

**PRINCIPALS' MANAGEMENT PRACTICES AND THEIR INFLUENCE
ON ENROLMENT AND RETENTION OF LEARNERS WITH SPECIAL
NEEDS IN PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY
COUNTY, KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
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DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This research is dedicated to my children, that is, Edward Ephantus Kiagiri, Ruth Wanjiru and Victor Gitau.

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TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURE	xi
ABBREVIATIONS AND ACRONYMS	xii
ABSTRACT	xiv

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE

STUDY	1
1.1 Introduction.....	1
1.2 Background of the Study	1
1.3 Statement of the Problem.....	16
1.4 Purpose of the Study	17
1.5 Objectives of the Study.....	18
1.6 Research Hypotheses	18
1.7 Significance of the Study	19
1.8 Limitations of the Study.....	20
1.9 Delimitations of the Study	21
1.10 Assumptions of the Study	21
1.11 Theoretical Framework.....	22
1.12 Conceptual Framework.....	26
1.13 Operational Definition of Key Terms	30

CHAPTER TWO: REVIEW OF RELATED LITERATURE.....

2.1 Introduction	36
2.2 Concept of Management Practices in Secondary Schools	36
2.3 Influence of principals’ management plans on enrolment and retention of different categories of learners with special needs	49
2.4 Influence of principals’ organization of instructional resources on enrolment and retention of learners with special needs	61

2.5	Influence of principals’ management of school infrastructure on enrolment and retention for learners with special needs.....	68
2.6	Influence of principals’ management of teaching staff on enrolment and retention of learners with special needs	76
2.7	Summary of the Reviewed Literature and Gap Identification	86
CHAPTER THREE: RESEARCH METHODOLOGY		90
3.1	Introduction.....	90
3.2	Mixed Methods Research Design	90
3.3	Study Variables.....	91
	3.3.1 Independent Variable	91
	3.3.2 Dependent Variable	92
3.4	Locale of the Study	92
3.5	Target Population.....	93
3.6	Sample size and sampling techniques.....	94
	3.6.1 Sampling techniques	94
	3.6.2 Sample size	95
3.7	Instruments of the Study	97
	3.7.1 Principals’, Teachers’ and Students’ Questionnaires.....	97
	3.7.2 CDE and Director Special Needs from the Ministry of Education’s Interview schedules.....	98
3.8	Pilot Study.....	99
	3.8.1 Validity of the Study	100
	3.8.2 Reliability of the Study	100
3.9	Data Collection Procedures.....	102
3.10	Data Analysis	103
3.11	Logistics and Ethical Considerations.....	104
	3.11.1 Logistical Considerations.....	104
	3.11.2 Ethical considerations	104

CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION	106
4.1 Introduction.....	106
4.2 Response Rate.....	107
4.3 Demographic Information.....	108
4.4 Analysis of principals’ management plans on different categories of learners with special needs.....	109
4.4.1 Principals’ responses on management plans on enrolment and retention of learners with special needs	110
4.4.2 Teachers’ responses on management plans on enrolment and retention of learners with special needs	116
4.4.3 Students’ responses on principals management plans for learners with special needs	119
4.4.4 Influence of Principals’ Management Plans and Retention of different Categories of Learners with Special Needs	123
4.5 Analysis of Principals’ organization of instructional resources on enrolment and retention	125
4.5.1 Principals’ responses on organization of instructional materials.	125
4.5.2 Teachers’ responses on organization of instructional resources in the schools.....	133
4.5.3 Students’ responses on organization of instructional resources ..	137
4.5.4 Responses on organization of instructional resources for learners with special needs in secondary schools.....	139
4.6 Analysis of principals’ management of school infrastructure	141
4.6.1 Principals’ responses on school infrastructure.....	142
4.6.2 Teachers’ responses on principals’ management of school infrastructure	147
4.6.3 Students’ responses on school infrastructure.....	149
4.6.4 Summary responses on principals’ management of infrastructure.	152
4.7 Principals’ Management of Teaching Staff on Enrolment and Retention of Learners with Specials Needs.	155
4.7.1 Principals’ responses on management of teaching staff	155

4.7.2	Teachers’ responses on principals’ management of teaching staff	160
4.7.3	Students’ responses on teaching staff	165
4.7.4	Summary of the Influence of Principals’ Management of Teaching Staff and Retention of Learners with Special Needs ..	167

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND

RECOMMENDATIONS.....170

5.1	Introduction.....	170
5.2	Summary of Findings.....	170
5.3	Conclusions.....	172
5.4	Recommendations.....	173
5.5	Suggestions for Further Studies	174

REFERENCES.....176

APPENDICES193

Appendix I:	Principal’s Questionnaire	193
Appendix II:	Teachers’ Questionnaire	202
Appendix III:	Student’s Questionnaire	211
Appendix IV:	Interview Guide for County Director of Education, Nairobi and Director of Special Education, MOE	217
Appendix V:	Research Authorization.....	219
Appendix VI:	Research Permit	220

LIST OF TABLES

Table 1.1:	UN Member States Special Provisions	4
Table 1.2:	Students Enrolment and Drop-Out Rates 2015- 2018 in Nairobi ..	15
Table 2.1:	Literature review research gaps	89
Table 3.1.	Enrolment and completion rates 2015-2018	93
Table 3.2:	Target Population.....	94
Table 3.3:	Secondary school categories	94
Table 3.4:	Accessible Sample Size	97
Table 4.1:	Response Rate.....	107
Table 4.2:	Respondents demographic information	108
Table 4.3:	Principals’ Responses on Management Plans they put in Place ..	111
Table 4.4:	Teachers’ Opinions on Management Plans put in Place by Principals.....	117
Table 4.5:	Students’ Opinions on Management Plans put in Place by Principals.....	120
Table 4.6:	Principals management Plans in Pearson’s Correlation Coefficient.....	123
Table 4.7:	Principals’ Responses on Organization of Instructional Resources	126
Table 4.8:	Organizing Instructional Resources and Enrolment and Retention of Learners with Special Needs.	129
Table 4.9:	Teachers’ Views on Organization of Instructional Resources.....	134
Table 4.10	Students’ Views on Organization of Instructional Resources	137
Table 4.11:	Availability of Teaching-Learning Resources	140
Table 4.12:	Principals’ Responses on School Infrastructure	143
Table 4.13:	Teachers’ Views on principals’ management of school infrastructure.	147
Table 4.14:	Students’ Views on School Infrastructure	150
Table 4.15:	School Infrastructure and Enrolment and Retention of Learners with Special Needs.....	153

Table 4.16:	Principals' Responses on Management of Teaching Staff	156
Table 4.17:	Teachers' Views on principals' Management of Teaching Staff.	161
Table 4.18:	Students' Views on Teaching Staff.....	165
Table 4.19:	Principals' Management of Teaching Staff and Enrolment and Retention of Learners with Special Needs.....	168

LIST OF FIGURE

Figure 1.1:	Conceptual Framework illustrating independent and dependent variables based on the objectives of the study.	27
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ABBREVIATIONS AND ACRONYMS

AFB	American Foundation for the Blind
ASSN	Alliance for Students with Special Needs
BOM	Board of Management
CDE	County Director of Education
CEC	Council for Exceptional Children
DDA	Disability Discrimination Act
ECD	Early Childhood Development
EFA	Education for All
ERSWC	Economic Recovery Strategy for Wealth and Employment Creation
GER	Gross Enrolment Rate
IDEA	Individualised disability education improvement act
KEMI	Kenya Education Management Institute
KESSP	Kenya Education Sector Support Program
KICD	Kenya Institute for Curriculum Development
KIPPRA	Kenya Institute for Public Policy Research and Analysis
KISE	Kenya Institute of Special Education
KNBS	Kenya National Bureau of Statistics
LRE	Least Restrictive Environment
LWSN	Learners with special needs
MDG	Millennium Development Goals
MOE	Ministry of Education
MOSPND	Ministry of State for Planning National Development
NACOSTI	National Commission for Science Technology and Innovation

NCES	National council for Education and Statistics
NCLB	No Child Left Behind.
NCSE	National Council for Special Education
NER	Net Enrolment Rate
NESP	National Education Support Programs
OECD	Organization for Economic Co-operation and Development
SNE	Special Needs Education
SWAP	Sector-Wide Approach to Planning
TIVET	Technical Industrial Vocational Education Training
UNCRPWD	United Nations Convention on Rights of Persons with Disabilities
UNESCO	United Nations Education Science Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UNSNDR	United Nation Special Needs Development Report
USAID	United States Agency for International Development
VI	Visually Impaired
WHO	World Health Organisation

ABSTRACT

Learners with special needs have continued to drop-out in large numbers in Nairobi County, despite the progress intended to improve inclusive education. The study examined the influence of principal's management practices on enrolment and retention for learners with special needs in regular secondary schools in Nairobi County. This study was guided by the following objectives; establish the influence of principals' management plans on enrolment and retention of different classifications of learners with special needs, determine the influence of principals' organization of instructional resources on enrolment and retention of students with special needs, establish the influence of principals' management of school infrastructure on enrolment and retention of students with special needs and to determine the influence of principals' management of teaching staff on enrolment and retention of learners with special needs. The study was anchored on Luther Gulick's Educational Administrative Theory and used the mixed methods research design with quantitative and qualitative strands. Two (2) County education officials were purposively selected along with 16 principals, 16 teachers and 16 both special needs education learners and regular students, from each of the 16 selected public secondary schools in Nairobi totalling to an accessible sample of 530 informants from a target population of 102,241. Interview guides were used to gather information from the 2 County education officials and the questionnaires were applied in gathering responses from the learners and the teachers. SPSS through frequencies, percentages and means were used to analyse quantitative data while the Pearson Product Moment was applied to measure the degree of influence. The result demonstrated a significant influence of principals' management plans on enrolment and retention for learners with special needs ($P=0.02 < 0.05$). In addition, the study established a positive influence of principals' management of instructional resources on enrolment and retention for learners with special needs ($P=0.01 < 0.05$). Further, the results showed great influence of principals' management of school infrastructure on enrolling and retaining of learners with special needs ($P=0.02, < 0.05$). Also, the findings established that principals' management of the teaching staff had an influence on enrolment and retention of learners with special needs in public secondary schools in Nairobi City County ($P=0.01 < 0.05$). The study concludes that principals' management plans, principals' management of instructional resources, principals' management of school infrastructure and supervision of teaching staff influenced enrolment and retention of special needs education learners in public secondary schools in Nairobi County. The study recommends that the government should provide enough finances to public secondary schools to enable the principals do necessary modifications on the physical facilities and purchase adequate instructional materials for learners with special needs.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Chapter one entails the following sections: study background, statement of the problem, study purpose, objectives, hypothesis, study significance, study limitations, study delimitations, study assumptions, theoretical framework, conceptual framework, operational definition of key words.

1.2 Background of the Study

Education is a fundamental right to mankind and a critical requirement for human development and an essential requirement for effective social-political and economic growth and participation in society (UN special needs development report, 2018). Secondary school education is a crucial tool in knowledge, skills, experience and attitude change attainment, as well as an essential factor that prepares adolescents, learners with special needs included for labour market and social inclusion in their communities. Mainstream secondary education is vital to every human being. Regular secondary education is beneficial to all adolescents' learners with special needs all over the world due to the fact that it instils competencies, skills, and insights that are vital in economic development and nationwide progress. Secondly, youths develop common culture that makes them useful members in their communities, as they are also able to consolidate basic knowledge gained in both primary and secondary schools that helps them to participate in important activities in their communities (Mwaka & Kafwa, 2011). It is an obligation of world governments to provide education as a right, and it is required that they translate this commitment into legislation (Wachiye & Nasongo, 2010). World governments

endeavour to make policies that enhance accessibility to regular secondary education for all including learners with special needs.

World over, education is generally managed by principals in both primary and secondary institutions. The success and failure in performance of learning in schools is greatly dependent on what principals do or fail to do. The success of principals in mainstream secondary schools mainly depends on the supports provided by governments, in terms: of training, human and financial resources, and materials. Globally, principals in mainstream secondary schools were not prepared to undertake management of inclusive education, in addition to other important provisions to support learning especially by learners with special needs in regular secondary institutes.

In event, globally, most people with special needs do not access meaningful education due to numerous hindrances. For instance, principals of mainstream secondary schools lack knowledge involving the types or categories of special needs persons and the varied needs that may enable them to learn in classes in cooperating students with differentiated learning abilities. Inadequate adapted instructional resources, inappropriate and unmodified school infrastructure, un-modified curriculum instruction, inadequate specially trained teachers to take care of learners with special needs and overall restrictive environment, results in high dropout rates of L.W.S.N among other challenges, (Hayes & Bulat, 2017). The researcher observes that, such limitations undermining principals' management practices of main stream secondary schools impacts retention of learners with special needs negatively, hence, premature or early school exit. Consequently, due to such obstacles, special needs adolescents have not been able to complete secondary

education, some of them have not accessed regular schools, and therefore most of them are not literate, and they are nearly always worse off than regular learners, and a few of them have less years of schooling, and majority of them are entirely out of mainstream secondary school (UNESCO, 2020). Records indicate that 26% of learners with special needs versus 18% of non-special adolescents exits secondary schools early, particularly across United Nations member states (Anne Shaw, 2017). The researcher observes that, very big gaps still exists in the attention given between special needs education and general education, thus, the big gaps in drop-out-rates between special needs and non-special need adolescents in United Nations member states. Since mainstream secondary school students are generally in hands of regular secondary school principals, retention issues that results to high dropout rates may be due to what principals do or fail to do to curtail retention concerns.

Due to inadequacies experienced by principals in main streams secondary schools, special need learners exit secondary schools earlier than students without special needs. For instance, the largest gaps between persons with and without special needs are observed as: Cambodia, 49% of learners with special needs dropped out as compared to 6% of learners without special needs. Indonesia, 47% of learners with special needs dropped out as compared to 2% of learners without special needs. Timor-Leste, 48% of learners with special needs dropped out as compared to 10% of learners without special needs. Vietnam, 37% of learners with special needs dropped out compared to 2% of learners without special needs (United Nations Special Needs Development Report, 2018). The researcher observes that information generated from United Nations member states implies that, principals of mainstream secondary schools have not been able to take measures that curtail dropout rates by

L.W.S.N. This study intended to address principals’ management practices with the aim of addressing retention gaps of learners with special needs. There are considerable gaps in mainstream secondary schools: For instance, principals’ management of school infrastructure involving restructuring school buildings to suit L.W.S.N. Addressing gaps involving principals’ management of adapted materials and assistive devices required by learners with special needs. Address concerns involving principals’ management of specially trained teachers with abilities to handle L.W.S.N. Inadequate necessities influence increased retention gaps which are in terms of high drop-out-rates by learners with special needs in main streams secondary schools, (OECD, 2012).

Table 1.1: UN Member States Special Provisions

Materials/resources	Resource Allocated Over 2013 in Percentages	Resources Allocated Over 2017 in Percentages
Materials	17%	41%
School infrastructure	22%	33%
Teaching staff	18%	33%

This table portrays the inadequacies of adapted resources, modified school infrastructure and especially trained teachers in mainstream secondary schools, thus discouraging learners with special needs to complete their secondary education and the eventual high dropout rates globally. Despite progress made by specific governments of United Nations Member States in the period between 2013 and 2017, only 17% to 41% increment of appropriate adapted materials was realized in

88 countries respectively. Also, in the same period, specially trained teaching staffs increased from 18% to 33% respectively. While in the same period, other countries managed to increase modified school infrastructure, relevant for special need learners, from 22% to 33% respectively (UN Special needs Development report, 2018).

Realization that education is vital right for mankind, and that mainstreaming education for learners with special needs is vital, World governments, have not managed to make necessary efforts, to ensure that principals of mainstream secondary schools have important requirements to be able to manage inclusive education in their schools to enhance retention and discourage early exit of students with special needs, as suggested by the table (United Nations Special Needs Development Report, 2018).

Though there are improvements realized by the United Nations member states, the progress is very slow, such that it is not felt by majority of learners with special needs, thus dropout rates are not curtailed in mainstream public secondary schools. Principals of mainstream secondary schools may have failed in discharging their duties of ensuring, allocation of adequate materials, restructured infrastructure and competent teachers to enhance retention of learners with special needs in their schools.

Majority of principals in mainstream secondary schools hold the feeling that inclusive education policies' and unfulfilled promises, did not commensurate finances set aside for restructuring and renovating mainstreams secondary schools where students with special needs are enrolled, hence undermining principals'

practices of retaining this type of students in their regular secondary schools (Mitchell et. al., 2010). Ultimately, principals of regular secondary schools may not discharge their duties of ensuring that school buildings are easily accessed by students with special needs as expected finances are not delivered in time. Additionally, principals of main streams secondary schools may have not received adequate finances to restructure school infrastructure, to put up ramps to every school building, to enlarge toilets and pavements leading to different school buildings, to facilitate mobility of wheelchair users, hence principals budgeting functions may be undermined by lack of these provisions, (Mitchell et al., 2010).

Retention of learners with special needs is a problem experienced by many principals globally. Despite progress made by USA in promoting regular secondary school education, there was about 25% of special need adolescents who engaged in early high school exit (Chapman & KewalRamani, 2010). Despite principals' efforts to retain learners with special needs particularly in USA, they continue to experience high drop-out crisis, consequently, millions of them end up lacking high school diploma, hence becoming unemployable and thus they are rendered dependent on their families and communities (Chapman et al., 2010). Learners with special needs are placed in the hands of the principals, who are expected to advice the government on what these students require so that they can learn just like regular peers. Hence the Principal needs to be provided with the basic requirements that facilitate retention of learners with special needs in mainstream secondary schools, but this may have not been the case (OECD, 2020).

World governments make efforts to provide equitable education to all of their citizens. However, in regular secondary schools, equitable education for learners

with special needs has proved hard to attain (WHO, 2013). More than one third of learners with special needs out of 77 million children worldwide are out of school. 10% of the world's population which is 750 million people are persons with special needs. Out of these only 2-3% of children with special needs manage to access education (UNESCO, 2008; World Bank, 2009). Mainstream secondary school principals are expected to promote retention of L.W.S.N, rather than discouraging it, by maybe not providing the necessary requirements.

Regionally, according to Brown (2010), most principals of regular schools in Africa lack basic amenities that would enhance retention of learners with special needs, among others, as piped water, electricity and other physical facilities and Infrastructure, inadequate instructional resources also seem to exacerbate the existing setbacks to demoralized teachers. Consequently principals' management of requisite resources becomes unattainable and in the event retaining learners with special needs is undermined. These problems may have been exacerbated within and around the Principal's management practices as they are normally expected to ensure that school environment is accessible and suits L.W.S.N in regular secondary school. In South Africa, Brown (2010), asserts that the number of youths in general special needs students included who fail to complete secondary school is alarming, with 67% of them dropping out before Grade 12. Brown (2010), further explains that those who drop out are usually thrice the number that fails Grade 12 every year. These inadequacies undermine principals' practices of retaining learners with special needs in regular secondary schools.

Bayat (2014), acknowledges lack of major achievements by mainstream secondary schools principals in most developing countries in Africa. Thus retention of learners

with special needs is affected partly due to lack of specially trained principals who are expected to initiate changes tandem to inclusive education in regular secondary schools.

Premature school exit is quite pronounced in sub-Saharan Africa. Bettmann, Kilgore, Jeremiah, and Parry (2013), observe that the state of education is lamentable in many African countries, with 47% of children, special needs children included, not attending school globally particularly in sub-Saharan Africa. Evidence of school retention in regular schools in sub-Saharan Africa is minimal. Bowers and Taff (2013), further observe that, while countries have worked hard to institute education reforms and other social and cultural changes, mainstream secondary school principals still struggle to retain learners with special needs in their institutions. Despite the struggle, premature school exit is still a problem in regular schools as it is in most education systems and seems to have persisted even where school retention has improved considerably. Governments in sub Saharan countries are obligated to support principals in terms of necessary provisions and training so that they can enrol and keep learners with special needs in mainstream secondary schools.

Locally, inclusive secondary education is vital to every human being. In Kenya regular secondary education is beneficial to learners with special needs due to the fact that it instils competencies, skills, and insights that are vital in economic development and national growth. However, in Nairobi specifically, dropout rates are so high due to inadequacies encountered by learners with special needs in almost all public secondary schools, for instance this was largely influenced by inaccessible, inappropriate school infrastructure, inappropriate materials, and

shortage of teaching staff in regular secondary schools where by, L.W.S.N. lack motivation thus engaging in early exit from schools (UNICEF, 2015).

Secondly, youths develop common culture that makes them useful members in their communities, as they are also able to consolidate basic knowledge gained in both primary and secondary schools that helps them to participate in important activities in their communities (Mwaka & Kafwa, 2011). It is an obligation of all governments to provide education as a right, and it is required that they translate this commitment into legislation (Wachiye & Nasongo, 2010). Kenyan government is committed to make policies that enhance accessibility to regular secondary education for all, learners with special needs included (RoK, 2005; RoK, 2009; RoK, 2012). Special need education charter of 2009 is the most significant plan for L.W.S.N. Which includes basic education to learners with special needs and rights to education by all special needs children among others (RoK, 2009). Principals of regular secondary schools are expected to read and get abreast with these policies that emphasize the importance of the fundamental right of education for all and the supply of all the resources that will support formal education.

Principals in regular secondary schools are mandated to establish their special student's concerns, for instance different categories and levels for L.W.S.N in their mainstream secondary schools, adapt relevant teaching and learning materials, restructure school infrastructure to enhance accessibility to all the buildings and to offer leadership in curriculum instructions and to realize these by using the talents and resources available to enhance retention of students with special needs in their regular secondary schools (Maina, 2014).

The high expectations and mandates to achieve inclusive schooling implies that principals, in their management practices are expected to be highly accomplished leaders to ensure that their schools are both excellent and inclusive for all students, special needs students included (McLeskey & Waldron red, 2011)

While some principals are able to handle inclusive education and opportunities of inclusive secondary education comfortably, to others it is an unimaginably tough venture (Foley, 2012). Worse still, other principals have negative attitude and perceptions, towards learners with special needs, as they see them as being disruptive, to the otherwise effective curriculum (Mullick et al., 2012).

Absence of training and professional development programs means that principals and teaching staff in regular secondary schools are not exposed to who and what learners with special needs are (Usman, 2016). Furthermore, principals may be unwilling to endure extra duties, overstretched by more requirements on already overloaded curriculum and incompetence owing to limited motivation for the work. Also, principals may perceive inclusion ventures as nerve-wracking and distressing to their daily duties, which may result in anxiety and resistant to the expected changes (Usman, 2016).

Principal management practices are closely related to Henri Fayol and Luther Gullick's theory coined as POSDCORB which in-cooperates:

Planning: Principals are expected to plan goals and schools activities having in mind about these categories of learners who may require planning of how the resources are availed, infrastructure restructured, instructions taken place in

accordance to given categories and levels for learners with special needs and regular learners.

Organizing: Principals as school managers are expected to distribute tasks and activities to teaching staff and department on the basis of their required qualifications.

Staffing: As Principals management practice involves selecting and recruiting teaching staff who are specially trained, to teach in regular secondary schools where students with differentiated abilities are enrolled.

Directing: it includes continuous task of making, communicating and implementing decisions.

Control: Guides principals in their task performance, making necessary adjustments and evaluating the process towards realizing predetermined educational objectives.

Coordinating: Involves, linking, in cooperating and integrating strategies, objectives and activities of different departments in an orderly way to enable specialized teachers to unify and harmonize teaching for learners with special needs.

Reporting: it includes verification of progress through records, research and inspection. It insures that things happen according to the planning.

Budgeting: Principals in their management practices, are mandated to take care of school finances.

People with special needs are a heterogeneous people. They comprise: those with sensory exceptionalities that is blind and deaf persons. Physical impairments that is orthopedically challenged. Intellectual impairments i.e., mental handicap; behavioural impairments, i.e., emotional/behavioural disturbance; and a variety of other impairments like, autism, cerebral palsy (WHO, 2013). The categories of learners with mild levels of handicaps are normally enrolled in regular schools. The learners with severe impairments, in most cases are retained in special residential schools of their specific categories. Principals in regular secondary schools are expected to be aware of the existence of different categories and levels, and the specific necessities of each of L.W.S.N, so that they may be able to plan and take measures that may enhance sustainability and retention of students with special needs (NCSE, 2013).

D'Andrea (2015) asserts that relevant educational materials that the principals in their management practices are supposed to plan for and provide, to enhance retention, academic achievement, skill acquisition and sustainability in their public secondary schools are: typewriters, brailled text books, large print text book, tape recorders, Braille machines , Picture boards, posters, object models, and audiotapes, white canes, spectacles, and tape recorded books, illustrations, diagrams drawn with raised lines, charts and shapes, talking calculators, relief maps and three dimensional models of physical organs, computer terminals with speech output and braille embossers (Mengine, 2014). Most of the regular secondary schools cannot afford required materials and equipment since they are expensive and some of them have to be imported which is an added cost. High cost of specialized materials and apparatus for L.W.S.N. may be a major impediment to management of teaching and

learning resources that would in turn influence retention of learners with special needs in regular secondary schools. The government provides education for all in accordance to the global goal of education is greatly hampered by resource inadequacies (A.F.B, 2014), thus, the researchers' need to address the gaps related to instructional resources and their influence to retention of L.W.S.N in regular secondary school.

In their management, principals are supposed to organize and delegate duties to the teaching staff who ensure that the physically impaired learners are allocated; audio taped class sessions, wheel chairs, computer adjustments to facilitate word processing programs, special pen, crutches and adjustable desks (Access STEM, 2014). Availability of such devices may increase motivation and better performance of learners with special needs, where as inadequate devices undermines principals management role of availing these resources and thus retention of these learners is adversely affected, therefore the need to establish the gaps within the regular secondary schools in a view to addressing them and improving on them (A.F.B, 2014).

Ngugi, (2007) asserts that the environmental barriers that principals are supposed to address in secondary schools to enable accessibility for learners with physical impairments comprise the following: adapting and renovating classroom and school environment to enable accessibility in all the school buildings and the entire school compound. Modifications include; adjusting the heights of washroom seats for easy use by learners with physical impairments, availing supportive bars along the classroom, washrooms and hostel doors for students to stand, walk, sit or move comfortably, removing obstacles and levelling grounds to support the learner with

physical impairments to move about freely all over the compound, broadening the corridors and verandas in buildings granting access to all students including those with special needs and adapting classroom seating and school assembly arrangements to cater for the learners with physical impairments.

Regular secondary schools principals are obliged to ensure that, ramps required reach certain minimum specifications in terms of width, gradient, length and provision of railings. Doors with appropriate handles at convenient heights; Doorways and doors with enough width to permit easy passing of wheelchairs; clear and suitable wall space to the side of the door by the door handle to assist the wheel chair user when approaching and opening the door; Elevated thresholds and doormats be evaded. Depending on the number of physically impaired learners, there is need of one or more modified toilets user-friendly to wheelchair users of either gender. They are required to be marked so as to provide quick and easy access from teaching areas. (Hergarty & Alur, 2002). Failure to equip principals with requisite finances to renovate such structures and, make the surroundings handy for L.W.S.N, limit principals' role of sustaining and retaining learners with special needs, hence the need to establish the gaps that influence retention of these learners, in view of improving the situation.

Teaching staff in regular secondary schools, have not been specially sensitized to adapt curriculum in a sense that favour learners with special needs (KISE 2018). Furthermore, principals of public secondary schools lack competence in specialized inclusive curriculum and therefore guiding teachers on how to use the right pedagogies, is a problem that interferes with retention of learners with special needs. A survey conducted by KISE in 2018 found out that, only 23 percent teachers in

integrated units and 47 percent in special schools deemed themselves capable in executing differentiated curriculum. Teaching staff in regular secondary schools, needed to have team spirit, and work collaboratively with the intention of promoting inclusive education as they ensure more equitable opportunities for both special needs and regular students. Teaching staff in regular secondary schools are expected to incorporating inclusive education to all curriculum areas and diversity to suit and enhance retention of learners with special needs in regular classes (Forlin, 2010). Due to lack of specialized training, teaching staff in regular secondary schools are not able to apply appropriate pedagogies that makes concepts clear and comprehensible by L.W.S.N, thus undermining retention of learners with special needs in regular classes (Mitchell and Campbell, 2016). Principals in regular secondary schools have not been able to acquire specially trained teachers with ability to vary teaching methods to match and suit the levels of students with special needs in their classes and this may result to inability of understanding the concepts communicated and hence the enrolment and retention of these learners may be at stake (Mitchell & Campbell, 2016).

Table 1.2: Students Enrolment and Drop-Out Rates 2015- 2018 in Nairobi

Completion difference	Enrolment rate	Completion rate	Drop-out Percentages
Learners with special Needs	2,097	1,499	29%
Regular students	730,567	654,705	10%

Special needs drop outs may experience long periods of unemployment, acquire unskilled jobs and be dependent on government assistance, families and communities. Early school exit hinders the endeavours of learners with special needs and the expectations of their families and communities (Nthiga, 2014). The dropout rate of students with special needs is high compared to learners without special needs in Nairobi as illustrated in table 1.2.

Nairobi County was chosen as the locale of this study because of its high population. There are many secondary schools that embraced enrolment of learners with special needs. These students did not fit in comfortably in these schools because of the high dropout rates experienced over the years thus the reason to choose Nairobi as the locale of this study as shown in table 1.2.

It is upon this background that the researcher intended to examine principals' management practices that influence enrolment and retention of learners with special needs in Nairobi City County and how these concerns may be addressed to improve retention of these learners.

