) + (0.024) X_1 + (0.275) X_2 + (0.072) X_3 + (0.117) X_4 + \varepsilon$$

The findings show a prediction that for every advance in head teachers' oral presentation, there was 2.4% progress in participation of female pupils with special needs, every advance in head teachers' listening ability, there was 27.5% progress in participation of female pupils with special needs. The study also revealed that for every advance in head teachers' writing ability, there was 7.2% progress in participation; and every advance in head teachers' reading ability, there was 20.2% progress in participation of female pupils with special needs. Results also revealed that for every advance in head teachers' numeracy, there was 6.4% less progress in participation; every advance in head teachers' computer literacy, there was 11.7% progress in participation and every advance in head teachers' information skills, there was only 0.02% progress in participation of female pupils with special needs.

H₀₄: There is no significant relationship between head teachers' communication practices and participation of female pupils with special needs in primary school.

To test if head teachers' communication practices had influence on participation of female pupils with special needs, all the indicators relating to head teachers' communication practices were combined and a Pearson moment correlation was applied on the variables and results summarized in Table 4.45

Table 4.45: Association between Head Teachers' Communication Practices and Participation of Female Pupils with Special Needs

		PARTICIPATION OF PUPILS WITH SN	HEAD TEACHERS' COMMUNICATION PRACTICES
PARTICIPATION OF PUPILS WITH SN	Pearson	1	.522**
	Correlation		
	Sig. (2-tailed)		.000
	N	52	52
HEAD TEACHERS' COMMUNICATION PRACTICES	Pearson	.522**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	52	52

**** . CORRELATION IS SIGNIFICANT AT THE 0.05 LEVEL (2-TAILED).**

As shown in Table 4.45, the Pearson's Moment correlation test revealed that there was correlation between head teachers' communication practices and participation of female pupils with special needs which was also statistically significant ($r(52) = .522, p < .000$) based on critical alpha value of 0.05. The observed findings compared to the expected findings based on the null hypothesis indicates the existence of relationships between the two variables $r(52) = .522$. Since N (number of respondents) was greater than 30, r (correlation) value was converted to t value using the formula:

$$t = r \sqrt{\frac{n-2}{1-r^2}}$$

The calculated t value with a degree of freedom (sample size) of 52 at 95.0% confidence level was equal to 4.33. Since the critical value = 2.004 was less than the calculated value = 4.33. This means that head teachers' instructional supervision practices positively influenced participation of female pupils with special needs. The study therefore did not accept the null hypothesis that there was no significant relationship between head teachers' communication practices and participation of female pupils with special needs in primary school education and inference made that head teachers' communication practices had influence on participation of female pupils with special needs.

4.8 Participation of Pupils with Special Needs

In terms of participation, the study used actual secondary records obtained from head teachers showing the participation in terms of enrolments, retention, completions and performances for the years 2016-2019 for standard eight female pupils with special needs in Mandera County. The record average is shown in Table 4.46

Table 4.46: Participation Results for the Years 2016-2019

Participation	2016	2017	2018	2019
No of Respondents	54	54	54	54
Average Performance	47.6%	45.7%	44.9%	46.4%
Average Enrolment Rate	5	7	6	6
Average Retention Rate	4	5	4	4
Average Completion Rate	4	5	5	5

4.8.1 Participation of Female Pupils with Special Needs

The participation of female pupils with special needs based on head teachers' perception was the primary dependent variable in this sample. As a result, the head teachers were asked to rate how well they agreed with those claims about four aspects of participation in terms of: enrolment, transition, completion, and performance. This was accomplished by comparing the variables' means, standard deviations, and percentages. The responses given were based on the Likert scale through which the respondents rated the extent to which they agreed with the given aspects which were indicators of the so identified variables on a scale of 1 – 5 where (1 was strongly disagree and 5 was strongly agree). Table 4.47 shows the findings.

Table 4.47: Perception of Head Teachers on Participation of Female Pupils with special needs, N=11

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agreed	Mean	SD
Head teachers' management practices has led to increase in Enrolment	-	3.8%	20.8%	43.4%	32.1%	4.04	0.83
Head teachers' management practices has led to good Performance	-	9.4%	20.8%	45.3%	24.5%	3.85	0.91
Head teachers' management practices has led to increase in Transition	-	1.9%	26.4%	30.2%	41.5%	4.11	0.87
Head teachers' management practices have led to increase in Completion rates.	-	3.8%	15.1%	45.3%	35.8%	4.13	0.81

As shown in Table 4.47, head teachers' indicated that they used participatory decision making to enhance participation of female pupils with special needs (M=4.04, SD=0.83); they agreed that they applied instructional programme management to influence participation of female pupils with physical disabilities (M=3.85, SD=0.91). The findings of the study further revealed that head teachers' leadership styles influenced participation of female pupils with disabilities in special primary schools (M=4.11, SD=0.87) and that communication skills influenced participation of female pupil with special needs in primary schools (M=4.14, SD=0.81). On the other hand, participation based on the actual secondary records in school for the years 2016-2019 were as shown in Table 4.48

Table 4.48: Actual Participation Results for the Years 2016-2019

Participation	2016	2017	2018	2019
No of Respondents	54	54	54	54
Average Performance	47.6%	45.7%	44.9%	46.4%
Average Enrolment Rate	5	7	6	6
Average Retention Rate	4	5	4	4
Average Completion Rate	4	5	5	5

4.8.2 Regression Tests

This section provides R square value for regression model summary, F statistics for regression ANOVA and t-test statistics for regression coefficient for linear relationship between head teachers' management practices and participation in terms of performance, enrolment, retention and transition of female pupils with special needs.

Table 4.49 presents model summary for regression analysis for head teachers' management practices and participation of female pupils with special needs

Table 4.49: Regression Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
					F	df1	df2	
1	.674 ^a	.454	.529	.454	5.815	4	28	.002

a. Predictors: (Constant), Head Teachers Leadership Style, Head Teachers' Communication Practice, Head Teachers Performance Monitoring, Head Teachers Instructional Supervision

The findings of the model summary in Table 4.49 show that participation of female pupils with special needs in special schools were explained by 45.4% of the variability on head teachers' management practices ($R^2=.454$) while rest of the issues that affected participation of female pupils with special needs in primary education may be explained by other factors.

Linear regression F statistics was as presented in Table 4.50.

Table 4.50: F Statistics for Regression ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.520	4	1.630	5.815	.002 ^b
	Residual	7.848	28	.280		
	Total	14.367	32			

a. Dependent Variable: Participation of Children with special needs

b. Predictors: (Constant), Head Teachers Leadership Style, Head Teachers' Communication Practice, Head Teachers Performance Monitoring, Head Teachers Instructional Supervision

Table 4.51 shows that there was statistically significant linear relationship between head teachers' management practices and participation of female pupils with special needs as $p = 0.002$ was less than 0.05 for it to have statistical significance ($F = 5.815$, $p = .002 < .05$).

The study conducted multiple linear regressions to establish how well head teachers' management practices predicted the level of participation under its four components of enrollment, performance, transition and completion as separate entities. A multiple linear regression was done to examine how well different component of head teachers' management practices predicted the rate of enrolment of female pupils with special needs and Table 4.52 shows the findings.

