

THE INFLUENCE OF THE PROVISION OF APPROPRIATE HUMAN RESOURCE SKILLS ON RETAINING DISABLED PUPILS IN MAINSTREAMED PRIMARY SCHOOLS

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Abstract

This study sought to establish the influence of the provision of appropriate human resource skills on the retention of disabled pupils in mainstreamed primary schools in Bomet County, Kenya. This research was embedded in Systems Theory by Bertalanffy. The study adopted a survey research design. The target population consisted of 840 teachers. Yamane formula was used to obtain a sample size of 271 teachers. The multi-stage sampling procedure was used. After collecting, coding and analysing the raw data, the study revealed that the provision of appropriate human resource skills significantly influenced the retention of pupils with disabilities by 25.3 per cent. The findings showed that there was strong evidence of a statistically and positive significant relationship between appropriate human resource skills and retention of pupils with disabilities ($r = 0.866^{**}$; $p < 0.05$). It was concluded that the majority of teachers lacked professional skills in teaching special needs education, which directly affects the retention of pupils with disabilities (PWDs). The study recommended that in-service training should be conducted for all regular teachers to enhance knowledge, skills and attitude toward special needs education.

Key terms: Disabilities, mainstreaming, provision, resources, retention

1.0 INTRODUCTION

Kogei (2013) states that Kenyan special needs education is reported to suffer from insufficient resources relevant to PWDS to learn in their schools. However, Global Campaign for Education (2016) and Kogei (2013) did not specify the type of resources required for PWDs, which is the main focus of this study. A study by Okongo et al. (2015) affirms that there are insufficient teaching and learning resources at the school levels in Nyamira North Sub-County. It was noted that if essential learning resources are adequate, then a higher percentage of PWDs will be retained in schools. Nevertheless, Okongo et al. (2015) needed to explore the purpose of the available resources for teaching and learning.

According to Kahongeh (2018), the education system in Kenya is still ill-equipped to support learners with disabilities and special needs. Kogei (2013) notes that special needs education in Kenya is reported to suffer from insufficient supplies for PWDs to learn in regular schools. While many children with disabilities do not attend school at all, those who are enrolled in regular schools are far more likely to drop out than their non-disabled peers in the same grades (Kenya National Bureau of Statistics, 2008). Research conducted by Taderera and Hall (2017) found that when a child is discovered to have a disability, the majority of Kenyans hide them in their rooms or are locked indoors so that people will not see them. As a result, they encounter a lot of difficulties in interacting with the other children. They are cursed away whenever they try to join the rest of the children, or the other children run away. The bitter part of it is that traditional beliefs cause the entire family to be rejected by the community. In case their disabled children are enrolled in schools, they are rejected and discriminated against by other children.

2.0 LITERATURE REVIEW

A study by Knowles and Smith (2014) indicates that teachers have carefully developed and implemented mainstream practices and activities in the entire school system. They are fully provided with resources to support and maintain change. This ideal invalidates any argument that special-needs children are best served in specified special-needs institutions. Collaboration and teamwork by special needs education teachers are essential aspects of mainstreamed practice, especially during times of planning and reflecting. A study by Knowles and Smith did not examine the influence of the provision of appropriate human resource skills on the retention of pupils with disabilities in mainstream primary schools, which was one of the objectives carried out in the present study.

Ainscow (2013) posits that teachers strive to plan and organise their teaching more carefully by adjusting lessons to suit learners with disabilities, but some significant issues remain unsolved. These include widely varying attitudes of teachers, changing socio-economic situations, socio-political climate and emphasis on examinations. According to Booth et al. (2014) and Sheldon (2014), who cited the findings of research that was conducted in Canada by Astrat (2013), reported that teachers' professionalism and subject knowledge are key factors in the improvement of learners' achievement and retention. Furthermore, the report states that expert special educators have effective pedagogy and extensive knowledge in behaviour management. This is customised to instruction skills geared to meeting the individual needs of learners with disabilities. However, a study by Ainscow (2013) and Booth et al. (2014) failed to examine the influence of the provision of appropriate human resource skills on the retention of pupils with disabilities in mainstream primary schools; the present study aimed at conducting intensive, purposeful research.