1.3 Statement of the Problem

Kenyan constitution upholds fundamental right of education by all. Secondary education is very crucial to everyone. When students with special needs successfully graduate from public secondary schools they attain skills, knowledge and attitudes that make them independent, participative, employable and productive members of their communities. Despite principals' efforts, of planning for the requirements of different categories of L.W.S.N, providing instructional resources like braille-textbooks and specialized equipment, allocating finances for school infrastructure

with accessible school buildings, and availing specially trained teachers with appropriate teaching methods, these inadequacies among many others, have undermined principals endeavour to enrol and retain L.W.S.N in public secondary schools. ROK, 2009 whose goal of education is to achieve education for all by 2015 and to make policies that will address the challenges experienced in inclusive education. Despite the provision of education courses and support; there is still high dropout rates in public secondary schools in Nairobi. For instance, 4,155 learners with special needs were enrolled in form one in 2016, and those who did KCSE 2019 were 1,672 students meaning that 2,483 that is about 60% of learners with special needs dropped out along the way. Ultimately, learners with special needs who drop out from regular secondary schools are unemployable, are dependent on family, community and government assistance, and are not able to participate in community life. The research intended to establish the degree to which principals management practices influenced enrolment and retention of learners with special needs in selected public secondary schools with the view of addressing identified gaps to improve their completion rates.

1.4 Purpose of the Study

The purpose of the Study was to establish principals' management practices and their influence on enrolment and retention of learners with special needs, in public secondary schools in Nairobi County. The study aimed to identify the gaps created by various needs of students with special needs and suggest resolutions that enhance enrolment and retention of all the students in the mainstream secondary schools. This will help to improve completion rates and in turn enable learners with special needs to be employable, independent and useful citizens.

1.5 Objectives of the Study

The study was guided by the following objectives:

- i Establish principals' management plans and its influence on enrolment and retention of different types of learners with special needs in Nairobi.
- ii Determine principals' organization of instructional resources and its influence on enrolment and retention of students with special needs in public secondary schools.
- iii Establish principals' management of school infrastructure and its influence on enrolment and retention of students with special needs in public secondary schools.
- iv Determine principals' management of teaching staff and its influence on enrolment and retention of learners with special needs.

1.6 Research Hypotheses

The study sought to test the following null hypotheses;

H₀₁: There is no statistically significant influence of principals' management plans on enrolment and retention of different types of learners with special needs in public secondary schools in Nairobi County.

H₀₂: There is no statistically significant influence of principals' organization of instructional resources on enrolment and retention of learners with special needs in public secondary schools.

H₀₃: There is no statistically significant influence of principals' management of school infrastructure on enrolment and retention of learners with special needs in public secondary schools.

H₀₄: There is no statistically significant influence of principals' management of teaching staff on enrolment and retention of students with special needs in public secondary schools.

1.7 Significance of the Study

This study may benefit stakeholders in that educational policy makers may use this information to formulate policies to promote special needs education in public secondary schools. Also, the MOE may learn various lessons that may assist it in making reforms meant to assist principals in running and embracing changes expected thus motivate learners to complete their studies without stress.

In addition, the study may be useful to other educational institutions which are KICD, KNEC and KEMI, on ways of developing instructional resources, responsive exams and principals' management guides respectively, meant to assist principals to offer leadership in various aspects in regular secondary schools. If the principals are assisted to address the changes expected, this may in turn help in reducing pressure from the students and enhance higher retention for L.W.S.N in regular secondary schools.

Furthermore, the NGOs and other private partners and donors may be assured that whatever they donate is utilized for intended purposes and therefore be motivated to further support the principals in their endeavour to enrol and retain students with special needs. The study may provide information to special education specialists like itinerant teachers, physiotherapist and braille transcribers, on the constraints of running regular secondary schools with the aim of offering suggestions and

solutions, which in turn may enhance enrolment and retention of L.W.S.N in regular schools.

Finally, the research may bring more information on the limelight, regarding principal management challenges and solutions meant to encourage enrolment and retention of L.W.S.N and also increase the pool of knowledge meant to improve special needs education.

1.8 Limitations of the Study

- i Public secondary schools in Nairobi which embrace education for learners with special needs were very few with very few learners with special needs, making it hard to generate adequate data for this study. Therefore necessitating the inclusion of regular students who were equally resourceful.
- ii Principals' self-evaluation in managing mainstream secondary schools may be biased, but since teaching staff questionnaires evaluated principals performance exaggeration were minimized and objectivity enhanced.
- iii The questionnaire items generated from the objectives provided varied responses though the items were simplified to enhance comprehensibility.
- iv The respondents were encouraged to uphold a high degree of frankness Apart, honesty and truthfulness, as they were assured of confidentiality of their responses.
- v Due to unpredictable human nature, it is not possible to get 100 percent truthful information from the respondents, which may limit the validity of the study. Application of anonymity and avoidance of sensitive questionnaire items enhanced validation of the study.

1.9 Delimitations of the Study

- i The research focused on principals' management practices affecting retention in those secondary schools which embraces the idea of in cooperation of special needs students in mainstream secondary schools in Nairobi County.
- ii This study did not cover the entire Country but only concentrated on the public secondary schools where learners with special needs were enrolled within Nairobi City County.
- iii The study did not cover all principals' management practices but it tackled only four practices of planning, organizing, budgeting and staffing as found in the objectives.
- iv The study did not cover the entire inclusive education for both primary and secondary schools, but concentrated on mainstream secondary schools because of financial constraints.

1.10 Assumptions of the Study

- i The study made the following assumptions:
- ii Principals' mismanagement of teaching and learning resources, led to high rates of special needs dropouts in regular secondary schools in Nairobi. The sampled principals gave honest responses to the questionnaire items.
- iii Principals' management practices influenced retention of learners with special needs in public secondary schools.
- iv Principals' negligence in renovating school infrastructure influenced enrolment and retention of learners with special needs in Nairobi.

- v Principals' misappropriation of school finances led to early secondary school exit by learners with special needs in Nairobi County.

1.11 Theoretical Framework

Administrative management theories concentrate on the administration of entire organizations. These theories are related to the issues of structure and management of organizations. Luther Gulick (1935) has made great contributions in the development of administrative theories. This theoretical framework concentrated on the works of Luther Gulick's POSDCORB theory coined in the periods 1935 and 1937. POSDCORB is an ellipsis commonly used in the area of public administration to address organization issues. However, he first displayed the concept in 1935. Initially, POSDCORB was envisioned in an effort to develop public service professionals.

The POSDCORB concept consists of tasks, which Henri Fayol developed at the beginning of the 20th century. In this study, the terms, functions, tasks, and practices were used interchangeably and with the same meaning. Henry Fayol initiated administrative theory in the 20th century, then Luther Gulick expounded them in what he called POSDCORB. This study applied Luther Gulick's administrative theory of organizations because schools are social organizations within which POSDCORB are practiced (Luther Gulick et al. 1937). Luther Gulick and Lyndall Urwick jointly interpreted them as: Planning are tasks played by managers, in this case it is important for regular secondary school principals to have an action plan. School principals are expected to be visionary.

Planning determines the direction of the schools. It is also important to have time frame for each of the secondary school programs and activities intended to be realized within a given period of time. Regular secondary school principals are obligated to have learners with special needs in mind even as they plan for their needs, with the intention of enhancing their enrolment and retention in these schools. The competence level of the principals is determined by their knowledge, skills and attitudes in management of school facilities which they obtain through their education level, professional qualification and in-service training in management of facilities. It is crucial for mainstream secondary schools principals to have training in special needs education so that they know what, when, why and who they are planning for.

In **organizing**, Principals as school managers are expected to distribute tasks and activities to the teaching staff and department on the basis of their respective qualifications. To discharge their duties, regular secondary school principals needed necessary resources, like finances, adapted instructional materials, specially trained teachers, and modified equipment which facilitate enrolment and retention of learners with special needs in their schools. It is in organizing that division of labour is done, and in regular secondary school setting, work is allocated to subjects and departments, to ensure that the syllabuses are covered within the set time frame. It is in availing, allocating and organizing adapted learning materials, like: braille books, braille, wheelchairs and hearing aids among others appropriately that enhances enrolment and retention in regular secondary schools.

Staffing as Principals management practice involves selecting and recruiting teaching staff who are specially trained, to teach in regular secondary schools where

students with differentiated abilities are enrolled, good and competent teaching staff are crucial for regular secondary schools to function optimally. It is the duty of regular secondary school principals to identify the expertise, skills and experiences required for teaching learners with special needs and to encourage these students to remain and complete their secondary education successfully. For staff policy, it is the duties of principals to ensure that, training, selection and recruitment procedure is in place so that the right type of teachers are in the right place. Therefore, in this case specially trained teachers are availed to handle their specific categories of learners with special needs so as to boost their enrolment and retention in regular secondary schools.

Directing in a school setting, is a responsibility of the regular secondary school principals. In practice, this means that principals have entire control over all school programs. Furthermore, principals are responsible for monitoring and motivating their teaching staff, by sponsoring them for short courses, seminars and in service courses so that they can update their teaching skills, and be relevant in view of the changing syllabuses. Regular secondary school principals' advice the teachers on how best to do their work and encourage them to take on certain challenges.

Control is a management practice that guides principals in their task performance, making necessary adjustments and evaluating the process towards realizing predetermined educational objectives. In classroom setting, control helps in monitoring teaching methods to make them responsive to both special needs and regular students in regular secondary schools. Control is a function by which regular secondary school principals' ensure proper application of evaluation instruments used to determine and enhance the effectiveness of teachers' instructional task

performance towards advancement of both special needs and regular students' (Kamete, 2014).

Coordinating as Principals' management practice involves combining tasks to make them work harmoniously, and call for cooperation from every member of the school setting to ensure unity of purpose. Regular secondary school principals are required to keep abreast and to be conversant with everything that is taking place within the school, so as to be able to give guidance and leadership when needed. From this perspective, principals are able to coordinate tasks and manage the teaching staff. Principals have a task of harmonizing different departments and to bring them together with the set goals in mind.

Reporting as Principals management practice involves, effective communication and keeping all sorts of school records. A clear report keeps communication open throughout the entire school setting. It is the responsibility of principals to create team spirit with department, BOM members and the entire teaching fraternity within regular secondary school setting.

Budgeting finances is the lifeblood of a school. The Principals are responsible for the management, expenditure and control of their departments' budget. In addition, it is the task of the principals to also properly monitor other expenditures such as materials and other school structures. Having in mind students with differentiated abilities, and their differentiated needs, regular secondary school principals are expected to prioritize these needs when budgeting, procuring and purchasing school materials and equipment. This is important as they ensure that every student is taken care of and every student is encouraged to remain and complete their secondary

education. These theory are related to the issues of structure and management of organizations. This theory was appropriate to this study because it emphasizes that organizational managerial practices are important for driving predictability and efficiency in organizations. Further, it attempts to find a rational way to design an organization, in this case secondary schools, and identifies elements of management that depict the expected behaviours that managers, in this case principals are supposed to engage in to achieve and manage schools effectively and increase enrolment and retention of learners with special needs.

1.12 Conceptual Framework

Conceptual framework is based on principals' management practices and their influence on enrolment and retention of special need learners.

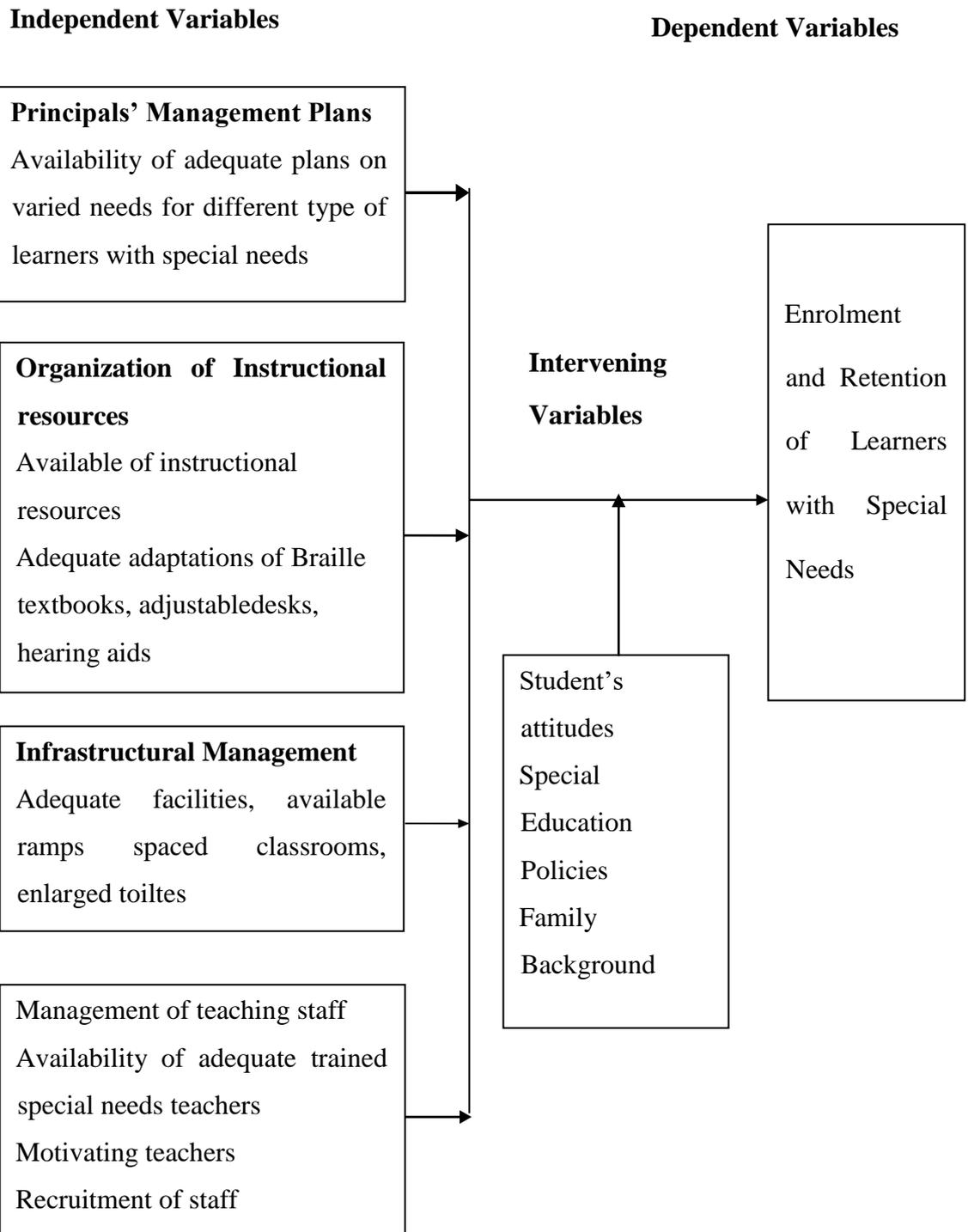


Figure 1.1: Conceptual Framework illustrating independent and dependent variables based on the objectives of the study.

Figure 1.1: Portrays the three variables of this study that is independent variable, based on Principal's management practices and their influence on retention of special need learners. Intervening variable influenced retention of learners with special needs, but it is not part of this study. Dependent variable who's standing is purely determined by the other two variables.

The anticipated interrelationship among these variables is shown. Retention of learners with special needs may be influenced by principals' management plans on the varied needs of different categories of special need learners. Organization and allocation of limited modified instructional resources undermined principal's efforts to retain L.W.S.N.

Lack of adequate financial support, for restructuring or putting in place; ramps, widened pavements, spaced classrooms to allow easy movement for wheelchair users. Covering ditches and levelling grounds to ease movement by those with visual impairments influenced enrolment and retention of learners with special needs in mainstream secondary schools in Nairobi. Lack of adequate specially trained teachers with appropriate teaching methods influenced enrolment and retention by principals in regular secondary schools in Nairobi.

The first diagram conceptualizes the independent variable of this study, it emphasizes on the principals' management practices like planning for the number of the learners with special needs that were enrolled, planning for adapted resources that were purchased and planning on how to improve the school environment that encouraged enrolment and retention by learners with special needs in public secondary schools in Nairobi. Organizing for the provision and allocation of adapted

resources like: adjustable desks, special pens for the physically impaired learners, hearing aids and braille machines. Budgeting, school finances are needed to renovate infrastructure to make the school environment friendly and suitable for learners with special needs with the aim of encouraging them to enrol and remain in regular schools to the end. Staffing, specially trained teachers were required to use appropriate methods, which was meant to encourage learners with special needs to enrol and remain in regular schools to the end of their school year. It was found necessary to re-align the four tenets of planning i.e. planning, organizing, budgeting and staffing to match the 4 objectives of this study.

Intervening variables that may aggravate retention and dropout rates by special needs learner's maybe: student's attitudes, special education policies and family background. Retention or drop out of special need learners in public secondary schools represents the dependent variable as the basis of this study. Factors related to principals' inadequate managerial skills, lack of adequate knowledge of differentiated categories and valid needs of special need learners and inadequate adapted resources and unfavourable environment for learning may be the basis of retention or dropout by special need students emphasized in the first diagram of this conceptual framework.

1.13 Operational Definition of Key Terms

- Accommodation:** Is an adjustment, modifications and adaptations to teaching procedures so that students are enabled to learn the same content and concepts but in a format that more responsive and accessible to special needs students.
- Assistive Device:** Is an item modified or customized to increase, or improve the operational capacity of special needs persons.
- Attitude:** Is a personal perception, opinion or outlook that forms a behaviour or habit.
- Autism:** Is a spectrum disorder (ASD) is a neurodevelopmental disorder characterized by deficits in social communication and the presence of restricted interests and repetitive behaviours
- Control:** Is a management procedure that directs both the Principal and the teachers in the undertaking of their duties, evaluating the process and making necessary adjustments towards ensuring effective teaching and learning activities for the purpose of achieving the intended educational objectives.
- Coordination:** Is the process of incorporating various systems and sub-systems in a unified manner to realize common goal in a school setting.

- Curriculum:** Entails all experiences that students acquire which involves, values, attitudes, and knowledge acquisition, both internally and externally.
- Curriculum Adaptation:** Is an open-ended progressive process that adapts stipulated program to meet the needs of students in special education.
- Deaf:** Lacking the power of hearing or having impaired hearing.
- Disability:** Is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.
- Dropout:** Is a student who exits from a learning institution before the graduation time.
- Education Policy:** Is a proposed principle of action meant to guide decision making.
- Enrolment:** The act of signing, registering or joining up for school and/or specific classes or co-curricular activities at that particular school.
- Equity:** Is a state of impartiality and fairness in any situation?
- Exceptional Children:** These are children who have challenges, conditions or barriers that with their normal learning, such they require special attention and necessities that their counter parts may not need.

- Exclusion:** Occurs when students are directly or indirectly prevented from or denied access to education in any form.
- Financial Resources:** Are a combination of funds, finances, and assets of a learning institution.
- Financial Management:** Is the process of planning and utilization of school funds in an efficient.
- Handicap:** Is a disadvantage for a given individual, resulting from an impairment or a disability, that limits or prevents the fulfilment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual
- Impairment:** An impairment is any loss or abnormality of psychological, physiological, or anatomical structure or function.
- For instance: "Impairment" is more inclusive than "disorder" in that it covers losses - e.g., the loss of a leg is an impairment, but not a disorder.
- Inclusion:** Involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.

- Inclusive Education:** The provision of high-quality education in schools that value the rights, equality, access and participation of all learners.
- Instruction:** Is a process of enabling students to master subject matter and attain a predetermined learning outcome.
- Instructional Resources:** Are human, capital, materials, finances and other assets required to facilitate effective and efficient teaching and learning processes and the realization of predetermined goals.
- Integration:** Is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions.
- Leadership:** Is the art of influencing human resources in a school setting for the purpose of realizing set goals.
- Mainstreaming:** Mainstreaming is the incorporation of learners with special needs into general educational settings or regular schools.
- Management:** Is the process of influencing human resources towards achieving organizational goals by using available resources efficiently and effectively
- Motivation:** Are forces that inspire behaviour that leads to realization of personal and organizational goals.

Organizing: It entails the duties, who will do what, under what categories, who will be answerable to who, and who will make what decisions.

Orthopaedic Impairments: Students with orthopaedic impairments are also referred to as the physically impaired or persons with locomotive impairments.

Physical School Environment: Is the entire school plant including the buildings and their contents or the entire school layout and its surroundings.

Planning: Is defined as developing comprehensive plans to integrate and coordinate activities, establishing strategies, and defining regular secondary schools' goals.

Policies and Interventions: Refer to government strategies that would help to retain students in schools.

Principal: Is a school administrator or a teacher in charge of a school.

Retention: Is a state of not promoting students to a higher class in a school setting.

Segregation: Occurs when the education of students with special needs is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without special needs.

School Climate: Is a school culture that is determined by the suitability and conduciveness or otherwise of learning in the entire school environment.

School Infrastructure: Is the school plant or premises within which there are school buildings, hostels laboratories, library, playgrounds, and other amenities in general.

Special Education: It is a type of education planned to enhance learning for individuals who require special attention and adaptive pedagogical methods in order to participate and meet learning objectives in an educational program. Education entails appropriate adaptation in curriculum delivery methods, educational resources, medium of interaction or the studying environment in order to cater for differentiated abilities in learning.

Special Educational Needs (SEN): Children whose learning difficulties hinder their ability to benefit from the general education system without support or accommodation to their needs.

Stake-holders: In education, the term stakeholder actually means anyone who has some interest and has invested in the wellbeing and the progress of the students and the entire school community.

Supervision: To watch over or to oversee.

Visually Impaired: Refers to students with vision loss, totally or partially blind.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature review was done under the following thematic areas: Concept of management in public secondary schools; Principals management practices in regular schools; Principals' management plans for the different requirements of different categories of learners with special needs; Principals' organization of instructional resources used in educating L.W.S.N. in public secondary schools; Principals' management of finances in modifying physical facilities for the learners with special needs in public secondary schools and principals' management of teaching staff to enhance curriculum instruction and their influence on enrolment and retention of students with special need. Finally, the chapter presents summary of the literature review and identified gaps.

2.2 Concept of Management Practices in Secondary Schools

To run regular secondary schools properly, principals require knowledge, competence, technical, human relations, social and conceptual skills. Similarly, limited competence and capacity in managerial skills for educational administrators has led to underperformance hence undermining retention of special needs students since most principals are appointed without any basic training, in specific management of regular schools where special needs and regular learners are enrolled (Kamete, 2016).

School management involves facilitating implementation of programs and managing resources for the purpose of realizing the intended objectives (Fessehatsion, 2017).

Management involves, pedagogies used to administer regular secondary schools, reviewing outstanding characteristics, analysing challenges entailed in running such regular secondary school. Similarly, school management also involves; administering the curriculum, assessment, evaluation, examinations, resource allocation, community relations, and staff appraisal, planning and costing (Fessehatsion, 2017). Regular secondary school principals require in-depth training on principles on inclusive education, so that they are equipped with the basic instructional classroom management which in turn enhances academic achievement and retention of L.W.S.N. in regular secondary schools (Usman, 2016).

According to Mitchell and Campbell (2016). The principal's duties in managing the curriculum are: being involved in selection and recruitment of specially trained teachers and ensuring the availability of adapted resources for instance braille materials and equipment, adaptation and development of the school curriculum, arrangement of teaching areas, be involved in the allocation of resources, and be capable of prioritizing what resources to be budgeted for, timetabling by marshalling teachers, organizing human resources, establishing and maintaining libraries, determining the appropriate examination and testing time frame that suits all the learners with differentiated abilities, considering selection of low cost teaching materials and aids, to minimise on expenditure while promoting quality learning and hence retention of learners with special needs. If these duties are not effectively implemented in regular secondary schools they became a cause of anxiety among learners with special needs leading to early exit from the schools.

Mainstreaming as a concept, is the practice of involving all learners irrespective of special needs and where all students' needs are met. Inclusive education calls for

adjustments and adaptations in structures, contents, materials, approaches and strategies, which suites learners with special needs in their new environments in mainstreams secondary schools (UNESCO, 2014).

Development of inclusive education has been identified as the most ideal factors for learners with special needs all over the world. Establishment of inclusive education in all sectors of learning came up as a response to UNSDG (Agenda for Sustainable Development) 2030 which calls for nations to provide ‘inclusive and equitable quality education and promote lifelong learning opportunities for all’ (Sustainable Development Goal 4). This was meant to ensure that ‘no child is left behind’ in terms of quality education all over the world (Hayes and Bulat, 2017).

Mainstreaming addresses and promotes various needs of all learners with the intention of upholding their performance and retention of learners with special needs in regular secondary school. Diverse needs includes, modified assessment techniques, adapted curriculum, adjusted school infrastructure, adapted materials and specialized trained teachers all these may enhance retention of learners with special needs in regular secondary schools (UNICEF, 2015).

Inclusion of special needs students in mainstream schools helps to enhance socialization, acceptability, involvement and full participation in school activities and to feel part and parcel to that school community (Becker, 2019). In Kenya, The intention for inclusion was good but it may have been handed over to unprepared school principals who may have not been able to initiate the changes expected in their regular secondary schools and therefore the newly enrolled special needs students could not cope with demands of education in these new environments thus

the chances of being retained in such schools are limited. However education of special needs students in public secondary schools, may have been hampered by various challenges among them, the way the principals apply administrative knowledge to manage different categories and levels of special needs students to influence their retention; teaching and learning resources; management of infrastructure and curriculum instruction, that may have influenced their retention in regular schools (Ware, 2014).

The practice of mainstreaming in regular schools even as good as it sounds is interrupted by a variety of challenges which needs to be tackled for it to succeed in enhancing retention of students with special needs in public schools. It is therefore, critical that political, attitudinal and physical barriers including discrimination and negative stigma among others are addressed and dismantled (UNICEF, 2015). Students with special needs dropout rates from regular secondary schools has been influenced by inaccessible, inappropriate school infrastructure, inappropriate materials, inappropriate curriculum in regular secondary schools where by, L.W.S.N. lack motivation thus engaging in early exit from schools (UNICEF, 2015).

Majority of students with special needs do not go to school compared to regular children. In developing countries about a third of children who do not attend schooling are, children with special needs the integration of children with special needs into public secondary schools requires interventions of: trained teachers, accessible infrastructure, political leadership, flexible curricular, and accessible learning materials (UN Special Needs and Development report, 2018).

Despite government progress, myriads of challenges have persisted in relation to the enactment of inclusive education in mainstream secondary schools in Kenya. Major constraint may be: availability of adequate specialized teaching staff, inadequate learning materials, inappropriate infrastructure, and inadequate supervision (Adoyo & Odeny, 2015). The researcher observes that these limitations may lead to enrolment and retention concerns by students with special needs in regular secondary schools. Management practices involve; planning, organizing, staffing, directing, coordinating, controlling, reporting and budgeting so as to realize school objectives.

Principals' management practices in other words referred to tasks or functions in this study involves to POSDCORB as elaborated in this section:

Planning: According to the researcher, in public secondary schools where learners with special needs are enrolled, principals are expected to plan goals and schools activities having in mind about various categories of learners who may require planning of how the resources will be availed, infrastructure will be restructured, instructions will take place in accordance to given categories and levels of learners with special needs and regular students. Secondary school principals are expected to plan for every school activity by first setting the appropriate goals which every member of the school community aspire to realize for the common good of all. In planning school principals are obliged to make appropriate decisions, and to direct the human resource under them towards attaining those goals within the time frame predestined. The school principals in their instructional leadership duties must plan on how they are going to motivate the teaching staff and all the learners including students with special needs by rewarding and recognizing their efforts on their

performance. When inclusive mainstream school principals lack training in special needs education, fail to know whom they are planning for, what needs they are planning for and what goals should be put in place, then the learning environment in their schools may not suit learners with special needs leading to mass pre-school exit (Kamete, 2014).

Organization: general organization of regular secondary schools involve organizing the resources, the classes, and the equipment of all the learners having in mind special needs students in regular secondary schools. In public secondary schools, re-organization will involve enlarging classes, laboratories and libraries and pavements, to enable free movement of learners with special needs, especially wheelchair users. It is the duty of the secondary school principal to organize and allocate instructional resources and assign duties to different teaching staff to ensure that such resources are utilized appropriately. Here, the manager has been advised to arrange for all the necessary resources i.e. raw materials, monetary resources, human resources, and technology as well as the managerial expertise to help achieve the goals set under planning process.

In organizing mainstream school principals are mandated to match school tasks with the teaching staff that they have. Principals are supposed to allocate tasks in terms of departments and subjects depending on the abilities and the kind of training of the teachers they have. In mainstream secondary schools adapted resources like Braille textbooks hearing aids, wheelchairs, and adjustable desks among others need to be organized to match the requirements of different categories of learners with special needs. Finances need principals' reorganizations and prioritization skills so that

learners with special needs get what is needed first to aid their learning for ultimate retention and successful completion (Kamete, 2014).

Staffing: Principals' duties are to ensure that their schools are staffed adequately. One of the principle practices in regular secondary schools where special needs students learn alongside regular students, ensure that specialist support including, specialized teachers, physiotherapists, and other experts of special needs education are available in their schools. Principals' expectations and standards determines teachers' behaviour in classrooms. Principals are expected to ensure availability of teaching staff to handle students with special needs in regular secondary schools (Day and Sammons, 2016). It is the duty of the mainstream school principal to advise and make request to the T.S.C. for the type and professionalism of the teaching staff that are required depending on the categories of learners with special needs that are enrolled in that particular school. School principals as instructional leaders of their schools are mandated to offer guidance and directions to their teachers on how to teach learners with special needs. It is imperative for such principals to provide instructional resources required in such special classes (Mitchelle and Campbell, 2016).