Table 4.52: Regression Analysis of Head Teachers' Management Practices and Enrolment of Female Pupils with special needs

	<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
<i>1</i>	(Constant)	1.084	1.291		.840	.408
	Head Teachers' Communication Practice	.467	.240	.400	1.944	.062
	Head Teachers Performance Monitoring	.311	.379	.165	.820	.419
	Head Teachers Instructional Supervision	.151	.328	.107	.459	.650
	Head Teachers Leadership Style	-.226	.217	-.173	-1.043	.306

a. Dependent Variable: Enrolment

The findings in Table 4.52 shows a prediction that for every variation in head teachers' communication practices, there was 46.7% progress in enrollment of female pupils with special needs, every variation in head teachers' performance

monitoring, there was 31.1% progress in enrolment. The study also revealed that for every variation in head teachers' instructional supervision, there was 15.1% progress in enrolment; and every variation in head teachers' leadership styles, there was 22.6% decreased progress in enrolment rates of female pupils with special needs. This study therefore confirms the earlier findings and conclude that head teachers' management practices particularly some leadership styles (Autocratic) had a negative effect on the enrolment of pupils if not well managed.

The study conducted multiple linear regressions to examine how well different component of head teachers' management practices predicted the level of performance of female pupils with special needs and Table 4.53 shows the findings.

Table 4.53: Regression Analysis of Head Teachers' Management Practices and Performance of Female Pupils with Special Needs

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
<i>1</i>	(Constant)	1.663	1.568		1.060	.298
	Head Teachers' Communication Practice	.208	.292	.159	.712	.482
	Head Teachers Performance Monitoring	.222	.461	.105	.482	.633
	Head Teachers Instructional Supervision	.449	.399	.284	1.125	.270
	Head Teachers Leadership Style	-.357	.264	-.244	-1.356	.186

a. Dependent Variable: Performance

The findings in Table 4.53 shows a prediction that for every unit variation in head teachers' communication practices, there was 20.8% progress in performance of female pupils with special needs, every unit variation in head teachers' performance monitoring, there was 22.2% progress in pupils' performance. The study also revealed that for every variation in head teachers' instructional supervision, there was 44.9% progress in performance; and every variation in head teachers' leadership styles, there was 35.7% decrease in progress on performance of female pupils with special needs. This study therefore concludes that head teachers' management practices particularly some leadership styles may negatively affect the performance.

The study conducted multiple linear regressions to examine how well different component of head teachers' management practices predicted the rate of retention of female pupils with special needs from one class to the other and Table 4.54 shows the findings.

Table 4.54: Regression Analysis of Head Teachers' Management Practices and Retention of Female Pupils with Special Needs

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.538	1.541		.998	.327
Head Teachers' Communication Practice	.438	.287	.335	1.529	.138
Head Teachers Performance Monitoring	.157	.453	.074	.347	.731
Head Teachers Instructional Supervision	.266	.392	.168	.680	.502
Head Teachers Leadership Style	-.244	.259	-.166	-.943	.354

a. Dependent Variable: Retention

The findings in Table 4.54 shows a prediction that for every unit variation in head teachers' communication practices, there was 43.8% progress in retention of female pupils with special needs, every unit variation in head teachers' performance monitoring, there was 15.7% progress in pupils' retention. The study also revealed that for every variation in head teachers' instructional supervision, there was 26.6% progress in retention; and every variation in head teachers' leadership styles, there was 24.4% decrease progress in retention of female pupils with special needs from one class to the other. This study therefore concludes that head teachers' leadership styles negatively affected the transition rates of female pupils with special needs in Mandera County.

The study conducted multiple linear regressions to examine how well different component of head teachers' management practices predicted the rate of completion of female pupils with special needs from one class to the other and Table 4.55 shows the findings.

Table 4.55: Regression Analysis of Head Teachers' Management Practices and Completion of Female Pupils with Special Needs

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.224	1.234		1.802	.082
Head Teachers' Communication Practice	.034	.230	.029	.149	.882
Head Teachers Performance Monitoring	.009	.363	.005	.025	.980
Head Teachers Instructional Supervision	.869	.314	.619	2.769	.010
Head Teachers Leadership Style	-.493	.207	-.377	-2.374	.025

a. Dependent Variable: Completion

The findings in Table 4.55 shows a prediction that for every unit variation in head teachers' communication practices, there was only 3.4% progress in completion rate of female pupils with special needs, every unit variation in head teachers' performance monitoring, there was 9.0% progress in pupils' completion. The study also revealed that for every variation in head teachers' instructional supervision, there was 86.9% progress in completion rates; and every variation in head teachers' leadership styles, there was 49.3% decreased progress in completion rates of female pupils with special needs. This study therefore concludes that instructional supervision by head teachers plays an important role in enhancing completion while some of the head teachers' leadership styles may negatively affect the completion rates of female pupils with special needs in Mandera County.

The study further conducted a multiple linear regression to examine how well different component of head teachers' management practices predicted the level of participation in general of female pupils with special needs and Table 4.56 shows the findings.

Table 4.56: Regression Analysis of Head Teachers' Management Practices and Participation of Female Pupils with Special Needs

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.627	.981		1.659	.108
Head Teachers' Communication Practice	.287	.182	.295	1.571	.127
Head Teachers Performance Monitoring	.175	.288	.112	.607	.549
Head Teachers Instructional Supervision	.434	.250	.369	1.738	.093
Head Teachers Leadership Style	-.330	.165	-.303	-2.002	.055

a. Dependent Variable: Participation of Female Pupils with Physical Disability

$$Y = \text{Constant (1.627)} + \beta_1 X_1 (0.287) + \beta_2 X_2 (0.175) + \beta_3 X_3 (0.434) - \beta_4 X_4 (0.330) \varepsilon$$

Where: Y = Participation in terms enrolment, performance, transition and completion of Female Pupils WSN

X_1 = Head teachers' communication practices

X_2 = Head teachers' performance monitoring

X_3 = Head teachers' instructional supervision

X_4 = Head teachers' leadership styles

ε = error term

In summary, the findings show a prediction that for every unit variation in head teachers' communication practices, there was 28.7% progress in participation in terms of enrollment, performance, transition and completion of female pupils with special needs, every unit variation in head teachers' performance monitoring, there was 17.5% progress in participation of female pupils with special needs. The study also revealed that for every unit variation in head teachers' instructional supervision, there was 43.4% progress in participation; interestingly every unit variation in the application of head teachers' leadership styles, there was 33.0% less progress in participation of female pupils with special needs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of research findings, conclusion/s and recommendations both for policy implementation and recommendation for further studies. The aim of this research was to determine whether the performance monitoring of the head teachers had an impact on participation of female pupils with special needs in primary schools and whether the supervision practices of head teachers affected the participation of female pupils with special needs in primary schools in Mandera County. Other aims include establishing the impact of leadership of head teachers and determining if teacher communication influences female pupils with special needs in primary schools in the county of Mandera.

5.2 Summary of the Research Findings

The study's main concern was that school leaders needed to define resources, tactics, and management processes that would help both teachers and pupils succeed. This is because the influence of management activities on female pupils with special needs in primary school is scarce. The study used convergent parallel research design which is one of the six variants of mixed methods research designs, with a target population of 2025 participants and as sample size of 334 respondents. The study used questionnaires, FGDs and interview schedule to collect data.

5.2.1 Head Teachers' Performance Monitoring and Participation of Female Pupils

Objective one of the study sought to determine the influence of head teachers' monitoring on participation of female pupils with special needs in primary school in Mandera County. The identified indicators upon which head teachers monitored performance included: teacher's involvement in pupils' performance, pupils' involvement in their own performance, parents' involvement and school management committee involvement in performance of female pupils with special needs. According to the majority of head teachers questioned, teachers were active in developing visions and missions in their particular classes, as well as setting priorities and objectives for the classroom. Teachers were also involved in planning duties such as defining and organizing roles, and head teachers emphasized the importance of teachers' involvement in developing school programs in their individual schools. Teachers also helped design a strategic plan for the school. The results showed a statistically significant positive association between participation of female pupils with special needs and the participation of teachers.