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In Britain, Mattingly and McInerney (2015) state that low school budgets result in a lack of facilities, inaccessible school buildings, low pupil-to-teacher ratios, and limited support for children with disabilities, hindering them from enjoying mainstream learning in a regular setup. In addition, the authors report that teachers have inadequate training in inclusive methodologies and cannot deal with the range of children with disabilities. It is the mandate of educational managers to ensure that every child receives a quality education. Education is a fundamental human right and a social good. However, Mattingly and McInerney (2015) did not study the influence of appropriate physical resources on the retention of PWDs, as stated in objective one of the study. Adegbesan (2014) cites a case study by UNESCO (2009), which indicated that the Ministry of Education in Thailand has been focusing on developing teachers' professional skills. This has been conducted to upgrade teachers' knowledge of handling learners with disabilities. However, all untrained teachers were given a slim chance in the service. All teacher trainees receive courses on teaching children with disabilities in teacher training institutions. A study by Jha (2012) stated that completion rates at primary schools in Thailand stood at 90 per cent in the year 2001 and were attributed to teachers' competence in SNE programmes. Studies by Adegbesan (2014) and Jha (2012) did not examine the influence of the provision of appropriate human resource skills on the retention of pupils with disabilities in mainstream primary schools, which was the focal point of this study.

Lipsky (2016), reflecting on a study that was done by Orodho (2012), argues that teachers accept mainstream education if there are few learners in their classes. Stough (2013) and Abraham and Puri (2014) found that 35 per cent of special education-trained teachers in England agree that an enrollment of less than 20 pupils is an ideal number. This is so if learners are included with differently-abled children in a regular classroom. Teachers' experience and exposure to learners with special needs of varying severity were found to increase their capacity to handle inclusion. Tomlinson (2012) agrees with Ajayi et al. (2015) that multi-level instruction is where teachers prepare a single lesson with variations that meet different learning styles and cater to all learners. The use of cooperative instructional strategies actively engages all learners. Learner-centred teaching methods and the development of appropriate teaching material enable the achievement of learners' potential. Kottler and Carlson (2015) and Dickson et al. (2012) reinforced that teachers' academic and professional qualifications are prerequisites to effective management of mainstreaming education.

Uyini et al. (2014) aver that teachers have limited to moderate competence in adaptive instruction, adaptive teaching is strongly associated with teachers' competence in teaching pupils with LDs in the regular classroom, and apart from gender and class size, teachers' background variables such as teaching experience and school location differ significantly. The research has serious implications for Ghana's inclusive teaching practice and education policy. Studies conducted by Ajayi et al. (2015), Tomlinson (2012), Kottler (2015) and Dickson (2012) did not investigate the influence of the provision of appropriate human resource skills on the retention of pupils with disabilities in mainstream primary schools, which this study sought to investigate. Bones and Lambe (2015) and Ajayi et al. (2015) quoted a study that was conducted in the United States of America by Brownell and Pajars (2014), which revealed that teachers with high academic scores possessed a mastery of the subject matter knowledge, which made them serve learners with disabilities better. In another study, Thomas (2015) argued that 30 hours of extended professional development for Early Childhood Development Education teachers yearly improved their learners' reading and writing outcomes as compared to a control group who did not receive training. Similarly, Westwood (2014) revealed that teachers who received training on inclusive education became

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experts in the improvisation of teaching resources. As a result, they accommodate learners with special needs, leading to increased enrolment in mainstream institutions.

Brownell (2014) advanced a report conducted in America's Centre for Personnel Studies in special education that stated that teachers' experiences and exposure to special needs education affect the acceptance of inclusive education. The report further revealed that experienced teachers demonstrated more knowledge in decoding and predicting that learners with difficult circumstances are helped to overcome challenges. It is evident that studies by Bones (2015), Ajayi (2015), Thomas (2015), Westwood (2014) and Brownell (2014) did not explore the influence of the provision of appropriate human resource skills on retention of pupils with disabilities in mainstream primary schools, which the present study sought to focus on. Asenath (2015) conducted research to identify the school-based factors influencing the performance of children with disabilities in public primary schools in Kajiado County. It was established that teachers should accept the fact that their behaviour can affect the education of their pupils.

MacGuine and Molbjerg (2011), cited in Bones (2015), commented that teaching styles refer to the choice of teaching methods or the manner in which content is presented to the learners by the teachers. The teacher's teaching style must match the learner's learning style with special needs. Muhammad (2013) reported that teachers who were trained in special education were comfortable with inclusive teaching techniques such as peer teaching, collaborative approach and cooperative learning. A multi-level instructional method where teachers prepare single lessons with variations responsive to learners' diverse needs was seen to promote mainstream education. This is supported by the findings of research conducted by Booth (2014) on the teaching strategies used by teachers in mainstream schools, which revealed that teachers do not keep records of pupils' weaknesses and strengths for follow-up; instead, a few teachers employ cooperative teaching approaches. It is apparent that studies by MacGuine and Molbjerg (2011), Bones (2015), Muhammad (2013) and Booth (2014) did not investigate the influence of the provision of appropriate human resource skills on the retention of pupils with disabilities in mainstreamed primary schools, which this study fully embarked on.

According to Brownell (2014), trained teachers in special needs education are motivated and enthusiastic about dealing with learners with special needs. Furthermore, Thomas (2015) argues that there is an indication that capacity building or extension of teachers' professional development in early childhood care and development is compulsory to enhance the learners' outcomes in reading and writing. A report picked from the education system in South Africa by Jessop (2014) notes that teachers who were trained in inclusive education became skilled in improvising teaching resources. They are more accommodating to special-needs learners, resulting in increased enrolment in mainstream schools.

Avmaridis and Norwich (2015) reiterate that the comparison of inclusion and segregation poses difficulties, as all children attend mainstream schools. The researcher critiques the reviewed literature by focusing on the scope of teacher training in special needs education and their posting to regular primary schools that host children with disabilities. Wong (2012) proposed that teachers' resistance reflected a lack of confidence in their own instructional methodologies and the amount of support offered to them. In addition, many teachers were generally trained in a period when mandatory special education units were not included in their pre-service training. Consequently, they did not expect to teach learners with disabilities due to a lack of specialised skills. It is apparent, therefore, that a study by Avmaridis and

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Norwich (2015) did not investigate the influence of the provision of appropriate human resource skills on the retention of pupils with disabilities in mainstream primary schools, which this study intended to investigate.

Huang and Waxman (2016) add that policy changes have made teachers face learners with a wide range of disabilities, learning difficulties and extremely challenging behaviours. Those teachers who recently trained are finding that more than pre-service courses are needed to prepare them for the realities of teaching learners with a wide range of behaviours and abilities. It is clear, therefore, that studies by Huang and Waxman (2016) and Wong (2012) did not probe into the influence of the provision of appropriate human resource skills on the retention of pupils with disabilities in mainstream primary schools, which the present study pursued to investigate. According to Gartner and Lipsky (2013), training can positively affect the attitudes and competence of teachers who have received training in the area of interest and have significantly more positive attitudes than teachers who have received no training. Dierkx and Duru (2013) further noted that training teachers and support staff on how to handle exceptional learners had been found to increase both competence and positive attitudes towards mainstreaming initiatives. Dierkx and Duru (2013) further asserted that teachers tend to seek advice most often from other teachers and, perhaps surprisingly, from parents, particularly in relation to the behaviour of learners with special needs. According to Idol (2015), teachers respond ineffectively to challenging behaviour; they may cause the behaviour to escalate or allow it to continue, resulting in difficulties and, eventually, more severe consequences. According to Brownell (2014), successful mainstream education requires that every teacher has the expertise to meet the educational needs of every learner. Teachers not trained for and those trained for special education should be given the opportunity to collaborate and develop new skills to enhance success.

In Kenya, school-based courses have been found to be more useful in developing skills and increasing confidence. The university's short-term courses may develop generic skills. Teachers are then encouraged to continue with those instructional practices. According to Dierkx and Duru (2013), appropriate training and professional development hold a significant key to the success of mainstreaming programmes in regular schools. Furthermore, the National Gender and Equality Commission (2016) disclosed that head teachers did not have enough trained teachers, while others had teachers trained in areas of disability not required in their schools. In regard to the suitability of the curriculum for children with disabilities, the schools reported that efforts had been made to adapt the regular curriculum. Nevertheless, there were challenges regarding the availability of appropriate teaching-learning resources in mainstream schools to help the ongoing learners be retained. These challenges also hamper the enhancement of peer-to-peer sharing and learning.

Mwangi (2013) carried out research on Special Needs Education (SNE) in mainstreamed primary schools. His findings show that many teachers lack a repertoire of teaching strategies for addressing barriers that frustrate learners with disabilities in mainstream classrooms. However, this study did not look at how the provision of appropriate resources affects the retention of PWDs in mainstream primary schools. This research intended to address the influence of the provision of appropriate human resource skills on the retention of pupils with disabilities in Bomet County, Kenya. A study conducted by Ogero (2015) recommended that mainstream primary schools should be equipped with adequate resources and facilities for children with disabilities to fill several gaps that still exist. Besides, teachers need to be trained again

through in-service courses to be empowered with Special Needs Education skills to enable them to perform well. These in-service courses can also make them recognise their power and capacity to make key decisions, which affect pupils' performance. This implies that a lack of appropriate utilities may affect the retention of pupils with disabilities in mainstream primary schools. This is what the researcher would like to ascertain. Despite the fact that Ogero (2015) supports the provision of adequate resources to PWDs, the researcher did not specify the nature and type of appropriate resources required for the retention of PWDs.

Asenath (2015) conducted research to identify the school-based factors influencing the performance of children with disabilities in public primary schools in Kajiado County. It was established that teachers should accept the fact that their behaviour can affect the education of their pupils. They must recognise that they have the capacity and power to make key decisions, which affect their role and pupils' performance. The findings also established that there is a need for both the classroom teachers and the subject teachers to get trained in Special Needs Education to provide successful inclusive education. However, a study by Asenath (2015) did not investigate the influence of the provision of appropriate resources on the retention of pupils with disabilities, which this present study sought to unravel. Schools with more teachers trained in special needs retained more learners with disabilities compared to those with few professionally trained teachers, as stated by Ajayi et al. (2015). Thomas (2015) and Navigate (2013) reinforced the idea that teachers should be conversant with special teaching techniques like peer tutoring, task analysis, psychotherapeutic methods, clinical methods and cognitive methods so as to bring down the number of learners with different abilities from dropping out of school.

Studies undertaken in Kenya by Mwaimba (2014) reveal that teachers with high academic scores possess a mastery of subject matter and knowledge, which makes them serve learners with disabilities better. For example, special education teachers with good mathematical scores provided better attention in algebra than those without such competencies. Educational Assessment Resource Centre (2013) indicate that with no assessment at enrolment or at any other stage, the teacher is left uncertain as to how to teach and what to expect from the child. For instance, in the District of Nyando, the rate of dropout amongst the children who are disabled attending school is estimated at 75 per cent, compared to 40 per cent among their non-disabled peers. An insufficient number of trained teachers has an effect on the teacher-learner ratio in learning institutions. It is also clear that the success of inclusion depends on the provision of specialised institutional and human capacity. In Kenya, SNE teachers are trained at the Kenya Institute of Special Education (KISE), Maseno and Kenyatta Universities, among others. Research shows that ongoing teacher training/professional development is crucial to successful inclusive education (Owuor, 2014).

Another study in Kenya by Kamene (2009) emphasised that successful collaboration strategies include the reinforcement of the planning teams and other professional groups. When these teams work together, they recognise and promote teachers' problem-solving skills and use them as front-line researchers. It is apparent, therefore, that studies by Brownell (2014) and Kamene (2009) did not analyse the influence of the provision of appropriate human resource skills on the retention of pupils with disabilities in mainstream primary schools, which the present study pursues to investigate.

3.0 RESULTS AND DISCUSSIONS

Provision of Appropriate Human Resource Skills

Percentages were used in the investigation of the variable. The findings are presented in Table 1.

Table 1: Percentages of Provision of Appropriate Human Resource Skills

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)
Every lesson has a co-teacher to explain the lesson to PWDs using sign language	54.0	30.7	7.3	5.7	2.3
Teachers use appropriate teaching methods for PWDs	46.0	26.1	10.3	10.3	7.3
I used child-centred interactive methods during teaching and learning. e.g. charts, braille. etc.	31.4	32.2	11.9	12.6	11.9
I have knowledge of how to use assistive devices for PWDs	71.6	19.2	4.6	2.3	2.3
I use appropriate instructional skills for PWDs	63.2	29.9	2.7	1.9	2.3
I am trained to guide and counsel PWDs	50.6	25.3	5.4	10.3	8.4
I am trained to handle the appropriate content of PWDs	56.3	23.0	7.3	8.8	4.6
I have a good relationship with all the pupils I teach	52.5	24.5	8.4	6.9	7.7
I am trained on how to handle game equipment for PWDs	35.6	25.7	5.7	4.2	28.7
I am trained on how to communicate in sign language	62.5	21.1	2.7	3.8	10.0
I am trained on how to use therapeutic toys for PWDs	72.0	18.4	4.6	2.3	2.7
I am trained on how to use computers to teach PWDs	55.6	15.3	10.7	13.8	4.6

Key: SD = Strongly Disagree; D=Disagree; N = Neutral; A = Agree; SA = Strongly Agree; and % =Percentages.

It is believed that children with special needs are best served in specified special needs institutions (Knowles & Smith, 2014). Nevertheless, it was noted that 70.9 per cent of respondents in the study disagreed that they were trained on how to use computers, use therapeutic toys for PWDs (90.4%) and communicate in sign language (83.6%). This suggests that when teachers lack training on matters concerning special needs for PWDs, it could deter the students who may not be given the attention they need during learning, like other learners. This could affect the retention of PWDs. National Gender and Equality Commission (2016) disclosed that head teachers did not have enough trained teachers, while others had teachers trained in areas of disability not required in their schools. In regard to the suitability of the curriculum for children with disabilities, the schools reported that efforts had been made to adapt the regular curriculum.

Similarly, 61.3 per cent of respondents disagreed that they were trained on handling game equipment for PWDs and handling the appropriate content of PWDs (79.3%), in addition to guiding and counselling of PWDs (75.9%). It was established that respondents did not use appropriate instructional skills for PWDs (93.1%) and assistive devices for PWDs (90.8%). This implies that when teachers are not skilled in how to teach PWDs, it may affect the general learning of learners. This could affect the retention of PWDs as they drop out of school due to the perception that they are neglected. These findings concur with those of Mwangi (2013), who carried out research on Special Needs Education (SNE) in mainstreamed primary

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schools. The findings show that many teachers lack a repertoire of teaching strategies for addressing barriers that frustrate learners with disabilities in mainstream classrooms.

Teachers use appropriate teaching methods for PWDs (17.6%), while 72.1 disagree. However, 63.6 per cent disagreed that they used child-centred interactive methods during teaching and learning. It was observed that 84.7 per cent of respondents disagreed that every lesson had a co-teacher to explain the lesson to PWDs using sign language. These findings concur with those of Lone (2016), who indicated that teachers do use differentiated and learner-centred teaching strategies to ensure the inclusion of diverse learners and accommodate barriers to learning. Lack of time, heavy workload, large class sizes, disobedience and insufficient pre- and in-service training were identified as factors which limit teachers' ability to use these methods in the inclusive classroom.

Having a good relationship with learners is a prerequisite for successful knowledge transfer. However, 77 per cent of respondents disagreed that they had a positive relationship with all the pupils. When teachers lack a good relationship with learners, it may result in frustration among PWDs. This could be a significant impediment to the retention of pupils with disabilities. Lopez and Corcoran (2014) aver that positive teacher-student relationships play an established role in students' developmental outcomes. The ongoing study suggests that positive teacher-student relationships may be beneficial to students, particularly those with special educational needs.

Mean Descriptive for Provision of Appropriate Human Resource Skills

Mean statistics were computed for the variable provision of appropriate human resource skills. The data analysed is presented in Table 2.

Table 2: Mean for Appropriate Human Resource Skills

Statement	N	Min	Max	Mean	SD
I am trained on how to use computers to teach PWDs	261	1.00	5.00	1.97	1.28
I am trained on how to use therapeutic toys for PWDs	261	1.00	5.00	1.45	0.90
I am trained on how to communicate in sign language	261	1.00	5.00	1.78	1.29
I am trained on how to handle game equipment for PWDs	261	1.00	5.00	2.65	1.66
I have a good relationship with all the pupils I teach	261	1.00	5.00	1.93	1.26
I am trained to handle the appropriate content of PWDs	261	1.00	5.00	1.82	1.17
I am trained to guide and counsel PWDs	261	1.00	5.00	2.01	1.32
I use appropriate instructional skills for PWDs	261	1.00	5.00	1.50	0.83
I have knowledge of how to use assistive devices for PWDs	261	1.00	5.00	1.44	0.87
I used child-centred interactive methods during teaching and learning, for example, charts, braille, etc.	261	1.00	5.00	2.41	1.36
Teachers use appropriate teaching methods for PWDs	261	1.00	5.00	2.07	1.28
Every lesson has a co-teacher to explain the lesson to PWDs using sign language	261	1.00	5.00	1.72	0.99
Provision of Appropriate Human Resource Skills Index	261	1.00	4.25	1.90	0.62

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It is believed that since teachers are essential in achieving the goals of inclusive education, teacher training and development of appropriate knowledge, skills and attitudes needed for inclusive education is said to be essential to the success of inclusion (Walton et al., 2012). Nevertheless, according to Table 2, respondents disagreed that they were trained on how to use computers (mean=1.97), use therapeutic toys (mean=1.45), and how handle the appropriate content of PWDs (mean=1.82). This means that pupils with disabilities who were supposed to benefit from the teachers' expertise could find themselves more frustrated when they fail to achieve their goals in learning. This could affect the retention of PWDs. In Britain, Mattingly and McInerney (2015) reported that teachers have inadequate training in inclusive methodologies and cannot deal with the range of children with disabilities.

Similarly, respondents disagreed that they were trained on how to communicate in sign language (mean=1.78) and how to handle game equipment for PWDs (mean=2.65), as well as knowledge on how to use assistive devices for PWDs (mean=1.44). Further, respondents disagreed that they were trained to guide and counsel PWDs (mean=2.01). Lack of proper training was seen to adversely influence relationships with the pupils they taught (mean= 1.93). This revelation suggests that when teachers cannot communicate their learning objectives to PWDs, they may get frustrated and drop out of school. This could be a reason for the lack of retention of PWDs in mainstream learning. These findings agree with those of Donohue and Bornman (2014), who argue that South African teachers lack the skills and knowledge to teach diverse learners in one classroom without substantially increasing their workload.

Regarding teaching methods, respondents disagreed that they used child-centred interactive methods during teaching and learning. e.g. use of charts, braille, etc. (mean=2.41). They also disagreed that they used appropriate instructional skills for PWDs (mean= 1.50), specifically appropriate teaching methods for PWDs (mean=2.07). This could affect the PWDs as they will continuously lag behind, and others may lose interest in learning. Additionally, respondents disagreed that every lesson had a co-teacher to explain the lesson to PWDs using sign language (mean=1.72). The finding agrees with De Jager (2013), who realised through research conducted in South Africa on the use of differentiated instructional methodologies in an inclusive classroom that teachers highlighted a lack of training in dealing with learners' diverse barriers to learning.

Similarly, a study by Engelbrecht et al. (2006), where they used the British Index for Inclusion in three Western Cape primary schools, revealed that teachers had insufficient development and training opportunities, as well as that they lacked knowledge about dealing with diverse learners' needs and behaviours. Overall, the provision of appropriate human resource skills index was 1.90. This indicated that these human resource skills were deficient among teachers sampled and hence could affect the retention of PWDs.

Comparison in the Provision of Appropriate Human Resource Skills by Gender

An independent sample t-test was conducted to determine whether there was a significant difference in the provision of appropriate recreational resources by rendering at an alpha level of 0.05. The results are displayed in Table 3.

Table 3: Difference in Perception of Provision of Appropriate Human Resource Skills by Gender

Gender	N	Mean	SD	Df	t-value	p-value
Male	134	1.91	0.60	259	0.346	0.729
Female	127	1.88	0.64			

The finding indicated that there was no significant difference between male and female respondents regarding the provision of appropriate human resource Skills at 0.05, $t(259) = 0.346$, $p=0.729$. This means that the appropriate human resource skills are believed to be lacking by male (Mean= 1.91; SD=0.60) and female respondents (Mean= 1.88; SD=0.64). This implies that in the absence of appropriate human resource skills, the retention of PWDs could be affected. This finding agrees with that of Gathumbi et al. (2015), who affirmed that there was a general lack of teacher training on pedagogy and knowledge on how to handle pupils with special needs. This means that trained teachers in special needs education could positively influence the retention of pupils with disabilities.

Difference in Provision of Appropriate Human Resource Skills by Work Experience

ANOVA was computed in order to determine whether there was a significant difference in perception of the provision of appropriate human resource skills by work experience. The finding is presented in Table 4.

Table 4: Provision of Appropriate Human Resource Skills

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.115	2	.557	1.450	.236
Within Groups	99.172	258	.384		
Total	100.287	260			

The finding showed that there was no significant difference among the three groups of work experiences regarding the provision of appropriate human resource skills at the 0.05 level, $F(2,258) = 1.450$, $p > 0.05$. This implies that respondents with low, average and vast working experiences had a similar view regarding appropriate human resource skills as provided in their schools. This means that when appropriate human resource skills are lacking, the retention of PWDs could be affected. However, this finding deviates from that of Brownell (2014), who advanced that experienced teachers demonstrated more knowledge in decoding and predicting that learners with difficult circumstances are helped to overcome challenges. This deviation might have been brought about by the fact that appropriate human resource skills were lacking in the study area.

Correlation Test on Providing Appropriate Human Resource Skills and Retaining Pupils with Disabilities

The Pearson correlation test was used to find out whether there was a significant influence on the provision of appropriate human resource skills and the retention of pupils with disabilities. The analysis was tested at 0.05 Alpha and is shown in Table 5.

Table 5: Influence of Provision of Appropriate Human Resource Skills on Retention of Pupils with Disabilities

		Retention of Pupils with Disabilities	Provision of Appropriate Human Resource Skills
Retention of Pupils with Disabilities	Pearson Correlation	1	.866**
	Sig. (2-tailed)		.000
	N		261

** . Correlation is significant at the 0.01 level (2-tailed).

The finding showed that there was strong evidence of a positive and statistically significant influence of appropriate human resource skills on the retention of pupils with disabilities ($r=0.866^{**}$; $p<0.05$). This means that when appropriate human resource skills are provided to PWDs, their retention will increase, while the lack of these important resources will lead to a decline in their retention. Mwimba (2014) observes that teachers' academic and professional qualifications influenced the implementation of inclusive education in public primary schools. This means that teachers need more professional skills in teaching PWDs to ensure their retention is maintained.

Retention of Pupils with Disabilities

The study's dependent variable was analysed, and the findings were presented in Table 6.

Table 6: Retention of Pupils with Disabilities

Categories	Frequency	Per cent
very low	99	37.9
Low	131	50.2
High	26	10.0
very high	5	1.9
Total	261	100.0

The analysis was conducted, and it was found that 37.9 per cent reported that the retention of pupils with a disability was very low. Also, up to 50.2 per cent indicated that the retention was also low. This implies that there could be a problem with the provision of resources to pupils with disabilities, which could affect their retention. This finding agrees with that of Bakhshi et al. (2017), who observe that vulnerable children, particularly disabled children, are less likely to start schooling and more likely to drop out of school before completing their high school education than those children who are non-disabled, indicating that the process of learning is not inclusive in practice. Moreover, the gap is wider for girls and children from families where the head is uneducated or economically deprived. Similarly, Ngiria (2013) affirms that unfavourable environmental barriers affected learners, teachers and host pupils' negative attitudes, as well as the unavailability of efficient teacher competencies in teaching affected urban refugee learners with disabilities.

Mean Description of Retention of PWDs

The findings in Table 7 show the Mean description of retention of PWDs.

Table 7: Mean Description of Retention of PWDs

Statement	N	Min	Max	Mean	Std. Dev
Mean Retention of pupils with disabilities	261	.00	200.00	23.11	29.06
Valid N (list-wise)	261				

The study findings revealed that the mean descriptive statistics on retention of pupils with disabilities was 23.11, with a standard deviation of 29.06. This implies that a small number of pupils with disabilities were retained in mainstream primary schools from a total of 200 in Bomet County.

It is believed that children with special needs are best served in specified special needs institutions (Knowles & Smith, 2014). Nevertheless, it was noted that respondents disagreed that they were trained on how to use computers, use therapeutic toys for PWDs and communicate in sign language. This suggests that when teachers lack training on matters concerning special needs for PWDs, it could deter the students who may not be given sufficient attention during learning, like other learners. This could affect the retention of PWDs. National Gender and Equality Commission (2016) disclosed that head teachers did not have enough trained teachers, while others had teachers trained in areas of disability not required in their schools. In regard to the suitability of the curriculum for children with disabilities, the schools reported that efforts had been made to adapt the regular curriculum.

Similarly, respondents disagreed that they were trained on how to handle game equipment for PWDs and to handle the appropriate content of PWDs, in addition to guiding and counselling PWDs. It was found that respondents did not use appropriate human resource skills for PWDs and assistive devices for PWDs. This implies that when teachers are not skilled in how to teach PWDs, it may affect the general learning of learners. This could affect the retention of PWDs as they drop out of school due to the perception that they are neglected. These findings concur with those of Mwangi (2013), who carried out research on Special Needs Education (SNE) in mainstreamed primary schools. His findings show that many teachers lack a repertoire of teaching strategies for addressing barriers that frustrate learners with disabilities in mainstream classrooms.

Teachers use appropriate teaching methods for PWDs. However, respondents disagreed that they used Child-Centred Interactive Methods (CCIM) during teaching and learning. In addition, it was observed that respondents disagreed that every lesson had a co-teacher to explain the lesson to PWDs using sign language interpretation. These findings concur with those of Lone (2016), who indicated that teachers do use differentiated and learner-centred teaching strategies to ensure the inclusion of diverse learners and accommodate barriers to learning. However, lack of time, heavy workload, large class sizes, disobedience and insufficient pre- and in-service training were identified as factors which limit teachers' ability to use these methods in the inclusive classroom.

Having a good relationship with learners is a prerequisite for successful knowledge transfer. However, respondents disagreed that their relationship with all the learners was good. When teachers lack a good relationship with pupils, it may lead to frustration among PWDs. This could be a greater impediment to the retention of pupils with disabilities. Asenath (2015) conducted research to identify the school-based factors influencing the performance of children with disabilities in public primary schools in Kajiado County. It was established that teachers should accept the fact that their behaviour, character or personality can affect the education of their pupils.

An independent sample t-test was conducted to determine whether there was a significant difference in the provision of human resource skills by gender at an alpha level of 0.05. The finding indicated that there was no significant difference between male and female respondents regarding the provision of appropriate human resource Skills at 0.05, $t(259) = 0.346$, $p=0.729$. This means that the appropriate human resource skills are believed to be lacking by male (Mean= 1.91; SD=0.60) and female respondents (Mean= 1.88; SD=0.64). This implies that in the absence of appropriate human resource Skills, the retention of PWDs could be affected. This finding agrees with that of Gathumbi et al. (2015), who affirm that there was a general unavailability of teacher training on pedagogy and knowledge of handling special needs students.

ANOVA was computed in order to determine whether there was a significant difference in perception of the provision of appropriate human resource skills by work experience. The finding showed that there was no significant difference among the three groups of work experiences regarding the provision of appropriate human resource skills at the 0.05 level, $F(2,258) = 1.450$, $p > 0.05$. This implies that respondents with low, average, and Vast working experiences had a similar view regarding appropriate human resource skills as provided in their schools. This means that when appropriate human resource skills are lacking, the retention of PWDs could be affected. However, this finding deviates from that of Brownell (2014), who advanced that experienced teachers demonstrated more knowledge in decoding and predicting that learners with difficult circumstances are helped to overcome challenges. This deviation might have been brought about by the fact that appropriate human resource skills were lacking in the study area.

4.0 CONCLUSIONS AND RECOMMENDATIONS

Conclusions: The findings showed that there was strong evidence of a positive and statistically significant relationship between appropriate human resource skills and retention of pupils with disabilities ($r=0.866^{**}$; $p<0.05$). This means that when appropriate human resource skills are provided to PWDs, their retention will increase, while the lack of these important human resources will lead to a decline in their retention. Furthermore, Mwimba (2014) observes that teachers' academic and professional qualifications influenced inclusive education implementation in public primary schools. This means that teachers need more professional skills in teaching PWDs to ensure their retention is maintained. Finally, the provision of appropriate human resource skills was found to significantly influence the Retention of pupils with disabilities by 25.3 per cent.

Recommendations: An in-service course be organised in order to the abreast relevant mental and physical ability of teachers and support staff to handle PWDs in mainstreamed schools in Bomet County, Kenya. Teacher training institutions should design and incorporate an examinable course in special needs

education (SNE) in order to equip teachers with knowledge, skills and attitudes regarding pupils with disabilities in mainstream learning institutions, in order to promote retention of PWDs.

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