Directing: In a school setting is a managerial practice which involves appropriate communication and execution of the tasks allocated to the teaching staff. In mainstream school setting it is imperative that principals break the goals to achievable objectives for instance the curriculum is divided into subjects which are then allocated to the teachers who have trained to teach them. Therefore teachers and students work hard towards performing best in their subjects and ultimately doing well in their exams. School principals are mandated to offer guidance,

motivation and direction to their teachers so that ultimate school performance can be maximized and learners with special needs are encouraged when the learning atmosphere is friendly to them (Kamete, 2014).

Control is a management practice that guides principals in their task performance, making necessary adjustments and evaluating the process towards realizing pre-determined educational objectives. Control is a function by which regular secondary school principals' ensure proper application of evaluation instruments used to determine and enhance the effectiveness of teachers' instructional task performance towards advancement of both special needs and regular students'. In classroom setting, control helps in monitoring teaching methods to make them responsive to both special needs and regular students in regular secondary schools (Kamete, 2014). Competent management of public secondary schools by school principals influences quality education by all the students. Successful performance in public secondary schools is determined by what the principal is able to do or fails to do. School principals as instructional leaders are mandated to offer guidance direction and control to their schools so that the goals set are realised (Kiptum, 2016).

Coordination is incorporating various sub-units and units in a unified manner, in order to realize a set goal in regular secondary school setting. Coordination involves, linking strategies, objectives and activities of different departments in an orderly way to enable specialized teachers to harmonize teaching of learners with special needs in regular secondary schools. Coordination integrates capabilities, adapted resources, actions, which may enhance provision of quality special education within stipulated time frame for their attainment of enrolment and retention of learners with special needs in regular secondary schools. When teaching and learning activities

are properly coordinated, performance of both teachers, special needs and regular students is promoted and retaining learners with special needs in regular secondary schools is motivated and realized. It is the duty of school principals to harmonize school departmental activities and tasks to ensure that they work concurrently towards achieving school objectives. School principals are mandated to ensure that all departmental tasks and all other school activities work seamlessly failure to which teachers and students will be demoralized and eventual dropout by students. School principals are expected to delegate part of their work to departmental heads and subject heads who will then ensure that teachers are performing their duties accordingly and overseeing to ensure that they are in charge to those working in the lower cadres are performing their duties. It is important for school principals to recognise the efforts of all the members of the school community by relating well with each one of them and motivate them towards achieving the same goals.

Reporting: it includes verification of progress through records, research and inspection. It insures that things happen according to the planning. Reporting involves principals effective communication and keeping all sorts of school records, a clear report keeps communication open throughout the entire school setting. Effective record keeping in schools enhances confidence and retain ability of learners with special needs. In mainstream school setting principals are required to communicate their decisions and school policies effectively to all members of the school community. Principals are expected to ensure that all students and the school workers are made to understand what their duties are and how they should be done through accurate communication. It is the duty of the members of the staff to communicate feedback to the principal about how work is going on the constraints

and the achievement attained. When communication within the school is seamless everybody gets to know what they are supposed to do within the timelines given, delays and exaggerations are avoided and the learners are successful in attaining their objectives to perform well academically.

Budgeting- regular secondary schools principals in their management practices, are mandated to take care of school finances. They, are endowed with responsibilities of: keeping school finances safely, prioritize the requirements of learners with special needs; acknowledge receipts of materials and supplies needed in running regular secondary schools. Principals are expected to purchase and allocate instructional resources, and ensure that there is a system of accounting for finances from special needs and regular activities; student fees, gifts or other funds belonging to regular secondary school or to any student group within the school. Principals face challenges like budgetary constraints, which render them unable to provide learners with special needs with a conducive environment as well as the most needed instructional materials (Kabaillah, 2018).

Inadequate finances, limited professional staff and inadequate knowledge and skills and experiences about developments of enabling technologies makes it impossible for the special need students to acquire higher quality education. It is the role of regular secondary school principals to lobby, to demand that specialized trained teachers, support staff, materials and equipment and appropriate school infrastructure are provided, to enhance proper learning and retention of students with special needs, and to address the diversity of all special need students (Republic of Kenya, 2012).

Restructuring and renovating public secondary school buildings requires massive finances which are not always availed and therefore enrolling learners with special needs is viewed burdensome by most of the public secondary schools principals (Mulamula, 2012). According to the researcher, one of the major factors that influence enrolment and retention of learners with special needs in regular secondary schools may be exorbitant prices of purchasing adapted resources and services.

Public secondary school principals are involved in planning and utilizing school finances in accordance with the set rules and regulations. Appropriate management of school finances determines high academic performance. In managing school finances appropriately such competent related factors are; experience acquired to manage finances, interpretation of financial policies, financial decision making in a school and training and professional knowledge in finances by a school principal (Wagithunu et.al., 2014). Other duties of school principals' includes: preparing of school budget, ensuring that audit is done, mobilizing of financial resources and ensuring clear communication of finance concerns.

The onset of free primary and secondary education influenced the increase of student enrolment thus expansion the principals' finance responsibilities in schools. The non-payment of school fees led to upsurge of primary and secondary school enrolment. Managing school finances calls for skilful professional principals who upholds integrity, accountability, transparency and broader knowledge and concepts involved in all matters of managing school finances (Wagithunu et al., (2014).

In a public secondary school setting supervision is an integral part in managing the entire school personnel. The success of secondary school principals' instructional

supervision is grounded on three main educational domains i.e. human relations, conceptual domain and technical domain. The principals' instructional supervision experiences are believed to be complete when the three educational dimensions interact appropriately in the areas of: human resource management, knowledge and skill acquisition and their general managerial skills (Wawira, 2012). Every member of the school community is allocated tasks all of which are intended towards the achievement of the school objectives. Supervision as a concept entails such managerial tasks as reporting, coordinating, controlling and directing the entire human resource. Supervision is generally curriculum instruction centred, it concentrates on overseeing the classroom teaching and learning process. Supervision in a secondary school setting involves evaluation of teachers' instructional professionalism in imparting knowledge, evaluation of whether the exams set commensurate the objective they are supposed to measure, while minimising judgment and control on teachers' performance. This is meant to boost teachers' instructional input as well as encouraging students to work harder in their studies. Supervision in public secondary schools where learners with special needs are enrolled is very important because it offers guidance on how these students should be taught and this in turn makes teachers see the need of improving on their instructional skills to maximize their objective gains (Ayeni, 2012).

Instructional supervision is a vital school managerial activity that helps to keep teachers and learners alert and active and makes what is being learned lively. This is dependent on the knowledge that someone is keenly overseeing what is happening in the classrooms (Gregory, 2011). Instructional supervision is normally placed in the hands of the school principal (Ministry of Education, 2011). Principals' supervision

duties calls for appropriate articulation of the school objectives and goals, the principal is then mandated to ensure smooth communication of school objectives to both teachers and learners. Secondary school principals in their supervision duties are mandated to provide conducive learning atmosphere to ensure that teachers are focused and their teaching skills are updated often with the aim of maximizing students' performance. When students with special needs learn in such an environment where instructional supervision is offering appropriate guidance that favours their learning this leads to retention and eventual graduation after the four-year cycle (Macharia et. al., 2014).

Success of secondary school principals' instructional supervision is determined by the size of the school, workload and their perceptions and attitudes towards the human resource that they manage (Bays, 2010). Principals' success in instructional supervision is largely anchored on their experiences and competencies (Makokha, 2015). Principals' competencies in instructional supervision are generated from training in administrative processes and principles which provides a procedural layout on how they are expected to conduct themselves at work.

Principals' instructional supervision duties helps to offer guidance, create and boost interest to teachers and students in an instructional process (Oyewole & Alonge, 2013). Learners in inclusive mainstream schools benefit optimally from effective principals' instructional supervision because it means that these principals are aware of their needs and the kind of the learning environment that is friendly and that caters for their survival in those schools. Ineffective instructional supervision in mainstream schools leads to pre-mature school exit by learners with special needs,

which is a common phenomenon in Nairobi county hence high dropout rates by students with special needs in public secondary schools (Kieleko, 2015).

2.3 Influence of principals' management plans on enrolment and retention of different categories of learners with special needs

Education is a fundamental right to every person in the community. It is particularly important for learners with special needs to have this opportunity because this prepares them for; involvement in national developments as it gives them knowledge, skills, experiences and competencies which are needed in economic growth like employment and other developments in their communities. Also learners with special needs are able to acquire very critical knowledge that will make them independent, useful and very active members in the activities that take place in their societies (Wachiye & Nasongo, 2010).

Regular secondary schools principals are responsible for enrolling and retaining students with special needs in their schools. In essence, principals need to know who learners with special needs are, their specific categories and levels, what their needs are for them to cope and fit in the new environments which they have not been used to in public secondary schools. Principals in regular secondary schools where L.W.S.N. are enrolled, need to know what these learners need, the modifications and adaptations that need to be done and to advise the ministry and other service providers about these requirements. The Convention on the Rights of Persons with Disabilities (CRPD) defines persons with special needs as “those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (Article 1) (UNICEF, 2014).

Individualized Disability Education Act (Disability Education Act, 2012) enumerated thirteen different categories and levels of children with special needs ages 3-21 that principals need to know about. This is necessary to help them fit in the regular school environment with the hope of retaining them throughout the four-year cycle. These are orthopaedic impairments, autism, deafness, cerebral palsy, emotionally disturbed, deafblind, intellectually challenged, hearing impaired, multiple handicap, speech or language impairment, vision-loss impairment, and children with learning problems. It is imperative for secondary school principals to be knowledgeable of the existence of different types of learners with special needs so that they can skilfully plan for the goals and objectives that these learners need to realize at the end of their four-year education cycle. Alternatively they will be able to plan for the adapted resources needed in the classes, the need to restructure and make the environment friendly, and the need to have appropriate teachers to cater for the learners with special needs.

In Kenya, the National Special Needs Education Policy Framework (2009) outlines various categories of special needs people. These are: children who have autism, mentally retarded, emotional and behavioural disorders, learning difficulties, hearing handicaps, vision loss, multiple impairments, albinism, orthopaedic impairments, cerebral palsy, epilepsy, mental handicaps, and speech and language problems, gifted and talented.

The study intends to address the gaps that exist in special needs education in regular secondary schools in Nairobi. The study did not address all the categories but concentrated on the categories and levels of learners with physical impairments,

visual impairment, and hearing impairments which are in most cases enrolled in regular secondary schools in Nairobi.

Visual loss persons lies between low vision to totally blind. Blind learners normally depend on the senses of hearing and touch to learn. Hence they need: visual aids and graphics, braille machines for note taking and audio taped lessons as well as clear verbal descriptions (The Alliance for students with special needs, 2014).

Eyesight is a critical sense that enhances learning in all education sectors. Relevant methods of learning must be modified to make them responsive to persons with vision loss. A totally blind person, experiences only what is within arm's reach, and through touching, smelling, testing or hearing sounds. Alongside other tactile materials, vision loss learner's need; illustrations, three dimensional models of physical organs and shapes, raised line drawings of diagrams, relief maps and charts. Other items that are technologically available, for learners with special needs are; computer terminals with speech output, talking calculators and braille embossers (AFB, 2014). The researcher observes that, Knowledge about the existence of different categories and levels of special needs children, is crucial to a regular secondary school Principal. With this knowledge he may be in a position to know what they need in their learning activities, what they need restructured in terms of school infrastructure, the appropriate pedagogies responsive to their need and even the teaching and learning materials required in their classrooms. Failure to put this consideration in place may lead to despair and eventual premature school exit by these learners.

Students with orthopaedic impairments are the ones who are referred to as persons with physical impairment. This category of special needs experience hardship in performing daily activities like, moving arms or legs, have constrained motion and grasping objects with their hands. Learners with orthopaedic impairments need adapted infrastructure within and out of classrooms and other school buildings (Huber, 2009).

Constrained movement of parts of the body like arms and legs, may lead to incapacitation in such activities as: turning pages, writing with a pen, or using keyboards or a computer mouse by orthopaedic impaired students. Prolonged periods of doing and repeating same activities, for instance doing exams, writing assignments, researching for projects may lead to excess exhaustion by orthopaedic impaired students leading to low academic performance and hopelessness, thus engaging in early school exit. (Huber, 2009).

Teaching and learning materials for orthopedically impaired students, that needs modification, to make them responsive to this learners are: adapted computers are availed to ease writing activities, audio recorded lessons are organized to compliment written or typed work, more time is allowed in terms of submitting assignments and completing exams, spaced classroom arrangement (STEM, 2014).

Persons with hearing impairments includes both hard of hearing and the deaf. Those referred as hard of hearing are the ones who normally hear only some sound frequencies or sounds within a given volume level. This kind of students normally depends on lip reading and hearing devices. Students with speech impairments mode of communication is sign language (Alliance for disabled learners, 2014).

Hearing impaired students, may experience various limitations in learning activities: They may not hear what the lecturers are saying particularly when they are in large lecture halls due to echo they may not hear what the teacher is saying especially if he is extremely soft, low and clear or speaking rapidly, hearing impaired students may not understand demonstrated or verbalized concepts especially when they are sound interference, they may be unable to watch and understand clearly what the lecture is displaying in the projector especially if they are other limitations in terms of internet (Access STEM, 2014). These shortcomings may interfere with learning process of learners with hearing impairment in regular secondary schools thus making them exit early from this schools before graduation.

Hearing impaired learners may need specialized support, such as: interpreters, counsellors, remedial and note takers particularly because they cannot look down and write notes while at the same time they are lip reading, watching captioning and demonstrations (Mazoue, 2011). Sign language interpreters plays a key role, in assisting hearing impaired students in their process of learning in their regular classes. When accurate and qualified speech interpreters are not available in classroom settings that alone affects performance retention of learners with hearing impairment in regular secondary schools forcing them to dropout early (Russell, 2010).

Adapted hearing devices necessary as learning materials for hearing impaired learners are; assistive listening systems, audio induction loop, compatible telephones and personal neck loops (Access STEM, 2014).

Some of the major problems that learners with hearing impairments go through in mainstream schools are lack of finances needed to procure hearing aids as well as money needed to train sign language teachers. Hearing impaired learners require; sign language dictionaries and books, speech training units and auditory training. Despite many policies that are made to address financial challenges and enrolment in mainstream schools, enrolment for those with hearing impairments still remains low in schools leading to premature school exit (Glennerster & Takavarasha, 2011). Enrolment opportunities for learners with special needs in public schools are very low due to lack of equal educational opportunities in mainstream schools, most learners with special needs despair and therefore they do not make effort to look such educational services..

While children with mental handicap require; real objects as learning resources and well-designed aids. They include; sports and recreational therapy tools, music and art therapy apparatus, visual auditory tangible and functional teaching materials, physiotherapy and occupational therapy equipment and entertaining and job- related training apparatus. These resources are appropriate because they facilitate easy and faster learning as students can watch and touch what they are being taught. They encourage active participation and immediate feedback as well as create happiness and stimulate ideas. Comprehensibility of concept acquisition is made possible and enjoyable.

Autism spectrum disorder (ASD) is a neurodevelopmental deficiency characterized by deficits in social communication and the presence of restricted interests and recurrent mannerisms. Autism is also a neurobiological disorder influenced by both genetic and environmental factors interfering with brain development.

Autistic learners in an inclusive mainstream school achieve more than they do in segregated environment. Inclusion is more beneficial to autistic learners when teachers and other students have positive attitude towards them because this helps in boosting their morale. When autistic learners interact with other people in an inclusive mainstream school they socially develop positive relationships and this makes them feel accepted in such school settings (Jung et al., 2019). In cooperation of learners with differentiated abilities in an inclusive mainstream school promotes equal participation of all the learners in the teaching learning process (Meindl et al., 2020, p. 1). Learners with special needs accrues immense advantages from inclusive education in mainstream schools not leaving out autistic learners (Campbell, 2016). Social interaction enjoyed by all learners with special needs in inclusive regular settings promotes their concept acquisition easily. Getting rid of prejudices and biases in an inclusive learning environment helps in improving enrolment, retention and performance by all learners with special needs autistic students included. Cultivating positive attitudes towards learners with special needs autistic children included is a major factor that helps to erode stigma and discrimination hence enabling them to attain a lot in teaching and learning process (Anthony et al., 2020).

An inclusive classroom provides opportunities for students with special needs to not only depend on their teachers but also to learn socially from their counterparts and group members (Ge & Zhang, 2019, p. 1). Concept acquisition by autistic learners is made possible in inclusive classes where the learning atmosphere is conducive and adapted resources are adequately availed (Rattaz et al., 2019, p. 464) (Vivanti et al., 2019). It is the duty of special needs education teaching staff to create a positive atmosphere with the intention of boosting low esteem normally experienced by

autistic learners leading to their demoralisation in achieving their goals (Connor & Cavendish, 2018). When autistic learners are given opportunities to access inclusive mainstream settings knowledge about them and their learning abilities are understood and stigma surrounding them is reduced (Anthony et al., 2020). Inclusive mainstream settings helps to provide opportunities whereby special needs education professionals and support staff develop positive attitudes and respect for learners with special needs as well as enable them to socialize, learn and appreciate one another (Rattaz et al., 2019). Inclusion of autistic learners in an inclusive mainstream setting gives them a chance to socialise with other peers and their teachers and this helps in getting rid of stigma thus promoting social acceptability, self-esteem and stronger social relationships and high academic attainments.

Unlike other learners with special needs autistic students have a privilege of suggesting what they want to learn, and what they are able to learn because their success is premised on what they are interested in. Where possible and where adequate teachers, support staff and adapted resources are available, individualised tailor-made curriculum and teaching methods should be the choice in inclusive settings where all learners with special needs are individually taken care of depending on their abilities (Strogilos et al., 2018). Individualised instruction is learner centred and thus learners with special needs are able to generate more benefits from such an inclusive setting. When teachers are given the right special needs education training they will help to create conducive inclusive learning atmosphere that suits all the learners with special needs which in turn will make them maximize their academic performance. Success in academic performance of autistic learners depends on background information acquired from their parents and

the appropriate training by the teacher, who will endeavour to change the life of autistic learners from an informed perspective on how to handle them, (Meindl et al., 2020).

Tekola et al. (2016) states that in low income countries or the developing countries very little about autistic children, who they are, what their needs are, what their abilities are, is known. In inclusive education world governments are making efforts to have all children with special needs identified, assessed and placed in the appropriate inclusive settings respectively.

The proportion of out-of-school primary and secondary special needs children is very high compared to regular children in the same classes. High percentage of special needs children were unable to access regular secondary schools, while few of those who managed to transit from primary schools to regular secondary schools dropped out in large numbers. In Cambodia, there are about 57% special needs adolescents dropped out of school compared to only 7% regular adolescents. The disparities between learners with special needs and non-learners with special needs' premature exit from regular secondary schools is very wide as portrayed in Cambodia. United Nations member countries of Yemen, Maldives, Uganda and Colombia, premature school exit of students' special needs which is two to three times higher than their regular counterparts. Therefore, chances of accessing quality education for special needs students is minimal compared to regular peers in main stream secondary schools (UN Special needs Development report, 2018).

In Kenya, chances of equating, elevating and promoting special needs education to a level of general education requires a lot of commitment, devotion and good will by

the educators (RoK, 2009). Regular secondary school education is fundamental especially for learners with special needs due to many benefits accrued from it (Mwaka & Kafwa, 2011). The benefits ranges from: Gives insights, skills and competencies; required for national development. It allows young people to utilize their basic knowledge and skills properly and enables them to become useful and active members in their societies. Kenyan government is mandated to develop and provide education to all, special needs persons included, because it is a fundamental human right to have quality education, (Wachiye & Nasongo, 2010). Education for all, is a goal of education that may be realized when all types of education, special needs education included are incorporated, developed and accessed by all. Kenyan government endeavours to ensure that regular secondary school education is accessed and benefits all the citizens within the country (RoK, 2012).

The main challenges involving special education and training for special need children are: Inappropriate curriculum responsive to learners with special needs, Unavailable guidelines and unavailable regular secondary education policy (KESSP, 2005; RoK, 2009). Also, lack of specialized equipment, un-adapted school infrastructure and unmodified materials, may hinder incorporation of special education to general education programs. In addition, scanty and expensive teaching and learning materials, limited supervision of special education programs, inadequate capacity by majority of specialists' teachers to teach learners with special needs, inadequate coordination by service providers, exacerbate the situation (RoK, 2009).

Evidence from many studies observed that learners with special needs in different mainstream secondary schools experience limited finances meant to purchase

instructional resources, modify buildings to suit their learning. They also experience shortage of trained teachers who would cater for their pedagogical needs. The government has noted various challenges that hinder progress and success of inclusive education in mainstream secondary schools. They are therefore making efforts to develop SNE policies which will work out solutions to this challenges (RoK, 2012). Enrolment and retention of learners with special needs in mainstream secondary schools is hampered by such factors as; inadequate adapted instructional materials, unfriendly school environment due to unmodified physical facilities, shortage of trained teaching staff and administrators.

Over the years enrolment of learners with special needs in mainstream schools was a major setback to progress of special needs education. For instance in 1999 there were only 22,000 learners with special needs enrolled in special schools, units and integrated programmes. This number rose to 26,885 in 2003 and 45,000 in 2008, this has no comparison to the high enrolment rates experienced by those students without special needs. When enrolment of learners with special needs in inclusive primary schools is that low it then means that transition to post primary mainstream schools will experience low enrolment rates as well. For instance, transitions from primary school in the years 2003 to 2004 the total enrolment for children with special needs was 152,399 in primary schools, and 7,026 in secondary schools. It then implied that 145,373 learners with special needs did not have the opportunity to transit to higher levels of learning i.e. mainstream secondary schools. Enrolment, retention and transition trajectory is not any better when you consider the situation from secondary schools to other institutions of higher learning by learners with special needs (RoK, 2009; Glennerster et. al., 2011). Therefore it has been noted that accessibility and

enrolment of learners with special needs in mainstream secondary schools is miserably constrained rendering such children to be out of school in large numbers (Mugo & Singal, 2010).

Accessibility of inclusive education in mainstream secondary schools is determined by different requirements of different categories of learners with special needs, because the challenges experienced by one type of learners with special needs varies in a big way. Therefore enrolment, retention and transition as well as accessibility of education in different learning institutions is dependent on various needs of different classifications of such learners with special needs. Accessibility of education for learners with special needs is also premised on the availability levels of the basic needs required for their learning (Mwaka & Kafwa, 2011).

Learners with special needs who are enrolled in inclusive mainstream secondary schools perform better compared to those who are enrolled in residential or segregated settings (Hehir et al, 2016: 13). Inclusive education in mainstream secondary schools have numerous benefits to learners with special needs than they are able to acquire in residential boarding schools of the specific categories. Other benefits accrued from inclusive mainstream secondary schools by learners with special needs includes academic, social and emotional benefits as they are able to interact with other students from different social settings(Hehir et al, 2016: 16).

In mainstream secondary schools where learners with special needs are enrolled concept acquisition is made easier because of the diversity provided in such environments making such learners easily acceptable and employable after graduation. Learning in segregated school settings promotes isolation alienation and

discrimination in general as those students without special needs essentially believe that those with special needs are ultimately different from them and therefore they need to be segregated. Learning in mainstream school setting, learners with special needs feel accepted as they are provided with opportunities to interact and learn more from students without special needs counterparts (Hayes and Bulat, 2017: 6).

2.4 Influence of principals' organization of instructional resources on enrolment and retention of learners with special needs

Instructional resources incorporates general assets, finances and human resources in a school setting. These are resources that regular secondary school principals need, to facilitate teaching and learning process and to motivate learners with special needs in their performance and retention in these schools. Secondary schools principals are expected to be knowledgeable of the requirements that enhance understanding of concepts that learners with special needs are taught. (OECD, 2020).

Secondary school resources are: real objects, specimen or models, the teachers in the school, school buildings, sports ground layout and pencils. Learners with special needs need these resources because they facilitate their learning and encourage them to remain in regular secondary schools to the end. Learners with special needs require relevant resources that enhance enrolment and retention in regular secondary schools. Specially trained teachers of learners with special needs are motivated in their teaching by the availability of adequate and adapted instructional resources (Usman, 2016). It is expected that secondary school principals have knowledge of the required adapted resources that enhance teaching and learning in inclusive

classes. It is the duty of the secondary school principals to skilfully organize for the attainment and allocation of such teaching materials in the schools.

Relevant adapted resources are necessary for the administration of secondary schools. Principals' role of managing teaching and learning resources promotes attainment of goals, motivates teachers and encourages retention of L.W.S.N. in secondary school. In the event that these amenities are unavailable it leads to premature exit of students with special needs in regular secondary schools, which in-turn may render special needs drop-outs desperate and dependent on others for their survival. Efficient management of relevant resources used by learners with special needs may lead to their better academic performance promoting their enrolment and retention (Mitchelle and Campbell, 2016).

Special needs education in regular secondary schools faces such constraints as: inadequate assistive devices, inadequate specialized teachers who have requisite knowledge and skills relevant for learners with special needs, inadequate maintenance of teaching and learning resources, limited specialized support and services to teachers and to L.W.S.N., curriculum that is not adapted to meet the needs of learners with special needs, low enrolment and retention of learners with special needs in regular secondary schools, limited information of the numbers of special needs persons meant to guide planning and budgeting for the resources and general management of regular secondary schools, poor comprehension of special needs education concepts by regular secondary school principals (MOE sector plan, 2018).

Educational resources are school assets, finances, materials and human resources needed in regular secondary school setting to enhance teaching and learning procedures. Regular secondary schools where students with special needs learn alongside other regular students, require adapted teaching and learning resources, modified curriculum instruction and adjusted infrastructure to suit their learning needs. Different categories and levels of learners with special needs require adapted resources responsive to their differentiated needs. Inclusive education is relatively a new concept in most of public secondary schools in Kenya. Therefore adapted instructional materials and restructuring of school physical facilities as well as adapting the adapted curriculum to suit learners with special needs may have not been realized, thus influencing enrolment and retention of learners with differentiated abilities adversely (Mengine, 2014).

Learners with special needs progress and prosperity is based on availability of specialized adapted resources, human resources just like any other student in regular secondary school premises (SNE Policy Review Data Collection Report MOE, 2016). Availability of specialized resources for learners with special needs determines the enrolment rates, dropout rates from regular secondary school respectively.

Relevant educational materials aimed at enhancing inclusive learning in regular schools where learners with learning difficulties are enrolled and expected to attain academic achievement and skill acquisition and what principals of regular schools are expected to provide includes: typewriters, large print text book, current brailled text books, computers, Braille machines, talking calculators and tape recorders, are either in short supply or un-available in most of the mainstream secondary schools in

Nairobi. Textbooks that are supplied to these schools are in print and since the book production units of the schools have been poorly maintained for Braille book production, and understaffed, only a few learners with special needs may access them. In other words many regular schools cannot afford most of this equipment's since they are expensive and some of them have to be imported which is an added cost (D'Andrea & Sui, 2015).

The educational aims for learner with special needs s are basically the same as for regular students. These are participation in community activities, personal independence, employability, effective communication, and socialization. The inadequate resources, finances, limited professional staff and inadequate knowledge about developments of enabling technologies makes it impossible for the learners with special needs to acquire higher quality education, which impacts retention of learners with special needs in mainstream secondary schools greatly (A.F.B, 2014).

In order to attain required standards of inclusion and retention of learners with special needs in regular secondary schools, it is apparent that principals and teaching staff are knowledgeable of specific modifications and accommodations to be availed in current educational resources and studying environment to facilitate learners with special needs to remain and increase their participation in the learning procedures (KISE MODULE ID 004).

Enrolment and retention and L.W.S.N. in mainstream secondary schools, may be hampered by the inability of principals to supply and allocate adequate and appropriate resources in their regular secondary schools. Educating a special needs student in a regular secondary school is 1.9 times expensive than educating a student

without special, this is according to a study done in USA. National budgets in most of the developing countries, are incapable of allocating adequate funds for the growth of special needs education in mainstream secondary schools. Poverty stricken families in developing countries opt to educate their regular children rather than children with special needs, most likely based on their attitudes and perceptions. In Africa there are shortages of resources such as, insufficient qualified teacher's inadequate, learning materials and inappropriate infrastructure (WHO, 2011).

Curriculum developers embarks on developing resources for general education and neglecting modification of resources required by learners with special needs thus undermining their performance leading to drop out problems in regular secondary schools. Regular secondary school teachers' functions are undermined by limited teaching materials for L.W.S.N. Retention of learners with special needs in mainstream secondary schools is greatly affected by inadequate teaching and learning materials specifically tailored to each categories needs. In most cases, schools do not have books with audio narration for children who are blind or low vision (UNICEF, 2018).

Regular secondary schools' environment is expected to be barrier free to facilitate mobility of students with learning difficulties. Government of Kenya is obliged to provide adequate finances for restructuring and renovating, and building ramps in all the school buildings as well as purchasing and modifying materials and equipment to make them usable by learners with special needs as well as enhancing their retention in regular secondary schools. The government has not been able to provide adequate funds needed for the implementation of inclusive education in mainstream

secondary schools. However, these schools get additional financial assistance from donors, civil society organizations, individuals, faith-based organizations, bilateral and multilateral agencies and the corporate sector, other volunteer ministries and charitable organizations. Despite the efforts made to solicit funds for promoting special needs education in mainstream secondary schools, learners with special needs continue to experience these inadequacies and hence engage in premature exit from regular secondary schools (National special needs policy framework, 2009).

Learners with special needs are a heterogeneous group and they are in various categories and levels. Learners with special needs with mobility problems, require aids such as: adapted games, mobile boards, standing tables and book turners. These devices are meant to ease their body movement to enhance their proper learning and to encourage their retention in regular secondary schools. However, these materials and equipment are not always adequately available and therefore learning in regular secondary schools is affected by these inadequacies thus rendering special needs adolescents hopeless and hence dropping out early in regular secondary schools.