School government pupils, particularly prefects, were active and school classroom prefects played an essential role. The findings of the survey have also shown that head teachers accepted and supported the involvement, in the decision process, of female pupils with special needs and that head teachers talked with female pupils with special needs prior to taking decisions. According to the research, parents also contributed to fixing administrative problems. According to the findings of this study, SMC also participated in establishing school programs for female pupils with special needs. Furthermore, head teachers fully agreed that SMC was informed

before to choosing female pupils with special needs. The results of the study also showed that SMC was encouraged to take daily decisions.

5.2.2 Head Teachers' Instructional Supervision and Participation of Female Pupils

Objective two of the study sought to establish the influence of head teachers' instructional supervision practices on participation of female pupils with special needs in primary school in Mandera County. Analysis was done on the variables describing head teachers' supervision in terms of monitoring pupils' progress, coordinating curriculum, supervision and evaluation; including maintaining high visibility. The findings revealed that head teachers were unanimous in their belief that teachers met individually to discuss the development of female pupils with special needs. The results further revealed that assessments and other assessment metrics were used to determine how well female pupils with special needs were doing against their academic goals. The study also found that schools utilized school findings in the decision-making process to arrange curricula effectively throughout grades, showing who was accountable for organizing curricula through grades, especially the head teacher, deputy head teacher, or teacher. The school program was assessed to verify that it met the curriculum goals of the school and that the pupils leadership investigated the superposition between the curriculum objectives of the School and the performance reviews of the school. According to teachers, the interests of the teaching staff were linked to the aim and guidance of the school and accurate professional documentation, such as work plans, work reports and lecture notes were kept.

The majority said that in order to maintain a high profile, head teachers used time during break and vacations to interact informally with pupils and teachers, and that they visited classes to address school matters with teachers and female pupils with special needs. Head teachers made sure that female pupil with special needs attended/participated in extra- and co-curricular events to sustain high visibility.

5.2.3 Head Teachers' Leadership Styles and Participation of Female Pupils

The third objective of the study was to assess the influence of leadership activities in primary schools on participation of female pupils with special needs in public primary schools in Mandera County. This was achieved by examining methods and variables of lead styles, including autocratic, bureaucratic, democratic and laissez faire leadership styles and standard variables and proportions of factors. Head teachers did not support any level of absenteeism and staff turnover in primary schools with female pupils with special needs; head teachers closely monitored and controlled staff members to ensure performance. The research also discovered that head teachers used an autocratic leadership style by maintaining a consistent separation of labor between them and other teachers. There was some consensus that head teachers guided staff members about what to do and how they needed things done and that staff members were expected to obey specified policies under rigid discipline as part of the bureaucratic leadership style. The study results also showed that head teachers ensured that criticisms and punishment were minimal in their respective schools. Bureaucratic leadership style enabled the schools to be consistent in the way of doing things. It establishes rules and regulations that allow pupils to follow a certain pattern and perform the same work in the same manner. This is due to the fact that bureaucracy is based on the assumption that what succeeded

yesterday will continue to work today. It is a repeating structure that will not alter until anyone pushes it to.

In terms democratic leadership, head teachers were not sure whether they delegated as many tasks as possible in staffs' complete entirety, however they strongly agreed that each staff member was responsible for defining his or her job and were encouraged to embrace team work while performing their tasks. Regarding laissez-faire type of leadership, head teachers somehow assigned work in small quantities and easily controlled all the working units, the study also shows that head teachers allowed team members to work on their own with complete permissiveness. Head teachers also agreed to some extent that they anticipated staff in their respective school came up with the best working methods when given minimal instruction. This leadership styles enabled both teachers and pupils to be liberal as it entailed letting pupils make the vast majority of decisions. It also encouraged the teaching profession to spend less time engaged in specific decisions, leaving everything to the pupils. A laissez-faire leadership style will succeed if all of the pupils are excited to accomplish a goal and can meet the participation criteria.

5.2.4 Head Teachers Communication Practices and Participation of Female Pupils with Special Needs

Objective four of the study sought to establish the influence of head teachers' communication practice on participation of female pupils with special needs in primary schools in Mandera County. The respondents rated the degree to which they agreed with the given aspects, such as oral presentation, listening, writing, computer skills and knowledge skills, which were measures of the so-identified variables, using a Likert scale. The study found that head teachers used oral speech and were

able to interact easily and adequately with one another on a one-to-one basis. They also fully acknowledged that they used oral presentation to an audience to explain and argue an argument. In terms of written communication, head teachers used well-crafted and grammatically correct notes - the right format for the right occasion; in terms of comprehension, head teachers were adamant that they should learn written content quickly and to a degree of consistency and completeness appropriate to the need.

Effective communication can aid in the creation and maintenance of a healthy learning atmosphere in which pupils can flourish, grow, and succeed. Head teachers need to be engaged in the classroom since it serves consumers and determines the quality of the service they give. This was achieved through effective classroom cooperation, which has an impact on the school's academic success on national examinations.

It was interesting to see that, in terms of numeracy, head teachers could manipulate numbers in situations where they would be expected to; in terms of computer literacy, head teachers agreed that they should use computer applications; and in terms of information skills, head teachers strongly agreed that they could seek, store, and repurpose information.

5.2.5 Participation of Female Pupils with Special Needs

For this study, female pupils with special needs participated as the major dependent variable. In consequence, the head teachers were asked to assess how far they agreed to utilize participatory decision making, instructional decision-making, management styles and communication skills in the management of teachers to improve the

involvement of female pupils with special needs. This was achieved by comparing means, standard deviation and percentages of the said variables. The findings show that head teachers are firmly committed to participatory decision-making in order to improve the involvement of female pupils with special needs and to the use of teaching program management to impact the participation of female pupils with special needs. The research also showed that the leadership styles of head teachers affected female pupils with special needs in primary schools and that communication skill had an impact on the engagement of female pupils with special needs in primary schools.

5.3 Conclusions of the Study

Based on the findings of the study, the researcher made the following conclusions:

5.3.1 Head Teachers' Performance Monitoring and Participation

Monitoring of performance is part of participatory decision making and it emanates from behavioral science whose basic tenet is critical player in the management of affairs of learners. Teachers were therefore directly involved in monitoring the performance of female pupils with special needs. Teacher participation in the monitoring of performance is essential, but for both pupils and staff, school managers and professors require approaches that are competent in implementing academic performance strategies to enhance their academic accomplishments.

- i. Pupil success analysis is a strategy that helped teachers to analyze their teaching effectiveness and make better informed educational decisions by analyzing pupil accomplishment statistics.
- ii. Regular evaluations provide teachers with useful knowledge on their pupils' progress and achievements; measuring pupil development often allows

teachers to focus on their own teaching and evaluate the effectiveness of the educational methods they employ.

- iii. Consistent instructional supervision by head teachers' demands continuous tracking of pupils' academic progress, in addition to monitoring classroom effectiveness. Teachers' function in the classroom is to assist pupils in developing an engaged relationship with the content. This is because collaborative curriculum coordination improves both professional learning and curriculum reform adoption by allowing teachers to gain competencies, experience, and ownership of the change.
- iv. Teachers explore ways to integrate student preference into classroom instruction during the instructional coordination period. During the curriculum process, teachers will assist pupils in connecting material to an individualized agenda that represents a professional interest and plan. Coordination of curriculum as a form of monitoring performance alludes to the task of duties and authority to the most competent and accessible individuals and monitoring to ensure the available resources are most effectively and relevantly used. As a result, for successful curriculum delivery, head teachers must depend on teachers who are subject specialists.
- v. On the other hand, sometimes engaging other pupils in decision making may have limitations as student prefect system mostly relied on delegated little or no power at all to execute their decisions. Sometimes some of the orders enforced by the prefects under the instruction of the head teachers were repressive and punitive to the other pupils. Even though pupil leaders are

mostly allowed to exercise leadership by voicing their opinions about their current status of environment, the head teachers still retained the final decision making veto through performance monitoring.

- vi. In order to guarantee that pupil with special needs participate in school activities, they should be encouraged to suggest modifications or courses of action that represent a belief that has been communicated to and shared with pupils. There is a need of student participation in academic matters to enhance performance monitoring. This study concludes that pupils are more likely to participate in class if they have a comfortable relationship with their teacher.
- vii. Today, the role of parents in school governance is incorporated in the education policy, including financial mobilization, punishment and the monitoring of performance in schools. Parents in the school administration are friends, employers, customers and teachers. When parents, especially those with physical problems, are involved in the lives of their children, they give support and skills not only to perform their assignments; they also foster a passion of learning throughout their lives. When parents and teachers get together to build a vibrant school the effect on children may be tremendous. Studies show that parents who are truly interested in schooling can give advice or seek help outside if they observe a child struggling.

5.3.2 Head teachers' Instructional Supervision and Participation of Female Pupils

Supervision of pupils' performance was important as evaluation helped teachers to form values of judgment of educational status and pupils' achievement. It offered a structured framework for examining a curriculum, practice, action, or project in order to determine how well pupils met their objectives.

- i. Supervision aided in determining what fits best in a curriculum or project and what should be changed. Guidance supervision is the use of a variety of professional mechanisms to improve teachers' teaching to pupils, encourage educational leadership, and bring about desired improvement.
- ii. Supervision guarantees that choices for limit working of the two people and the association depend on information. Finally, because teachers and pupils are monitored in a mutually trusting atmosphere, they will have a better formative life, which will lead to great academic achievement. Teachers need better learning conditions, and I implore head teachers to create an appropriate atmosphere for teacher creativity and advancement.
- iii. Maintaining high visibility as a form of supervision is important as it helped in being proactive and introduction of head teachers to teachers and pupils. When seen around school compound, it enabled every aspect of the head teachers' behavior is to be noted and sent a message to everyone in schools thereby enhancing participation. Meeting pupils in small groups helped them to be comfortable hence improving participation. It is therefore important for head teachers to be frequently visible throughout the school building, especially in classrooms, to let the teachers and pupils know that what they

are doing is the truly important work of the school. When the instructor is regularly visible, he or she does not look like a negative but a supporting and good occurrence. The head teacher can informally meet teachers and pupils to discuss new subjects, to visit the school and to talk school concerns with teachers and pupils, actively participate in extracurricular activities and cover classes for instructors before a return of the late or alternative teachers.

- iv. Effective head teachers regularly contribute directly to their pupils' learning by routine classroom visits, overseeing their work through meeting with them and addressing emerging problems, public and private acknowledgment of well-done academic work, and expressing dismay about low results. Such a capable principal is also available for academic consultation and student teaching.

5.3.3 Head teachers' leadership practices and Participation of Pupils with Special Needs

Effective leadership style is important to make the pupils participate in class activities.

- i For instance, in Autocratic leadership style, there was no need to gather consensus from anybody when making decisions and helped to make quick decisions. Autocratic teaching strategy also helped teacher choosing what material to present and how to present it.
- ii It is always the onus on the head teachers to be clear on the school vision and direct the school towards academic participation achievement using which type of leadership style. In schools where the organization had an unmistakable vision and imparted it to the staff and pupils and then provided the support in

instructional leadership and resources, the discipline management becomes easier.

- iii Democratic leadership practice with regards to observing of pupils' advancement between top performing and base performing schools helps learners to improve their participation in schools including special schools. Involvement of pupils in leadership roles helps them to learn how to handle conflict and responsibilities, co-operate with others and listen to other people's opinion and ideas.

5.3.4 Head Teachers' Communication Practice and Participation and Participation of Female Pupils

Teachers and pupils can benefit from general communication skills as well as classroom training on teamwork and team bonding principles. The goal of communication is to provoke an action or reaction.

- i. The study concludes that good communication strategy and involvement of pupils in decision making on matters that affect them makes them own the school policies, since the pupils will be self-directed and always support the administration. By good consultation, the school management committee should promote the school's and pupils' interests in order for the children to obtain the best education possible. SMC plays a critical role in facilitating successful engagement by pupils with special needs by actively participating in matters of discipline, instruction, and therapy, as well as working to instill a philosophy of debate, inclusive government, and constructive communication in classrooms. In order to construct appropriate physical

infrastructure in classrooms, they frequently require money from a number of sources.

- ii. A successful SMC assists schools in meeting the needs of all stakeholders of the educational community, including pupils, faculty, parents, culture, government, and service providers, by clear and understandable contact. Furthermore, for the performance of the schools, especially special schools, the school management should use some standard and time-tested management principles and adhere to the prevalent national norms by collaborating with the scope of the Management Committee of the schools. Proper management will help special schools to identify the challenges that prevent girls with disabilities from participation in primary school activities and bridge these gaps.

5.4 Recommendations of the Study

The study recommends that it should be encouraged to propose changes or course of activity that symbolize a faith that has been shared with children to guarantee that pupils with disabilities engage in school activities. There is a need of student full participation in academic matters to enhance performance monitoring. The following suggestions were given based on the findings of the study:

5.4.1 Head Teachers' Monitoring of Performance

- i. Pupils, especially prefects, should participate completely in school governance, as they play a crucial role in the school classroom programmes. Female pupils with special needs should also contribute to the decision

making process in order to effectively assist head teachers in the monitoring process.

- ii. Head teachers should embrace the inclusion of female pupils with special needs their parents and the SMC before decision making processes and also involve them in solving problems.

5.4.2 Head Teachers' Instructional Supervision Practice

- i In order to effectively carry out instructional supervision, head teachers are encouraged to individually discuss the progress of female pupils with special needs by measuring their performances to assess their progress towards school goals.
- ii To promote good exposure, head teachers could visit classes at recess and holidays and address school topics with teachers and female pupils with special needs, as well as ensure that female pupils with special needs attended/participated in extra- and co-curricular events.
- iii Head teachers in their respective schools should demonstrate who is responsible for planning programs throughout graduation levels for better management and flow of instructions, notably between the head teachers, the deputy head teachers or class teachers.
- iv Teachers should use the findings of school-wide evaluations in order to arrange instruction more effectively, in order to guarantee that it meets the curriculum goals of the school. The grade of correlation between curriculum and performance assessments of the schools can be attained.

5.4.3 Head Teachers' Leadership Practices

- i Head teachers should have an effective style of leadership by creating a clear division of work between head teachers and other teachers and ensuring that the criticism and penalty in their individual schools is low, as this will make it possible for the schools to act consistently.
- ii Head teachers should assist other staff members in the bureaucratic style of the way they desire, by placing it under severe discipline as a prerequisite for following specified processes. Head teachers should establish guidelines and norms that enable pupils to follow a specific pattern and perform the same job in the same manner. Each employee should be in charge of determining his or her role and empowered to collaborate as a team when fulfilling their duties. It also encouraged the teaching profession to spend less time engaged in specific decisions, leaving everything to the pupils. Since it entailed allowing pupils to make the vast majority of choices, this leadership style allows both teachers and pupils to be independent.