USAID, (2011) concurred with the fact that due to limited resources, the global state of education is poor as evidenced by dropout rates which have remained high, and very few learners, especially learners with special needs make it to tertiary education. Carr-Hill (2012), in a review of studies on out-of-school children observed that by 2000 Dakar conference, the out of school children were 125 million globally. In 2012, approximately 115 million children special needs students included were out of school worldwide.

Identification, procurement, allocation and safeguarding of school materials are some of the major practices of the principal in the mainstream school setting. Materials like; maps, atlases, books, flashcards, posters, models, worksheets and teaching objects (beads, blocks), are some of the items that assist teachers to impart knowledge to the special needs learners. High standards, adequate and relevant teaching and learning resources increases motivation, attention and maintains high levels of attentiveness and promotes enrolment and retention in a regular school (Asikhia, 2010).

For inclusive mainstream schools to attain high education outcomes, a combination of factors like; teaching skills, curriculum requirements, students' motivation, physical facilities and learning materials are required. When teaching and learning resources (maps, radios, books, erasers, pens) needed in mainstream secondary schools are modified they need to be guided by their education policies related to special needs education (RoK, 2012). When instructional resources are inadequate, mainstream school teachers and learners are encouraged to be creative and make improvisation possible by associating classes with social and natural surroundings (Mitchelle and Campbell, 2010).

Inclusive mainstream school principals are in charge of the school finances. They are supposed to guarantee proper observation of school financial policies. School principals are in charge of procurement as well as maintenance of school assets. They also have the responsibility of safeguarding school finances from misappropriation and wastage (Wagithunu, et. al., 2014). The secondary school principal is the accounting officer and has the authority to incur expenditure, he/she authorizes what should be bought, why and when it should be bought. Due to the

heavy responsibilities of managing school finances, school principals are mandated to renew and improve their financial management skills by attending workshops and seminars organized by the ministry of education occasionally. In most cases inclusive regular secondary school principals have limited finances, such that they have hard time in prioritizing procurement of very important instructional resources and this results in gross underdevelopment as well as performance in general, which ultimately influences enrolment and retention of learners (Quality Assurance Inspection Report for Secondary Schools, 2015).

Shortage of school finances renders public secondary school principals unable to procure very crucial school items like lab equipment, student lockers and books etc. which impacts enrolment and retention of learners with special needs negatively. When mainstream school principals manage school finances efficiently and effectively this leads to eventual success of learners and they are ultimately rendered employable and accepted and active members of their communities. The inclusive mainstream school principals' leadership functions, competencies, and expertise calls for: financial accountability, organization of instructional resources, supervision and coordination of school activities, maintaining quality educational standards and explaining and executing policy concerns as well as decisions pertaining to teacher training (Macharia et. al., 2014).

2.5 Influence of principals' management of school infrastructure on enrolment and retention for learners with special needs

When principals create an atmosphere that is supportive, accommodative, caring and friendly, enrolment and retention will be promoted for L.W.S.N. in public secondary schools, (Moraa T, 2013). Johnson (2014), further reiterates that budgetary

constraints may be a major prohibitive factor in restructuring and renovating school buildings to render them accessible to learners with special needs and thus retention is hampered.

However, most of the secondary school infrastructure have not been adjusted and restructured in a manner that will make students with special needs to move freely and comfortably, other buildings are not accessible hence discouraging their movement and retention in these schools. From related literature, school infrastructure that is significant to enrolment and retention of students with special needs have not been adequately renovated hence making learners with special needs demoralized and dropping out eventually (Akomolafe, 2016). Restructuring and renovating secondary school building is one of the areas that require massive funding from the government. Secondary school principals are obliged to prioritize the areas that need these adjustments so as to make the environment friendly to learners with special needs.

It is imperative that regular school Principal know what is required in terms of infrastructure, so as to be able to manage it for the good and retaining students with special needs. Mainstream secondary school principals have the role of initiating changes, that is adjusting, renovations and restructuring school infrastructure to ensure suitability and that the environment is conducive to students with special needs to make them identify with the school and thus aspire to remain and complete secondary education. Apparently, modifications, renovations and restructuring of such physical facilities are not adequately attained in regular secondary schools due to financial constraints. This renders learners with special needs demotivated, thus, engaging in enrolment and exit from these institutions.

Regular secondary school infrastructure incorporates school buildings, play grounds, pavements and roads and any other physical structures. In order to provide an inclusive regular secondary school, the natural environment needs to be restructured to aid mobility and accessibility to all school buildings for all students' special needs included. Regular secondary school also needs to be adjusted and restructured with the aim of minimizing barriers and individual learning differences and promote accessibility to all school buildings by learners with special needs (National Council for Special Education, 2008). Regular secondary school principals are expected to know what needs to be adjusted, and know the types of L.W.S.N. that they have in the school, so that they may advise school financiers so that they are provided with adequate funds that facilitate necessary renovations and restructuring school structures and buildings which in turn encourages learners with special needs to remain and complete their secondary education. However, regular secondary school principals lack adequate knowledge on what requires to be restructured hence, influencing retention of students with special needs in their schools adversely (WHO, 2004).

Principal's management of infrastructures play a vital part on learners with special needs in regular school as they enhance accessibility and retention to all parts of the school. For instance, visually impaired students may need guide blocks and specific signs to indicate rooms and other facilities while orthopaedic impaired students need ramps and spacious rooms in order to make their movement smooth (Harvey et. al., 2005).

Principals of regular secondary schools need to make changes and renovations in the following areas:, arrangement of furniture, painting classroom walls with bright

colours to increase lighting, putting into account sinks, shelves and door handles, light switches, heights for wheel chair users specifically, ramps alongside stair cases; wide doors with controlled opening and closing speed; spaced pavements that facilitates access to all school buildings; properly labelled or flattened; barrier free sports grounds and other school fields. However, principals' role of adjusting and renovations of regular secondary schools' infrastructure may be hindered by lack of adequate financial support from the school financiers thus rendering retention of learners with special needs impossible (Loreman et al., 2005).

In Latin America adolescent students who drop out from mainstream secondary schools are 17 percent, special needs students included. Generally, high dropout rates of special needs students in Latin America may be due to, poor state of unadjusted secondary school infrastructure, which also influences enrolment into mainstream secondary schools by learners with special needs adversely. For instance, special need student school attendants' rates, in Peru depend largely on the state of mainstream secondary school infrastructure (UNESCO, 2016).

Regular secondary school principals, are obliged to adjust, renovate and restructure infrastructure to promote teaching and learning environment, to inspire retention of learners with special needs (Sammons, p. et al., 2016). It is imperative for secondary school principals are expected to make necessary adjustments to infrastructure to ensure that they are suitable for learners with special needs, who may be encouraged to remain and complete their secondary education in this schools.

Public secondary school principals role of enrolling and retaining students with special needs in their schools, needs careful examinations and planning to ensure

that proper adjustments are made to the infrastructure to reduce barriers and make it more accommodative to learners with special needs (Christopher and Pamela Sammons, 2016). Adjustments that principals of mainstream secondary schools, need to do, to reduce barriers on school infrastructure, are; light switches that are too high or low, steps leading to buildings, showers and toilets without grab bars and slip surfaces and seats, impassable pavements that are too slippery and narrow, doors that are too narrow for wheelchairs to pass. Such physical barriers lead to frustration by learners with special needs because they make them dependent on others for their survival (KISE MODULE ID, 004).

Mainstream secondary school principals are obliged to make most important arrangements in the school environment by ensuring that: there are ramps in every school buildings, that it is important for classrooms to be placed at the ground floor to make them accessible, that toilets are enlarged to make them accessible to wheel chair users, that dilapidated buildings are renovated to make them suitable for learners with special needs, that broken desks, tables, chairs are replaced with new ones, proper lighting and ventilation to make studying environment conducive for students with special needs, to have spaced classrooms, to enhance free movement of learners with special needs, this barrier free learning environment increases motivation, self-drive and morale as they inspire better performance, interest in forging on, remaining in school and completing secondary education to the time of graduation by learners with special needs (Agarwal et al., 2014).

Regular secondary school principals are supposed to ensure that appropriate adjustments to school infrastructure are made. These adjustments includes: ensuring that doors and doorways are large enough to allow for easy movement of wheel

chair users, ensure that heights for door handles are considered to enable learners with special needs to grasp them with ease. Ensure that doormats and raised threshold are not in place. Ensure that both genders are considered when availing enlarged and spaced toilets for wheelchair users. Ensure that doors to every building are labelled to enhance fast identity by students with special needs in mainstream secondary schools (Hergarty and Alur, 2002).

Special consideration for students with special needs especially for classroom arrangements and curriculum instruction includes; more time to complete exams, and assignments, spaced classroom arrangements, and alternated teaching methods for instance use of audio recorded sessions and use of adapted computers. Due to inadequate finances, adjustments and renovations of school infrastructure is undermined and hence retaining learners with special needs in learning environments which are not conducive promotes their premature exit from regular secondary schools (KISE, 2004).

Restructuring school infrastructure required massive funding which was not always provided adequately. Renovation of mainstream secondary school infrastructure needed considerable funds to make them learners with special needs accessible. Inadequate mainstream school funding made it impossible for school principals to put in place ramps, supportive rails and enlarged toilets for wheelchair users. Such schools' environment were not favourable in promoting enrolment and retention for those with special needs (Mitchell and Campbell, 2010).

Mainstream school principals who were not adequately trained to administer these schools were unable to budget the inadequate funds and therefore unable to

prioritize funds needed to modify the school infrastructure to make it special needs' friendly. School absenteeism was exacerbated by meagre finances that rendered school environment inaccessible and prohibitive thus influencing enrolment and retention of special needs learners negatively. Considerable amount of funding was required for the employment of support staff who were crucial in assisting learner with special needs therefore denying them a very vital service (Price Roz, 2018). Limited allocation of funds in mainstream schools hindered developments of major projects that supported inclusive education thus influencing enrolments and retention of learners with special needs negatively. Resistance of inclusive education by some leaders, made them reluctant to provide adequate funds which was needed by school principal to meet the high demand of sustaining learners with special needs in these schools. Underfunding of mainstream schools rendered principals unable to plan for the instructional resources and physical facilities which would enhance enrolments and retention of learners with special needs in their schools (A.F.B., 2014).

When school infrastructure does not match the needs of the learners, it impedes accessibility to the learning areas as well as concept acquisition. Mainstream school infrastructure to accommodate learners with special needs adequately, need to be rebuilt rather than renovating so that these learners can be encouraged to remain in these schools to their graduation time (Campbell-Evans et. al., 2010). Teachers derive a lot of satisfaction and fulfilment when they teach learners with special needs in an environment where they are all comfortable.

Success of inclusion is based on the appropriate school infrastructure which includes:, libraries, classrooms, school buildings, toilet facilities, laboratories and other physical facilities that would likely motivate students towards learning and

remaining in these school till graduation (Kisanji, 2008). School structures should be appropriately allocated to avoid risks by users and to enhance suitable environment meant to promote performance and retention of learners with special needs. Suitable school environment promotes successful instructional delivery as well as motivating teaching staff and learners with special needs to enrol and remain in such regular schools till completion. Mainstream school principals are supposed to ensure that every building is accessible through the use of ramps, enlarged pavements, enlarged classes, staircases with proper railings, adjustable desks and enlarged toilets to promote enrolment and retention of learners with special needs (UNESCO, 2010).

Suitable environment for hearing impaired learner needs to have feedback mirrors and in-built hearing mechanisms among others to motivate them to learn in mainstream schools. To realize their maximum potential, learners with special needs should be treated equally (Kithuka, 2008).

Some of the major challenges facing special needs education in many parts of the world are limited finances needed to purchase teaching and learning materials as well as training teachers need to teach in inclusive mainstream schools. Amidst meagre finances world governments have not been able to prioritize financial allocations to special needs education and this hinders achievements of inclusive education goals in public secondary schools (OECD, 2015; Steer and Smith, 2015 cited in European Agency for Special Needs and Inclusive Education, 2016).

2.6 Influence of principals' management of teaching staff on enrolment and retention of learners with special needs

Curriculum entails all experiences that students acquire which involves, values, attitudes, and knowledge acquisition, both internally and externally. Qualified teaching staff are required to impart all what is contained in the curriculum to the learners. The curriculum of Kenya is holistic as it is tailored to suit every learner in every level. Furthermore it performs a significant role of availing quality and suitable, inclusive and all-encompassing education to all learners. The KICD, as curriculum developers, are tasked to make general education curriculum as well as the adapted curriculum that suits students with special needs in mainstream schools. In view of this, it is apparent that modified curriculum that suits learners with differentiated abilities is realized to reduce the inequities that may be experienced in regular classes. The curriculum used in teacher training colleges, does not effectively meet demands of students with special needs, as such these learners are disadvantaged to a point of dropping out from regular secondary schools.

Curriculum involves activities that take place in schools. Specially trained teaching staff are required so that they can handle the curriculum that is designed for learners with special needs. Overloaded curriculum may culminate to, stressed students, special needs students included, it may also lead to indiscipline cases such as truancy and ultimately to special needs student dropouts (Atieno, 2018). As an instructional leader and supervisor secondary school principals' are mandated to be knowledgeable of what happens in the classes. They are supposed to be involved in the teaching learning processes as well as inducting, directing and motivating teachers by providing what is needed in the teaching and learning procedures.

The Principal's responsibility in managing the curriculum are: being involved in advising TSC on specially teachers needed in their schools and ensuring the availability of adapted resources for instance braille materials and equipment, adaptation and development of the school curriculum and teaching areas, be involved in the allocation of resources, and be capable of prioritizing what resources to be budgeted for, timetabling by marshalling teachers, organizing human resource, establishing and maintaining libraries, determining the appropriate examination and testing time frame that suits all the learners with differentiated abilities, considering selection of low cost teaching materials and aids, to minimize on expenditure while promoting quality learning and hence retention of learners with special needs (Mitchell and Campbell, 2016). If these responsibilities are not effectively implemented in regular secondary schools they became a cause of anxiety among learners with special needs leading to early exit from these institutions.

Okiny et. al. (2015), emphasized the significant role that instructional leaders or principal's play in increasing regular school effectiveness and retention of their students. Principal as an instructional leader has a great influence on retention of learners with special needs in their classes and school in general. Principals play a key role in promoting conducive learning environment in the classes, (Day & Sammons, 2016).

To make curriculum equitable to all learners' special need learners included, subject contents must be the same for all except that specialized curriculum for learners with special needs must be modified to suit their needs. The overriding responsibility of regular secondary school principals is to sustain learning and to retain learners, special needs students included. Principals as instructional leaders are expected to

put teaching and learning activities in the classroom at the centre of everything they do, as such they are expected to encourage and guide teachers in their teaching and learning activities in the classrooms. A secondary school principal is also involved in other classroom activities like; understanding different teaching methods and pedagogies, evaluation, ensure quality teaching and learning, and generally facilitate a climate and conditions that are conducive to learning and retention of learners with special needs in regular secondary schools (Day & Sammons, 2016).

Principals as instructional and pedagogical leaders are expected to clarify educational goals to the teaching staff as well as involving teachers in planning the curriculum, even as they evaluate teachers while teaching. Regular secondary school Principal's main focus is to promote better outcomes for students, special needs students among them, emphasizing benefits that accrues from remaining and completing secondary education by learners with special needs. Principals are obligated to be knowledgeable of differentiated abilities in given classes and the needs that suit each of these learners in the learning procedures. Regular secondary school principals are expected to have: knowledge on special needs education's curriculum, pedagogies, content and resources used by learners with special needs are adapted to accommodate their specific learning needs (Christopher & Sammons 2016). This type of knowledge enables principals to know what exactly is needed to sustain learning and to retain learners with special needs in regular secondary schools.

It has been observed that teaching staff in most regular secondary schools are unable to use suitable teaching methods that are relevant to learners with special needs, therefore teaching staff in these schools still use traditional i.e. talk and chalk

teaching methods which are not learner centred. On the other hand, principals were quick to make judgements of the classroom teachers and their failures without making efforts to offer corrections and guidance meant to enhance proper teaching, consequently this may lead to premature exit by learners with special needs from regular secondary schools (Mitchell & Campbell 2016).

Effective performance in regular secondary schools may be undermined by such limitations as: curriculum that is not adapted, teachers who are not specialized, and use of rigid methods of evaluating the curriculum. Curriculum development requires great collaboration between developers and implementers to ensure that training courses are tailored and make them responsive to learners with special needs in regular secondary schools. Specialized teachers of regular secondary schools are expected to make necessary adaptations to meet the needs of learners with differentiated abilities and implement relevant and responsive pedagogies that are inclusive for both special needs and regular students.

The tailor-made curricula is vital because it entails the relevant content for learners with special needs in regular classrooms. Differentiated curriculum, is essential because it helps to combat poverty, social exclusion and marginalization especially for learners with special needs (Vasquez and Serianni, 2012).

Mainstreaming education also requires opportunity and time for teaching staff in regular schools to apply relevant teaching methods and adapted curriculum that is relevant to learners with differentiated abilities in regular classes in regular secondary schools, failure to which learners with special needs may feel demoralized thus dropping out from these institutions. Teachers in regular secondary

schools reiterates that overloaded adapted curriculum leads to limited preparation time which in turn results to frustration as these teachers are not able to be as effective as they are expected to. Special needs student who are normally in hands of unprepared teachers feel discouraged as they cannot access the curriculum in the right manner (Mitchell & Campbell, 2016).

Teachers in regular secondary schools lacked the necessary training and therefore they are not able to apply relevant pedagogies that would match the requirements of learners with special needs in their classes. Regular secondary school teachers have problems in varying their level of oral communication complexity, instructional approaches and coping with instructional levels of learners with special needs making it difficult for them to understand the concepts being taught in these classes. Alternating teaching methods is necessary in regular secondary schools to respond to the differentiated abilities and demands by learners with special needs. If adapted curriculum is not available and suitable teaching methods not used, and when teaching learning materials are not adapted for instance sign language, and brailled teaching materials, then learners with special needs are at risk of exclusion (WHO, 2011).

Mainstream secondary school Principal's role of supervision, also entails: guiding teachers in their teaching procedures, frequent visits to classrooms to give constructive advice on the appropriate teaching methods, motivating teachers by sponsoring them for short courses, workshops and seminars to boost their teaching skills, staffing by participating in teacher recruitments, ensuring that teaching learning activities are coordinated, and hence be productive and in turn motivate learners with special needs to remain and complete their studies. It is the duty of

regular secondary school principals to ensure that teaching staff follow the time table appropriately and other school programs to enhance their performance, active participation of their learners to ensure that their learners are encouraged to remain in school to the end. Principals as instructional leaders are also recognized supervisor of their regular schools. Principals' are expected to supervise teaching progress in classrooms so as to encourage and to motivate teaching staff who in turn motivate the learners to remain in class and improve their performance (Oluwatoyin, 2015).

Adapted teaching materials makes learning interesting as they match and suit learners with differentiated abilities. Such adapted materials are: braille and large print textbooks, adapted maps, computers with speech outlet, audio tape materials (Hanafin et. al., 2007). When appropriate adapted resources are used and learners involved actively the senses are involved in the learning process therefore concepts are easily understood by learners with special needs in regular secondary school.

Special needs students, require materials and equipment adapted on basis of learners with differentiated abilities to promote their concept comprehension. When differentiated abilities in classroom setting is considered, then appropriate and inclusive objectives, proper pedagogies and relevant materials and equipment's are designed and adapted accordingly. This promotes inclusiveness, participation and motivation to learners with special needs, who are in turn encouraged to remain in school and complete their secondary education. Adapted curriculum ensures learners with differentiated abilities that their strengths, weaknesses and their learning styles are put into consideration and are accounted for by the school principal and the teaching staff (Hanafin et. al., 2007).

In most regular secondary schools, principals may not have been able to acquire specially trained teachers, knowledgeable of the demands of learners with special needs. Therefore they may have not been able to meet their needs in view of the large classes in their regular setting. Lack of specially trained teachers in mainstream secondary schools may lead to desperation, hopelessness, fear and negative attitude by teachers towards learners with special needs, as they perceive them as non-performers, who only affect the performance of the rest of the class adversely. When the non-specially trained teachers, are deployed to work in mainstream secondary schools, where learners with special needs are enrolled, they perceive it as degrading, mortifying and demeaning on their part as teachers. To such teachers it is unrealistic to fix learners with special needs in mainstream secondary schools, where they may never perform, rather they would have them registered in their residential special schools of their specific categories. Learners with special needs in regular secondary schools, are perceived as burdensome, laborious and strenuous by non-specially trained teachers, who argue that syllabuses are not covered due to overloaded curriculum and the extra demands posed by the presence of learners with special needs. Negative teachers' attitudes towards learners with special needs in main stream secondary schools are humiliating, intimidating and dehumanizing, such that they work against learners with special needs' academic performance thus influencing their retention negatively and hence they may drop out from this schools. These attitudes work against academic performance (Agbenyega, 2006).

Regular secondary school principals as supervisors of their schools, they are expected to perform such tasks as: supervising the entire school curriculum, and ensure that it is adapted to meet demands of learners with special needs. Principals

supervisory skills serve as a tool to supervise, guide and advice teachers, to ensure that they perform their classroom activities inclusively, having learners with special needs in mind. Principals as principal time managers are expected to ensure that all subjects, lessons and other school programs are equitably scheduled based on school timetables (Oluwatoyin, 2015).

Enrolling learners with special needs in mainstream Secondary schools, demands commitment, dedication and devotion on the part of principals, teaching staff and support staff, because these learners call for more time, more attention and availability of adapted curriculum and materials to learn equitably. Specially trained teachers need to cooperate, collaborate and liaise with other learners with special needs stakeholders like, donor agencies, service delivery personnel, physiotherapist, psychologists and counsellors to ensure that learners with special needs acquire equitable, quality and meaningful education that will be helpful even in the future. Teaching staff in mainstream secondary schools, may encounter a wider range of learners with differentiated abilities, they may also note that their level of training may not match the demands awaiting them in regular secondary school settings. Regular secondary school principals are expected to motivate their teachers, by sponsoring them for short courses, seminars, workshops and in-service training, to keep them abreast with the additional demands of teaching learners with differentiated abilities, to ensure that, retention of learners with special needs is upheld and that they complete their secondary education. Failure to which desperation and frustration by learners with special needs may resort to drop outs before graduation time (Hegarty & Alur, 2002). There is a very high teacher/ student ratio in most of the regular secondary schools, as such, learners with special needs

may not get adequate contact time they dearly require, for the lessons to be equitable and performance promoted.

Globally, 57 million children are out of school, special needs children included. Over half of 57 million out of school children are in sub-Saharan Africa (UNESCO, 2014). Despite high enrolment rates high dropout rates of special needs children have been witnessed. According to most studies many of learners with special needs enrolled in regular schools are not learning. For instance, 130 million children who have completed at least four years of primary school education still cannot write, read or perform basic calculations (WHO, 2013).

When teachers are provided with the necessary adapted resources they are able to create favourable learning environment for learners with special needs, as they are motivated to bring out their competencies and professionalism (A.F.B. 2014).

Inclusive learning in mainstream secondary schools can be successful if teachers have the right attitude, basic knowledge and skills and appropriate training in handling learners with special needs (Price Roz, 2018). To encourage enrolment and retention in mainstream schools, teachers apart from professional training should have; ability, experience, passion and patience when handling learners with special needs (Wang, 2009).

One of the major challenges that influenced enrolment and retention in mainstream secondary schools was lack of instructional and educational content knowledge as teacher used traditional 'talk and chalk' which is not favourable because it is teacher-centered vs child-entered. Inappropriate instructional knowledge for learners

with special needs in mainstream schools led to premature school exit (Mitchell & Campbell, 2010).

In mainstream secondary schools principals and teachers are not able to give adequate motivation to their students because of the limited professional training which would endow them with competencies necessary to retain students with special needs in their schools. Professional training enables teachers to handle the instructional curriculum and to provide equality teaching that would render learners with special needs employable and independent (Forlin, 2011).

Apart from professional training, principals and teachers need to refresh their skills by taking in service training courses which will help them to provide quality learning for their students. Training in special needs education helps to build expertise needed to adjust to the environment and help them to handle different challenges for their learners with special needs. In-service training is still very important as it strengthens skills for teacher who did not have prior S.N.E. training because it makes them able to handle special classes also (Engel Brecht & Chris, 2008).

To tackle the problem of inadequate specially trained teachers in mainstream secondary schools there is need to in cooperate special needs education in all teacher training programs. Inadequate teacher training can be alleviated by using those who are fully trained in special needs education as resource to do peer training so that they can work together harmoniously to teach learners with special needs and encourage their retention in schools (Forlin, 2011). Quality teaching of learners with special needs promotes their retention and thus their pre-mature school exit is

avoided. Quality learning helps in meeting the needs of all learners, provides equal opportunities and makes learners with special needs acceptable in the wider community. Belief, skills and knowledge helps a teacher to influence quality learning and makes learners with special needs to achieve their goals of completing secondary school education (Muranja, 2012).

In addition, the conclusions correspond with the findings from a study by Mwangi (2014) posited that most teachers are not able to vary their teaching techniques appropriate for addressing impediments to learning and using differentiated methodologies in the classrooms. Some teachers were in acceptance about teaching children with special needs but lacked the necessary resources and conducive environment. They also did not understand fully all the concepts involved with special education. What teachers needed were approaches that would assist them to identify what was required in proper teaching of learners with special needs.

2.7 Summary of the Reviewed Literature and Gap Identification

Reliable evidence shows that much literature of early secondary school exit by learners with special needs was done by most of the scholars in developed countries of the west. Few studies have also been done in Africa particularly in inclusive public primary schools where learners with special needs have been enrolled. This study was conducted in Kenyan public secondary schools where learners with special needs were enrolled. Most education scholars who did their research on special education and the plight of learners with special needs, generally generated their samples from mainstream primary schools, and special units attached to the mainstream schools, therefore a big gap exists between out of school learners with special needs from regular secondary schools, thus this study focused on principals

management practices that influenced enrolment and retention of learners with special needs in selected public secondary schools in Nairobi.

Many of the studies done concentrated on factors that lead to high dropout rates by learners with special needs in mainstream primary schools, omitting factors related to principal management practices and their influence on enrolment and retention of learners with special needs, hence the reason to study the influence principals have in managing the affairs of learners with special needs leading to retention and eventual drop out from regular secondary schools.

In this research other reasons that affect enrolment and retention of learners with special needs, in mainstream secondary schools, other than, principals' management plans of different categories of learners with special needs are: principals' management in organizing instructional resources, principals' management of school finances for infrastructure and principals' management of teaching staff. It was important to localize the study with the aim of identifying reasons as to why learners with special needs drop out from regular secondary schools, and address such problems so that retention of learners with special needs may be improved and sustained. The two variables of this study, comprises: independent variables of principals management practices and enrolment and retention or dropout rates of learners with special needs. In revealed literature section, education management as a concept is analysed. The situation of school management and how it has been embraced in Africa has also been stressed. The status of the concept of regular school management and the categories and levels of learners with special needs that require this kind of education have been emphasized.

In Kenyan setting the standard of special needs education in regular schools and the setbacks that eventually influence the retention of these learners in such schools, and how regular secondary school principals manages the affairs of learners with special needs (to ensure that they complete their secondary education) is portrayed in this chapter. However, much of the literature review relating to enrolment, retention and completion rates of learners with special needs in regular schools has been done in the first world, thus the need to conduct research in the third world countries, more specifically in secondary schools and higher education institutions in Kenya.

Table 2.1: Literature review research gaps

Objective	Author	Area of focus	Locale	Findings	Gap
Principals plans.	IDEA (2012),	Types of learners with special needs	USA	Many categories of learners with differentiated requirements and abilities.	Inadequate plans to cater for learners with differentiated needs and abilities
Principals' organization of instructional resources	MOE sector plan (2018),	Challenges of inadequate special training and resources in mainstream schools	Kenya	Limited training and resources led to premature school exit.	Inadequate adapted instructional resources resulted to high dropout rates.
Principals' management of school infrastructure	Pamela Sammons (2016),	Modifying school infrastructure and improving school environment	United Kingdom	Limited finances for modification of school infrastructure led to premature school exit	Inadequate finances led to unfriendly school environment.
Principals' management of teaching staff.	Michelle, Gray and Campbell-Evans (2016)	School principals as instructional leaders.	Australia.	Use of inappropriate pedagogies led to early school exit.	Shortage of specially trained teachers led to high dropout rates.
Principals' management of school finances.	(Wagithunu et. al., 2014)	Budgeting school finances.	Kenya	Limitation of school finances and how it undermines school performance.	Underfunding school activities influences enrolment and retention adversely.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

These sections comprise mixed research designs, study variables, locale and population, sampling techniques, study tools, pre-testing, data collection, analysing data and logistical and ethical consideration.

3.2 Mixed Methods Research Design

The study used mixed methods research design because it combined quantitative and qualitative strands of collecting and analysing data. According to Ary and Walker (2014), mixed research methods was considered appropriate for this study because it integrated quantitative and qualitative approaches, with each adding vital knowledge to the objectives of this research. In mixed methods quantitative and qualitative data collection and analysis helped to complement one another and improved the quality of the study. The combined mixed method approaches was used to establish the influence of principals' management practices on enrolment and retention of learners with special needs in public secondary schools in Nairobi. Mixed research design was used to gather quantitative data through questionnaires and qualitative responses through interviews conducted from the county director of education and the director of special needs education meant to support this study.

The application of quantitative and qualitative approaches in mixed research design were found appropriate, because of their ability to compliment and strengthen one another in gathering the right information to uphold this study. Mixed research design generates data from a vast geographical area from a large population with

diverse characteristics, values customs and behaviours which can then be generalised to the wider society (Ary & Walker, 2014). The quantitative approaches are used to gather responses from three types of questionnaires, i.e. principals, teachers and students questionnaires. While qualitative approaches were used to collect responses from interviews from two M.O.E. officers. The study using mixed research methods was non-experimental and thus could not be manipulated (Ary & Walker, 2014).

Responses collected through mixed research design are normally unreliable, valuable, objective and frank mainly because of the application of the principles of anonymity confidentiality and resourcefulness of the respondents (Kourea & Lo, 2016). Existing characteristics like perceptions, opinions, practices, attitudes and procedures are well catered for in mixed method approaches (Ary et. al., 2014). Descriptive survey is appropriate because of its underlying benefits i.e. it explains the actual status of events, enables use of existing data and provides systematic representative and reliable information. Descriptive survey facilitates large data collection cheaply and in less time and it operates in a natural environment (Ary et. al., 2014).

3.3 Study Variables

The study had two variables: independent and dependent which are explained in the subsequent sub-sections:

3.3.1 Independent Variable

Principals' management practices and dependent variable i.e. enrolment and retention or dropout rates. Independent variable involved such indicators as:

principals' management plans on enrolment and retention of students with special needs, principals' management of instructional resources, principals' management of finances for school infrastructure and principals' management of teaching staff. The collected data on these variables was measured on ratio scale and analysed using both descriptive and quantitative statistics.

3.3.2 Dependent Variable

Enrolment and retention of students with special needs was the dependent variable. Data on this variable was collected using a document analysis guide.

3.4 Locale of the Study

Nairobi was the locale of this study, and it is the capital city of Kenya, with a population of approximately five million citizens, occupying about 150 square kilometres of land. It comprises 17 political constituencies namely: Roysambu, Kasarani, Ruaraka, Kamkunji, Starehe, Mathare, Embakasi south, north, central, east, west. Dagoretti north and south. Westlands, Langata, Kibera and Makadara. There are 102 government sponsored secondary schools in Nairobi. The research was conducted in Nairobi, because it is the County with the highest number of learners with special needs (Kenya National Survey for Persons with special needs, 2018). In addition, despite the establishment of education programs and support; there are still high dropout rates in Nairobi. For instance, in Nairobi 4,155 learners with special needs were enrolled in form one in 2016, and those who did KCSE 2019 were 1,672 students meaning that 2,483 that is about 60% of learners with special needs dropped out along the way.

Public secondary schools in Nairobi were easily accessible as they are not very far from each other. Most of these schools have embraced inclusive education and therefore, the researcher was able to access the informants and generate the required responses for this study. One million seven hundred thousand Kenyans, comprised varied categories of persons with special needs. Nairobi as a cosmopolitan city, with all the communities represented, may generate relevant information which was generalized to the rest of the country (Kenya National Survey for Persons with special needs, 2018).

Table 3.1. Enrolment and completion rates 2015-2018

Completion difference	Enrolment rate	Completion rate	Drop-out Percentages
Learners with special Needs	2,097	1,499	29%
Regular students	730,567	654,705	10%

3.5 Target Population

The target population was 102,241 people. The schools were sampled using stratified sampling as they are ranked according to different levels and examination grades. There are 102 public secondary schools which are: 7 national, 19 extra Counties, 47 County public secondary schools, and 29 sub county secondary schools with 102 principals, 2,393 teachers and 99,746 students, totalling to 102,241 target population in Nairobi.

Table 3.2: Target Population

Category	Target population
Public secondary schools	102
Principals	102
Teachers	2,393
Students	99,746
Total	102, 241

The distribution of public secondary schools in Nairobi by categories is given in:

Table 3.3: Secondary school categories

Location	National	Extra county	County	Sub county
Nairobi County	7	19	47	29

3.6 Sample size and sampling techniques

3.6.1 Sampling techniques

Purposive sampling technique was deemed appropriate for this study. Purposive sampling was appropriate because the researcher considered resourceful individuals who were believed to have considerable information necessary for this study. This technique was employed to pick out 16 schools which have embraced inclusive learning. In addition, this technique was applied by the researcher to choose 16 principals who embraced inclusive education and 256 teachers who were handling learners with special needs.

Simple random sampling technique was used to select learners without special needs. These learners were involved in the study because they also had views based on what they experienced in the schools when interacting with fellow learners who had special needs. The information gathered from students complimented, that collected from principals and teachers, hence in-depth information was collected by

the researcher. According to Orodho (2016) simple random sampling make it easier for a researcher to get a representative sample size from a target population which enhances generalization of the findings to the entire population.

3.6.2 Sample size

The sample size used Yamane's Formulae (2009) because it strengthens and clarifies the sample size of this study:

$$n = \frac{N}{1 + N(e^2)}$$

Where;

n= sample size

N= Target population

e= margin of error

The study used N as 102 and $e \approx 0.229$ therefore;

$$n = \frac{102}{1 + 102(0.229^2)}$$

Thus $n = 16$ selected public secondary schools.

The sample size of 16 schools was calculated using a margin of error of approximately 22.9% applied to the total population of 102 public secondary schools in Nairobi. This aligns with the study's purposive sampling method, ensuring a representative sample of schools that enroll learners with special needs. The selected sample includes a mix of national, extra county, county, and sub-county schools, reflecting the diverse types of institutions involved in inclusive education practices.

According to (Orodho, 2016), 10% or 20% is considered acceptable for survey sample size. This study was based on Orodho and Anderson's method of selecting a sample size, that is, 16% of 102 which is 16 public secondary schools: 2 national secondary schools which is 28% of seven national schools in Nairobi; 4 extra county secondary schools which is approximately 21% of 19 extra county mainstream secondary schools in Nairobi; 10 county and sub county public secondary schools were selected from 76 county and sub county public secondary schools in Nairobi which is approximately 13% of county and sub county public secondary schools, amounting to 16 accessible purposively sampled public secondary schools believed to have enrolled learners with special needs regardless the category and also possessing the required information to sustain this study. Purposive sampling was applied in choosing principals from the 16 public secondary schools who were directly involved in enrolling students with special needs. Purposive sampling was used to select 10% of the teaching staff that totalled to 256 teachers, who were involved in teaching students with special needs. Out of 102 public secondary schools in Nairobi, 16 public secondary schools were purposively selected because they had embraced the principle of inclusivity by enrolling learners with special needs without discriminating on the specific categories of students with differentiated abilities. The researcher visited several sub-county offices within Nairobi to gather information on the specific schools that had enrolled learners with special needs prior to data collection process. The data collected informed the decision of purposefully sampling the 16 public secondary schools. Also, 16 both learners with special needs and regular students were randomly sampled basically from the classes where students with differentiated abilities were, this totalled up to 256 learners of both special needs and regular students who were purposively

selected from each of the 16 public secondary schools. The accessible sampled population totalled to 530 respondents, the two interviewees included: county director of education and director of students with special needs from the ministry of education.

Table 3.4: Accessible Sample Size

		Population	Sample
Schools/ principals	<i>National schools</i>	7	2
	<i>Extra-county schools</i>	19	4
	<i>County schools</i>	76	10
Teachers		2,393	256
Students		9,9746	256
Education officials		-	2
Total		102,241	530

3.7 Instruments of the Study

This study used two types of instruments, i.e. research questionnaires and interview schedules.

3.7.1 Principals', Teachers' and Students' Questionnaires

The researcher preferred questionnaires as instruments for collection of responses, simply because: distributing them is easy, allows use of a large sample, they are efficient and practical, they allow collection of data scattered in a large geographical area, where travelling may be excessive and expensive. According to Creswell (2016), questionnaires are economical tools because they can collect a wide range of data from a larger geographical area within a short period of time. Therefore,

questionnaires were appropriate in this study which collected data from a large sample size

Questionnaires also have benefits like: helps to get rid of biases, access huge population within a very short time and its anonymity of the respondents helps them to be honest in their answers. Questionnaires, also, allow respondents adequate time to answer items that would need observation or contemplation before replying to avoid rushed responses as well as subjectivity. Questionnaires are also cheap, encourages frankness, confidence and honesty are enhanced by their anonymity.

Three types of questionnaires were used, that is principals' questionnaire which has five sections A to E. Teachers' questionnaires with five sections A to E. Student questionnaires with sections A to E. Section A of each questionnaire comprised demographic data. Sections B-E of each questionnaire comprised open ended and closed ended items derived from research questions and study objectives.

3.7.2 CDE and Director Special Needs From The Ministry Of Education's Interview schedules

For proper verification of data collected through questionnaires interview schedules were used. Interview items were used to generate responses from CDE and special education department officer. Interviews enabled the interviewer to observe the body language of the interviewee. Use of interview schedules is advantageous as they strengthen questionnaires. The interview items were generated from the questionnaires to enhance consistency and accuracy in the study.

According to Orodho (2016), interviews enable the researcher to obtain original and unique data directly from a source based on the study's requirements, thus obtaining

reliable results which provide an in-depth information about a subject or a situation. The interview questions provided thorough responses which questionnaires would not have given. They also allowed the researcher to clarify questions and analyse the answers; hence they were more elaborate than questionnaires. Also, interviews enabled the researcher to create a bond with the interviewees, thus, the interviewer was able to extract sensitive information from the interviewees.

3.8 Pilot Study

Piloting was done in one public secondary school in Nairobi to determine the suitability and fitness of the instruments. Orodho, (2005), asserts that the aim of piloting is to ascertain the suitability, precision and relevance of the questions, content and language used, with the aim of identifying mistakes to ensure accuracy and consistency of the instruments, before embarking on data collection procedures.

With view to pre-testing of the questionnaires, informants were requested to fill the questionnaires, to give their input on the clearness of questionnaires items and to suggest any add-ons or adjustments that could be made to better the questionnaires. Piloting of the instruments had the purpose of confirming whether they yielded the required responses, as well as, determining accuracy and consistency of the items within the instruments.

Piloting involved such functions as: identifying redundancies and repetitions that undermine the quality of instruments' items ensure that generation of required responses is adequate and collected information is quantifiable, analysable and useful. One public secondary school, where learners with special needs are enrolled, was purposively selected in Nairobi County for piloting the instruments. From

which the mistakes which were identified were corrected. Following the pre-testing and corrections made in the instruments data collection was conducted.

3.8.1 Validity of the Study

Validity measure usefulness, accuracy and the meaningfulness of the scores generated by the research instruments (Cohen et. al., 2007).

Validity tests the degree of accuracy of questionnaire items. Validity comprises external and internal measurement methods. The accuracy of the study findings are measured appropriately through internal validity (McDermott, 2011). Validity measures correctness, soundness accuracy and clarity of questionnaire items, drawn from research questions and study objectives.

Content validity was established by the researcher carefully perusing through the questionnaire items in the research instruments to confirm they adequately covered all the study variables, they were relevant and precise. Second; the supervisors went through the items in all the instruments and gave their judgement on their validity. Further, the researcher sought expert judgement from experts in education management. Any inconsistencies that were noted were corrected to ensure comprehensiveness of the instruments.

3.8.2 Reliability of the Study

Reliability refers to whether or not you get the same answer by using an instrument to measure something more than once. Therefore reliability tests the degree of stability and consistency of study results. Reliability produces the same outcomes when the measurements are redone (Wiersma & Jurs, 2005). It ensures that when the study is repeated using the same measurements, instruments, conditions and

procedures by another person the results should be the same. Reliability facilitates clearance and correction of any repetition and ambiguities in instrument items (Kombo & Tromp, 2006).

Internal consistency is the consistency of people's responses across the items on a multiple-item measure. In general, all the items on such measures are supposed to reflect the same underlying construct, so people's scores on those items should be correlated with each other. Internal consistency can only be assessed by collecting and analysing data. The most common measure of internal consistency used by researchers in psychology is a statistic called Cronbach's α coefficient. Conceptually, α is the mean of all possible split-half correlations for a set of items. A value of ≥ 0.70 or greater is generally taken to indicate good internal consistency (Institute of Digital Research and Education, 2016). The instrument may be considered reliable if their coefficients will be above or equal to the recommended 0.7 threshold (Fraenkel & Wallen, 2000).

Reliability of the instruments was established using Cronbach coefficient Alpha to determine congruence and internal consistency. The instruments were tested using one Principal from one randomly selected public secondary school in Nairobi, 16 teachers, and 16 students. Hence, the instruments were reliable based on the alpha coefficient of 0.82 that was obtained. According to Fraenkel and Wallen, (2000), an instrument may be considered reliable if their coefficients will be above or equal to the recommended 0.7 threshold. Therefore the Alpha coefficient of 0.82 showed that the finding was consistent.

3.9 Data Collection Procedures

In order for data to be collected, a research permit was acquired from National Commission for Science, Technology and Innovation (NACOSTI). Finally a research authorization was obtained from the County Director of Education, Nairobi, to be allowed to gather information from the purposive sampled schools. The researcher then visited the sampled schools, the first phase of the research involved familiarization tour in all of the sampled public secondary schools in Nairobi, after which the researcher sought consent and audience with the principals.

The appropriate time for distributing questionnaires, in the sampled public secondary schools, and agreeing on venues where interviews were held, was organized with consultation with the principals of institutions. The actual stage in this study involved distribution of research questionnaires to the schools directly by the researcher and the assistance, whereby, the school administrators, teaching staff and students received the questionnaires and they were taken through the questionnaires. It was crucial for the researcher to explain the importance of responding to the questionnaire items honestly and objectively. Respondents were encouraged to avoid misconceptions as they could compromise quality of responses. They were then given ample time to give their responses, after which the complete questionnaires were collected from the respondents in readiness for data analysis.

The last phase involved face-to-face interviews. The researcher created a conducive environment to stimulate prompt responses. Use of interviews was aiming at generating detailed responses, which would determine significance to the problem of the study. The interviews were conducted among educational administrators as scheduled.

An audio phone recording was used to collect responses from the interviews. After collecting the questionnaires from the respondent, the researcher proceeded to actual analysis of the data.

3.10 Data Analysis

The data was analysed to portray meaning and organization of the gathered responses. Data analysis is the method of interpreting data that signifies an establishment of major themes from different classes of information (Kothari, 2004; Mugenda, 2008).

Once data had been collected from the participants, the instruments were sorted out and checked whether they were filled accordingly. Then the quantitative data, was analysed using Statistical Package for Social Science (SPSS) through means, percentages and standard deviations. Qualitative data which was analysed through themes and narratives. After all the data was entered, it was cleaned to remove outliers, after which descriptive statistics which included measures of central tendencies were used to analyse the data. After descriptive analysis. The researcher used inferential statistics to measure the influence of independent variables on the dependent variables. To establish the influence of variables of the study Pearson Product Moment coefficient was applied. According to (Creswell, 2014) Pearson Product Moment Coefficient is the most appropriate standard of measuring relations between variables. With the use of Pearson Moment Coefficient, the researcher managed to establish the degree of influence and relationships between variables which were then expressed in tables.

After quantitative analysis, the researcher embarked on analysis of qualitative data. Descriptive statistical analysis was applied, interview data was classified thematically according to the study objectives. The responses were captured in the analysis to provide detailed understanding of the results obtained from the questionnaires.

3.11 Logistics and Ethical Considerations

The study considered the following logistical and ethical considerations:

3.11.1 Logistical Considerations

The researcher ensured that there were adequate funds to cater for the field expenses. This was to ensure that the exercise was conducted accordingly without compromising anything that could affect the process. In addition, the researcher ascertained that all the questionnaire items were printed in time, and the print outs were of good quality, clear and visible. Further, the printed tools were packaged well to prevent damage from bad weather. Additionally, the researcher went to the selected secondary schools prior the data collection exercise to familiarize with the school environments, create rapport with the school management and secure dates for the actual data collection exercise.

3.11.2 Ethical considerations

The researcher was issued with a research approval from Graduate School, Kenyatta University. Further, the researcher sought a research permit from NACOSTI to visit sampled respondents for the purposes of collecting responses. Also, permission was sought from the County Director of Education which enabled the researcher to get access to the chosen public secondary schools. Ethically, for studies that involve

human beings, the researcher is mandated to promote: justice, respect, equal treatment and also, privacy is cherished and safety provided (Hammersley & Traianou, 2012). Therefore, the researcher ensured openness, honesty, objectivity and non-discrimination.

In addition, the researcher sought for the participants' consent before distributing questionnaires and conducting interviews sessions. Moreover, confidentiality of respondents was upheld through the principle of anonymity and through the use of codes and labels. Anonymity of respondents was upheld by the researcher, as it reduced fear and anxiety, and encouraged openness and frankness of responses. Also, the study maintained non- discriminatory measures and favouritism.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter comprises the results obtained after analysing data generated from the field. In addition, the chapter presents the interpretation of the results and discussion of the findings in relation to results from related studies that have been carried out. Then 4.2 portrays the number of responses, after which demographic data of informants and then, qualitative and quantitative findings are expressed on the basis of objectives. The objectives included the;

- i Establishment of the influence of principals' management plans in enrolment and retention of different categories of L.W.S.N in mainstream secondary schools in Nairobi.
- ii Determination of the influence of principals' management in organizing instructional resources in enrolment and retention of students with special needs in public secondary schools.
- iii Establishment of the influence of principals' management of school infrastructure in enrolment and retention of L.W.S.N in public secondary schools.
- iv Determination of the influence of principals' management of teaching staff in enrolment and retention of L.W.S.N in public secondary schools.

4.2 Response Rate

The study presented a sample of 530 participants, these comprised of 16 principals, 256 teachers, 256 students, one (1) County Director of Education and one (1) Director from the Ministry of Education Department of Special Needs. The response rate is presented in Table 4.1.

Table 4.1: Response Rate

Category	Sample Size	Respondents Who participated	Achieved Response Rate (%)
Principals	16	13	81%
Teachers	256	205	80%
MOE Director	1	1	100%
County Director	1	1	100%
Students	256	237	93%
Total	530	455	85%

Table 4.1 shows that the Director of Special Needs Education and the County Director of Education participated in the study. In addition, 81% of the Principals participated in the study while 80% of the teaching staff participated in the study, together with 93% of the sampled students. The findings implied that there was enough information in concurrence to Mugenda and Mugenda (2003), that responses above 70% is adequate to conduct a study. The average response rate in this study was at 85% therefore; the collected responses were satisfactory for analysis.

4.3 Demographic Information

The demographic information of the principals and the teachers was measured on the grounds of sex, years and expertise and if they were specially trained to meet the needs of Special Education. The outcomes are given in Table 4.2

Table 4.2: Respondents demographic information

Demography	Category	Principals (n = 13)	Teachers (n = 205)
Gender	Male	4(30.8%)	101(49.3%)
	Female	9(69.2%)	104(50.7%)
Teaching Experience (Years)	1-10	-	94(45.9%)
	11-20	2(15.4%)	69(33.7%)
	21-30	8(61.5%)	37(18.0%)
	Above 30 years	3(23.1%)	5 (2.4%)
Training in SNE	Trained	4 (30.8%)	51(24.8%)
	Not trained	9 (69.2%)	154(75.2%)

The results on Table 4.2 expressed that most 9(69.2%) of the principals were female compared to male principals who accounted for 4(30.8%). This shows that the management of majority of the mainstream secondary schools in Nairobi City County has been entrusted to female principals, which shows that the Teachers' Service Commission (TSC) has embraced the policy on gender when promoting teachers to senior positions. On the contrary, gender balance was noted among the teachers who showed minimal gender disparity whereby 104(50.7%) were female whereas male accounted for 101(49.3%). This implied that both male and female graduate teachers were offered equal opportunities of employment by the TSC.

Further, the research intended to establish the participants' degree of teaching experience, the results showed that majority 8(61.5%) principals had a teaching expertise of between 21 to 30 years, followed by 3(23.1%) who had an experience of over 30 years and 2(15.4%) who had a teaching experience of 11-20 years. This implied that most principals had an experience of over 30 years, which implies that they had enough experience to manage the secondary schools. On the other hand, majority 94(45.9%) teachers had a teaching experience of between 1 to 10 years, followed by 69(33.7%) that had an experience of 11 to 20 years, 37(18.0%) had a teaching experience of 21 to 30 years, while 5(2.4%) had a teaching proficiency of above 30 years. This shows that the study, combined participants with various teaching experience which led to collection of rich data based on the different views of responses based on their varied experiences.

Lastly, the study intended to verify whether the participants had any skills in special needs education. The results showed that majority of the respondents were not specially trained in special needs education as indicated by majority 9(69.2%) of the principals and majority 154(75.2%) of the teachers. This proved that most of the head teachers and teachers in public high schools in Nairobi City County lacked adequate knowledge on how to cater for the needs of L.W.S.N in the schools.

4.4 Analysis of principals' management plans on different categories of learners with special needs

The first objective intended to find out the influence of principals' management plans on enrolment and retention of different categories of L.W.S.N in public secondary schools. The data on this objective was generated through questionnaires,

which were distributed to head teachers, teachers and students. The questionnaires had statements on management measures and plans put in place by the principals to ensure enrolment and retention of students with special needs in regular secondary schools. The statements were rated on a five-point Likert scale, 1-strongly disagree, 2-Disagree, 3-Undecided 4-Agree, 5-Strongly agree, against which the informants were requested to tick the correct choice. The findings were cast in the following sections.

4.4.1 Principals' responses on management plans on enrolment and retention of learners with special needs

On the extent of agreement with the statement the principals were requested to indicate their agreement with the statements describing the various management plans they have set up which can encourage enrolment and retention of L.W.S.N. The results are presented in table 4.3

Table 4.3: Principals' Responses on Management Plans they put in Place

Principals' plans	1	2	3	4	5	Mean
As the principal I encourage parents to enroll various categories of learners in my school	-	-	-	9 (69.2%)	4 (30.7%)	4.21
I have planned for and ensured recruitment of specialized teachers for varied categories of learners with special needs in the school	3 (23.1%)	4 (30.8 %)	1 (7.7%)	3 (23.1%)	2 (15.4 %)	2.64
As the principal, I am involved in selection and enrolment of learners with special needs.	-	-	1 (7.7%)	5 (38.5%)	7 (53.8%)	3.82
As the principal, I have ensured that all the instructional materials and the physical facilities are modified to suit and encourage learners with special needs	3 (23.1%)	4 (30.7%)	1 (7.7%)	3 (23.1%)	2 (15.4%)	2.29
I prioritize the needs of all the students equally	-	-	-	6 (46.1%)	7 (53.8%)	3.96
I plan for in-service training of all teachers on how teach and handle all the categories of learners with special needs	4 (30.7)	6 (46.2%)	1 (7.7%)	1 (7.7%)	1 (7.7%)	1.98
As the principal, I plan for availability of adequate funds to cater for the varied needs of the students with special needs in the school	3 (23.1%)	2 (15.4%)	3 (23.1%)	3 (23.1%)	2 (15.4%)	2.56

Note: 1-strongly disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly agree

The results on table 4.3 shows that all the heads of mainstream secondary schools in Nairobi City County supported inclusive education as indicated by an average response of 4.21, showing that principals supported enrolment of learners with various needs, whereby many 9 (69.2%) of the principals agreed that they encourage parents to enrol students with special needs in their schools, this was followed by 4 (30.7%) principal who strongly assented that they encouraged and allowed enrolment of students with special needs in their schools. In addition, the principals indicated that they equally prioritized the needs of all the learners as presented by a mean of 3.96, implying that principals managed to prioritize the needs of their students, where by most 7 (53.8%) of the principals strongly agreed that they prioritized the needs of all the students equally, this was followed by 6 (46.1%) who agreed to the same. Further the principals agreed that they participated in the selection and enrolment of students with special needs as given by a mean of 3.82, proving that principals are involved and aware of the enrolment of special needs learners in their schools. Whereby most 7 (53.8%) strongly agreed followed by 5 (38.5%) who agreed that they participated in the selection and enrolment of students with special needs.

Most of the principals, conversely, showed that they did not plan for in servicing training of all teachers on how to teach and cater for all types of learners with special needs as presented by a mean of 1.98, this shows that most principals did not plan for the in-service training of the teachers in their schools despite their awareness of the learners with special needs in the schools. Whereby majority 6 (46.2%) disagreed with the statement, followed by 4 (30.7%) who also disagreed that they planned for in-service training of all teachers on how to teach and handle

all categories of learners with special needs because . In addition, the principals indicated that the schools did not have adequate instructional resources and facilities as presented by a mean of 2.29, implying that instructional materials and physical facilities were not modified by the majority of the principals but some made efforts for the modification. Where by majority 4 (30.7%) disagreed and 3 (23.1%) strongly disagreed that they have ensured that all the instructional materials and the physical facilities are modified to suit and encourage learners with special needs.

The results from the quantitative analysis together with the responses from the interviews indicate that majority of the principals embraced enrolment of L.W.S.N. However, the results obtained after analysing the responses from principals show that majority of the schools had inadequate numbers of teachers who are trained to handle L.W.S.N. In addition, the findings portray that majority of the public secondary schools lacked adequate instructional resources and facilities which suit students with special needs. This implies that L.W.S.N, who are enrolled in regular public high schools, experience a lot of challenges, which can contribute poor performance and high dropout rates.

These results concur with the findings by Mutuku (2022) who reported that Management plans were important findings that influenced performance of high schools in Machakos County and hence, when gauging the factors likely to influence enrolment and retention of these institutes, it is important for the schools 'management to consider these practices. In addition, the study highlighted that when management plans such as putting in place appropriate infrastructure is given priority, it was likely that the retention and enrolment in the schools would be enhanced. Also, the results concur with the findings conducted by Ongoto (2019)

who examined the effect of school managers' plans on retention of learners in mainstream primary schools in Kenya. The research revealed that special education training for principals helps to improve their planning skills and thus encourage enrolment and retention of learners with special needs.

According to UNESCO (2007), quality of education can only be derived from effective teaching, and the person responsible in ensuring that this is accomplished in a school is the principal. The role of the principal is an important factor when trying to explain the differences in school quality. UNESCO further averred that quality and effective teaching involve good grasp of the subject matter; good planning; pedagogical competence; designing and using learning resources. It further involves learning how to set and mark examination, hence quality assessment. Lastly, it involves planning for feedback, evaluation and external scrutiny.

Education authorities' duties include identifying, planning and making provision for the support to be provided and reviewing that support to ensure it is appropriate. For some pupils, a co-ordinated support plan may be required. This is a statutory plan which co-ordinates and records the support to be provided. This plan has specific rights attached to it. Schools and local authorities are also required to have accessibility strategies to ensure pupils can fully access the curriculum, the physical environment as well as information about education.

Effective principals are those who emphasize high academic standards and expectations, provide instructional leadership, and coordinate instructional programs (Leithwood et.al, 2012). Principals, through teachers, are considered effective if they

are able to sustain learning and retain learner's special needs students included. Mainstream secondary school principals plays a key role in making teaching environment conducive, by removing obstacles that may hinder their effective performance and focus on the key programs and activities in their schools (Jensen et al., 2012).

The interviews for this study were conducted within the ministry of education headquarters in Nairobi. The County Director of Education and the Director of Special Needs Education within MOE were interviewed, with the intention of gathering more credible and reliable information regarding principals' management practices and their influences on enrolment and retention of learners with special needs in public secondary schools in Nairobi County.

From the two educators interviewed the researchers sought to get responses involving; issues of enrolment for learners with special needs in public secondary schools. In response the county director of education explained about their duties of sensitizing the school principals about the importance of enrolling learners with special needs in their schools. The director of special needs education concurred with the county director of education's sentiments involving low enrolment of learners with special needs in schools as said;

"I normally advise principals to enrol learners with special needs because there are some schools that have enrolled learners with visual, physical or other impairments, therefore we advise them accordingly." CDE Officer

"We try to do a lot of sensitization to principals, teachers and students about the importance of enrolling learners who have different abilities." MOE Director

Their statements is supported by the statistics that, in Nairobi 4,155 learners with special needs were enrolled in form one in 2016, and those who did KCSE 2019 were 1,672 students meaning that 2,483 that is about 60% of learners with special needs dropped out along the way.

4.4.2 Teachers' responses on management plans on enrolment and retention of learners with special needs

The teachers were requested to prove their concurrence with the statements describing the management plans put in place by principals to encourage enrolment and retention of students with special needs in their particular schools. The teachers' views were as presented in table 4.4:

Table 4.4: Teachers' Opinions on Management Plans put in Place by Principals

Principals' plans	1	2	3	4	5	Mean
The principal ensures that all teachers are trained to meet various needs of learners with special needs in the school	67 (32.6%)	106 (51.7%)	6 (2.9%)	18 (8.8%)	8 (3.9%)	2.18
The principal involves teachers in ensuring that varied needs for different categories of learners with special needs are met	33 (16.1%)	24 (11.7%)	11 (5.4%)	112 (54.6%)	25 (12.2%)	3.13
Teachers are provided with adequate modified instructional materials and physical facilities to ensure retention of learners with special needs in regular public secondary schools	50 (24.4%)	137 (66.8%)	-	10 (4.9%)	8 (3.9%)	2.05
All teachers have the knowledge and experience of teaching all categories of learners with special needs effectively	102 (49.8%)	50 (24.4%)	2 (0.9%)	29 (14.1%)	22 (10.7%)	1.98
Teachers are regularly updated with new teaching skills through in service training, seminars and short courses to enhance their skills in teaching of learners with special needs	97 (47.3%)	79 (38.5%)	1 (0.5%)	15 (7.3%)	13 (6.3%)	2.32

Note: 1-strongly disagree, 2-Disagree, 3-Undecided 4-Agree, 5-Strongly agree

The results on table 4.4 show that many 102(49.8%) of the teachers disagreed fervently that all teachers had the knowledge and experience of teaching all categories of learners with special needs effectively as indicated by a mean of 1.98,

this verifies that many teachers are unqualified to teach learners with special in their classes. In addition, most 137(66.8%) of the teachers disagreed that teachers are provided with adequate modified instructional materials and physical facilities to ensure retaining of L.W.S.N in regular public secondary schools, followed by 50 (24.4%) who strongly disagreed on the same as presented by a mean of 2.05, this means that teachers lacked the necessary resources to teach learners with special needs. Further, a high number, 106 (51.7%) of teachers disagreed that the principals ensured that all teachers are trained to meet various needs of L.W.S.N in the school, followed by 67 (32.6%) strongly disagreed on the same as presented by a mean of 2.18, this affirms that teachers were not trained to teach learners with special needs. On the same breath, majority 97 (47.3%) of teachers ardently disagreed that teachers are regularly updated with new teaching skills through in service training, seminars and short courses to enhance their skills in teaching of students with special needs. On the contrary, most 112 (54.6%) of teachers consented that the principals involved teachers in ensuring that varied needs for different classes of learners with special needs are met as presented by a mean of 3.13, showing teachers were involved in catering for varied needs of learners with special needs.

The results indicate that as much as all the principals embraced enrolment of students with special needs in regular high schools, many of the schools had inadequate numbers of teachers who are specially trained to handle learners with special needs. In addition, the findings implied that most of the public secondary schools lacked adequate instructional resources and facilities which suit L.W.S.N. The results are in line with the report by Mitchelle and Campbell, (2016) which stated that the main challenges involving special education and training for special

need children are: Inappropriate curriculum responsive to learners with special needs, lack of specialized equipment, un-adapted school infrastructure and unmodified materials and lack of adequate teachers specialized in special needs education, which hindered incorporation of special education to general education programs.

Johnson (2014) observes that, accessible environment help retain students with special needs in mainstream secondary schools. Adjusting the environment to suit learners with special needs, requires restructuring all the buildings and the entire school compound. This involved: levelling of the play grounds to ease mobility, building ramps in all the school buildings, enlarging toilets, painting walls bright to improve the lighting and widening classroom windows. Principals are mandated to ensure these renovations are made in public secondary schools to encourage enrolment and retention of students with special needs. Principals are also aware that massive finances are required to meet these renovations.

4.4.3 Students' responses on principals management plans for learners with special needs

The sampled learners were also enquired to give their opinion on the management plans put in place by their principals to encourage enrolment of learners with special needs in mainstream secondary schools. The students' views are as cast in table 4.5 with a lickert scale represented as numbers.

Table 4.5: Students' Opinions on Management Plans put in Place by Principals

Principals' plans	1	2	3	4	5	Mean
My school has enrolled all categories of learners with special needs	15 (6.3%)	30 (12.6%)	26 (10.9%)	77 (32.51%)	89 (37.5%)	3.13
My school caters for all the needs of learners with differentiated abilities	35 (14.8%)	37 (15.6%)	29 (12.2%)	76 (32.1%)	60 (25.3%)	2.96
The principal ensures our teachers treat us equally despite our differentiated abilities	10 (4.2%)	24 (10.1%)	23 (9.7%)	97 (40.9%)	83 (35.0%)	3.28
The teachers take care of individual differences that exist in our class	22 (9.3%)	27 (11.4%)	18 (7.6%)	85 (35.9%)	85 (35.9%)	3.18
We have adequate trained teachers to handle different categories of learners with special needs	96 (40.5%)	60 (25.3%)	20 (8.4%)	33 (13.9%)	28 (11.8%)	2.14

Legend: 1-strongly disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly agree

The results on table 4.5 show that, most 96 (40.5%) of the students ardently opposed that they had adequate teachers who are trained to teach learners with special needs as presented by a mean of 2.14, showing that schools lack well-trained teachers to cater for their special needs in the schools. On the other hand, 97 (40.9%) of students indicated that principals ensured that the teachers treated all the learners equally despite their differentiated ability as indicated by a mean of 3.28, showing a large percentage of students agreed that principals and teachers ensured they are treated equally promoting their inclusion and consequently retention. Similarly most of the learners indicated that their teachers took care of their individual difference that existed in their classes as indicated by a mean of 3.18, implying the proper recognition and treatment in the schools based on their differences. As well, 89 (37.5%) of the students strongly agreed that their schools had enrolled L.W.S.N. as

presented by a mean of 3.13, verifying that learners with special needs were enrolled in the schools, and 76 (32.1%) agreed that their schools catered for all the needs of learners with differentiated abilities as presented by a mean of 2.96, proving all types of learners with special needs were catered for.

The results show that most of the schools enrolled learners with special needs and all the learners were treated equally despite their differentiated abilities. In addition, the results indicate that the learners' varied needs were catered for in the schools, however, there were inadequate numbers of trained teachers in the specialty of special needs education to handle such learners who are enrolled in regular secondary schools based on how these teachers vary their teaching methods.

Centred on the findings, it is evident that majority of the principals' embraced enrolment and retention of L.W.S.N in their schools and they guarantee that all the learners were treated equally despite their differentiated abilities. In addition, the varied needs of the L.W.S.N were taken care of in majority of the schools however, majority of the schools had inadequate numbers of teachers who are specifically taught to handle L.W.S.N. Further, most of the teaching staff had not received professional training to acquire experience of how to cater for the needs of such learners and majority of the schools lacked adequate instructional resources and facilities that suit L.W.S.N.

These results Concur with the findings of Mutuku (2022) who reports that the principals' management practices and lack of physical school infrastructure significantly influenced performance of the secondary schools in Machakos County, Kenya. The study established that Management practices were significant factors

that led to better performance of high schools in Machakos County and hence, when gauging the factors likely to influence better performance of these schools, it is important for the schools' management to consider these practices. The study also determined that when the different physical facilities for the schools were addressed, it was likely that the academic performance in the schools would be enhanced. Similarly, the results agree with Mwangi (2018) who established that principals' poor leadership and management plans affected enrolment and retention of students in schools.

In addition, the outcomes are in line with the report by RoK, (2009) which stated that the main challenges involving special education and training for special need children are: Inappropriate curriculum responsive to learners with special needs, lack of specialized equipment, un-adapted school infrastructure and unmodified materials, which hindered incorporation of special education to general education programs. In addition, limited and costly instructional resources, limited regulation of special education programs, inadequate capacity by most of specialists' teachers to teach L.W.S.N, insufficient coordination by service providers, exacerbate the situation (RoK, 2009). These imply that the management plans put in place by the principals can influence the enrolment and retention of learners in regular secondary schools, because when instructional resources, finances, physical facilities are keyed in the school plans, then it means learners with special needs will be catered for appropriately.

4.4.4 Influence of Principals' Management Plans and Retention of different Categories of Learners with Special Needs

Further, the study aspired to establish whether there is an influence of principals' management on enrolment and retention of students with special needs in regular secondary schools in Nairobi City County. This was achieved by testing the null hypothesis, which asserted that: There is no significant influence of principals' management plans on enrolment and retention of different categories of L.W.S.N in regular secondary schools in Nairobi City County.

To test the hypothesis, pearson's correlation coefficient was used in order to establish how principals' management plans influenced enrolment and retention of the learners. The analysis was performed using Statistical Package for Social Sciences (SPSS). The findings are depicted in tables 4.6:

Table 4.6: Principals management Plans in Pearson's Correlation Coefficient

		Management plans	Retention of learners
Managements Plans	Pearson	1	.772
	Correlation		.02
	Sig. (2-tailed) N	455	455
Enrolment and retention of learners	Pearson	.772	1
	Correlation		.02
	Sig. (2-tailed) N	455	455

The results on table 4.6 above show that there is significant influence of the two variables as demonstrated by the Pearson correlation value of 0.772. The influence between the principals' management plans and enrolment and retention of learners had a p value of 0.02, which is less than the threshold of 0.05. When the P value is less than 0.05, it implies that there is a significant influence of the variables being tested (Tichapondwa, 2016). This result demonstrated a significant influence of principals' management plans and enrolment and retention of students with special needs. These findings imply that the principals' management plans have an influence on enrolment and retention of learners in Nairobi City County.

The results correspond with the findings from study by Kipkemboi (2021) that aimed to analyse the factors influencing the retention of learners in public primary schools in Trans Mara East Sub-county of Narok County. The findings revealed that head teachers' poor management plans and lack of adequate infrastructure significantly influenced retention of learners in the schools. Similarly, the results correspond with the findings by Ongori (2021) who established a strong positive influence between principals' competencies in teacher management, instructional supervision and physical facilities management and enrolment of learners and performance in schools.

Similarly, the findings agree with the results by Oyugi (2016) whose study which intended to find out the school administration practices helps to facilitate girls' retention in public secondary schools in Suba Sub-County, Homa Bay County, Kenya. The conclusions of the study disclosed that principals' decisions such as petitioning for donations had an optimistic effect on the retention of girls in secondary schools. This means that principals' management plans can significantly

influence enrolment and retention of L.W.S.N. in regular secondary schools in Nairobi City County.

4.5 Analysis of Principals' organization of instructional resources on enrolment and retention

The second objective of the study was to establish the influence of principals' management in organizing instructional resources and retention of students with special needs in mainstream secondary schools. The information was collected from the respondents using questionnaires, the tools had statements which were rated on a five point Likert scale, 1-strongly disagree, 2-Disagree, 3-Undecided 4-Agree, 5-Strongly agree, against which the respondents were asked to tick the correct choice. The results are presented in table 4.7, 4.8, 4.9 and 4.10.

4.5.1 Principals' responses on organization of instructional materials

The study intended to find out principals' responses on organization of instructional resources which suit learners with special needs in their individual schools. Their responses are as given in table 4.7. Note: 1-strongly disagree, 2-Disagree, 3-Undecided 4-Agree, 5-Strongly agree

Table 4.7: Principals' Responses on Organization of Instructional Resources

Plans for instructional resources	1	2	3	4	5	Mean
Teachers are provided with all the instructional resources they need	4 (30.7%)	6 (46.2%)	-	2 (15.4%)	1 (7.7%)	2.13
Teachers are endowed with skills to handle any unique need in learners with special needs	7 (53.8%)	4 (30.8%)	-	1 (7.7%)	1 (7.7%)	1.98
Teachers have all the recommended textbooks in their responsive format	6 (46.2%)	4 (30.8%)	-	2 (15.4%)	1 (7.7%)	2.13
Teachers' input is greatly affected by limited instructional resources	-	-	-	5 (38.5%)	8 (61.5%)	3.92
Teachers are aware and are able to adapt instructional resources that they need to use when teaching learners with special needs	4 (30.8%)	6 (46.2%)	-	2 (15.4%)	1 (7.7%)	2.13
Inadequate instructional resources leads to high dropout rates by learners with special needs	1 (7.7%)	2 (15.4%)	-	4 (30.8%)	6 (46.2%)	2.98
Inadequate finances renders the principal unable to provide the required instructional resources	-	-	-	4 (30.8%)	9 (69.2%)	3.98

Note: 1-strongly disagree, 2-Disagree, 3-Undecided 4-Agree, 5-Strongly agree

Based on the results on table 4.7, 7 (53.8%) of the principals vehemently opposed that all the teachers were endowed with skills to handle any unique need in learners with special needs with a mean 1.98, affirming that very few teachers had the ability to cater for the unique needs of any learners with special needs. In addition, the many 6 (46.2%) of the principals disagreed that the teachers were provided with all the instructional resources they needed to teach learners with special needs, mean

response 2.13, this means that teachers were not allocated all the teaching materials they required to teach effectively. Similarly, 6 (46.2%) of the principals strongly disagreed that teachers had all the recommended textbooks in their respective format, mean 2.13, confirming that the teaching materials were inadequate. Also, 6 (46.2%) also disagrees that teachers were aware and able to adapt instructional resources that they need to use when teaching learners with special needs with a mean 2.13, this postulates that teachers did not have the skills of handling and using the adapted materials that were available.

Further, 6 (46.2%) of the principals strongly agreed that inadequate instructional resources leads to high dropout rates of learners with special needs with a mean 2.98, supporting that limited teaching materials results in high dropout rates by learners with special needs. Also, 8 (61.5%) strongly agreed that teachers' input is greatly affected by limited instructional resources represented by a mean of 3.92, this shows that teachers performance is hampered by shortage of teaching resources. Finally, 9 (69.2%) strongly agreed that inadequate finances renders the principal unable to provide the required instructional resources, mean 3.98, this implies that limited finances inhibits provision of teaching materials by the principals.

These results based from the principals' responses give an overall view that most of the regular secondary schools in Nairobi City County lack adequate instructional resources for learners with special needs. Lack of adequate instructional resources greatly affect teaching and learning which contributed to high dropout rates of learners with special needs. These findings concur with Mengine (2014) who reported that adapted instructional resources and restructuring of school physical facilities as well as adapting the syllabus to suit L.W.S.N. was not realized in many

schools, thus influencing retention of learners with special needs adversely. Similarly, the results commensurate with the reports presented by the Ministry of Education (2018), which reported that special needs education in regular secondary schools face such constraints as: inadequate assistive devices, inadequate specialized teachers who have requisite experience appropriate for L.W.S.N and inadequate maintenance of teaching and learning resources.

Similarly, a study by Kigo (2020) intended to find out management practices' influence on students' performance in Kenya Certificate of Secondary Education in Voi Sub-County, Taita-Taveta County, Kenya. The study found that the availability of instructional resources, teaching staff, and facilities by schools had a favourable impact on KCSE performance. Additionally, the study found out that teaching staff, instructional resources, and school infrastructure explained 10.4 percent of variance in KCSE performance. According to the study, secondary school administrators should provide measures to guarantee that the number of teachers is adequate at all times in accordance with Ministry of Education guidelines, bring all education stakeholder on board to ensure that adequate instructional resources are available and look for ways to improve school facilities.

Also, the study aimed at finding out the influence of principals' management in organizing instructional resources and retention of students with special needs. This was achieved testing the hypothesis that stated: There is no significant influence of principals' management in organizing instructional resources in admitting and retaining of L.W.S.N. in public secondary schools.

Table 4.8: Organizing Instructional Resources and Enrolment and Retention of Learners with Special Needs.

		Availability of instructional resources	Enrolment and Retention of learners
Availability of instructional resources	Pearson	1	.812
	Correlation		.01
	Sig. (2-tailed) N	455	455
Enrolment and retention of learners	Pearson Correlation	.812	1
			.01
	Sig. (2-tailed) N	455	455

The Pearson's r for the relationship between availability of instructional resources and enrolment and retention of learners is 0.812 which is close to 1 with a significant value of 0.01 which is less than 0.05. This shows that there is a strong positive influence of availability of instructional resources and enrolment and retention of L.W.S.N. This shows that availability of instructional resources can influence enrolment and retention of learners with special needs in regular secondary schools.

This concurs with Usman (2016), who asserted that availability of teaching and learning resources enhances motivation to teachers of students with special needs in regular secondary schools. Similarly, Mitchell and Campbell (2016) argue that principals' role of managing teaching and learning resources promotes attainment of goals, motivates teachers and encourages retention of L.W.S.N in regular secondary

school. In the event that these resources are not available, led to premature exit of L.W.S.N. in mainstream secondary schools, which in-turn rendered special needs drop-outs desperate and dependent on others for their survival. Efficient management of relevant resources for learners with special needs led to better academic performance and retention of students with special needs in mainstream secondary schools.

In addition, the results matches with the conclusions compiled by Ng'eno (2020) who intended to establish the influence of instructional materials on retention of learners with special needs: exemplary to mainstreamed primary schools in Bomet County, Kenya. The study conclusions established that infrastructural and teaching materials greatly influenced retention of L.W.S.N ($\beta=0.192$ and $\beta =0.421$ respectively). On the other hand, recruitment of suitably trained teachers and recreational materials were found to be of great influence to the retention of pupils with special needs in mainstreamed Primary Schools ($\beta =0.253$ and $\beta =0.250$ respectively). The study resolves that limited instructional material is still a major factor that undermines retention and enrolment of pupils with special needs. It was realized that teachers lack knowledge and skills of using computers and assistive devices, poor accessibility to playgrounds, and lack of talking calculator, absence of teaching and learning aids, negatively influenced retention of pupils with special needs. Finally, in-door and out-door equipment, recreational resources, for instance, field markers, play kits, and adequately trained teachers enhance retention of pupils with special needs in mainstreamed primary schools.

Further, the results concur with the findings reported by Kiambati and Katana (2020) who intended to find out the influence of instructional resources on students'

dropout in public secondary schools, in Kiambu County, Kenya. The study found that resources utilized in the passing and acquisition of knowledge was not enough in the institutions, which contributed to high dropout rate of students. The study recommended that there is a need for the provision of adequate resources to reduce the burden passed to the parents. On the same breath, SNE Policy Review Data Collection Report MOE (2016) highlighted that students with special needs progress and prosperity is based on availability of specialized adapted resources, human resources just like any other student in regular secondary school premises. Availability of specialized resources for learners with special needs determines the enrolment rates, dropout rates from regular secondary school respectively.

In the light of free secondary education programs, all special needs students deserve provisions of free and adapted teaching and learning materials, equipment and other modified necessities, however due to high enrolment rates in public secondary schools inadequate adapted learning materials and equipment, and modified infrastructure that are needed by learners with special needs is a common limitation that hinders enrolment and retention of learners with differentiated abilities in regular secondary schools (Daniels, 2016).

On the same breath, the C.D.E and Director of Special Needs Education had similar views on limited instructional resources as stated by the principals. They also noted shortage of instructional resources leads to high dropout rate of learners with special needs in Nairobi.

In most cases they have no resources to support the learners with special needs, and those that have, the resources are few. We just encourage

principals to encourage teachers to improvise, so that learning may still continue even with hardships. CDE Officer

School principals are able to manage school resources although they hardly have adequate materials for learners with special needs. MOE Director

Most of the resources are quite scanty, something which limits enrolment of learners with special needs in these schools. MOE special education Director

These results provide evidence that the listed resources for learners with special needs which include: computers with speech outlets and talking calculators, adapted maps and diagrams, brailed textbooks and large print textbooks for low vision, pens designed for the physically handicapped and Perkins Braille for the visually impaired learners were not available in most of the public secondary schools in Nairobi City County. This implies that instructing L.W.S.N. in the schools is shaped by lack of adequate resources that suit their needs, which affected the enrolment and retention of such learners. These findings concur with Mengine (2014) who reported that adapted instructional materials and innovation of school physical facilities as well as adapting the syllabus to suit learners with special needs had not been realized in many schools, thus influencing retention of learners with special needs adversely.

Similarly, the conclusions are in tandem with the reports presented by the MOE (2018), which reported that special needs education in regular secondary schools face such constraints as: inadequate assistive devices, inadequate specialized teachers who have requisite knowledge and skills relevant for L.W.S.N, inadequate maintenance of instructional materials, limited specialized support and services to teachers and to learners with special needs, low enrolment and retention of learners with special needs in regular secondary schools and limited information of the

numbers of special needs persons meant to guide planning and budgeting for the resources and general management of regular secondary schools.

Further, the results are in agreement with D'Andrea and Sui (2015) who reported that many schools cannot afford most of the equipment required by L.W.S.N. since they are costly and some of them have to be imported which is an added rate. Similarly, Muhombe (2015) established that the capitation given to learners with special needs cannot meet their needs and this makes them feel demotivated and retention may be at stake. Exorbitant prices for purchasing and modifying specialized equipment; materials and infrastructure possess threat to the retention of L.W.S.N. in regular secondary schools, as well as governments' efforts to provide education for all. This suggests that many of the regular schools in Kenya lack adequate resources for learners with special needs, thus these needs to be addressed with urgency.

4.5.2 Teachers' responses on organization of instructional resources in the schools

The study also aimed to ascertain teachers' opinions on availability of instructional resources for learners with special needs in public secondary schools in Nairobi City County. The findings are displayed in table 4.9

Table 4.9: Teachers' Views on Organization of Instructional Resources

Teacher view	1	2	3	4	5	Mean
Teachers are provided with all the instructional resources they need	75 (36.6%)	58 (28.3%)	-	42 (20.5%)	30 (14.6%)	2.23
Teachers are endowed with skills to handle any unique need in learners with special needs	59 (28.8%)	76 (37.1%)	-	41 (20.0%)	29 (14.1%)	2.32
Teachers have all the recommended textbooks in their responsive format	62 (30.2%)	57 (27.8%)	-	41 (20.0%)	45 (21.9%)	2.48
Teachers' input is greatly affected by limited instructional resources	-	5 (2.4%)	-	105 (51.2%)	95 (46.3%)	3.98
Teachers are aware and are able to adapt instructional resources that they need to use when teaching learners with special needs	75 (36.6%)	43 (20.9%)	-	29 (14.1%)	58 (28.3%)	2.13
Inadequate instructional resources leads to high dropout rates by learners with special needs	1 (0.5%)	4 (1.9%)	-	70 (34.1%)	130 (63.4%)	3.96
Inadequate finances renders the principal unable to provide the required instructional resources	-	-	2 (0.9%)	107 (52.2%)	96 (46.8%)	4.12

Note: 1-strongly disagree, 2-Disagree, 3-Undecided 4-Agree, 5-Strongly agree

Most 75 (36.6%) of the teachers strongly disagreed that they are aware and able to adapt instructional resources that they need to use when teaching learners with special needs as presented by a mean of 2.13, this implied that most teachers were not able to use adopted resources in teaching learners with special needs. In addition, 75 (36.6%) of teachers strongly disagreed that they were provided with all the instructional resources they need (mean 2.23), this posits that adequate instructional resources were not provided to enable teachers to teach effectively. In addition 59 (28.8%) strongly disagreed that teachers are endowed with skills to handle any unique needs in learners with special needs (mean 2.32), it is observed that a big number of teachers did not have the skill of handling all the needs of learners with differentiated abilities. Similarly, 62 (30.2%) strongly disagreed that teachers had all the recommended textbooks in their responsive format (mean 2.48), affirming that many teachers were not supplied with adequate adapted textbooks they required for teaching.

Further, 130 (63.4%) of teachers agreed fervently to the statement that inadequate instructional resources leads to high dropout rates by learners with special needs (mean 3.96), proving that almost all teachers concurred with the fact that in instructional resources were inadequate leading to early school exit by learners with special needs. Also, 105 (51.2%) agreed to the avowal that teachers' input is greatly affected by limited instructional resources (mean 3.98), this demonstrates that a large number of teachers consented to instructional resources being limited. Finally, 107 (52.2%) of the teaching staff agreed to the avowal that inadequate finances renders the principal unable to provide the required instructional resources (mean

response 4.12), this attested that shortage of finances undermined principals' efforts to provide adequate instructional resources.

The responses that emanated from the sampled teachers provided evidence that the instruction materials that are in the schools are limited. The implication of this is that the learning standards are not realized which contributed to low enrolment and high dropout rate of L.W.S.N. The findings are in agreement with D'Andrea and Sui (2015) who reported that many schools cannot afford most of the equipment required by L.W.S.N. since they are costly and some of them have to be imported which is an added cost.

Availability of adapted instructional resources in inclusive mainstream schools impacts better performance which in turn results to employment and independence by learners with special needs. Limited or lack of adapted instructional resources leads to demoralisation and despair of learners with special needs. Principals' of inclusive mainstream schools are encouraged to sort out challenges of limited adapted resources instead of waiting for these challenges to escalate. When quality resources are timely availed in schools quality education outcomes and efficiency are realised (Okobia, 2011). Modifications that are necessary to equipment's, materials and infrastructure are based on different categories and levels of learners with special needs. Adaptations necessary for learning materials, equipment and infrastructure vary according to the needs of, learners with differentiated abilities, e.g. low vision, need large print materials. Blind students need tactile materials, orthopaedic impaired students need ramps and adjustable desks, while the deaf require hearing aids, interpreters and note takers (Innocent, 2017).

4.5.3 Students' responses on organization of instructional resources

Further, the study aimed to collect the opinion of students on availability of instructional resources for learners with special needs in their regular schools. The findings are portrayed in table 4.10

Table 4.10 Students' Views on Organization of Instructional Resources

Students Views	1	2	3	4	5	Mean
Learners with special needs feel discouraged because of lack of adapted textbooks	15 (6.3%)	30 (12.6%)	26 (10.9%)	77 (32.51%)	89 (37.5%)	3.13
Lack of assistive devices like hearing aids, white cane, wheel chairs, computers with speech outlet hinders the learning of learners with special needs	35 (14.8%)	37 (15.6%)	29 (12.2%)	76 (32.1%)	60 (25.3%)	2.89
Noisy machines irritates learners in inclusive class	10 (4.21%)	24 (10.1%)	23 (9.7%)	97 (40.9%)	83 (35.0%)	2.92
Lack of adequate instructional resources renders some learners with special needs dependent on other students	22 (9.3%)	27 (11.4%)	18 (7.6%)	84 (35.4%)	86 (36.3%)	2.88
Inadequate modified learning materials interferes with learning progress for learners with special needs	28 (11.8%)	33 (13.9%)	20 (8.4%)	96 (40.5%)	60 (25.3%)	2.82

Note: 1-strongly disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly agree

The results on table 4.9 shows, 89 (37.5%) of the students strongly agreed that learners with special needs feel discouraged because of lack of adapted textbooks (mean 3.13), asserting that limited instructional resources demoralised them in their studies. In addition, 76 (32.1%) strongly agreed that lack of assistive devices like hearing aids, white cane, wheel chairs, and computers with speech outlet hinders the learning of students with special needs (mean 2.89). Further, 97 (40.9%) agreed that noisy machines irritate learners in an inclusive class (mean 2.92). Similarly, most 96 (40.5%) of the students supported the statement that inadequate modified learning materials interferes with learning progress for learners with special needs (mean 3.82). Finally, 86 (36.3%) strongly agreed that lack of adequate instructional resources renders some learners with special needs dependent on other students (2.88).

The results emanating from the students' views confirm the responses from the principals and the teachers that the schools lacked adequate instructional material to assist learners with special needs. As a result, this hindered the learning of such learners and makes them dependent on other students.

Regular secondary schools need to use special materials for learners with special needs. Specialized resources include posters, audiotapes, picture boards and object models. Other devices needed by learners with special needs are: spectacles, wheelchairs, hearing aids, crutches and white canes. These gadgets may increase the abilities and enhance retention of learners with differentiated abilities in regular secondary schools greatly. Students' with special needs key to success in regular secondary schools classrooms is founded on availing appropriate modifications and accommodations made to instructional resources and other equipment which may be

provided in regular secondary schools (Lieberman & Houston, 2009). Students with special needs who enrol in main stream secondary schools experiences many challenges: inadequate adapted resources and equipment's, inadequate specialized teachers and inadequate adapted curriculum, which may influence retention of learners with special needs adversely.

Government of Kenya has made strides towards equating education to all by ensuring that every learner with special needs gets two thousand Kenyan shilling as capitation, in view of individual students' requirements the capitation given to learners with special needs cannot meet their needs, this makes them feel demotivated thus enrolment retention may be at stake. Exorbitant prices for purchasing and modifying specialized equipment, materials and infrastructure possess threat to the retention of students with learning difficulties in regular secondary schools, as well as governments' efforts to provide education for all (Muhombe, 2015).

4.5.4 Responses on organization of instructional resources for learners with special needs in secondary schools.

Further, the study purposed to establish instructional material for L.W.S.N. that are available in public secondary schools in Nairobi City County. All the 455 respondents were requested to show the resources that are present in their respective schools. The results are shown in table 4.11

Table 4.11: Availability of Teaching-Learning Resources

Teaching learning resources	Adequate	Limited	Not Available at all
Adjustable desks for PH Learners	99 (21.7%)	187 (41.1%)	169 (37.1%)
Pens designed for the physically handicapped and Perkins Braille for the visually impaired learners.	40 (8.8%)	160 (35.2%)	255 (56.0%)
Computers with speech outlets and talking calculators	-	56 (12.3%)	399 (87.7%)
Brailed textbooks and large print textbooks for low vision	20 (4.4%)	107 (23.5%)	328 (72.1%)
Wheel chairs and white canes and magnifying lenses	98 (21.5%)	201 (44.2%)	156 (34.3%)
Adapted resources	87 (19.1%)	121 (26.4%)	247 (54.3%)
Adapted maps and diagrams	-	112 (24.6%)	343 (75.4%)

The findings implied that most 399 (87.7%) of the respondents acknowledged that computers with speech outlets and talking calculators were not available in their schools. In addition, 343 (75.4%) of the respondents indicated that adapted maps and diagrams were not available in their mainstream schools. Further, 328 (72.1%) indicated that Brailed textbooks and large print textbooks for low vision were not available at all in their schools. Similarly, 255 (56.0%) of the respondents indicated that pens designed for the physically handicapped and Perkins Braille for the visually impaired learners were not available in their schools, whereas the majority

187 (41.15%) indicated that adjustable desks for PH Learners were available but not adequate.

According to Daniels (2016) all special needs students deserve provisions of free and adapted teaching and learning materials, equipment and other modified necessities, however due to high enrolment rates in public secondary schools insufficient modified teaching resources and equipment, and adjusted physical facilities that are needed by inclusive education learners, are major problem that leads to high dropout rates in mainstream secondary schools.

The key to success for learners with special needs in regular classrooms depends on having specialized teachers, having appropriate curriculum that is adapted, modified teaching learning resources and equipment needed by learners with special needs in regular secondary schools, failure to which retention of learners with special needs is endangered. Special needs students face many challenges in regular secondary schools. For instance, poor methods of imparting the content in the classrooms, lack of specially trained principals and teaching staff and being unaware of the existing upcoming technologies makes retention of learners impossible (Lieberman & Houston, 2009).

4.6 Analysis of principals' management of school infrastructure

The third objective of the study was to establish the influence of principals' management of finances for school infrastructure on enrolment and retention of students with special needs. The questionnaires were used to collect data for the third objective of the study, which were distributed to principals, teachers and students. The questionnaires had statements on a five-point Likert scale, 1-strongly

disagree, 2-Disagree, 3-Undecided 4-Agree, 5-Strongly agree, against which the respondents were asked to tick the correct choice. The results are presented in the tables 4.12, 4.13, 4.14 and 4.15:

4.6.1 Principals' responses on school infrastructure

The study sought to collect principals' responses on their budgetary roles in managing the school infrastructure. The findings are present in table 4.12:

Table 4.12: Principals' Responses on School Infrastructure

Infrastructural roles	1	2	3	4	5	Mean
The principal ensures that learners with special needs are able to access all parts of the school with ease.	1 (7.7%)	2 (15.4%)	-	4 (30.7%)	6 (46.2%)	2.96
The principal is provided with adequate finances to facilitate construction of ramps in all the school buildings	7 (53.8%)	4 (30.8%)	-	1 (7.7%)	1 (7.7%)	2.13
The principal ensures that classes are spaced adequately and pavements leading to every part of the school are made for easy mobility and retention of learners with special needs	3 (23.1%)	4 (30.8%)		3 (23.1%)	3 (23.1%)	2.44
The principal has ensured that there are enlarged toilets in the school	2 (7.7%)	3 (23.1%)	-	5 (36.5%)	3 (23.1%)	2.53
The principal has ensured that the doors leading to different buildings are wide and labelled	2 (7.7%)	4 (30.8%)	-	5 (36.5%)	2 (7.7%)	2.88
The principal has ensured that the grounds are levelled and ditches covered to rid off accidents and to make the environment conducive	1 (7.7%)	2 (15.4%)	-	4 (30.8%)	6 (46.2%)	2.96
The principal has ensured that appropriate staircase rails are installed	2 (15.4%)	3 (23.1%)	-	5 (36.5%)	3 (23.1%)	2.53

Note: 1-strongly disagree, 2-Disagree, 3-Undecided 4-Agree, 5-Strongly agree

The results on table 4.12 affirms that most 6 (46.2%) of the principals strongly agreed that they ensured that learners with special needs were able to access all parts of the school with ease to encourage them to remain in school to the end and that the grounds were levelled and ditches covered to rid of accidents and to make the environment conducive for learners with differentiated abilities (mean 2.96). In addition, majority

5 (36.5%) of the principals agreed that they ensured that the doors leading to different buildings are wide and labelled (mean 2.88). And majority 5 (36.5%) agreed that they that there are enlarged toilets in the school (mean 2.53).

Also, most 4 (30.8%) of the school principals disagreed that principal ensured that classes are spaced adequately and pavements leading to every part of the school are provided to enhance mobility and ultimate retention of L.W.S.N. in regular secondary schools. Further, majority 7 (53.8%) of them strongly disagreed that the principals were provided with adequate finances to facilitate construction of ramps in all the school buildings (mean 2.13). This shows that majority of the schools were not allocated enough funds to satisfy all the needs of the learners with special needs.

Management of school infrastructure creates conducive learning atmosphere and is key to improved performance thus encouraging retention of special need learners in regular secondary schools. It is therefore critical that principals' role in managing regular secondary school infrastructure is intended to facilitate enrolment and retention of learners with special needs, who may be encouraged to learn in their new environments. Regular secondary schools principals' are mandated to do adjustments to school infrastructure, having in mind all categories of learners with

special needs, hence making them to feel belonging and owning the school. In turn this will help to improve performance leading to retention of students with special needs in this schools (Usman, 2016).

Generally, the condition of school infrastructure in regular secondary schools is not organized in the way that attracts learners with special needs. Most of the buildings have no ramps and they are dilapidated. Provision of funds to enhance changes, adjustments and renovations to these buildings is still inadequate and beyond reach. Adjusted and restructured school infrastructure may be essential to facilitating and stimulating learning procedures by learners with special needs who may, be inspired to work diligently towards completing their secondary education. When school infrastructure is appropriate to learners with special needs, it becomes a motivator to good performance and increased completion rates of their secondary education, failure for school principals to make the required adjustments to school infrastructure leads to premature school exit by students with special needs (Adesua, 2016).

Similarly, the C.D.E and Director of Special Needs Education indicated that the schools lacked adequate infrastructure that suit learners with special needs as noted;

The schools lack adequate funds to make appropriate adjustments on the available physical facilities to suit learners with special needs. We engage well-wishers in solicit funds which can be used to renovate infrastructure to make it special need friendly. MOE Director

We encourage the government to improve capitation for each learner with special needs so that they are provided with a friendly school environment which can motivate them to continue learning in the schools. MOE Director

When most of the public schools were built, considerations of enrolling learners with special needs were not accounted for and therefore making adjustment in resources and infrastructure calls for massive finances which is not easily available. CDE Officer

We try to solicit finances from well-wishers so that infrastructure can be modified to make it disability friendly. CDE Officer

“In most cases, schools that have enrolled learners with special needs lack adequate finances for adapting the resources and the infrastructure.” CDE Officer

Centred on the responses, it is certain that many of the regular secondary schools lack satisfactory funds to make the necessary adjustments on the available infrastructure to benefit the needs of learners with special needs.

According to Usman (2016), management of school infrastructure creates conducive learning atmosphere and is key to improved performance thus encouraging retention of special need learners in public secondary schools. It is therefore critical that principals' duty in managing regular secondary school infrastructure is intended to facilitate increased enrolment and high retention of learners with special needs, who may be encouraged to learn in their new environments. Likewise, Akomolafe (2016) highlighted that regular secondary schools principals' are mandated to do adjustments to school infrastructure, having in mind all categories of learners with special needs, hence making them to feel belonging and owning the school. In turn this helped to improve performance leading to retention of L.W.S.N. in these schools. However, most of the secondary school infrastructure have not been adjusted and restructured in a way that made learners with special needs to move

freely and comfortably. Other buildings are not accessible hence discouraging their movement and retention in these schools.

4.6.2 Teachers' responses on principals' management of school infrastructure

In addition, the study aspired to establish the views of the teachers on principals' budget roles in managing school infrastructure in regular secondary schools in Nairobi City County. The results are presented in table 4.13:

Table 4.13: Teachers' Views on principals' management of school infrastructure.

Infrastructure plans	1	2	3	4	5	Mean
The school has well-lit classrooms	8 (3.9%)	36 (17.6%)	-	86 (41.9%)	75 (36.6%)	3.98
Ramps are available where necessary	59 (28.8%)	76 (37.1%)	-	41 (20.0%)	29 (14.1%)	2.42
We have spaced classrooms	52 (25.4%)	57 (27.8%)	-	51 (24.9%)	45 (21.9%)	2.48
There are enlarged toilets	29 (14.1%)	41 (20.0%)	-	77 (37.6%)	58 (28.3%)	3.68
The school has paved paths	29 (14.1%)	43 (20.9%)	-	75 (36.6%)	58 (28.3%)	3.13
The school buildings have wide and labelled doors	1 (0.5%)	4 (1.9%)	-	70 (34.1%)	130 (63.4%)	3.96
The staircases have rails	8 (3.9%)	36 (17.6%)	-	86 (41.9%)	75 (36.6%)	3.98
There are levelled playgrounds and covered ditches	60 (29.2%)	75 (36.6%)	-	41 (20.0%)	29 (14.1%)	2.38

Note: 1-strongly disagree, 2-Disagree, 3-Undecided 4-Agree, 5-Strongly agree

The results on table 4.11 shows that majority 86 (41.9 %) of the teachers acknowledged that their schools had well-lit classrooms and the staircases had rails (mean 3.98). Also, majority 130 (63.4%) of the teachers strongly agreed that the school buildings had wide labelled doors (mean 3.96). Further, 75 (36.6%) of the teachers agreed that the schools had enlarged toilets (3.68), as well 75 (36.6%) of the teachers agreed that the schools had paved paths (mean 3.13).

Alternatively, 76 (37.1%) of the teachers disagreed that that ramps were available (mean 2.42). Similarly, 75 (36.6%) of the teachers objected that the playgrounds were levelled and ditches covered for safety of learners with special needs (2.38). In addition, 57 (27.8%) of the teachers disagreed that the classrooms were spacious (mean 2.48). The findings reveal that most of the public secondary schools have classroom which are well lit classrooms, buildings have wide doors which are labelled and paths are paved. However, majority of the schools lack ramps, the play grounds are not well levelled with ditches that are not covered and classrooms that are not spacious enough. This implies that the principals in public secondary schools in Nairobi City County have not done all the necessary infrastructural modifications to cater for the requirements of learners with special needs.

On other occasions, principals of inclusive schools could not afford to alter, make adaptations and modifications, e.g. Proper ramps and enlarged toilets to suite wheel chair users. Regular secondary school principals were not impressed to realize that mainstream secondary schools that embraced inclusivity could not afford the most needed adjustments and restructuring infrastructure to make it accommodative and conducive to learners with special needs. In most cases, funds to make changes and

the necessary adjustments to school infrastructure in mainstream secondary school is not always available and, in many occasions, the little that is provided is not efficiently spent. Most governments give cosmetic promises of funding mainstream secondary schools, which in most cases are not fulfilled (Mitchell et. al., 2010).

Mainstream secondary school principals are expected to be proactive and positive to the presence of students with special needs, by ensuring that proper and conducive learning environment exists in their schools so as to motivate learners to remain and work diligently towards their good performance (Vogel, 2016). To initiate these changes the Principal requires financial support to build and renovate the entire facilities and infrastructure within the school (Vogel, 2016).

4.6.3 Students' responses on school infrastructure

Further, the study intends to establish the students' views on infrastructure in their individual school.

The answers are displayed in table 4.14:

Table 4.14: Students' Views on School Infrastructure

Current infrastructural plans	1	2	3	4	5	Mean
Movement to different parts of the school is made easy for learners with special needs due to paved paths	15 (6.3%)	30 (12.6%)	26 (10.9%)	77 (32.5%)	89 (37.5%)	3.24
All school buildings have ramps and therefore accessible to those with special needs	60 (25.3)	76 (32.1%)	29 (12.2%)	35 (14.8%)	37 (15.6%)	2.49
The classrooms are spaced and lighted adequately to suit learners with special needs	60 (25.3%)	76 (32.1%)	29 (12.2%)	35 (14.8%)	37 (15.6%)	2.49
The grounds are levelled and ditches covered adequately to suit learners with special needs	62 (30.2%)	74 (26.1%)	5 (2.4%)	43 (20.9%)	21 (10.2%)	2.38
Support services to assist different categories of learners with special needs are available	85 (35.9%)	86 (41.9%)	17 (8.3%)	27 (11.4%)	22 (9.3%)	2.14
School infrastructure is adapted appropriately to suit learners with special needs in the school	55 (26.8%)	45 (21.9%)	12 (5.8%)	45 (21.9%)	48 (23.4%)	2.48
The doors leading to different buildings are labelled to enhance identity and accessibility	15 (6.3%)	30 (12.6%)	26 (10.9%)	89 (37.5%)	77 (32.5%)	3.24

Note: 1-strongly disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly agree

Majority, 77 (32.5%) of the students were of the view that movement to different parts of the school was made easy for learners with special needs due to paved paths

(mean 3.24). In addition, 89 (37.5%) agreed that the doors to different buildings were labelled to enhance identity and accessibility (mean 3.24). Alternatively, 86 (41.9%) of the students disagreed that support services to assist different categories of L.W.S.N. were available in the schools (mean 2.14). Further, 76 (32.1%) of the students disagreed that school buildings have ramps and classrooms are spaced and lighted adequately to suit learners with special needs (mean 2.49). In addition, majority 55 (26.8%) of the students strongly disagreed that School infrastructure was adapted appropriately to suit learners with special needs in the schools (mean 2.48). Finally, majority 74 (26.1%) disagreed that the grounds are levelled and ditches covered adequately to suit learners with special needs (mean 2.38).

These results posit that most of the public secondary schools in Nairobi City County had paved paths; doors of various buildings are labelled to enhance accessibility. However, most of the schools do not have support services to assist different categories of L.W.S.N. In addition, majority of the schools do not have ramps and classrooms are not spaced and lighted adequately to suit learners with special needs. Further, majority of the schools' infrastructure was not modified appropriately to benefit learners with special needs and the grounds were not levelled and ditches were not covered adequately to suit learners with special needs. This means that majority of the principals have not created a comfortable environment for learners with special needs and this had an impact on enrolment and retention of such learners.

It is imperative that regular school Principals know what is required in terms of infrastructure, so as to be able to manage it for the good and retention of learners

with special needs. Regular secondary school principals have the obligation of initiating changes, that is making adjustments, renovations and restructuring school infrastructure to ensure suitability and that the environment is conducive to learners with special needs to make them identify with the school and thus aspire to remain and complete secondary education. Apparently, modifications, renovations and restructuring of such physical facilities are not adequately attained in regular secondary schools due to financial constraints. This renders learners with special needs demotivated, thus, engaging in early exit from these institutions.

Public secondary school principals are obligated to reduce infrastructural barriers that make learners with special needs uncomfortable in their mobility, by making adjustments in this areas: have spaced classrooms, have ramps in every school building, providing supportive rails along the classroom, halls and toilet doors, to enable special need learners to stand, walk, sit or move with ease, adjusting the heights of toilet seats for easy use by learners with special needs, removing barriers in the playgrounds to make it possible for learners with special needs to move freely, fearlessly and independently in the entire school compound, expanding pavements, aisles and verandas to enhance access in all the buildings by learners with special needs (Ngugi, 2007).

4.6.4 Summary responses on principals' management of infrastructure.

Principals' financial management for infrastructure and its influence on enrolment and retention of learners with special needs have been tested with the hypothesis, which states: there is no significant influence of principals' financial management of

school infrastructure on admitting and retaining learners with special needs in public secondary schools. The results are presented in table 4.15:

Table 4.15: School Infrastructure and Enrolment and Retention of Learners with Special Needs.

		School Infrastructure	Retention of learners
School Infrastructure	Pearson Correlation	1	.724
			.002
	Sig. (2-tailed) N	455	455
Enrolment and retention of learners	Pearson Correlation	1	.724
			.02
	Sig. (2-tailed) N	455	455

The results on table 4.15 show a positive influence of management of school infrastructure and enrolment and retention of L.W.S.N. in public secondary schools in Nairobi City County. This is demonstrated by the Pearson's r for the relationship of the two variables, which is 0.724 close to 1 with a significant value of 0.02, which is less than 0.05. This shows that there is a strong positive influence of financial management of school infrastructure and enrolment and retention of learners with special needs. The results imply that the state school infrastructure can influence enrolment and retention of learners with special needs in public secondary schools in Nairobi County. These findings correspond with the results of a study conducted by Omollo (2018) who intended to measure the influence of funding on premature school exit of learners in public secondary schools in Seme Sub-County. The study

also revealed that there was increased completion by students due to the suitable infrastructural and instructional resources. Pearson moment relation proved a strong influence of availability of infrastructure and students retention rate ($r=0.845$; $p = .040$).

Similarly, the results concur with the findings from the study by Kipkosgei et al. (2017), which aimed to examine the factors interfering with enrolment of L.W.S.N. in primary schools with inclusive education in Nandi South district, Kenya. The study found out that there was a drop in enrolment as most of the amenities could not suit learners with special needs. Secondly, the study reported insufficient, inconsistent and delayed funding which affected planning in schools, dearth of adequate trained teaching staff and learning materials and physical amenities to match the increased learning enrolment, was noted to be very low hence needed to be addressed. Therefore, it was observed that all the education stakeholders should work together to address these problems.

According to Johnson (2014), accessible environment help retain learners with special needs in public secondary schools. Adjusting the environment to suit learners with special needs, requires restructuring all the buildings and the entire school compound. This involved: levelling of the play grounds to ease mobility, building ramps in all the school buildings, enlarging toilets, painting walls bright to improve the lighting and widening classroom windows. Principals are mandated to ensure these renovations are made in public secondary schools to encourage enrolment and retention of L.W.S.N. Principals are also aware that massive finances are required to meet these renovations. Similarly, Moraa (2013) observed that when principals create an atmosphere that is supportive, accommodative, caring and friendly,

enrolment and retention will be promoted for students with special needs in public secondary schools.

4.7 Principals' Management of Teaching Staff on Enrolment and Retention of Learners with Special Needs.

The fourth objective intended to find out the influence of principals' management of teaching staff and retention of learners with special needs. The information was collected from the respondents using questionnaires, the tools had statements which were rated on a five-point Likert scale, 1-strongly disagree, 2-Disagree, 3-Undecided 4-Agree, 5-Strongly agree, against which the informants were inquired to tick the correct choice. The results are presented in table 4.16, 4.17, 4.18 and 4.19:

4.7.1 Principals' responses on management of teaching staff

The study sought to collect responses from the principals on management of teaching staff in their respective schools. The results which emanated from their responses is presented in table 4.16:

Table 4.16: Principals' Responses on Management of Teaching Staff

Staff management	1	2	3	4	5	Mean
There are active strategies put in place to ensure employment and retention of teachers teaching learners with special needs	1 (7.7%)	1 (7.7%)	-	4 (30.8%)	7 (53.8%)	2.96
The principal is actively involved in selection and recruitment of specially trained teaching staff	8 (61.5%)	5 (38.5 %)	-	-	-	1.98
The Principal has ensured that proper pedagogies and teaching methods are used to encourage retention of learners with special needs	1 (7.7%)	2 (15.4%)	-	4 (30.8%)	6 (46.2%)	2.88
The principal motivates teaching by sponsoring them for inservice training on how to handle learners with special needs	7 (53.8%)	4 (30.8%)	-	1 (7.7%)	-	2.13
The principal has ensured that the school is staffed with specially trained teachers to cater for the categories of learners with special needs	2 (15.4%)	5 (38.5%)	-	4 (30.8%)	2 (15.4%)	2.48
The principal has ensured that instructional materials and physical facilities are modified to cater for learners with differentiated abilities to encourage their retention in regular secondary schools.	3 (23.1%)	5 (38.5%)	-	3 (23.1)	2 (15.4%)	2.46
All teaching staff are able to vary teaching methods to suit learners' with differentiated abilities in regular schools	8 (61.5%)	4 (30.8%)	1 (7.7%)	-	-	1.88
All teachers are specially trained to handle different subjects provided in the curriculum	6 (46.2%)	7 (53.8%)	-	-	-	1.84
The principal has ensured that the expenditure of school finances has been budget equitably to cater for all learners with differentiated abilities to encourage retention	1 (7.7%)	2 (15.4)	-	8 (61.5%)	2 (15.4%)	2.74

Note: 1-strongly disagree, 2-Disagree, 3-Undecided 4-Agree, 5-Strongly agree

Most 7 (53.8%) of the principals strongly agreed that there were active strategies put in place to ensure deployment and maintenance of teachers teaching L.W.S.N. (mean 2.96). In addition, 6 (46.2%) also agreed that they ensured proper pedagogies and teaching methods are used to encourage retention of learners with special needs (mean 2.88). Further, 8 (61.5%) agreed that they ensured that the expenditure of school finances has been budget equitably to cater for all learners with differentiated abilities to encourage retention (mean 2.74).

Conversely, 7 (53.8%) of the principals disagreed that all the teachers are specially trained to handle different subjects provided in the curriculum (mean 2.74). In addition, 8 (61.5%) strongly disagrees that all teaching staff are able to vary teaching methods to suit learners with differentiated abilities in regular schools (mean 1.88). Further, 5 (38.5%) disagreed that instructional materials and physical facilities are modified to cater for learners with differentiated abilities to encourage their retention in regular secondary schools (mean 2.46) and, the school is staffed with specially trained teachers to handle the categories of learners with special needs (mean 2.48). Finally, 4 (30.8%) of the principals disagreed that principal motivates teaching by sponsoring them for acquiring skills and knowledge in teaching L.W.S.N. (mean 2.13) and 5 (38.5%) of the principals were opposed to the fact that they took part in recruiting of specially trained teaching staff (mean 1.98).

Centred on the above results, it is evident that many of the principals have put active strategies in place to ensure employment and retention of teachers teaching learners with special needs. Furthermore to this, most of the principals ensure proper pedagogies and teaching methods are used to encourage retention of learners with special needs and spending of school finances has been budget equitably to cater for

all learners with differentiated abilities to encourage retention. However, it is also clear that many of the schools do not have adequate teachers who have trained to handle different subjects provided in the syllabus for L.W.S.N. and not all the teaching staff are able to vary teaching methods to suit learners with differentiated abilities in regular schools. In addition, majority of the schools lack adequate instructional materials and physical facilities that are modified to cater for learners with differentiated abilities and the teachers do not get in-service courses on how to handle learners with special needs.

Regular secondary school principals, are mandated to uplift school standards, by being accountable being strategic and giving direction to all matters pertaining to teaching and learning procedures (Godia, 2011). Principals are obligated to coordinate teaching and learning activities, motivate teachers, with the aim of encouraging learners with special needs to remain and complete their secondary education. A competent Principal is expected be able to initiate and sustain curriculum instructional management. School curriculum is meant to unify all learners who learn the same content and therefore it promoted equity for both special needs and regular students (Godia, 2012).

Most of the mainstream secondary school teaching staff have not been specially trained to handle learners with differentiated abilities and this may influence retention of learners with special needs negatively and hence they are forced to drop out early. This statement is supported by the national survey KISE (2018), who observed that only 47 percent of the teachers in special schools and 23 percent in integrated units felt very competent in implementing adapted curriculum plans, while majority of teachers have not been prepared to implement specially adapted

curriculum for learners with special needs in regular secondary schools. Special education principals and teaching staff are obligated to assist in making adaptations, modifications and adjustments in specialized curriculum that is used to teach learners with differentiated abilities. They are also expected to sensitize other educators to accept and implement the adapted curriculum in their teaching procedures in regular secondary schools (Forlin, 2010).

In view of recruiting special needs education trained teachers, the C.D.E. and the D.S.N.E responses pointed out to the fact that specially trained teachers were not adequate in public secondary schools in Nairobi. They emphasized that most of the teaching staff had trained in general education and therefore they were learning on the job in matters regarding teaching learners with special needs. This resulted in very high early school exit by learners with special needs.

Further, the findings agree with the report published by WHO (2011) that the teachers in regular secondary schools lacked the required training and therefore they were not able to apply relevant pedagogies that would match the requirements of L.W.S.N. in their classes. Regular secondary school teachers have problems in varying their level of oral communication complexity, instructional approaches and coping with instructional levels of learners with special needs making it difficult for them to understand the concepts being taught in these classes. Alternating teaching methods is necessary in regular secondary schools to respond to the differentiated abilities and demands by learners with special needs. If adapted curriculum is not available and suitable teaching methods not used, and when teaching learning materials are not adapted for instance sign language, and brailed teaching materials, then learners with special needs are at risk of exclusion.

Similarly, a study by KISE (2018) reported that most of the mainstream secondary school teaching staff have not been specially trained to handle learners with differentiated abilities and this influence retention of L.W.S.N. negatively and hence they are forced to drop out early. Further the study reported that only 47 percent of the teachers in special schools and 23 percent in integrated units felt very competent in executing adapted syllabus plans while majority of teachers have not been equipped to execute specially adapted syllabus for learners with special needs in regular secondary schools.

4.7.2 Teachers' responses on principals' management of teaching staff

Further, the study aimed to get teachers' views on principals' management of teachers in the public secondary schools. The results are shown in table 4.17:

Table 4.17: Teachers' Views on principals' Management of Teaching Staff

Teachers' Views	1	2	3	4	5	Mean
There are active strategies put in place to ensure employment and retention of teachers	8 (3.9%)	36 (17.6%)	9 (4.4%)	79 (38.5%)	73(35.6%)	2.96
Involvement in selection and recruitment of specially trained teachers	59 (28.8%)	73 (35.6%)	3 (1.5%)	41 (20.0%)	29 (14.1%)	2.22
Principal ensures that proper pedagogies and teaching methods are used to encourage retention	52 (25.4%)	57 (27.8%)		51 (24.9%)	45 (21.9%)	2.42
The principal sponsors teachers for in-service courses on learners with special needs	77 (37.6%)	58 (28.3%)	-	29 (14.1%)	41 (20.0%)	2.12
The principal has ensured that the school is staffed with specially trained teachers	58 (28.3%)	75 (36.6%)	18 (8.8%)	29 (14.1%)	25 (12.2%)	2.26
The principal has ensured that instructional materials and physical facilities are modified to cater for learners with differentiated abilities	61 (29.8%)	79 (38.5%)	-	36 (17.6%)	29(14.1%)	1.98
All teaching staff are able to vary teaching methods	75 (36.6%)	86 (41.9%)		36 (17.6%)	8 (3.9%)	2.46
	8 (3.9%)	36 (17.6%)				
All teachers are specially trained to handle different subjects provided in the curriculum	89 (43.4%)	102 (49.8%)		6 (2.9%)	8 (3.9%)	1.88
The principal has ensured that the expenditure of school finances has been budget equitably	60 (29.2%)	75 (36.6%)		41 (20.0%)	29 (14.1%)	2.48

Note: 1-strongly disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly agree

The results on table 4.17 show that most 79 (38.5%) of the teachers agreed that the principals had put strategies in place to ensure employment and retention of teachers teaching learners with special needs (mean 2.96). Contrariwise, 102 (49.8%) of the teachers disagreed that the schools had specially trained teachers to handle different subjects provided in the curriculum for learners with special needs. In addition, 79 (38.5%) of the teachers disagreed that the principal had ensured that instructional materials and physical facilities are modified to cater for learners with differentiated abilities to encourage their retention in regular secondary schools (mean 1.98). Further, most 77 (37.6%) of the teachers strongly disagreed that the principal motivated teaching by sponsoring teachers for in-service training on how to cater for learners with special needs (mean 2.12). Further, 73 (35.6%) of the teachers disagreed that the principals were actively involved in selection and recruitment of specially trained teaching staff (mean 2.22). Furthermore, 59 (28.8%) of the teachers disagreed that principals ensured that proper pedagogies and teaching methods were used to encourage retention of learners with special needs (2.42). Finally, 86 (41.9%) of the teachers disagreed that all teaching staff were able to vary teaching methods to suit learners with differentiated abilities in regular schools (mean 2.46).

The results that emanated from the teachers' responses resonate with majority of the findings from the head teachers. This affirms that majority of the principals had put strategies in place to ensure employment and retention of teachers teaching learners with special needs. However, majority of the schools did not have teachers who have special skills and knowledge of teaching learners with special needs on different subjects provided in the syllabus. As well, majority of the schools had inadequate

instructional resources and physical amenities modified to cater for learners with differentiated abilities.

Further, the principals did not sponsor teachers for short courses that made them competent in teaching L.W.S.N. and they were not keenly engaged in selection and recruitment of specially trained teaching staff. The results show that there is need for the national government to alleviate various problems experienced in mainstream secondary schools and directly affecting L.W.S.N. on encouragement of enrolment and retention.

The results coincide with the findings reported by Lusweti (2015) who investigated school factors that influenced inclusion of learners with special needs in public primary schools in Eldoret municipality, Kenya. The findings were that 81% of the teachers in the municipal public primary schools were acquainted with the inclusion process of L.W.S.N. but used the regular syllabus as opposed to a distinguished one which befits learners with special-needs in terms of teaching techniques and tactics. SNE teachers, physical amenities and adapted materials were either limited or inaccessible and eighty-five (85%) of the teachers did not have special training or knowledge to teach special needs students. In spite of help offered by the school management to give support, many of the schools did not look for external assistance and environmental modifications such as ramps, toilets, among others were not put in place for adaptation to consider learners with special needs. The study suggested that alternative methods be adopted for integration of learners with special needs: teachers should be given extra training regarding special needs education and provision of instructional material and facilities for integration of special needs education be upgraded.

Kenya's school curriculum is customized in such a way to suit all sorts of learners, special needs students included. There are various types of curricula to suit every learner, and they are; KICD (2008) curricula. Instructing students with special needs in mainstream secondary schools may be hindered by incapacitated and inadequate teachers. Untrained teachers may not be in a position to use relevant teaching techniques needed by students with differentiated abilities in the same classes. Teaching staff in regular secondary schools, lack the necessary skills of adapting the curriculum, adapting appropriate evaluation methods, and they had no capacity to vary teaching methods that ensured that different concepts are easily understood by students with special needs. Students with special needs are desperate in the hands of such teachers and hence may be forced to dropout from regular secondary schools (KESSP, 2013).

The principals are not expected to detach from what is happening in the classrooms because they are expected to lead by example as well as keeping abreast to differentiated abilities and needs required by different categories of learners with special needs (Usman, 2015). Secondary school principals are expected to spend more time in classrooms than offices, observing teachers and the learning process, with the aim of guiding teachers and ensuring effective pedagogies are applied in teaching learners with special needs (Hull, 2012). Principals in regular secondary schools are expected to ensure that high performance and retention of learners with special needs is determined by relevant teaching methods used in the classes. Principals as school supervisors are expected to influence classroom teachers' instructional performance, since supervision encourages teachers to teach diligently as they learn by example from the Principal (Osakwe, 2010).

4.7.3 Students' responses on teaching staff

The study delved to collect the students' views on the teaching in their respective school. The findings are cast in table 4.18.

Table 4.18: Students' Views on Teaching Staff

Students' views	1	2	3	4	5	Mean
There are adequate teaching staff that are specialized in teaching learners with special needs	89 (37.5%)	77 (32.5%)	30 (12.6%)	26 (10.9%)	15 (6.3%)	2.42
The teaching staff are able to apply teaching methods responsive to learners with special needs	37 (15.6%)	29 (12.2%)	76 (32.1%)	60 (25.3)	35 (14.8%)	2.54
Students are happy to have teachers who are able to handle learners with differentiated needs	10 (4.2%)	24 (10.1%)	23 (9.7%)	97 (40.9%)	83 (35.0%)	3.14
Teachers have the ability to vary their pedagogies to march all types of learners with special needs in their classes	5 (3.4%)	21 (8.9%)	74 (31.2%)	62 (26.1%)	43 (18.1%)	2.59
Teachers are able to counsel all the students to ensure retention of learners with special needs	45 (21.9%)	48 (23.4%)	12 (5.8%)	55 (26.8%)	45 (21.9%)	2.62
Teachers in our school do not discriminate against students with different needs	24 (10.1%)	23 (9.7%)	10 (4.2%)	83 (35.0%)	97 (40.9%)	3.12
Teachers use demonstration, simulation and discussions to ensure that learners with special needs are involved in the learning process	22 (9.3%)	40 (16.9%)	55 (23.2%)	69 (29.1%)	51 (21.5%)	2.74
There are no adequate specially trained teachers to cater for students with special needs	15 (6.3%)	30 (12.6%)	26 (10.9%)	89 (37.5%)	77 (32.5%)	3.24

Note: 1-strongly disagree, 2-Disagree, 3-Uncecided, 4-Agree, 5-Strongly agree

Majority 89 (37.5%) of the students agreed to the statement that there were no adequate specially trained teachers to cater for students with special needs (mean 3.24). Also 97 (40.9%) of the student body unanimously agreed that most teachers did not discriminate against students with different needs (mean 3.12). In addition, majority 97 (40.9%) of the students agreed that they were happy to have teachers who are able to handle learners with differentiated needs and majority 55 (26.8%) of the students agreed that the teachers were able to counsel all the students to ensure retention of students with special needs.

Conversely, majority 74 (31.2%) of the students were undecided whether their teachers had the ability to vary their pedagogies to march all types of learners with special needs in their classes (mean 2.59). Similarly, majority 76 (32.1%) of the students were also undecided whether the teaching staff were able to apply teaching techniques responsive to learners with special needs (2.54), whereas majority 89 (37.5%) of the students strongly disagreed that their schools had adequate teaching staff that are specialized in teaching learners with special needs (mean 2.42).

The results that emanated from the students' responses show that, there were no adequate specially trained teachers to take care of L.W.S.N. However, the teachers in majority of the schools did not discriminate against students with different needs and students in majority of the school were happy to have teachers who are able to handle and counsel learners with differentiated needs.

Moreover the county director of education reported that mainstream secondary schools in Nairobi city council, especially those which enrolled learners with special needs, have never had enough specially trained teachers. Furthermore, some public

secondary schools where learners with special needs are enrolled, have no specially trained teachers for any category at all. The ministries director, in charge of special needs education in Nairobi City County, concurred with county director of education's report. The shortage of specially trained teachers influences enrolment and retention of L.W.S.N. in most of the public secondary schools in Nairobi City County.

For some regular secondary school principals, instructional leadership seemed to be limited to casual supervision and evaluation of teachers in accordance with contract and code provisions. Instructional leaders are expected to ensure that, teachers are trained so that they offer quality instruction, principals are role model to the other teachers and to ensure that adapted resources are available in classes of learners with special needs (Day & Pamela Sammons, 2016).

Teachers, instructional knowledge helps in providing quality learning which in turn motivates students and promotes enrolment and retention in mainstream secondary schools by learners with special needs. Teachers need to be given incentives so that their retention can be enhanced in mainstream secondary schools (Yeo, 2014). In Kenya pre-mature school exit by learners with special needs is influenced by inadequate trained teachers, limited instructional resources and inadequate funds to cater for adjusting the school environment (Kamene, 2009).

4.7.4 Summary of the Influence of Principals' Management of Teaching Staff and Retention of Learners with Special Needs

To establish the principals' influence on the teaching staff and learners with special needs, the hypothesis that stated: There is no significant influence of principals'

management of teaching staff on enrolment was tested. The outcomes are in table 4.19:

Table 4.19: Principals' Management of Teaching Staff and Enrolment and Retention of Learners with Special Needs.

		Management Teaching Staff	of Retention of learners
Management of Teaching Staff	Pearson Correlation	1	.774
	Sig. (2-tailed) N	455	.01 455
Enrolment and retention of learners	Pearson Correlation	1	.774
	Sig. (2-tailed) N	455	.01 455

The results on table 4.19 show a positive influence of management of teaching staff and admitting and retaining learners with special needs in public secondary schools in Nairobi City County. This is demonstrated by the Pearson's r for the relationship of the two variables, which is 0.774 close to 1 with a significant value of 0.01, which is less than 0.05. This affirms that there is a strong positive influence of management of teaching staff and enrolment and retention of L.W.S.N. The results imply that management of teaching staff can influence enrolment and retention of learners with special needs in public secondary schools in Nairobi City County.

To lessen struggle that students with differentiated abilities undergo to fit in the regular classes, then adequate professional staff, support staff and modified

curriculum are provided, this may in turn go a long way in facilitating access and equity of quality education that students with special needs require (Vasquez and Serianni, 2012). Modification of resources, equipment and other devices are very important in facilitating access resources which in other words would not be accessed by students with special needs (Picard, 2014).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter entails the summary of research findings, conclusions and the recommendations emanating from the study findings based on the study objectives

5.2 Summary of Findings

The first objective of the study was to establish the influence of principals' management plans on enrolment and retention of different categories of learners with special needs in public secondary schools in Nairobi County. The influence of the principals' management plans and retention of learners had a p value of 0.772 close to 1 with a significant value of 0.02, which is less than 0.05. This result demonstrated a strong influence of principals' management plans on enrolment and retention of learners with special needs. Due to only 30.8% of the principals having training in special education while 69.2% of the principals did not have the planning skills required in handling learners with special needs which resulted in early exit of the learners. These findings affirm that the principals' management plans influenced enrolment and retention of learners in public secondary schools in Nairobi City County.

The second objective of the study was to establish the influence of principals' organization of instructional resources on enrolment retention of learners with special needs in public secondary schools. The study found out that the Pearson's r for the influence of principals' management of instructional resources and retention of learners was 0.812 that is close to 1 with a significant value of 0.01, which is less than 0.05. This shows that principals' management of instructional resources

influenced enrolment and retention of learners with special needs in Nairobi, as 46.2% of the principals and 36.6% of the teachers and most student were in agreement that adapted instructional resources were not adequate to motivate learners to study effectively which then led to mass dropout.

The third objective of the study was to establish the influence of principals' management of school infrastructure on enrolment and retention of learners with special needs. The results showed a strong influence of school infrastructure and retention of learners with special needs in public secondary schools in Nairobi City County. This is demonstrated by the Pearson's r for the relationship of the two variables, which is 0.724 close to 1 with a significant value of 0.02, which is less than 0.05. There is strong influence on enrollment and retention of learners with special needs because of inadequate physical facilities like; ramps, wide pathways, enlarged toilets especially for wheelchair users. This showed that there was a strong influence of school infrastructure on enrolment and retention of learners with special needs since 53.8% of the principals and 37.1% of the teachers attested to the fact that adequate finances were not provided which would enable restructuring of the schools to provide ramps, spaced pave ways to ease mobility and accessibility to all parts of the school compound.

The fourth objective of the study was to establish the influence of principals' management of teaching staff on enrolment and retention of learners with special needs. This is demonstrated by the Pearson's r for the relationship of the two variables, which is 0.774 close to 1 with a significant value of 0.01, which is less than 0.05. This shows that there is a strong influence of management of teaching staff on enrolment and retention of learners with special needs. The results indicate

that management of teaching staff influenced enrolment and retention of learners with special needs as 38.5% and 36.6% of the principals and the teachers respectively concurred with the fact that specially trained teachers were inadequate in schools leading to high dropout rates of learners with special needs.

5.3 Conclusions

Based on the results, the study concluded that the principals' plans influence enrolment and retention of learners in public secondary schools in Nairobi City County. Majority of the principals embrace inclusion of learners with special needs in their schools. However, they have not put in place adequate appropriate management plans to enhance enrolment and retention of learners with special needs.

In addition, the study concluded that principals' organization of instructional resources influence enrolment and retention of learners with special needs in public secondary schools in Nairobi City County. Majority of the public secondary schools in Nairobi County lacked adequate instructional resources for learners with special needs such as computers with speech outlets and talking calculators, adapted maps and diagrams, brailed textbooks and large print textbooks for low vision, adjustable desks, pens designed for the physically handicap and Perkins Braille for the visually impaired learners. This means that teaching and learning for learners with differentiated needs is affected by lack of adequate instructional materials, which affected retention of such learners.

Further, the study concluded that the principals' management of school infrastructure has an influence on retention of students with special needs in the

schools. Majority of the schools lacked adequate physical facilities that are modified to cater for learners with differentiated abilities. This means that the learners are not able to access some buildings or sections of the schools' compounds, which affected their learning and interaction with other students. Principals did not get adequate finances for purchasing adapted instructional resources as well as money to be used in restructuring and renovating buildings, adding ramps and levelling the entire school compound to make it special needs friendly and accessible.

Finally, the study concluded that the principals' management of teaching staff had an influence on retention of students with special needs in Nairobi City County. Majority of the schools had inadequate numbers of teachers who were trained to handle learners with special needs. Further, most of the teachers had not received in-service training to acquire the insights of teaching learners with special needs. This means that varied learning needs of students with special needs were not catered for in the schools, affecting the quality of learning thus contributing to high dropout rate of such learners from the schools.

5.4 Recommendations

Principals- secondary school principals should be trained on how to manage and plan for all the requirements of their schools. In-service courses should be provided to help principals to improve on their planning skills to get them ready to enrol all kinds of students in their schools.

The Government of Kenya - The government should provide enough finances to public secondary schools to enable the principals do necessary modifications on the

physical facilities and purchase adequate instructional materials for learners with special needs. The government should double the capitation for learners with special needs, because their needs are more than those of learners without special needs. Furthermore education for L.W.S.N should be made free. To make inclusive education in all the public schools accessible to all learners.

Kenya Institute of Curriculum Development should be adequately funded to ensure that revised, adapted and modified instructional materials, teaching objects, maps and diagrams are provided in all inclusive mainstream schools where learners with special needs are enrolled.

The Ministry of Education-The Ministry of Education should make policies that make it mandatory for teachers to have special needs education and general education training to enable them to teach all learners regardless their differentiated abilities and to alleviate the problem of inadequate specially trained teacher in public secondary schools.

The Teachers' Service Commission- the TSC should recruit and post teachers where they are most needed based on the requirements of different categories of learners with special needs rather than posting teachers randomly, sometimes to schools where their services are least required.

5.5 Suggestions for Further Studies

- i Other studies besides principals' management practices should be carried out to establish the challenges experienced in mainstream secondary schools that influences high dropout rates in Nairobi.

- ii Same study should be carried out in different contexts to corroborate findings from the public secondary schools in Nairobi City County.
- iii Many studies related to the setbacks experienced in inclusive mainstream schools were done in public primary schools, therefore more studies should be done in inclusive mainstream secondary schools to determine the constraints affecting teaching and learning process of learners with special needs in these schools.

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APPENDICES

Appendix I: Principal's Questionnaire

To the Respondent

The aim of this study is to examine Principal's management practices and their influences on retention of learners with special needs in selected public secondary schools in Nairobi County. Principals' contributions and views in this study may lay a firm foundation for future enrollment and retention of learners with special needs in public secondary schools in Kenya. Your responses maybe helpful to the policy makers and to the prosperity of special education in regular secondary schools in Kenya. Therefore, I urge you to give your responses, honestly, frankly and objectively. Confidentiality of your responses will be upheld, and may be used to improve special education in public secondary schools in Kenya, thus your responses are expected to be anonymous.

Instructions

The questionnaire is divided into parts 1 to 5. Part 1 seeks background information about you and the school. Fill the blank space provided or tick the appropriate answer in the bracket () space provided. In part 2, you will answer questions related to different categories and levels of learners with special needs in your school. For part 3, give your responses on the state of adapted materials and equipment used by learners with special needs in regular secondary schools. In part 4, give responses on the state of school infrastructure. Part 5, give responses on the state of curriculum instructions the roles of Principals and teachers in class.

PART ONE: Background information

(Please tick the appropriate answer accordingly)

1. Gender?

Male Female

2. Number of years in the teaching profession

1-10 11-20

21-30

3. Indicate by ticking if you have specialized training in any of the following areas:

Visual impairment Physical Impairment

Learning disability Sign language

Other (specify).....

4. Type of school Boarding Day

5. School category Boys Girls
 Mixed

PART TWO: Planning for varied needs of different categories of learners with special needs in regular secondary schools

1. Categories and levels of learners with special needs in your public secondary schools

S/N	Categories of learners with special needs	Levels of special needs	Indicate by ticking the appropriate category and level
1	Hearing	Hard of hearing Deaf	
2	Visually	Blind Low vision	
3	Physically	Wheel chair users, Crutches users, Calliper users	
4	Others		

2. Indicate the state of specialized teachers for varied categories of learners with special needs in your regular secondary schools.

Category	Available	Inadequate	Not Available
Low vision/ vision loss.			
Hard of hearing/deaf			
Orthopedically challenged			
Others			

3. What measures does the principal take to ensure that learners with special needs are retained in public secondary schools? Use the scale provided.

S.N	Measure	Strongly agree	Agree	Disagree	Strongly Disagree	Undecided
1	The principal is involved in selection and enrolment of learners with special needs in their school					
2	The principal ensures that all the instructional materials and the physical facilities are modified to suit and encourage retain ability of learners with special needs in the school.					
3	The principal is provided with adequate funds to cater for varied needs required to retain students with special needs in the school.					
4	The principal is able to prioritize the needs and satisfy the needs of all the students equally.					
5	The principal is involved in selecting and recruiting specially trained teachers to cater for all the categories of learners with special needs in the school.					

PART THREE: Management And Organization Of Instructional Resources

1. Indicate by ticking the state of the following teaching/learning resources for inclusive education for learners with special needs and if they are available in your school.

Teaching /learning resource	Available	Limited	Not available at all
Adjustable desks for PH learners			
Pens designed for the physically handicap and Perkins Braille for the visually impaired learners			
Computers with speech outlets and Talking calculators			
Brailled textbooks and Large Print Text Books for Low Vision			
Wheel chairs and white canes and Magnifying lenses			
Adapted resources			
Adapted maps and diagrams			
Instructional resources in their responsive formats			

2. Indicate the utilization of instructional resources by ticking the relevant statement in the scale

S.N	Resource utilization	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
1	Teachers are provided with all the instructional resources they need to use					
2	Teachers are endowed with skills to counter any unique need in					
3	Teachers input is greatly affected by limited instructional resources					
4	Teachers have all the recommended textbooks in their responsive formats					
5	Teachers are aware and are able to adapt instructional resources that they need to use					
6	Inadequate instructional resources leads to high dropout rates by learners with special needs					
7	Inadequate finances renders the school principal unable to provide instructional resources required					

PART FOUR: Principals budgetary roles in managing school infrastructure

1. Indicate your response by ticking the adjustments made in infrastructure in your school.

	PRINCIPAL MANAGEMENT PRACTICES	Strongly agree	Agree	Disagree	Strongly Disagree	Undecided
1	The Principal ensures that learners with special needs are able to access all parts of the school with ease to encourage them to remain in school to the end.					
2	The principal is provided with adequate finances to facilitate construction of ramps in all the school buildings.					
3	The Principal ensures that classes are spaced adequately and pavements leading to every part of the school are put in place to enhance easy mobility and ultimate retention of learners with special needs in regular secondary schools.					
4	The Principal has ensured that there are Enlarged toilets in the school					
5	The Principal ensured that doors leading to different buildings are wide and labeled.					
6	The Principal has ensured that the grounds are levelled and ditches covered to rid off accidents and to make the environment conducive for learners with differentiated abilities					
7	The Principal has ensured that appropriate staircase rails are installed					

PART FIVE: Management Of Teaching Staff For Enhancement Of Curriculum Instruction

1. Please rate your performance as a Principal on the following according to the scale provided.

	Principal performance	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
1	There are active strategies put in place to ensure enrolment and high rate of retention of both teachers and students					
2	The principal is actively involved in selection and recruitment of specially trained teaching staff.					
3	The principal ensures that proper pedagogies and teaching methods are used to encourage retention of learners with special needs					
4	The Principal motivates teaching staff by sponsoring them for in-service and other relevant short courses.					
5	The principal ensures that the school is staffed with specially trained teachers to cater for all the categories of learners with special needs to encourage their retention					
6	The Principal ensure that instructional materials and physical facilities are modified to cater for learners with differentiated abilities to encourage their retention in regular secondary schools.					
7	The Principal ensures that the expenditure of school finances has been budgeted equitably to cater for all the learners with differentiated abilities to encourage their retention					

2. Indicate by ticking the appropriate teachers involvement in the teaching process as per the scale provided

S.N	Teaching and learning activity	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
1	Discussion, demonstration and simulation are the most acceptable methods of teaching learners with special needs in regular schools.					
2	All the teaching staff are able to vary teaching methods to suit learners with differentiated abilities in regular secondary schools.					
3	Special needs learners are able to take all the subjects provided in the curriculum					
4	All teachers are specially trained to handle different subjects provided in the curriculum.					

Appendix II: Teachers' Questionnaire

Introduction

Dear colleagues in the profession I'm kindly requesting you to fill this questionnaire. The aim of the questions asked in this questionnaire is to seek information on your experiences as a teacher and on matters pertaining to Principals management practices and its influences on retention of learners with special needs in public secondary schools in Nairobi. The information provided will be used only for academic purpose and will be treated with utter confidentiality. The document should be anonymous. Your honest responses will be of great assistance. Please answer appropriately.

Instructions

The questionnaire are divided into five sections that is part 1 to part 5. Part 1 seeks background information about you and the school. Fill the blank space provided or tick the appropriate answer in the bracket () space provided. In part 2, you will answer questions related to different categories and levels of learners with special needs in your school. In part 3, indicate your responses about the state of teaching-learning materials in your school. In part 4, give responses on the state of school infrastructure. Part 5, give responses on the state of curriculum instructions the roles of Principals and teachers in class.

PART ONE (✓Tick appropriate option)

1. Gender Male []
 Female []

2. Number of years as a teacher
- 1-5 []
6-10 []
21-25 []
11-15 []
16-20 []
26 and above []

3. Specialized training and area of specialization:

Visual impairment []

Hearing Impairment []

Learning disability []

Physical impairment []

Other (specify).....

4. School category:

Boys' []

Girls' []

Mixed []

5. The type of school is:

Day []

Boarding []

PART TWO: Categories and levels of special needs in regular schools

6. Indicate categories and levels of special needs in your class

S.N	Categories	Levels of special needs	Tick the appropriate
1	Hearing impaired	Deaf Hard of hearing	
2	Visually impaired	Vision loss /large print users Blind/ tactile users	
3	Physical Impairment	Wheelchair users Crutches users Calliper users	
4	All of them		

7. Indicate the area of your specialization

Category	Select the appropriate
Low vision/ vision loss.	
Hard' of' hearing/deaf	
Orthopedically challenged	
Others	

8. What is the role of the teacher in determining retain ability of learners with special needs in the school? Use the provided scale

S.N	Measures for Retain ability	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
1	All the teachers are specially trained to meet varied needs of learners with special needs in the school					
2	Teachers are involved in ensuring that varied needs are in place to a certain high rate of retain ability of learners with special needs.					
3	Teachers are provided with modified instructional materials and physical facilities to ensure retention of learners with special needs in regular schools.					
4	All the teachers have the knowledge and experience of teaching all categories of learners with special needs effectively in regular schools.					
5	Teachers are regularly updated with new teaching skills through in service, seminars and short courses to enhance their skills in teaching of learners with special needs.					

PART THREE: Organization of instructional materials and equipment

9. What is the state of instructional materials and equipment required by learners with special needs in your class?

Teaching /learning resource	Available	Limited	Not available at all
Adjustable desks for PH learners			
Pens designed for the physically handicap and Perkins Brailers for the visually impaired learners			
Computers with speech outlets and Talking calculators			
Brailled textbooks and Large Print Text Books for Low Vision			
Wheel chairs and white canes and Magnifying lenses			
Adapted resources			
Adapted maps and diagrams			
Instructional resources in their responsive formats			

10. Indicate the utilization of instructional resources by ticking the relevant statement in the scale

S.N	Resource utilization	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
1	Teachers are provided with all the instructional resources they need to use in their lessons					
2	Teachers are endowed with skills to counter any unique need in their classes					
3	Teachers input is greatly affected by limited instructional resources in their class					
4	Teachers have all the recommended textbooks in their responsive formats					
5	Teachers are able to improvise additional instructional resources that they need in their class classes					
6	Inadequate instructional resources leads to high dropout rates by learners with special needs					
7	Inadequate finances renders the school principal unable to provide instructional resources required					

PART FOUR: Management budget for school infrastructure

11. Indicate by ticking whether the following adaptations have been made in infrastructure in your school as guided by the scale.

Adaptations	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
Well lit classrooms					
Ramps available where necessary					
Spaced classrooms					
Enlarged toilets					
Wide pavements or paved paths					
Wide and labeled doors					
Leveled playgrounds and covered ditches					
Staircase rails					

PART FIVE: Management of teaching staff involved in curriculum instruction

12. Please rate the performance of your Principal on the following on the basis of this scale.

	Principal performance	Strongly Agree	Agree	Disagree	Strongly disagree	Undecided
1	There are active strategies put in place to ensure high rate of retention of both teachers and students					
2	The principal is actively involved in selection and recruitment of specially trained teaching staff.					
3	The Principal ensures that relevant teaching methods are used in teaching learners with special needs in school.					
4	The Principal motivates teaching staff by sponsoring them for in-service and other relevant short courses.					
5	The principal ensures that the school is staffed with specially trained teachers to cater for all the categories of learners with special needs to encourage their retention					
6	The Principal ensure that instructional materials and physical facilities are modified to cater for learners with differentiated abilities to encourage their retention regular secondary schools.					
7	The Principal ensures that the expenditure of school finances has been budgeted equitably to cater for all the learners with differentiated abilities to encourage their retention					

13. Indicate by ticking the appropriate teachers involvement in the teaching process as per the scale provided

S.N	Teaching and learning activity	Strongly agree	Agree	Disagree	Strongly disagree	undecided
1	Discussion, demonstration and simulation are the most acceptable methods of teaching learners with special needs in regular schools.					
2	All the teaching staff are able to vary teaching methods to suit learners with differentiated abilities in regular secondary schools.					
3	Special needs learners are able to take all the subjects provided in the curriculum					
4	All teachers are specially trained to handle different subjects provided in the curriculum.					

Appendix III: Student's Questionnaire

I kindly request you to answer this questionnaire to the best of your knowledge. You are free to ask for clarification so that you can give the appropriate information, that is intended to improve enrolment and retention of learners with special needs in regular secondary schools. The information you give may be used to improve the status of special education in regular secondary schools in Kenya. You don't need to write your name in this questionnaire.

INSTRUCTIONS:

Answer all questions by ticking where necessary.

PART ONE: Personal data

1. What is your gender
2. Male [] Female []
3. Briefly explain what you considered when choosing this school.....
.....
.....
4. Indicate your status whether special needs or otherwise.....
.....
.....

PART TWO: Categories and levels of learners with special needs

5. Indicate by ticking the appropriate answer

S.N	Information on categories of learners	Strongly agree	Agree	Disagree	Strongly Disagree	Undecided
1	My school has enrolled all categories of learners with special needs without discrimination.					
2	My school caters for all the needs of learners with differentiated abilities					
3	Our teachers treat us equally despite our differentiated abilities					
4	Our teachers take care of individual differences that exist in our class					
5	We have adequate trained teachers to handle different categories of learners with special needs					

PART THREE: Organization of instructional resources

6. Indicate your choice from the table given below. Use

1- Strongly Agree (SA), 2- Agree (A), 3- Disagree- (D), 4- Strongly Disagree (SD). 5- Undecided (U).

Statement	1-SA	2-A	3-D	4-SD	5-U
Students experiences of learning in public secondary schools					
Learners with special needs feel discouraged because of lack of adapted textbooks.					
Lack of assistive devices like hearing aids, white cane, wheel chair, computer with speech outlet hinders the learning of learners with special needs					
Noisy machines irritates learners in an inclusive class					
The provision of adapted instructional materials facilitates participation of learners with special needs in the learning activities.					
Some learners with special needs feel discouraged because they cannot do some science subjects like others in the same class					
Lack of adequate instructional resources renders some learners with special needs depended and burdensome to others.					
Inadequate modified learning materials interferes with learning progress for learners with special needs					
I am able to socialize with all kinds of students who learn in an inclusive setting.					

PART FOUR: Students' views involving budgeting for school infrastructure

7. Please tick in the table below to indicate your level of agreement with the state of infrastructure in your school.

Statement	Strongly Agree	Agree	Disagree	Strongly disagree	Undecided
Movement to different parts of the school is made easy by the adjustments that have been made.					
The renovations made in all parts of the school makes us feel belonging and accepted.					
I don't regret having been enrolled in this school because all my academic needs are met.					
All the school buildings have ramps and therefore accessible to those with special needs.					
The classrooms are spaced and lighted adequately to suit learners with special needs					
Wide spaced pavements are linking every school building thus making the environment conducive to learners with special needs.					
The grounds are levelled and ditches covered adequately to suit learners with special needs.					
The doors leading to different buildings are labeled to enhance accessibility and identity.					
The toilets are enlarged and spaced to suit wheel chair users.					
Support services to assist different categories of learners with special needs are available.					
School infrastructure is adapted appropriately to suit learners with special needs in the school.					

PART FIVE: Student’s perceptions on curriculum instruction and staffing

8. Indicate by ticking your option from the table provided. Use

1- Strongly Agree (SA), 2 Agree- (A), 3- Disagree (D), 4- Strongly Disagree (SD), 5-Undecided (U).

Statement	1-SA	2-A	3-D	4-SD	5-U
Students experiences of learning in regular schools					
There are teaching staff that are specialised in teaching in regular schools.					
The teaching staff are able to apply methods responsive to learners with special needs.					
Teachers use appropriate teaching aids and objects according to the type of special needs they have in their classes.					
Teachers have the ability to vary their pedagogies to march all types of learners with special needs in their classes.					
The classrooms arrangement are suitable for all the learners.					
Lack of necessary learning resources will influence enrolment and retention of learners with special needs negatively.					
Students have the teaching and learning resources for all the subjects.					
Students are happy to have teachers who are able to handle learners with differentiated abilities.					
Students are happy to have adequate teachers who are able to in cooperate all the learners in their lessons.					
All adaptations are put in place to include and involve all the learners.					

Statement	1-SA	2-A	3-D	4-SD	5-U
Students experiences of learning in regular schools					
All the students are satisfied in the way their assignments are marked.					
Teachers are able to counsel all the students to ensure maximum retain-ability.					
Students are contented with the way teachers explain different concepts in the class.					
Students are able to understand different concepts because teachers are able to vary their teaching methods.					
There are no adequate specially trained teachers to cater for teacher student contact.					
My classmates are always ready to assist one another in class activities.					
All students have text books adapted accordingly to match the needs of learners with differentiated abilities.					
Teachers in our school do not discriminate against students with different needs.					
Teachers use demonstration, simulation and discussion to ensure that learners with special needs are involved in the learning process.					

**Appendix IV: Interview Guide for County Director of Education, Nairobi and
Director of Special Education, MOE**

1. What shortcomings in policy may have hampered the successful enrolment and retention of special needs education in regular secondary schools in Nairobi?
2. What factors do you consider when advising principals to enrol learners with special needs in their regular secondary schools?
3. What can be done in your county to increase enrolment rates and retention rates of learners with special needs in regular secondary schools in Nairobi?
4. What measures are you taking to ensure and encourage high enrolment and retention rates of learners with special needs in regular secondary schools in your county?
5. How do you deal with challenges involving enrolment and retention of learners with special needs in your area?
6. What partnerships have been forged between the government and donor agencies to ensure provision of adequate finances to sustain programs for learners with special needs in your county?
7. What are the financial and material resource challenges encountered by the county education office for the effective enrolment and retention of inclusive education in regular schools?
8. How effective have principals been in managing resources provided by the government for learners with special needs in regular secondary schools in Nairobi County?
9. What do you do to ensure that infrastructure in regular secondary schools attracts and suits learners with special needs in Nairobi County?

10. What challenges do you experience in ensuring that learners with special needs cope with the school environment they find themselves in regular public secondary schools in Nairobi?
11. In your opinion are the strategies employed for monitoring and evaluating programmes for special needs in regular secondary schools in your county appropriate?
12. What measures do you take to ensure that specially trained teachers are recruited and posted to the schools where they are required?
13. Have there been capacity building courses for both principals and teaching staff in regular secondary schools and how often are they provided?

Appendix V: Research Authorization



KENYATTA UNIVERSITY
GRADUATE SCHOOL

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P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E83/CTY/31188/15

Date: 5th May, 2022

The Director General,
National Commission for Science, Technology & Innovation,
P.O. Box 30623-00100,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS.SALOME KIAGIRI-REG. NO. E83/CTY/31188/15

I write to introduce Ms. Kiagiri who is a Postgraduate Student of this University. He is registered for a Ph.D. degree programme in the Department of Educational Management Policy & Curriculum Studies in the School of Education.

Ms. Kiagiri intends to conduct research for Ph.D. thesis entitled, "Principals Management Practices Influencing Retention of Learners with Special Needs in Selected Public Secondary Schools in Nairobi City County"

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in black ink, appearing to be 'Elishiba Kimani', written over a circular stamp or seal.

PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

JMO/cao

Appendix VI: Reasech Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 536047	Date of Issue: 24/May/2022
RESEARCH LICENSE	
	
<p>This is to Certify that Miss.. Salome Nyambira Klagiri of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: PRINCIPLES MANAGEMENT PRACTICES INFLUENCING ENROLLMENT AND RETENTION OF LEARNERS WITH SPECIAL NEEDS IN PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY COUNTY for the period ending : 24/May/2023.</p>	
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