5.4.4 Head Teachers' Communication Practices

- i Head teachers should use oral speech and accept listening as a communication skill because it allows them to interact efficiently and respectfully with individuals, groups, and audiences, as well as address and argue an argument.
- ii Head teachers should use well-written, grammatically correct reports - the best format for the right occasion; in terms of interpretation, they should be able to absorb written content quickly and at a degree of consistency and completeness acceptable to the situation.

- iii Strong listening skills should be possessed by both head teachers and teachers, since it is a prerequisite for pupils' academic and career achievement. A teacher should give pupils more oral guidance in the classroom, and a teacher with weak communication skills can cause pupils to fail to learn and advance academically. Effective communication can aid in the creation and maintenance of a healthy learning atmosphere in which pupils can flourish, grow, and succeed.
- iv Head teachers should be able to control statistics in the situations in which they will be expected to participate; in terms of data literacy, they should be able to use computer programs as well as seek, archive, locate, synthesize, use, and display knowledge in a way that is relevant to the goals they are seeking.

5.5 Suggestions of Further Research

Based on the findings, limitations and delimitations of the study, the study suggests the following recommendations for further research:

- i To establish similarities and differences, a comparable study should be carried out in order to compare the management methods of head teachers from primary schools and of integrated public and private secondary schools in another country.
- ii To carry out a similar study to determine if school performance monitoring impact women's participation in secondary school and higher institutions by Pupils with special needs.
- iii The multiple linear regressions showed that the level of participation of female pupils with special needs was predicted by head teachers' management practices, and a similar study should include a qualitative aspect to produce a conclusive finding that can show a true position on the ground to allow the results to be spread.

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APPENDICES

Appendix A: Introduction Letter

Date.....

Dear Sir/Madam

RE: DOCTOR OF PHILOSOPHY (EDUCATION); RESEARCH TITLE

“HEAD TEACHERS’ MANAGEMENT PRACTICES AND THEIR INFLUENCE ON PARTICIPATION OF FEMALE PUPILS WITH SPECIAL NEEDS IN PRIMARY SCHOOLS IN MANDERA COUNTY”

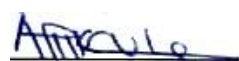
I am a Doctor of Philosophy (Education) student at Kenyatta University's School of Education, Department of Educational Planning and Curriculum Development, working on the above-mentioned doctoral research project. This is a requirement that you help me gather valuable information and details by filling out the questionnaire that comes with it. Please reply within two weeks.

The collected information is solely used for science and your name is kept secret.

I can be contacted at 0711957893 if you have any questions about this.

Your cooperation and assistance will be greatly appreciated.

I am, as always, your loyal servant.



Aftin K Dube

Doctorate Student

Appendix B: Questionnaire for Head-Teachers

This questionnaire serves to collect information that will help in investigating the “HEAD TEACHERS’ MANAGEMENT PRACTICES AND THEIR INFLUENCE ON PARTICIPATION OF FEMALE PUPILS WITH SPECIAL NEEDS IN PRIMARY SCHOOLS IN MANDERA COUNTY. You have been identified as a respondent in this study. Kindly provide the information that has been requested. Any information given will be used for this study only and will be treated with utmost confidentiality.

SECTION A: Demographic Information

Gender Male [] Female []

Academic Qualification

Secondary Level []

Certificate []

Diploma []

Bachelor’s Degree []

Post graduate []

Experience

Below 1 Year []

2-5 Years []

6-10 Years []

11-15 Years []

Above 15 Years []

SECTION B: Head Teachers' Performance Monitoring

For the following statements, please rate the level of agreement or disagreement regarding head teachers' performance monitoring in Mandera County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement	1	2	3	4	5
Teacher Involvement in Performance					
Teachers contribute to the development of school visions and tasks					
Teachers contribute to the establishment of school aims and objectives					
Teachers help organize the function by identifying and arranging responsibilities.					
Teachers are encouraged to participate in the development of educational programs at this school.					
Teachers are engaged in the development of the school's strategic plan.					
Pupils' Involvement in Performance					
Pupils, especially prefects, are active in school administration.					
Prefects, in particular, play an important role in the school's instructional programs.					
Respect and inclusion of pupils' opinions in decision making					
Head teacher consults pupils before making decisions					
Head teacher involve pupils in solving problems					
Parents Involvement					
Parents assist in the resolution of administrative issues.					
Parents are actively involved in resolving administrative issues.					
Parents are involved in the development of educational programs for pupils WSN					
Before making choices on pupils WSN, parents are consult					
Parents are urged to take part in decision-making every day					
Parents participate in the resolution of administrative difficulties					
School Management Committee					
SMC participates in the resolution of administrative difficulties					
SMC works to solve administrative difficulties					
SMC contributes to the development of schools for the impaired					
Before taking decisions concerning female pupils with special needs SMC is contacted					
SMC is urged to take everyday decisions					

SECTION C: Head Teachers' Instructional Supervision

For the following statements, please rate the level of agreement or disagreement regarding instructional supervision as management practices in special school of female pupils with special needs in Mandera County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement	1	2	3	4	5
Monitoring Student Progress					
Meeting with teachers to talk about the growth of pupils					
Talk with the teachers on academic achievements to recognize curricular strengths and shortcomings					
Using exams and other measurements to evaluate progress towards educational objectives					
Information to instructors on the achievement of the school outcomes in writing					
Information on the academic success of school pupils					
Coordinating the Curriculum					
Defining who is in charge of organizing the curriculum across grades					
Drawing on the outcomes of school-wide tests for study decisions					
Curriculum monitoring to verify that it addresses the curriculum objectives of school					
Assess the overlap between study goals and performance exams of the school					
Active participation in curriculum content review					
Supervising & Evaluation					
Making sure that instructors' classroom priorities are in line with school objectives and guidance					
Proper documents such work plans, labor and lesson records are maintained					
Casual remarks in schools are made on a regular basis such as informal remarks and last at least 5 minutes and may entail written feedback or a formal conference or not					
Identifying specific strengths in teacher education in post-observation feedback					
Pointing up certain shortcomings in post-observation training procedures					
Maintaining High Visibility					
Take time informally during recesses and breaks and chat to pupils and teachers					
Visit schools to talk to teachers and pupils on school issues					
Taking part in extracurricular and co-curricular activities					
Cover teachers' courses till a late or replacement teacher comes					
Tutoring pupils or teaching lessons directly					

SECTION D: Head Teachers' Leadership Styles

For the following statements, please rate the level of agreement or disagreement on leadership styles employed by head teachers in special primary schools with female pupils with special needs in Mandera County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement	1	2	3	4	5
Autocratic					
I usually lead to high levels of absenteeism and staff turn over					
I monitor and supervise the personnel extensively to ensure they operate well					
The work between the principal and the teachers is clearly divided.					
Bureaucratic					
I tell the staff what to do, how to do it and when he wants it done					
Members of staff shall follow strictly disciplined procedures					
Criticism and punishment were minimal in your school					
Democratic					
I delegate as many tasks as possible in staffs' complete entirety					
Each individual is responsible for defining his or her job and encouraging team work					
Your school has a decentralized administration system					
Laissez faire					
I do not assign work in small and easily controlled units					
I leave the team members to work on their own and allowed complete permissiveness					
I predict that if individuals have minimum training, they will come up with the finest working ways					

SECTION E: Head Teachers' Communication Practice

For the following statements, please rate the level of agreement or disagreement regarding head teachers' communication practices in special primary with female pupils with special needs in Mandera County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement	1	2	3	4	5
ORAL: capacity for efficient and suitable one-to-one communication					
ORAL PRESENTATION: capacity to provide an audience with ideas orally;					
LISTENING: ready to hear and able to understand and actively understand verbal signals without unnecessary blocking.					
WRITTEN: carefully designed reporting with grammatical precision - the correct style for the right occasion					
READING: the capacity to absorb written content quickly enough to ensure the exactness and thoroughness required.					
Number: the capacity to manage numbers in settings you may expect to take part in					
COMPUTER LITERACY: ability to use computer applications					
INFORMATION SKILLS: capacity to search, save, retrieve, synthesize, utilize and display information according to your goals					

SECTION F: Views of Head teachers on Participation of Female Pupils with SN

For the following statements, please rate the level of agreement or disagreement regarding the suggestions to head teachers 'views regarding participation of female pupils with special needs in Mandera County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement	1	2	3	4	5
Head teachers' management practices has led to increase in Enrolment					
Head teachers' management practices has led to good Performance					
Head teachers' management practices has led to increase in Transition					
Head teachers' practice has led to increase in Completion rates.					

SECTION F: Actual Participation of Pupils with Special Needs

	2016	2017	2018	2019
Enrolment				
Retention				
Completion				
Performance				
Total				

THANK YOU VERY MUCH

Appendix C: Questionnaire for Class Teachers

This questionnaire serves to collect information that will help in investigating the INFLUENCE OF HEAD TEACHERS' MANAGEMENT STYLES ON THE PARTICIPATION OF FEMALE PUPILS WITH SPECIAL NEEDS IN SPECIAL SCHOOLS IN MANDERA COUNTY, KENYA. You have been identified as a respondent in this study. Kindly provide the information that has been requested. Any information given will be used for this study only and will be treated with utmost confidentiality.

SECTION A: Demographic Information

Gender Male [] Female []

Academic Qualification

Secondary Level [] Certificate []

Diploma [] Bachelor's Degree []

Post graduate []

Experience Below 1 Year []

2-5 Years [] 6-10 Years []

11-15 Years [] Above 15 Years []

SECTION B: Head Teachers' Performance Monitoring

For the following statements, please rate the level of agreement or disagreement regarding head teachers' performance monitoring in Mandera County where 1 represents strongly disagree to 5 which represents strongly agree.

Statement	SD	D	N	A	SA
The head teacher ensures that female pupils with special needs academic progress are monitored frequently					
The head teacher uses summary of data analysis of performance of female pupils with special needs to plan remedial measures					
The head teacher ensures that the school conducts an annual comprehensive needs assessment for all female pupils with special needs based on their performance					
The head teacher has put in place a needs improvement plan for each female pupil with special needs in the school					
The head teacher ensures that all female pupils with special needs are frequently assessed using formative assessment tests					
The head teacher usually evaluates the effectiveness of school programmes meant to improve performance of female pupils with special needs					
The head teacher encourages teachers to assist female pupils with special needs to set their targets in schools					
The head teacher organizes clinic days where each class teacher discusses performance of each female pupil with special needs					
The head teacher organizes joint tests for female pupils with special needs with other schools to assess progress towards their targets					
The head teacher frequently engages female pupils with special needs who have experienced negative deviation in their performance					
The head teacher uses digital programs to automatically monitor the performance of female pupils with special needs					
The school screens all pupils at many points during the school year to identify academic needs					

**SECTION C: HEAD TEACHERS' INSTRUCTIONAL SUPERVISION
ACTIVITIES**

Statement	Strongly Disagree	Disagreed	Neutral	Agree	Strongly Agreed
The head teacher ensures that activities of teachers in classrooms are consistent with the goals of the school					
The head teacher ensures that teachers keep professional records					
The head teacher conducts classroom observations on a regular basis.					
The head teacher discusses the strengths and weaknesses of a					
The head teacher also prepares professional documents					
The head teacher clear who is responsible for coordinating the curriculum in the school					
The head teacher meets with teachers to discuss pupils progress					
The head teacher uses tests and other performance measures to assess progress toward school goals					
Informing pupils of school's academic progress					

SECTION D: HEAD TEACHERS LEADERSHIP STYLES

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The head teacher closely monitors and controls the staff					
The head teacher has given teachers authority to perform delegated tasks					
Teachers in this schools frequently consult with the head teacher					
Staff members are required to follow prescribed procedures under strict discipline					
The head teacher consults other teachers before making a decision					
The head teacher delegates duties to other teachers					
Each teacher is responsible for defining his or her job and encouraging team work					
Decentralized system of management has been practiced in your school					
The head teacher frequently writes warning letters to teachers who go against rules and regulations					
The head teacher encourages team work among teachers					
The head teacher leaves teachers to operate the way they like					

SECTION E: HEAD TEACHERS COMMUNICATION PRACTICES

Statement	Strongly Disagree	Disagreed	Neutral	Agree	Strongly Agreed
The Head teacher always articulates his/her points well when he/she addresses us					
The head teachers always allows free communication to take place in school					
The head teacher always listens to our contributions in the meetings.					
The letters written by the head teachers to teachers are always easy to understand					
The head teacher always gives prompt feed back					
The head teacher always holds briefing meetings with teachers					
The head teacher sometimes communicates to stakeholders though emails					
The head teacher always passes information to stakeholders of the school promptly					

Appendix D: Focus Group Discussion for Pupils

1. Do your head teachers involved you in decision making in any school activity?
2. Do your head teachers involve in school governance?
3. Does your head involve you in the school class programmes?
4. Do you talk with the teachers on academic outcomes to identify curriculum and shortcomings?
5. Does your school test your performance and measure it to evaluate progress towards school objectives?
6. Does our school monitor the curriculum of your school to ensure that it covers the curricular purposes of the school?
7. Does your head teacher take time to speak informally and during breaks and breaks with pupils and teachers?
8. Does your teacher head up to classrooms to talk with teachers and children about school problems?
9. Is your head teacher involved in extracurricular and co-curricular activities?
10. Does your head teacher teach your classes directly?
11. Is the head teacher monitoring the employees closely, in order to guarantee that they do?

Appendix E: Interview Guide for Parents

- 1 What is your view regarding educating girls with special needs? Does head teachers involved you in decision making in the participation of your daughter?
- 2 Does the head teacher and teachers involve you in school governance?
- 3 Does the head teacher involve you in performance monitoring of daughter?
- 4 Do you talk with the head teachers on monitoring academic progress of your daughter?
- 5 To what extent do head teachers and teachers make efforts to evaluate and supervise the performance of your daughter towards school objectives?
- 6 Does the parental participation help the school in solving administrative tasks to enhance participation of female pupils with special needs?
- 7 How do parents actively support the female pupils with special needs to mitigate against educational barriers?

Appendix F: Mandera County Enrolment Data for Special Primary Schools

as At 12th June, 2017

Republic of Kenya



**MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION
COUNTY DIRECTOR'S OFFICE
MANDERA COUNTY
ENROLMENT DATA FOR PUPILS WITH SPECIAL NEEDS IN PRIMARY
SCHOOLS AS AT 12TH JUNE, 2017**

S/N	SCHOOL	SUB-COUNTY	DISBILITY	GENDE	TOTAL	REMARKS	
1	DAUA INTEGRATED	MANDERA EAST	VI	BOYS	12		
				GIRLS	01		
				TOTAL	13		
2	KAMOR SPECIAL UNIT		HI	BOYS	06		
				GIRLS	03		
				TOTAL	09		
3	ARABIA MIXED		HI	BOYS	05		
				GIRLS	03		
				TOTAL	08		
4	MANDERA TOWNSHIP SPECIAL UNIT		HI	BOYS	02		25
				GIRLS	06		13
				TOTAL	08		38
5	LAFEY PRIMARY	LAFEY	HI	BOYS	05	5	
				GIRLS	02	2	
				TOTAL	07	7	
6	EL-GOLICHA	MANDERA CENTRAL	VI	BOYS	06		
				GIRLS	05		
				TOTAL	11		
			HI	BOYS	06		
				GIRLS	01		
				TOTAL	07		
7	EL-KALA	MANDERA CENTRAL	VI	BOYS	14		
				GIRLS	06		
				TOTAL	20		
			HI	BOYS	04		
				GIRLS	04		
				TOTAL	08		
8	WARGADUD	MANDERA CENTRAL	VI	BOYS	07		
				GIRL	08		

				TOTAL	15	
			HI	BOYS	14	
				GIRLS	13	
				TOTAL	27	
9	ELWAK GIRLS		VI	GIRLS	26	
				TOTAL	26	51
			HI	GIRLS	13	76
				TOTAL	13	127
10	CHIEF MOHAMED JARI		VI	BOYS	06	
				GIRLS	03	
				TOTAL	09	
			HI	BOYS	02	
				GIRLS	00	
				TOTAL	02	
11	AL-UWEIS		VI	BOYS	48	
				GIRLS	28	
				TOTAL	76	
			HI	BOYS	10	
				GIRLS	09	
				TOTAL	19	
12	SENIOR CHIEF ADAWA		VI	BOYS	09	
				GIRLS	10	
				TOTAL	19	
			HI	BOYS	10	
				GIRLS	17	
				TOTAL	27	
13	FINCHARO		VI	BOYS	02	
				GIRLS	02	
				TOTAL	04	
			HI	BOYS	02	
				GIRLS	02	
				TOTAL	04	
14	AL-ROWDHA		VI	BOYS	11	
				GIRLS	05	
				TOTAL	16	
			HI	BOYS	05	
				GIRLS	02	
				TOTAL	07	
15	FURAHA PRIMARY		VI	BOYS	04	
				GIRLS	05	
				TOTAL	09	
			HI	BOYS	07	
				GIRLS	05	
				TOTAL	12	
16	ELWAK DEB		VI	BOYS	12	

				GIRLS	13			
				TOTAL	25			
			HI	BOYS	15	143		
				GIRLS	03	104		
				TOTAL	18	247		
17	SHIMBIR FATUMA	MANDERA CENTRAL	VI	BOYS	08			
					GIRLS		07	
					TOTAL		15	
				HI	BOYS		11	
					GIRLS		07	
					TOTAL		18	
18	BOREHOLE 11			VI	BOYS		11	
					GIRLS		12	
					TOTAL		23	
				HI	BOYS		12	
					GIRLS		10	
					TOTAL		22	
19	AL-UTEIBI		VI	BOYS	14			
				GIRLS	11			
				TOTAL	25			
			HI	BOYS	12			
				GIRLS	07			
				TOTAL	19			
20	QARSA DAMU		VI	BOYS	05			
				GIRLS	04			
				TOTAL	09			
			HI	BOYS	06			
				GIRLS	02			
				TOTAL	08			
21	CHIROLE		VI	BOYS	04			
				GIRLS	05			
				TOTAL	09			
			HI	BOYS	04			87
				GIRLS	02			67
				TOTAL	06			154
22	TAKABA PRIMARY	MANDERA WEST	VI	BOYS	09			
					GIRLS		03	
					TOTAL		12	
				HI	BOYS		06	
					GIRLS		03	
					TOTAL		09	
23	ROCKY HILL		VI	BOYS	06			
				GIRLS	04			
				TOTAL	10			
			HI	BOYS	05		26	
				GIRLS	04		14	
				TOTAL	09		40	
24	DANDU	MANDERA WEST	VI	BOYS	05			
				GIRLS	05			
				TOTAL	10			

			HI	BOYS	04	
				GIRLS	04	
				TOTAL	08	
25	EL-BOFA		VI	BOYS	03	
				GIRLS	04	
				TOTAL	07	
			HI	BOYS	03	
				GIRLS	04	
				TOTAL	07	
26	WANGAIDAHAN		VI	BOYS	04	
				GIRLS	04	
				TOTAL	08	
			HI	BOYS	03	
				GIRLS	03	
				TOTAL	06	
27	GATHER		VI	BOYS	04	
				GIRLS	03	
				TOTAL	07	
			HI	BOYS	02	
				GIRLS	03	
				TOTAL	05	
28	DIDKURO		VI	BOYS	03	
				GIRLS	03	
				TOTAL	06	
			HI	BOYS	05	
				GIRLS	02	
				TOTAL	07	
29	DARWED		VI	BOYS	03	
				GIRLS	03	
				TOTAL	06	
			HI	BOYS	03	
				GIRLS	02	
				TOTAL	05	
30	BURDURAS		VI	BOYS	04	
				GIRLS	03	
				TOTAL	07	
			HI	BOYS	04	50
				GIRLS	04	47
				TOTAL	08	97
31	AL-FURQAN	MANDERA NORTH	VI	BOYS	19	
				GIRLS	11	
				TOTAL	30	
			HI	BOYS	04	
				GIRLS	00	
				TOTAL	04	
			PH	BOYS	03	
				GIRLS	02	
				TOTAL	05	
32	RHAMU DIMTU		VI	BOYS	13	
				GIRLS	10	


				TOTAL	23		
			HI	BOYS	06		
				GIRLS	00		
				TOTAL	06		
			PH	BOYS	02		
				GIRLS	01		
				TOTAL	03		
33	RHAMU DEB		VI	BOYS	03		
				GIRLS	05		
				TOTAL	08		
			HI	BOYS	03		
				GIRLS	03		
				TOTAL	06		
34	SHANTOLEY		VI	BOYS	09		
				GIRLS	07		
				TOTAL	16		
			HI	BOYS	02		
				GIRLS	03		
				TOTAL	05		
			PH	BOYS	01		
				GIRLS	01		
				TOTAL	02		
35	KALICHA		VI	BOYS	00		
				GIRLS	01		
				TOTAL	01		
			HI	BOYS	02		
				GIRLS	03		
				TOTAL	05		
			PH	BOYS	00	67	
				GIRLS	01	48	
				TOTAL	01	115	
36	AL-HIDAYA	MANDERA NORTH	VI	BOYS	08		
					GIRLS	05	
					TOTAL	13	
				HI	BOYS	03	
					GIRLS	02	
					TOTAL	05	
				PH	BOYS	02	
					GIRLS	02	
					TOTAL	04	
37	RHAMU ARID ZONE PRIMARY SCHOOL			VI	BOYS	14	
					GIRLS	08	
					TOTAL	22	
			HI	BOYS	09		
				GIRLS	05		
				TOTAL	14		
			PH	BOYS	00	36	
				GIRLS	02	24	
				TOTAL	02	60	
38	BANISA	BANISA	VI	BOYS	03		

	PRIMARY			GIRLS	01	
				TOTAL	04	
			HI	BOYS	00	
				GIRLS	01	
				TOTAL	01	
39	CHIEF HAJI		VI	BOYS	07	
				GIRLS	02	
				TOTAL	09	
			HI	BOYS	02	
				GIRLS	00	
				TOTAL	02	
40	MERILE		VI	BOYS	02	
				GIRLS	00	
				TOTAL	02	
41	HULLOW		VI	BOYS	03	
				GIRLS	00	
				TOTAL	03	
42	CHIRACHA		VI	BOYS	02	
				GIRLS	00	
				TOTAL	02	
			HI	BOYS	02	
				GIRLS	01	
				TOTAL	03	
43	CHOROQO		VI	BOYS	04	
				GIRLS	00	
				TOTAL	04	
			HI	BOYS	04	
				GIRLS	02	
				TOTAL	06	
44	BIRKAN		VI	BOYS	02	
				GIRLS	00	
				TOTAL	02	
			HI	BOYS	01	
				GIRLS	02	
				TOTAL	03	
45	GOLJO	BANISA	VI	BOYS	01	
				GIRLS	00	
				TOTAL	01	
			HI	BOYS	01	
				GIRLS	00	
				TOTAL	01	
46	EYMOLE		VI	BOYS	01	
				GIRLS	01	
				TOTAL	02	
			HI	BOYS	01	
				GIRLS	00	
				TOTAL	01	
47	BURASHUM		VI	BOYS	00	
				GIRLS	01	
				TOTAL	01	

48	GUBA		VI	BOYS	02	
				GIRLS	01	
				TOTAL	03	
			HI		BOYS	02
					GIRLS	00
					TOTAL	02
49	KILIWEHIRI		VI		BOYS	04
					GIRLS	02
					TOTAL	06
			HI		BOYS	01
					GIRLS	01
					TOTAL	02
50	TARAMA		VI		BOYS	01
					GIRLS	00
					TOTAL	01
			HI		BOYS	00
					GIRLS	01
					TOTAL	01
51	MALKAMARI	VI		BOYS	01	
				GIRLS	00	
				TOTAL	01	
		HI		BOYS	01	
				GIRLS	00	
				TOTAL	01	
52	LULIS	VI		BOYS	01	
				GIRLS	02	
				TOTAL	03	
		HI		BOYS	01	
				GIRLS	00	
				TOTAL	01	
53	AMEY	VI		BOYS	00	
				GIRLS	01	
				TOTAL	01	
		HI		BOYS	01	
				GIRLS	00	
				TOTAL	01	
54	KUKUBA	VI		BOYS	03	
				GIRLS	02	
				TOTAL	05	
		HI		BOYS	01	
				GIRLS	01	
				TOTAL	02	
55	DERKALE	VI		BOYS	02	
				GIRLS	01	
				TOTAL	03	
		HI		BOYS	01	
				GIRLS	01	
				TOTAL	02	
56	TARBE	HI		BOYS	01	
				GIRLS	00	

				TOTAL	01	
57	DOMAL		HI	BOYS	01	
				GIRLS	00	
				TOTAL	01	
58	UMUR		VI	BOYS	01	
				GIRLS	00	
				TOTAL	01	
59	KHOTKHOT		HI	BOYS	01	
				GIRLS	01	
				TOTAL	02	
60	FUNANTESO		HI	BOYS	02	
				GIRLS	00	
				TOTAL	02	
61	FARJAN		VI	BOYS	03	
				GIRLS	01	
				TOTAL	04	
62	MALKA ROQA		HI	BOYS	03	
				GIRLS	00	
				TOTAL	03	
63	GESREBKI		HI	BOYS	02	
				GIRLS	00	
				TOTAL	02	
64	DIRIB BOR		HI	BOYS	02	
				GIRLS	01	
				TOTAL	03	
65	KOROBO ABERO		HI	BOYS	01	
				GIRLS	00	
				TOTAL	01	
66	QARARI DERTU		HI	BOYS	00	
				GIRLS	01	
				TOTAL	01	
67	YATANI		HI	BOYS	01	
				GIRLS	01	
				TOTAL	02	
68	DAKABOR		VI	BOYS	01	77
				GIRLS	00	28
				TOTAL	01	105

**Appendix G: Research Approval Letter from Kenyatta University Graduate
School**


**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke F.O. Box 43844, 00100
Website: www.ku.ac.ke NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School **DATE:** 25th June, 2020

TO: Affin K. Dube
C/o Educational Management, Policy
& Curriculum Studies Dept.
Kenyatta University **REF:** E83/CE/27384/2013

SUBJECT: APPROVAL OF RESEARCH PH.D PROPOSAL


We acknowledge receipt of your revised Proposal as per our recommendations raised by the Graduate School Board at its meeting of 29th January, 2020, Entitled, "Head Teachers' Management Practices on Participation of Female Pupils with Physical Disabilities in Public Special Primary Education in Mandera County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the Registrar (Academic) is hereby requested to grant you substantive registration for your Ph.D. studies.

Thank you.


JULIA GITU
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Educational Management, Policy & Curriculum Studies
Registrar (Academic) Att. Mr. Likam

Supervisors:

1. Dr. Peter Nyaga
C/o Department of Ed. Mgt. Pol & Curr Studies
Kenyatta University
2. Dr. Joseph Mungai
C/o Department of Ed. Mgt. Pol & Curr Studies
Kenyatta University

Appendix H: Research Authorization Letter from Ministry of interior and coordination of national Government

THE PRESIDENCY



MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegraphic Address: "County"
Email: ccmandera@hotmail.com
When replying please quote:

The County Commissioner
P. O. Box 77 - 70300
MANDERA

Ref No: CC/MDR/RM.71/ VOL I (144)

16th November, 2020

All Deputy County Commissioners
MANDERA

RE: RESEARCH AUTHORISATION- AFTIN DUBE KULOW

Reference is made to license no. NACOSTI/P/20/5662 dated 13th July, 2020 from the Director General's Office, National Commission for Science, Technology and Innovation on the above subject matter.

Mr. Aftin has been authorized to carry out research on the *"Head teachers 'management practices on participation of female pupils with physical disabilities in special primary education in Mandera County)"* for the period ending 13th July, 2021.

Kindly be informed,



County Commissioner
P. O. Box 77 - 70300
Mandera
Date:.....

SOLOMON CHEPOTON
FOR: COUNTY COMMISSIONER
MANDERA COUNTY

Cc:
✓ The Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI

Appendix I: Research Authorization Letter from the Ministry of Education

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telephone: Mandera 3018/2239
When replying please quote
REF: EDM/MCT/2.01/VOL I (202)



COUNTY DIRECTOR OF EDUCATION,
MANDERA,
P.O. BOX 30-70300,
MANDERA.

DATE: 16th November, 2020.


TO WHOM IT MAY CONCERN

RE: AFTIN DUBE KULLOW
NACOSTI LICENCE No: /P/20/5662

This is to introduce to you the above named who hails from Kenyatta University and National Commission for Science, Technology and Innovation (NACOSTI) and intending to carry out research on ***“Head Teachers’ Management practices on participation of Female pupils with Physical Disabilities in Public Special Primary Education in, Mandera County, Kenya.”*** for a period ending 13th July, 2021.


Please accord Mr. Aftin Dube Kullow assistance and co-operation to conduct the research accordingly.


Thank you.


A M ROBLE
COUNTY DIRECTOR OF EDUCATION
MANDERA


COUNTY DIRECTOR OF EDUCATION
15 NOV 2020
P.O. Box 30-70300, MANDERA
mandera@manderacountyegomni.com


Appendix J: Research Permit


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 675869 Date of Issue: 13/July/2020


RESEARCH LICENSE




This is to Certify that Mr. APTIN DUBE KULLOW of Kenyatta University, has been licensed to conduct research in Mandera on the topic: **HEAD TEACHERS' MANAGEMENT PRACTICES ON PARTICIPATION OF FEMALE PUPILS WITH PHYSICAL DISABILITIES IN SPECIAL PRIMARY EDUCATION IN MANDERA COUNTY, KENYA** for the period ending : 13/July/2021.

License No: NACOSTI/P/20/S662

675869
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License **any rights thereunder are non-transferable**
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100-Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke