

**INFLUENCE OF SOCIO-ECONOMIC FACTORS ON IMPLEMENTATION
OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
KIBWEZI SUB COUNTY, MAKUENI COUNTY, KENYA**

Mutua Catherine Ndanu

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the Degree of Master of Education in Curriculum Studies**

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DECLARATION

This project report is my original work and has not been presented to any other university for award of diploma or degree.

Mutua Catherine Ndanu

E55/67300/2013

This project report has been submitted for examination with our approval as the university supervisors.

Dr. Grace Nyagah

Senior Lecturer

Department of Educational Administration and Planning
University of Nairobi

Dr. Lucy W. Njagi

Lecturer

Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This project report is dedicated to my loving mother Esther Mutua and my dearest sister Janet Musyoka, who gave me the greatest support and encouragement.

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I thank the Almighty God for His wonderful provision and leading me this far.

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ABBREVIATIONS AND ACRONYMS

EADSNE	European Agency for Development in Special Needs Education.
EARC	Educational Assessment and Resource Centre
EFA	Education For All
EENET	Enabling Education Network
FPE	Free Primary Education
GER	Gross Enrolment Rate
IDEA	Individuals with Disabilities Education Act
IE	Inclusive Education
SDGs	Sustainable Development Goals
MOEST	Ministry of Education Science and Technology
OECD	Organization of Economic Co-operation and Development
SENs	Special Education Needs
SNE	Special Needs Education
SPSS	Statistical Package for the Social Science
UNESCO	United Nations Education Science and Cultural Organization
UNICEF	United Nations International Children Education Fund.
UPE	Universal Primary Education

ABSTRACT

Inclusive education has garnered significant recognition regionally and globally. It demands that schools should be able to meet needs of learners with special education needs. There is need to eliminate discrimination and exclusion at all levels in society. This study sought to investigate socio-economic factors influencing implementation of inclusive education in primary schools in Kibwezi Sub-County, Kenya. The study aimed to establish the influence of family income on the implementation of inclusive education, to determine the influence of peer attitude on the implementation of inclusive education, to establish the influence of material resources within schools on the implementation of inclusive education and to determine the extent to which religious beliefs influence implementation of inclusive education. A descriptive survey design using both quantitative and qualitative approach was adopted. The target population for this study was the 13 schools practicing inclusive education, 13 headteachers were got from the same schools. Simple random sampling was used to get 31 teachers, 63 learners with special needs and 63 parents/guardians. Questionnaires were used to obtain data from the teachers and headteachers. Interview guides were used to obtain data from the parents and learners with special education needs. Descriptive and inferential statistics were used for the analysis. The researcher found out that the parents of children with special education needs in schools in Kibwezi sub-county got their income from farming, which is inadequate to support their children's education. The learners with special educational needs in school do not perform as well as their counter parts. They get little support from other learners. There were no enough materials for both teachers and learners with special needs for implementation of inclusive education. Parents encounter difficulties in enrolling their children with special needs in mainstream because of religious beliefs. The researcher concluded that family income and material resources positively influenced the implementation of inclusive education, while peer attitude and religious beliefs negatively influenced the implementation of inclusive education. The researcher recommends that schools must take initiative to improve on material resources and to be sensitive to learners with SEN. More funds should be allocated to schools offering inclusive education and the government should also be timely in releasing the funds for educational purposes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Inclusive education has garnered significant recognition regionally and globally. It demands that the schools should be able to meet needs of learners with special education needs. The concept of inclusive education is based on the fact that all children, young people despite cultural, social and learning backgrounds should have equivalent opportunities in all kinds of schools(UNESCO, 2008).Education for all (EFA) movement and the subsequent international conventions have pointed out that particular groups of children are especially prone to exclusion or have been denied a chance to participate in learning activities which take place in formal, informal and non-formal settings. These children are disadvantaged by the social cultural, regional and economic environments in which they live.

There is need to eliminate discrimination and exclusion at all levels in society (UNESCO, 2003; Ajiambo, 2005). Reducing this discrimination may best be done through education that not only values academic learning, but also encourages acceptance of diversity. Heijnen (2005) suggests that nations should embrace the inclusive approach which seeks to identify any barriers and develop ordinary schools which are capable of meeting the diverse needs of the learners.

According to (UNESCO, 2008) inclusive education is the process of addressing and responding to diversity of needs of learners through increasing participation

in learning, cultures and reducing exclusion within and from education. It emphasizes that education systems, schools and teachers should focus on generating inclusive settings that uphold values of respect and understanding of all diversities. Lahkan (2006) asserted that the philosophy of inclusive education is a worldwide advocacy of provision of education to children with special needs in the mainstream school. Every learner has a fundamental right to learn. However, research has shown that although most countries seem to share ideology and commitment towards implementation of inclusion, the concept of inclusion has different meaning in different contexts (Swart & Pettipher, 2002)

The right to be educated in regular schools is highlighted in instruments such as World declaration on EFA(UNESCO 1990), UN standard rules on equalization of opportunity for persons with disabilities(1993)UN conventions on rights of a child (1991)as well as UN convention on rights of persons with disability (2006)which Calls for parties to ensure an inclusive education system at all levels and Darkar framework on Education For All(2001) in the last decade have strongly support importance of working towards “schools for all”

The readiness for acceptance for inclusion varies across countries and continents of the world. Australia is one of the countries that embrace the principles of inclusive education. Forlin (2005) claims that mainstreaming schools in Australia are becoming progressively more multifaceted as they include students with wide range of diverse abilities. Forlin (2004) indicates that there are variation in the way learners are supported in Australia. They range from segregated special

schools to autonomous education support centres attached to mainstream schools to special classes within mainstream school.

In Spain the process of integration started between 1992 and 1993 due to the introduction of the educational system reform driven by General Regulation Law for the education system of 1990(European Agency for Development in Special Needs report, 2004).This law gave learners education the right to receive education that responds to their personal needs the right characteristics in the school closest to them. However special schools still exist to serve as a bridge towards high levels of integration. It is estimated that about 4% of students with special education needs receive tuition in this kind of centre.

In Africa some countries such as Namibia, Uganda, and Lesotho among others, do have a national policy in favor of inclusion. Uganda has been addressing the educational needs of Learners with SENs as part of Universal Primary Education (UPE) since 1996. The Uganda government has made it financially possible for families to send their Learners with SENs to school. In every family, the priority is given to the child with disability, then to girls (Miles 2000; Bosa 2003; Mittler 2002). Although all that has been done, it is evident that there are some children especially Learners with SENs who were still out of school. Similarly some of those children with special needs, who might have enrolled in regular schools, may have ended up dropping. Namibia has committed itself to the provision of equal opportunities and equal access to all learners .according to Zimba, Mowes, and Naanda, (2007), Namibia's educational reform is based on access, quality,

equity and democracy. This is to be achieved through the integration of learners with special needs and learners with disabilities. Zimba (2007) notes that although the Namibian National Policy on Disability commits itself to inclusion philosophy, it does not provide current ministry of Education with clear legislative framework on inclusive education in Namibia. In addition, although Namibia is one of the signatories to the Salamanca Statement, inclusive education rarely features on the agendas of meetings and conferences (Zimba, 2007).

The recognition that education is a fundamental right that should be available to all learners is not new in Kenya as the Kenyan policy on education is centrally crafted within the framework of Education In Kenya for All ,the Sustainable Development Goals, the conventions on the Rights of the child and the UN convention the rights of persons with disabilities. Furthermore inclusion as a concept is fundamentally subscribed by the constitution of Kenya (2010). Before the Special Needs Education (SNE) policy was put in place in March 2010, the implementation and practice of special education programmes was guided by the policies stated in the Sessional Paper No.5 of 1968 and No. 6 of 1988. These policies pointed out that the needs of the children with special needs should be catered for in special schools. Other policies had been adapted from presidential directives, education commissions and legal notices from the Ministry of Education (MoEST, 2005a). The recently launched SNE policy clearly points out on the need to implement inclusive education as a viable means of achieving EFA goal (MoE, 2009).

The implementation of Free Primary Education (FPE) by the government was a positive milestone towards that achievement. Although this has been done and the enrolment in regular primary schools increased from 5.9 million in 2002 to 8.5 million in 2008, the number of children of school going age who do not access educational services is still high. For the first time in 2009 Kenya included disability indicators in its census. According to the Kenya housing and population census (2009) there are 647,689 males and 682,623 females with disability living in Kenya. There are currently 1.3 million people in Kenya living with a disability. Of these people only 39% have attended a mainstream primary school and only 9% have attended high school (Kenya National Survey for Persons with Disabilities, 2008).

According to Draft Education Policy (2012) the enrollment of learners in special institution and unites currently stand at 102,749 students of which 21,050 are in special schools and 81,649 are enrolled in integrated special units at both primary and secondary. According to estimate this enrolment figures represent about a third of the expected number of learners with special needs (NSSEP draft 2012). Such exclusion from education further perpetuates the cycle of disability and poverty.

The Ministry of Education (2009) established that lack of training among teachers, inappropriate infrastructure, inadequate physical facilities and lack of specialized material resource make it difficult to practice inclusive education in

public primary schools. Traditional beliefs, cultural perspective and religious beliefs have also resulted in negative attitudes towards individuals with disability.

Similar studies have been conducted by various researchers in Kenya. Nyagoti (2013) studied institutional factors influencing implementation of inclusive education. Kithuka (2008) studied factors influencing implementation of inclusive education policy of children with special needs in Kitui North. The above researches did not address the social economic factors that influence the implementation of inclusive education. Kibwezi sub-county has a total of 161 public primary schools. Out of this only 13 schools are implementing inclusive education (Staffing and District Education Office, 2015). In 2014 the total number of pupils with disabilities in public schools implementing inclusive education was 305 while in 2015 the number dropped to 272 according to Education Assessment and resource centre EARC (2015). One thousand five hundred learners with special needs are estimated to be out of school in Kibwezi Sub County EARC (2015). In view of the above there is need to carry out a study that focused on evaluating the socio economic factors influencing the implementation of inclusive education in public primary schools in Kibwezi sub county, Makueni County.

1.2 Statement of the problem

The purpose of inclusive education is to remove barriers to learning by structuring the public education system. To meet the needs of all learners irrespective of their physical, emotional or speech differences. Although there is

progress in the implementation throughout the World, there are still countries where implementation is slow. The government of Kenya has made some strides in the implementation of inclusive education. To address marginalization of children with disabilities and its limiting outcomes, the special needs education policy (2009), has been the driving force behind the transition. Progress has been made in providing specialized equipment, creating environment without barrier and building capacity by motivating staff to attain diplomas in special needs education (KISE, 2002).

Kibwezi sub-county has a total of 161 public primary schools. Out of this only 13 schools are implementing inclusive education (Staffing and District Education Office,2015).In 2014 the total number of pupils with disabilities in public schools implementing inclusive education was 305 while in 2015 the number dropped to 272 according to Education Assessment and Resource Centre (EARC, 2015).One thousand five hundred learners with special needs are estimated to be out of school in Kibwezi Sub County (EARC, 2015).Lack of implementation in majority of the schools, high dropout rate together with the fact that there is no known research of factors influencing implementation of inclusive education prompted the researcher to investigate the socio economic factors influencing the implementation of inclusive education in Kibwezi sub county.

1.3 Purpose of the study

The purpose of the study was to investigate the socio-economic factors influencing implementation of inclusive education in primary schools in Kibwezi Sub-County, Kenya.

1.4 Objectives of the research

The study aimed at achieving the following objectives:

- i) To establish the influence of family income on the implementation of inclusive education in public primary schools in Kibwezi Sub-County.
- ii) To determine the influence of peer attitude on the implementation of inclusive education in public primary schools in Kibwezi Sub-County.
- iii) To establish the influence of material resources within schools on the implementation of inclusive education in public primary schools in Kibwezi Sub-County.
- iv) To determine the extent to which religious beliefs influence implementation of inclusive education in public primary schools Kibwezi Sub-County.

1.5 Research questions

The study was guided by the following research questions:

- i) What is the influence of family income on the implementation of inclusive education in public primary schools in Kibwezi Sub-County?
- ii) How does peer attitude influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County?

- iii) Are material resources available within school on the implementation of inclusive education in public primary schools in Kibwezi Sub-County?
- iv) To what extent do religious beliefs influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County?

1.6 Significance of the study

This study finding may help parents to become more informed on their facilitation role as guardians in making inclusivity in education a reality. It may also enlighten parents on the religious factors at play in their locality and the challenges these factors pose in the implementation of inclusive education. The study may enlighten the Ministry of Education to re-examine their financial facilitation role in the face of hard economic times parents face as they try to adapt to inclusivity in education. It may also help educators understand the negative role that peer attitude can play and hence work towards positivity of the same. The study can be used by the Kenya Institute of Curriculum Development (KICD) which is responsible for the development of various curricular in Kenya to develop a relevant curriculum that can be used by participants in inclusive education.

1.7 Limitations of the study

The vast distance between schools and poor road network may challenge the researcher while conducting the research. Prior arrangements about the transport were made. The research depended on cooperation of participants to truthfully and accurately report on their attitudes and characteristics towards the variables

of the study. The respondents were assured of the confidentiality of their responses.

1.8 Delimitations of the study

This study was carried out in public primary schools practising inclusive education in Kibwezi Sub-County and are funded by the State to ease the implementation of inclusive education. The study excluded private schools which are not implementing inclusive education. The respondents were drawn from parents, pupils, teachers and head teachers from public schools in the locale. The reason being that they are the stakeholders in the implementation of inclusive education. Although there are many factors that are influence implementation of inclusive education, this study limited itself to socio-economic factors influencing implementation of inclusive education.

1.9 Assumptions for the study

The following assumptions were made;

- i. The respondents were aware of inclusive education policy and that all public schools under study were familiar with current policy guidelines on inclusive education.
- ii. That all respondents had the required knowledge and were competent to give accurate responses to the questions which were given in the interview guide and questionnaires.

1.10 Definition of significant terms

The following are the definitions of significant terms to be used in the study:

Disability refers to lack of, or restriction of ability to perform an activity in the manner within the range considered normal for children of similar age or age group

Implementation refers to putting into effect an education system in order to produce the intended results.

Inclusion refers to the process of enabling all children to learn and participate effectively within main systems without segregation.

Inclusive education refers to practice of addressing the learners' needs within the mainstream school set up and advocate for all children regardless of their disabilities.

Mainstream refers to the system of educating people with special needs in regular school settings alongside their non-handicapped peers.

Material resource refers to anything of material value or usefulness that is used to support the education of the learners with special education needs.

Peer attitude refers to a feeling or opinion about social group and primary group of people who have similar interest, age, background or status.

Religious belief refers to attitudes towards mythological, supernatural, or spiritual aspects of religion.

Socio-economic factors refers to the financial abilities as well as society's norms and beliefs that ultimately shape the learners with special education needs personality, attitudes and lifestyles from external quarters.

1.11 Organization of the study

The study is organized in five chapters. Chapter one consisted the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, and definition of terms. Chapter two comprised literature review, which include Concept of Inclusive Education, Status of inclusive education worldwide, Family income and implementation of inclusive education, Materials and Implementation of Inclusive Education., Peer attitude and implementation of inclusive education, Religious beliefs and implementation of inclusive education, summary of literature review, theoretical framework and conceptual framework. Chapter three dealt with research design and research instruments, the target population, sampling procedures the methods of test for validity and reliability of research instruments to be used in data interpretation. Chapter four presented the data collected, analyzed and discussed. Chapter five provided the summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter of literature review addresses issues which are important when investigating the factors influencing implementation of inclusive education. These include; concept of inclusive education, status of inclusive education worldwide, family income, resource materials, peer attitude, religious beliefs, summary of literature review, theoretical framework and conceptual framework.

2.2 Concept of inclusive education

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities.

There is a growing realization that inclusion means different things in different contexts(Dyson,2001;Florian,1998;Forlin,2004;Green,2001;Engebrecht,2005)Dyson(1999)attributes multiple definitions of inclusion to different discourses through which different theoretical notions of inclusion are constructed. He refers to the inclusive politics as concerned with the extent to which particular school

realizes and protects the rights of its students and monitors power distribution accordingly. Looking at Dyson's explanation one can understand why some definitions of inclusive focus on equity and social justice in education to learners with disabilities. One such example is found in Engelbrecht (1999) who sees inclusive education as a proposed strategy for achieving of democratic and just society. A similar view is expressed by Swart and Pettipher (2001). They regard inclusion as development of an inclusive society where all members optimally participate and contribute in democracy.

The following are some different definitions of inclusive education internationally. UNESCO (2005) defines inclusion as "a dynamic approach of responding to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning" "Consistent with this definition, UNESCO section for education in Enabling Education Network (EENET) (2000) defines inclusive as concerned with removing all barriers to learning and with participation of all learners vulnerable to exclusion and marginalization.

Barton (1999) explains that inclusive education is not integration and is not concerned with assimilation or accommodation of discriminated groups or individuals within socio-economic conditions and relations. It is not about making people as 'normal' as possible it is ultimately about transformation of a society and its institutional arrangements such as education. Inclusive education

is then about addressing the child's rights to participate in school and schools duty to accept the child.

2.3 Status of inclusive education world wide

One of the greatest challenges facing individuals in most societies throughout the world is exclusion from participation in economic, social, political, cultural life communities (UNESCO, 2005). It is generally agreed that inclusive education has its origin in the human rights pronounced in the United Declaration of Human Rights 1948 which states that;

“Everyone has a right to education....education shall be free, at least in the elementary and fundamental stages. Elementary Education shall be compulsory. Education shall be directed to the full development of human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nation for the maintenance of peace (Article 26-Universal Declaration of Human Rights (UNESCO, 2005p20).

The World Health Organization (WHO, 2008) estimates that 10 percent of any populations are disabled and in addition approximately 85 percent of the World's children with disability below 15 years live in developing countries. In 1994, UNESCO World Conference on Special Needs held in Salamanca, the idea of inclusion education was given further impetus. It is estimated that more than 300 participants representing 92 governments and 25 international organizations met

under the auspices of UNESCO and Spanish government to further the objectives of education for all (Ainscow, Farrel&Tweedle, 2000; 1999).Enabling Education Network on principles, policy and practice in special Needs Education was drawn together with the Draft Frame work an Action(Peters, 2004;UNESCO, 2005) the statement proclaims five principles that reflect the rights in respect of education that are enshrined in the Universal Declaration of Human rights(UN.1948) and the United Nations Standard rules On equalization of Opportunities for Person with disabilities(UN,1993).

Burstern (2004) suggests that successful inclusive schools provide a unified educational system in which general and special educators work collaboratively to provide comprehensive and integrated services and programming for all students. At these sites inclusive practices have been carefully developed and implemented by the entire school system and are provided with resources to support and maintain change. Lindsay (2007) notes that collaboration and team work are also essential aspects of inclusion. Inclusive education literature indicates that many countries across the globe have adopted inclusive education. Peters (2004) notes that although different countries are committed to inclusive education, no coherent approach is evident in literature. She further states that the implementation of inclusive education in many countries is often based on range of motives embracing different goals. This research is carried out to investigate the influence of social economic factors on the implementation of inclusive education.

2.4. Family income and implementation of inclusive education

Greg (2005) states that family income has substantial but decidedly selective associations with children's attainment. The selective nature of effects included the following: Family income had much larger associations with measures of children's ability and achievements than with measures of behaviour, mental health and physical health. Gordon and Lance (2005) observed that children growing in poor families are likely to have poor home environment or face other challenges which would continue to affect development even if family income rose substantially.

Susan (2010) denotes that children of affluent parents are more likely to succeed in life than the children of poor parents. According to a commonwealth guide to the implementation of Article 24 of UN Convention on Rights of Persons with Disabilities one of the biggest perceived barriers to the introduction of inclusive education is its cost. The financial support of educational services for students with special needs is a primary concern for all countries. Parents are significant resource input sources of funding.

About 50% of Kenyans live below poverty line and are therefore, unable to access basic services like food, shelter and health. It is for this cause that some of the families find themselves in a tight spot as they try to juggle between life issues and education (Abagi, 1997; MOEST, 1996). Since poverty is linked to the limited educational attainment and low occupational status of the parents,

poor families do not reinforce the value inclusive of education. This research investigated the social economic factors influencing inclusive education.

2.5 Materials and implementation of inclusive education

Material resources are necessary for learners with special education with SENs to learn effectively (KISE, 2002). According to Oluoch (2002) schools embarking to implement any curriculum should be able to obtain the necessary teaching and learning materials such as relevant text books both for teachers and pupils and to cater for all challenges of the learners. The schools should also provide special equipment for learners with special needs for example have magnifying glasses and other optical devices for learners who are visually impaired to reinforce reduced vision, hearing aids for learners with hearing impairments and Braille for visually impaired learners.

Inadequate facilities and lack of relevant materials is one of the major obstacles to the implementation of inclusive education in developing countries (Charema &Peresuh, 1996). A study carried out by (Kristensen & Kristensen, 1997) in Uganda and another by Kisanji (1995) in Tanzania, both indicate that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate.

In a research study in Zimbabwe, (Charema, 1990) indicates that in some of the mainstream schools where children with hearing impairments were integrated, hearing aids had no batteries, and or cords, some of the ear moulds were chipped, some speech trainers were not working and there were no spare parts to have

them repaired. There is need for developing countries to make use of indigenous products to manufacture equipment that can be used and serviced within the country.

It is unfortunate that some of the funds meant for children with special needs, are misdirected towards other causes thereby disadvantaging the rightful recipients. Grof, 2000, Ozoji (1995) states that most institutions in developing countries do not have the basic units and materials necessary to provide adequate special needs education. In Asia, Kholi (1993) reports that institutional facilities are grossly inadequate in all countries in the continent as they are serving less than 1% of the population with special needs.

2.6 Peer attitude and implementation of inclusive education

Attitudes are the greatest barriers or the greatest assets, to the development of inclusive education Mushoriwa (2001). They influence our perception of challenges, strategies to be chosen and goals to be achieved. He further adds that there is a general belief that human behavior and actions are influenced by attitudes are seen as the cause, and the behavior as the consequence. This means people have attitude which affect the way they perceive, value, judge, interact and handle children with special needs.

On peer attitude, Zindi (1996) conducted a study aimed at assessing the attitude of mainstream children towards their peers with disabilities in Zimbabwe. The results showed that the respondents had more positive attitude towards mainstream of Learners with SENs. This study did not involve the views of

children with disabilities who had no experience of real inclusive situation. This study gathered views from learners who already had the experience, their views could therefore be relied upon reflects their experience and feelings. The aspect of the attitude of the Learners with SENs towards learning together with their peers in the mainstream is also important and the research established their views.

Polat (2011) pointed out that resources and improved infrastructure are not only adjustments for inclusion and that dealing with attitudinal barriers among school educators and in the wider community is a key aspect for making inclusive education take place. The meaningful participation of children and adults with disabilities in the school and in the wider community is influenced by the cultural attitude and values of citizens. If the society expresses disregard and prejudice towards people with disability, the discriminatory practices will continue to be propagated.

Study by Reezig and Pul (1991) in Netherlands, cited by Mushoriwa (2001) which found out that pupil who had been included in a regular class wanted to go back to their special schools after suffering isolation and stigmatization in the regular class. This a clear indication that if not carefully considered and if teachers do not take steps to change the attitude of other pupils towards disability inclusion may result in accentuating rather than mitigating exclusion (Mushoriwa 2001). Although the studies showed negative attitude by Learners with SENs learning in regular schools, the studies did not establish the factors that may have

contributed to this negative attitude. This study investigated the social economic factors that influence implementation of inclusive education.

2.7 Religious beliefs and implementation of inclusive education

Religious beliefs can enhance or hinder implementation of inclusive education, thus different religions have different beliefs and teaching concerning disability. In African Traditional there were deep rooted cultural and traditional beliefs that disability is as a result of punishment from God, witchcraft, a curse, a bad omen or anger of the ancestral spirits (Fafanunwa and Aisiku,1975).Therefore the disabled faced discrimination, stigma and extreme form of violence based on the misconception about cause of disability.

There are still beliefs in witchcraft and curses attributed to disability Kisanji (1995) stated that disability has been attributed to witchcraft and curses resulting from parental violation of traditional norms or conditions that originate from vengeance ancestral spirits. This results in a feeling of fear that causes parents not to take their children with disabilities to schools or into community. When this happens most children with disabilities are left without the basic skills they can only get in schools (Armstrong, 2002; Kisanji, 1995).

The healing of the physically impaired man who lay by the pool of Bethesda is a good example Jesus said to him “see you are well again since no more or something worse will happen to you(John5:14).This kind of doctrine makes Christian family not to embrace implementation of inclusive education.

Islam promotes equality as the will of God and requires mutual respect to fellow human being. Islam teaches that everyone deserves love care and respect. They are enjoined to accept all people regardless of their disability and include such people amongst them and support them by addressing their needs (Fethullah&Gelen, 1983), this clearly shows that the Islamic religion fully supports inclusive education. Many Hindu religious institutions and Temple trusts do not think a part of their duty to help persons with disability because they consider the disability to be as a result of their misdeeds in previous lives(Rao,1990) these makes a challenge in the implementation of inclusive education.

2.8 Summary of literature review

A study by Ogot (2005) shows that accessible environment helps to keep the physically challenged learners in school. This was supported by UNESCO (2004). Rouse and Kange'tho (2003) carried out a study on inclusive education. The study asserts that inclusive education in the context is about radical reform and expansion of the education system to accommodate children who are excluded from school. Nyagoti (2013) studied institutional factors influencing implementation of inclusive education. Kithuka (2008) studied factors influencing implementation of inclusive education policy of children with special needs in Kitui North. The above researches did not address the social economic factors that influence the implementation of inclusive education. Wachira (2012) investigated school based factors influencing effective implementation of

inclusive education in public primary schools in Kikuyu district, Kenya and found that the qualification and knowledge of teachers influence effective implementation of inclusive Education. From the literature reviewed it is clear that no study has specifically focused on the social-economic factors influencing implementation of inclusive education. This study seeks to bridge this existing gap by investigated the socio-economic factors influencing implementation of inclusive education in primary schools in Kibwezi Sub-County, Kenya.

2.9 Theoretical framework

This study was based on Oliver (1983) Social Model of disability. The socio model is a concept which recognizes that some individuals have physical or psychological differences which affect the ability to function in the society. However, the social model suggests that it is the society that causes the individuals with physical or psychological differences to be disabled. Individuals with impairments are not disabled by their impairments but rather due to barriers that exist in the society which do not take into account their needs. These barriers can be divided into three categories; environmental, economical and cultural. The social model postulates that the environment disables impaired people by not being accessible enough for them to move, function and communicate as effectively as people without impairment. A great deal of the environment is designed by non-impaired people for non- impaired living.

The social model further argues along economic perspective. This proposes that people can be disabled by lack of resources to meet their needs. Economically

therefore, the society does not provide the same opportunities to people with disabilities and this actually starts at school and continues throughout one's career. On the cultural dimension the social model of disability postulates that the society lets the impaired people down because of the prejudiced views and negative shared attitudes of non-impaired community towards people with physical and psychological impairment.

The social model was further developed in the development of the Disability Rights Movement by Winter(2003). Winter argues that people with disabilities should be empowered, not oppressed and included not marginalized. The social model disability demonstrates that the society needs to improve on the socio-economic status. In order to accommodate learners with special needs. To facilitate inclusion learners requires materials such as wheel chairs Braille, large print text books, hearing aids, adapted furniture. Peers at school and outside school need also to change their attitudes towards their peers with impairments. Religious beliefs which are barriers to inclusive education should be removed, as they prevent implementation of inclusive education. The social model theory was applicable to this study because implementation of inclusive education in public primary schools depended on how well the economic factors have been modified and adopted to meet the needs of IE learners. The social model of disability emphasizes that society needs to accommodate people with disability.

2.10 Conceptual framework

Miles and Huberman (1994) define conceptual framework as visual or written product that explain graphically or in narrative the main things to be studied.

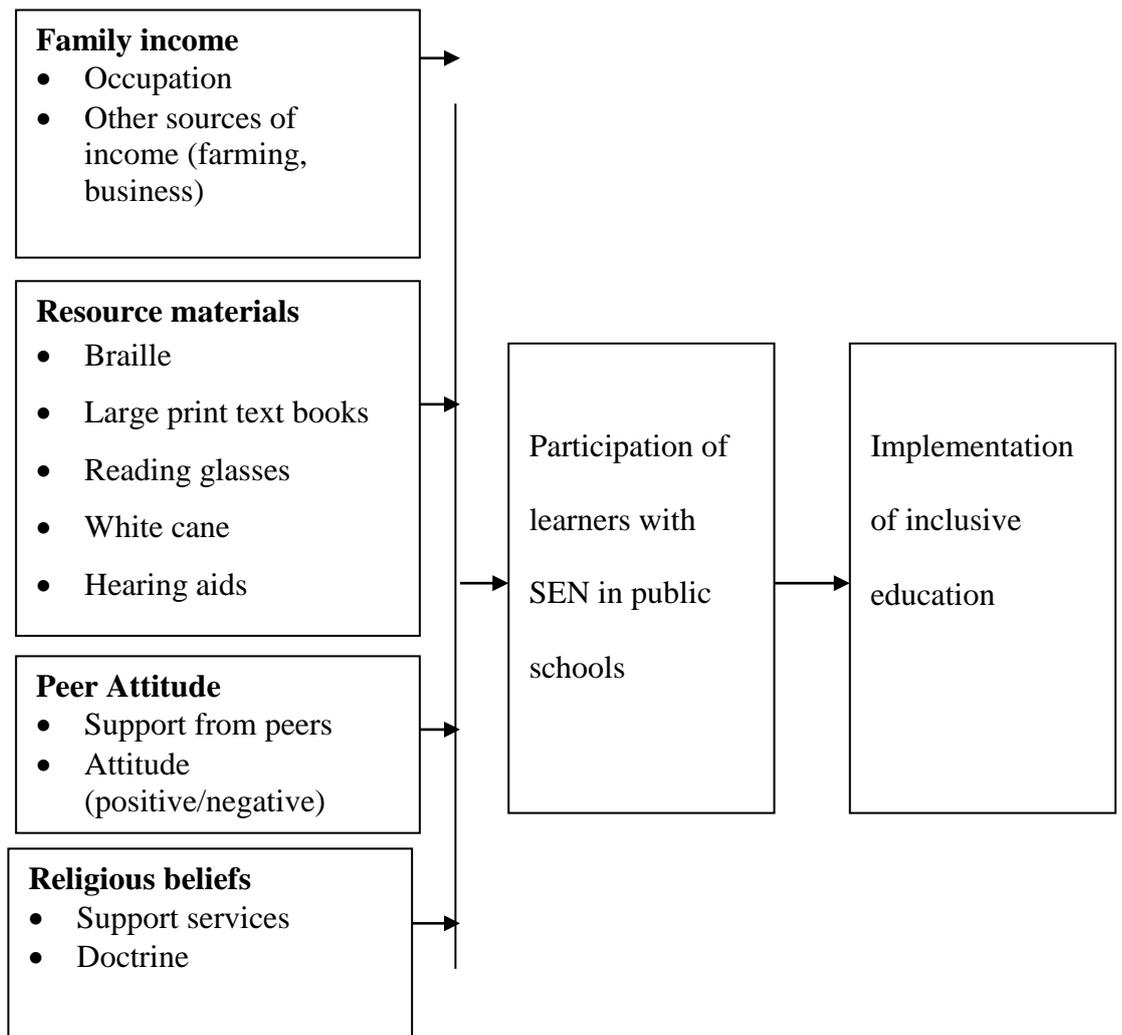


Figure 2.1: Conceptual framework

Proper implementation of economic factors such as family income, resources, peer attitude, religious beliefs lead to participation of learners with special need education in public primary schools. This would lead to implementation of inclusive education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provided a detailed description of the methods to be employed in carrying out this research. It focused on research design, target population, sample size and sampling procedure, research instruments, instrument validity, and reliability of the instruments, data collection, data analysis techniques and ethical considerations.

3.2 Research design

The study adopted a descriptive survey design using both quantitative and qualitative approach. According to Kombo and Tomp (2006) argue that descriptive survey can be used when collecting information about people's attitudes, opinion habits or any of the variety of education or school issues, thus making ideal for this study. Survey research design was appropriate for the study because by investigating the economic factors influencing the implementation of IE, the researcher explored the existing status of variables at a given point in time such as family income, maternal resources, peer attitude and religious beliefs.

3.3 Target population

The target population for a survey is the entire set of units for which the survey data are to be used to make inferences (Jacobs, 2006). The target population for

this study was the 13 schools practicing inclusive education. The schools had one stream in every class from class 1 to class 8. The respondents were the 13 head teachers, all the class teachers in every school resulting to 104 class teachers, 64 physically disabled pupils, 48 mentally disabled pupils, 40 visually impaired pupils and 32 hearing impaired pupils (EAR office Kibwezi Sub County, 2015) and 184 parents/guardians representative of the children were also be included. Parents and pupils were included because they form the backbone of the study. Head teachers and teachers are stakeholders in the implementation of inclusive education.

3.4 Sample size and sampling procedure

Orodho (2009) refers to a sample as a small representative of a target population. Mugenda and Mugenda (2003) recommend drawing a 10 to 30 percent sample from a population. Therefore the researcher used 30 percent of the target population. The 13 schools were purposely selected because they practise inclusive education. Because of the small population, all the head teachers of these schools were automatically included in the sample. All the class teachers from each of the 13 schools were purposively sampled making a total of 104 teachers. Out of the 104 class teachers simple random sampling was used to select a sample of 30% of the teachers to get 31 teachers out of the target population.

Purposive sampling was used to get samples of the 64 physically impaired learners, 48 mentally impaired learners, 50 visually impaired learners and 49

hearing impaired learners. A sample of 30 % of each of the impaired category was used for the study. Simple random sampling was used to get 19 physically impaired learners, 14 mentally impaired learners, 15 visually impaired learners and 15 hearing impaired learners. 30% of the targeted parents were used for the study as well. Simple random sampling was used to get 63 parents representative of children with SENs out of the 211 targeted parents.

Table 3.1

Sample size

Respondents	Population	Sample Size	Percent
Head teachers	13	13	100
Teachers	104	31	30
physically disabled pupils	64	19	30
mentally disabled pupils	48	14	30
visually impaired pupils	50	15	30
Hearing impaired pupils(mild)	49	15	30
Parents/Guardian	211	63	30
Total	539	171	

3.5 Research instruments

The data for the research was collected through the use of questionnaires and interview guides. A questionnaire is a written set of questions to which the

participant responds in writing. The questionnaire was preferred because it's easier to administer and more convenient in collecting information within a short time. In this study questionnaires were used to collect data from Headteachers and teachers. The questionnaire was divided into two parts. Part I sought to collect demographic and general data of respondents while part two sought information on socio economic factors influencing implementation of inclusive education.

An interview is a way of obtaining data about a person by asking him/her rather than by watching his/her behaviour. The interview schedule for parents and pupils sought information on the social economic factors; family income, resources, peer attitude and religious beliefs and their influence on the implementation of inclusive education.

3.6 Validity of the instrument

Validity refers to the accuracy and meaningfulness of inferences based on the research results (Kothari, 2004) can be enhanced by absence of errors in the data collected. The research instrument was piloted in with ten respondents who did form part of the respondent selected for the final study. This was ensured by going through the questionnaire with the respondents to ascertain that each of the items is framed in the least ambiguous way. The pilot study aims at establishing construct validity of the instruments (Mugenda & Mugenda, 2008). The pilot study assisted in identifying the problems which the respondents may encounter

in the process of answering the questions put across to them. The piloted questionnaire was revised and ambiguous items modified.

3.7 Reliability of the instruments

According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The researcher used a test –re-test technique of assessing reliability. In this approach a test was administered to a group of 10 respondents. The respondents are given the same questions after two weeks keeping the initial conditions constant. Scores from the two testing period were computed and correlated using Pearson’s product moment correlation coefficient formulae.

$$r = \frac{N\sum xy - (\sum x)(\sum Y)}{N\sqrt{\left[\sum (x)^2 - \frac{(\sum x)^2}{N} \right] \left[\sum (Y)^2 - \frac{(\sum Y)^2}{N} \right]}}$$

Where: $\sum xy$ = sum of cross product of the values of each variable

$\sum x$ = sum of first set of scores, $\sum Y$ = sum of second set of score, N = the total no. of respondent, $\sum x^2$ = sum of first set of scores, $\sum Y^2$ = sum of second set of scores

According to Mugenda and Mugenda (2003) a coefficient of 0.70 or more shows that there is high reliability of data. Therefore a coefficient of 0.70 or more was considered reliable.

Reliability of the questionnaire was evaluated through Cronbach’s Alpha which measures the internal consistency and establishes if items within a scale measures the same construct. The index alpha was computed using SPSS and measured the

average of measurable items and its correlation. Cronbach's Alpha was established for every variable which formed a scale as shown below.

Table 3.2

Reliability analysis of the questionnaire

Variable	Cronbach's Alpha	Number of Items
Family Income	0.805	5
Material resources	0.811	5
Peer attitude	0.787	5
Religious Beliefs	0.777	5
Average	0.795	

Source: Field Data (2016)

Table 3.2 above shows that material resources had the highest reliability ($\alpha=0.811$), followed by family income ($\alpha=0.805$), peer attitude ($\alpha=0.787$) and religious beliefs ($\alpha=0.777$). This illustrates that all the four variables were reliable as their reliability values exceeded the prescribed threshold of 0.7 as contended by Field (2009). The results of the reliability test also revealed that all the four variables were reliable as the average index of 0.795 exceeded the adopted threshold of 0.7.

3.8 Data collection procedures

An introductory letter was obtained from the Department of Educational administration and planning, University of Nairobi to help to obtain a research permit from the National Council for Science and Technology and Innovation (NACOSTI). The researcher sought permission from District Education Officer

(DEO) Kibwezi Sub County to conduct the study, permission was sought from the area education officers in-charge of the division and all head teacher in the sampled schools. On the material day the researcher personally visited each school, created rapport with respondents explained to them the expected roles and administered the questionnaires and conducted interviews.

3.9 Data analysis techniques

The researcher analyzed and cross examined the data by checking gathered raw data for accuracy usefulness and completeness. Before processing the responses, the completed questionnaires were edited for completeness and consistency. Data analysis was done using descriptive and inferential statistics Descriptive analysis was used; this included the use of weighted means, standard deviation, relative frequencies and percentages. The Statistical Package for Social Sciences (SPSS) software was used for analysis to generate data array that was used for subsequent analysis of the data. SPSS has descriptive statistics features assisted in variable response comparison and give clear indications of response frequencies. The data was coded to enable the responses to be grouped into various categories. Descriptive and inferential statistics was used to summarize the data. This included percentages and frequencies. Tables and other graphical presentations were appropriately used to present the data that were collected for ease of understanding and analysis.

Correlation analysis is the statistical tool that can be used to determine the level of association of two variables (Levin & Rubin, 2008). This analysis can be seen

as the initial step in statistical modelling to determine the relationship between the dependent and independent variables. A correlation matrix was developed to analyze the relationships between the independent variables and the dependent variable.

3.10 Ethical considerations

The researcher obtained permission from the authority before going to the field to commence data collection. All participants were informed that there were no psychological risk and no financial benefits and that their participations would be voluntarily applied in this study. Respondents were treated with respect and courtesy and participants were assured of anonymity and confidentiality of their responses.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses the analysis of results and interpretation of the findings obtained from the field. The chapter presents the background information of the respondents; findings of the analysis based on the objectives of the study which were; to establish the influence of family income on the implementation of inclusive education in public primary schools in Kibwezi Sub-County, to determine the influence of peer attitude on the implementation of inclusive education in public primary schools in Kibwezi Sub-County, to establish the influence of material resources within schools on the implementation of inclusive education in public primary schools in Kibwezi Sub-County and to determine the extent to which religious beliefs influence implementation of inclusive education in public primary schools Kibwezi Sub-County. Descriptive and descriptive and inferential statistics were used for analysis.

4.2 Questionnaires response rate

Table 4.3 represents the response rate. The study targeted a sample size of 171 respondents from which 44 respondents comprising of 13 head teachers and 31 teachers were served with questionnaires while 63 disable pupils and 63 parents/guardians were interviewed.

Table 4.3

Response rate

Instruments	Respondents	Sampled	Returned	Percentage
Questionnaires	Head teachers	13	11	84.6
	Teachers	31	29	93.5
Interview guide	Parents	63	52	82.5
	Learners with SEN	63	56	88.9
Total		170	148	87.1

Out of the 13 targeted head teachers 11 filled in and returned the questionnaires making a response rate of 84.6% while from the 31 targeted teachers, 29 filled and returned the questionnaires making a response rate of 93.5%. From the sampled parents 52 were interviewed making a response rate of 82.5% while from the sampled 63 learners with special educational needs 56 were successfully interviewed making a response rate of 88.9%. The total response rate was 87.1% which was satisfactory to make conclusions on the socio-economic factors influencing implementation of inclusive education in primary schools in Kibwezi Sub-County, Kenya. Based on the assertion, the response rate was considered to excellent.

4.3 Demographic information

This section presents the demographics results of the respondents.

4.3.1 Respondents gender

The study sought to find out the respondents gender. The data is shown on Table 4.4.

Table 4.4

Teachers and head teachers gender

Gender	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Male	18	62.1	7	77.7
Female	11	37.9	2	22.2
Total	29	100	9	100

From the study findings, majority of the teachers as shown on table 4.4,62.1% were male whereas 37.9% of the teachers were female. Majority of the head teachers (77.7%) were male and 22.2% of the head teachers were female. This implies that there were more male head teachers and teachers than female.

4.3.2 Teachers highest level of academic qualifications

The study sought to find out the teachers highest level of academic qualifications.

The results are shown on Figure 4.2.

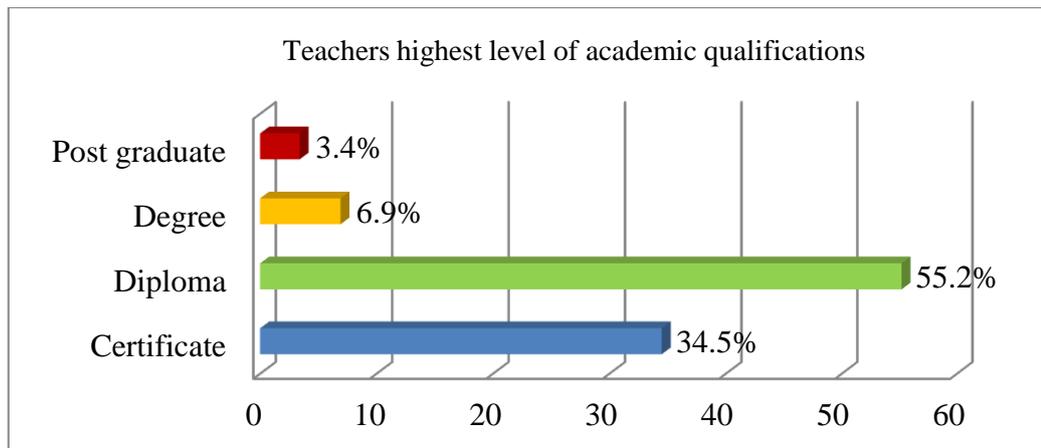


Figure 4.2: Teachers highest level of academic qualifications

From the study findings, majority of the teachers as shown by 55.2% of the teachers had diplomas, 34.5% of the respondents had certificate, 6.9% of the teachers had degree whereas 3.4% of the teachers had postgraduate. This implies that the teachers were well educated to respond to the questions.

4.3.3 Head teachers highest level of academic qualifications

The study sought to find out the head teachers highest level of education qualification. The results are shown on Figure 4.3.

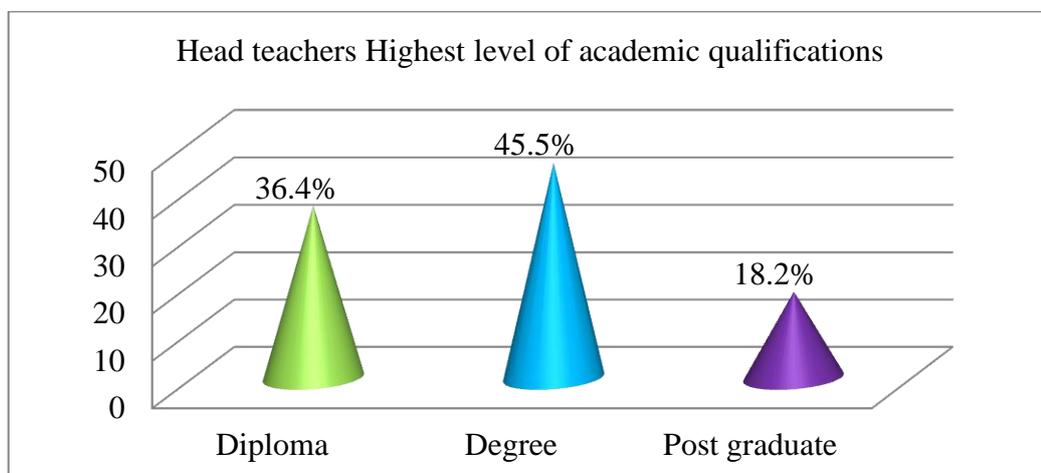


Figure 4.3: Head teachers highest level of academic qualification

From the study findings, most of the head teachers as shown by 45.5% had degree, 36.4% of the head teachers had diploma whereas 18.2% of the head teachers had post graduate as their highest academic qualifications. This shows that all the head teachers were well educated to respond to the questions.

4.3.4 Position in the school

The study sought to find out the respondents position in the school and thus requested the respondents to indicate whether they were teachers or head teachers. The results are shown on Table 4.5 below.

Table 4.5
Respondent's position in the school

Position	Frequency	Percentage
Teachers	29	72.5
Head teachers	11	27.5
Total	40	100

From the findings 72.5% of the respondents were teachers whereas 27.5% of the were head teachers. This implies that there was adequate representation of both the teachers and head teachers in the research study.

4.3.5 Teachers period worked in the school

The study requested the teachers to indicate the period they worked in the current school. The results are shown on Figure 4.4.

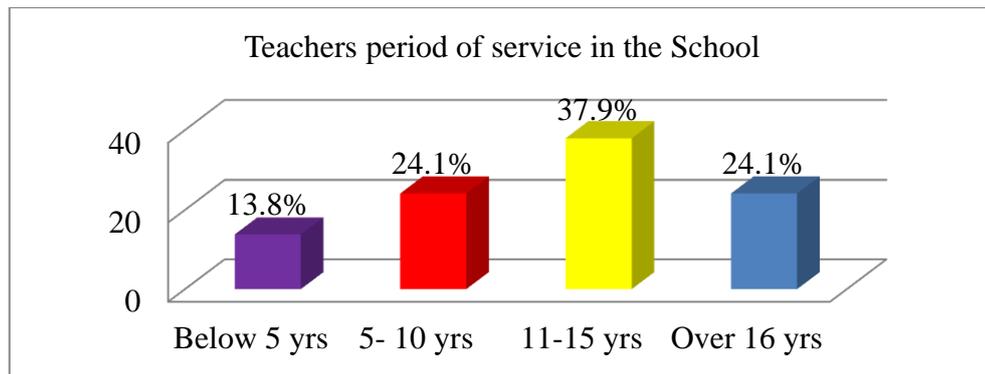


Figure 4.4: Teachers period worked in the school

From the findings, most of the teachers as shown by 37.9% of the teachers indicated 11-15 years, 24.1% of the teachers indicated 5-10 years, and over 16 years in each case whereas 13.8% of the teachers had worked in the current school for a period below 5 years. This shows that most of the teachers had worked in the school for a considerable period of time to respond to the questions of the research study.

4.3.6 Head teachers period worked in the school

The study sought to find out head teachers period of service in the current school. The results are shown on Figure 4.5 below.

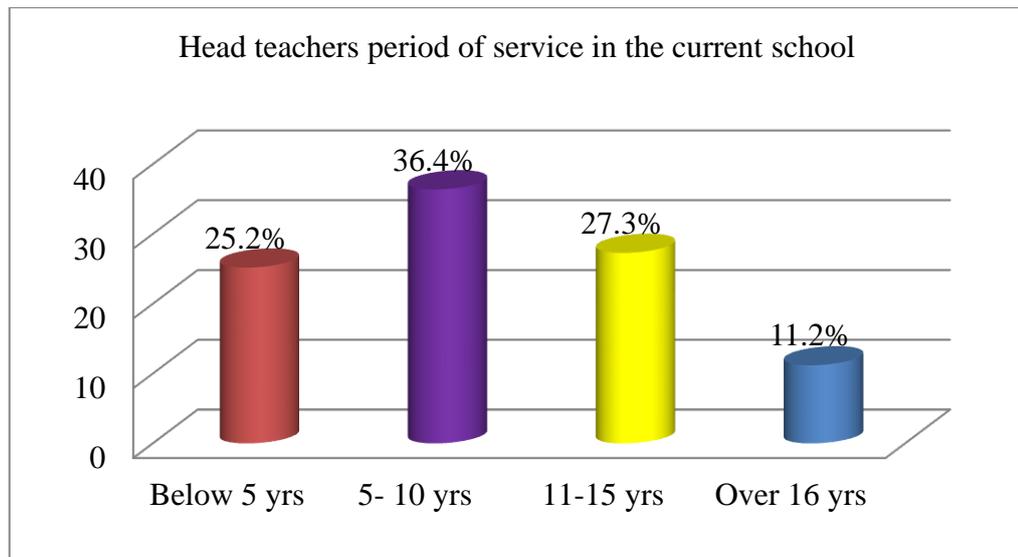


Figure 4.5: Head teachers period worked in the school

From the study findings, most of the head teachers as shown by 36.4% of the head teacher had worked in the school for 5-10 years, 27.3% of the head teachers for 11-15 years, 25.2% of the head teacher had worked in the current school for periods below 5 years whereas 11.2 had worked for over 16 years in the current school.

4.3.7 Teachers age bracket

The study sought to find out the teachers age bracket. The results are shown on Figure 4.6 below.

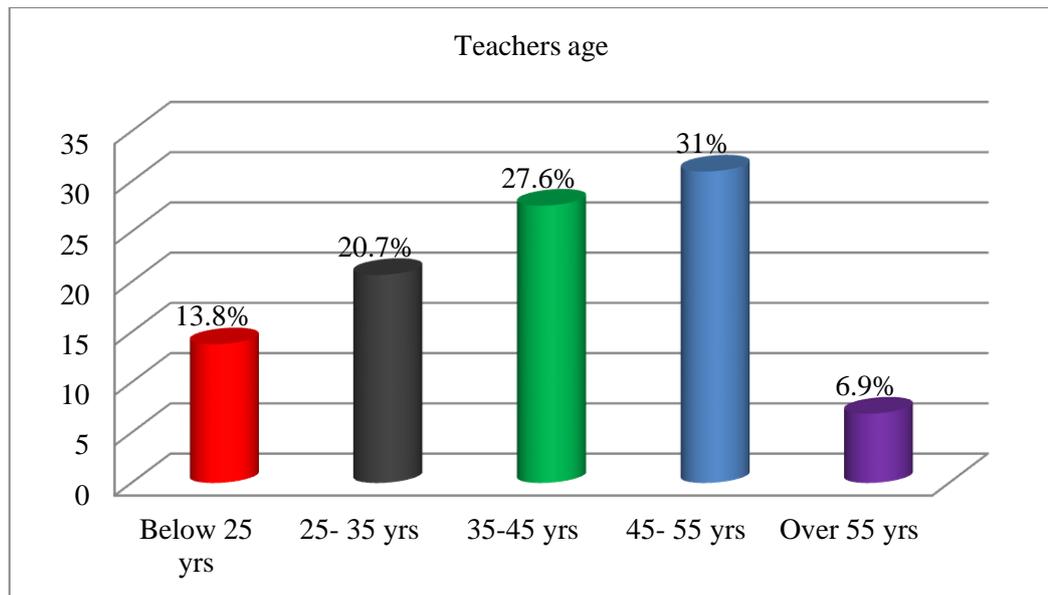


Figure 4.6: Teachers age bracket

From the study findings, most of the teachers as shown by 31% of the teachers were aged 45-55 years, 27.6% of the teachers were aged 35-45 years, 20.7% of the teachers were 25-35 years, 13.8% of the teachers were below 25 years whereas 6.9% of the teachers were over 55 years old.

4.3.8 Head teachers age bracket

The study sought to find out the head teachers age. The findings were as shown by the Figure 4.7below.

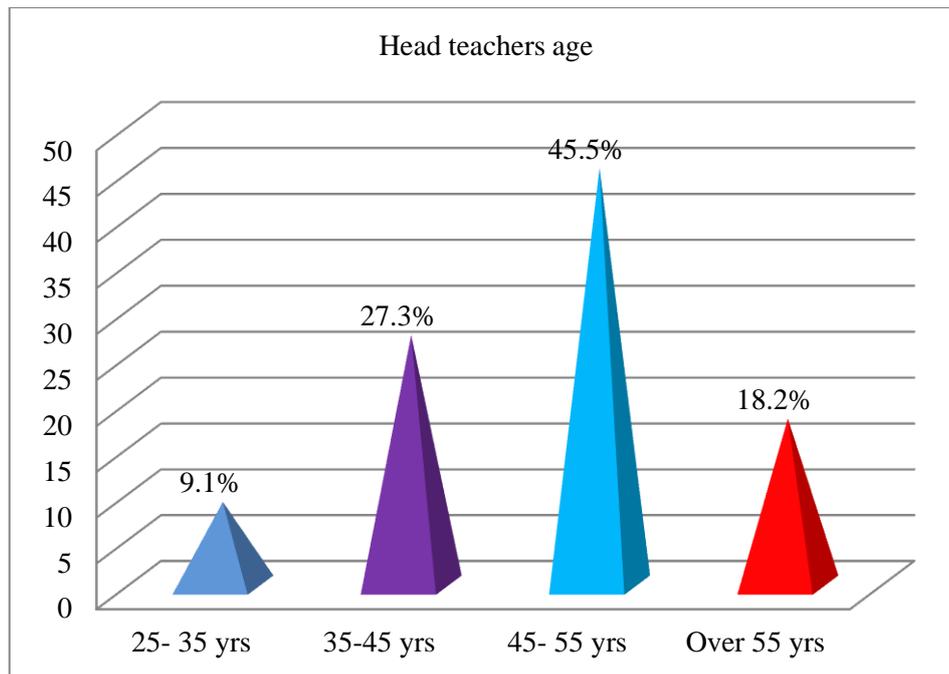


Figure 4.7: Head teachers age bracket

The study sought to find out the head teachers age. From the study findings most of the head teachers as shown by 45.5% of the head teachers were 45-55 years old, 27.3% of the head teachers were 35-45 years, 18.2% of the head teachers were over 55 years whereas 9.1% of the head teachers were 25-35 years. This implies that all the ages were comprised in the study.

4.3 Influence of family income on the implementation of inclusive education

The study sought to find out whether family income influences the implementation of inclusive education in the schools. The results of the teachers and head teacher's responses on whether family income influences the implementation of inclusive education are shown on Table 4.6.

Table 4.6

Influence of family income on the implementation of inclusive education

Opinion	Frequency	Percentage
Yes	36	90
No	4	10
Total	40	100

From the study findings majority of the respondents as shown by 90% were of the opinion that family income influence the implementation of inclusive education in the schools. This implies that indeed family income influence the implementation of inclusive education in the school in Kibwezi Sub-County.

Both the pupils and the parents were also in support that family income influences the implementation of inclusive education in the schools. The parents revealed that their low income hinders them from providing the necessary support to their children with special education needs. This is because the income is not enough to cater for the family needs especially the basic need such as food and shelter. The pupils said that their parents are not in a position to provide their basic needs as they have very low income.

The findings were in line with Susan (2010) who noted that children of affluent parents are more likely to succeed in life than the children of poor parents. A common wealth guide to the implementation of Article 24 of UN Convention on Rights of Persons with Disabilities also argues that one of the biggest perceived barriers to the introduction of inclusive education is its cost. Abagi, (1997) also

found that some of the families find themselves in a tight spot as they try to juggle between life issues and education.

The study further sought to find out the extent to which family income influences the implementation of inclusive education. The results were as shown in the table 4.7

Table 4.7
Extent to which family income influence on the implementation of inclusive education

Extent	Frequency	Percentage
Very great extent	7	17.5
Great extent	28	70
Moderate	3	7.5
Little extent	1	2.5
No extent at all	1	2.5
Total	40	100

The study sought to find out the extent to which family income influence the implementation of inclusive education in the schools in Kibwezi Sub-County. From the study findings, majority of the respondents as shown by 70% to a great extent, 17.5% to a very great extent and 7.5% to a moderate extent. This implies that family income influence the implementation of inclusive education in the schools in Kibwezi Sub-County to a great extent.

The study also sought to find out the source of income for parents of children with special education needs. The results are shown on Table 4.8

Table 4.8

Source of income for parents of children with special education needs

Source of income	Frequency	Percentage
Farming	28	70
Business	7	17.5
Employment	5	12.5
Total	40	100

From the findings majority of the respondents as shown by 70% indicated farming, 17.5% indicated business whereas 12.5% indicated employment. The interviewed parents indicated that they were farmers a position supported by the pupils. This implies that the parents of the children with special education needs in the schools in Kibwezi Sub-County are farmers.

The study further requested the respondents to indicate the Income level of the parents of children with special education needs. The results are shown in the Table 4.9

Table 4.9

Income level of the parents of children with special education needs

Income Level per month	Frequency	Percentage
Below 5,000	15	37.5
5,000-10,000	17	42.5
11,000-15,000	5	12.5
16,000-20,000	2	5
Above 20,000	1	2.5
Total	40	100

The study sought to find out the income level of the parents of children with special education needs. From the study findings, majority of the respondents as shown by 42.5% indicated 5,000-10,000, 37.5% indicated below 5,000, 12.5% indicated 11,000-15,000, 5% indicated 16,000-20,000 and very few indicated above 20,000. The interviewed parents indicated that they earn very little where most of them quantified their income below 10,000 shillings. This was as well supported by the parents who revealed that they earned less than 10,000 shillings per month. The pupils as well said that their parent's income was below 10,000 shillings a month. This implies that most of the parents of children with special education needs in Kibwezi Sub-County earn below 10,000 shillings a month.

The study sought to find out the respondents level of agreement with the statements relating to the effect of family income on the implementation of inclusive education in Kibwezi Sub-County. The results are as shown in the table

4.10

Table 4.10**Effect of family income on the implementation of inclusive education**

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std Deviation
The family's income is sufficient to support the children with disabilities	0	0	2	32	6	4.10	0.34
Family income determines the availability of learning materials	8	30	2	0	0	1.85	0.32
The parents have a special role to play in the implementation of inclusive education	12	27	1	0	0	1.73	0.29
Parents with high incomes are in a better position to educate their children with disabilities	8	29	2	1	0	1.90	0.30
Parents income determines the school attendance of the children with disability	15	25	0	0	0	1.63	0.29

N=40

On a scale of 1-5 where 1 represented strongly agree, 2 agree, 3 neutral, 4 disagree and 5 strongly disagree, the study found that majority of the respondents strongly agreed that parents income determines the school attendance of the

children with disability as shown by a mean of 1.63 and that the parents have a special role to play in the implementation of inclusive education as shown by a mean of 1.73. Majority of the respondents agreed that family income determines the availability of learning materials as shown by a mean of 1.85 and that parents with high incomes are in a better position to educate their children with disabilities as shown by a mean of 1.9. However majority of the respondents disagreed that the family's income is sufficient to support the children with disabilities as shown by a mean of 4.1. The findings were in line with a common wealth guide to the implementation of Article 24 of UN Convention on Rights of Persons with Disabilities that one of the biggest perceived barriers to the introduction of inclusive education is its cost and Parents are significant resource input sources of funding (UNICEF, 2014).

4.4 Influence of resource materials on the implementation of inclusive education

The study sought to find out whether material resources within the school influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County. From the study findings all the respondents (100%) were of the opinion that the material resources within the school influence the implementation of inclusive education in public primary schools. The parents and the pupils interviewed also held this opinion that material resources within the school influence the implementation of inclusive education in public primary schools. The parents indicated that lack of adequate material resources challenges

the implementation of inclusive education for their children with special educational needs. The pupils on the other hand indicated that lack of necessary materials hinders them from acquiring education. This implies that indeed material resources within the school influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County. Similar to these findings (Charema & Peresuh (1996) found that inadequate facilities and lack of relevant materials is one of the major obstacles to the implementation of inclusive education. Kholi (1993) also acknowledged that institutional facilities are grossly inadequate in all countries in the continent. Similarly Kisanji (1995) found that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate.

The study further requested the respondents to indicate the extent to which material resources within schools influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County. The results are shown on the Table 4.11

Table 4.11

Material resources influence on implementation of inclusive education

Extent	Frequency	Percentage
Very great extent	16	40
Great extent	21	52.5
Moderate	3	7.5
Total	40	100

From the study findings, majority of the respondents as shown by 52.5% indicated that material resources within schools influence the implementation of inclusive education in public primary schools to a great extent, 40% indicated to a very great extent whereas 7.5% indicated to a moderate extent. This depicts that material resource within schools influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County to a great extent.

The study further requested the respondents to indicate whether there are enough teaching and learning materials for use by teachers for the implementation of inclusive education. The results are shown on the Table 4.12

Table 4.12

Whether there enough teaching and learning materials

Opinion	Frequency	Percentage
Yes	38	95
No	2	5
Total	40	100

From the findings, majority of the respondents (95%) indicated that there were no enough teaching and learning materials for use by teachers for the implementation of inclusive education. The pupils interviewed revealed that they were not provided with relevant materials they require and were neither adequate.

The materials available included; wheel chairs, reading glasses and large print books as well. However the parents interviewed were unable to identify materials specifically meant for children with special needs. This shows that lack of adequate materials was a major social-economic factor determining the

implementation of inclusive education in Kibwezi sub-county. The findings concur with (Charema & Peresuh (1996) that inadequate facilities and lack of relevant materials is one of the major obstacles to the implementation of inclusive education.

The study further requested the respondents to indicate the level of agreement with the following statements relating to the effect of resource materials on the implementation of inclusive education in the school. The results are indicated in the Table 4.13

Table 4.13**Effect of materials resources on the implementation of inclusive education**

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std Deviation
Inadequate materials hinder the implementation of inclusive education in the school	11	28	1	0	0	1.75	0.30
Lack of relevant materials is one of the major obstacles to the implementation of inclusive education	17	20	2	1	0	1.68	0.24
Some of the wheel chairs are old fashioned and cumbersome to push	9	29	2	1	0	1.93	0.30
The school has adequate instructional and learning materials	0	0	1	31	8	4.18	0.33
The government is timely in providing the resource materials for the implementation of inclusive education	0	0	0	34	6	4.15	0.37

On a scale of 1-5 where 1 represented strongly agree, 2 agree, 3 neutral, 4 disagree and 5 strongly disagree, the study found that majority of the respondents strongly agreed that that lack of relevant materials is one of the major obstacles to the implementation of inclusive education as shown by a mean of 1.68 and that inadequate materials hinder the implementation of inclusive education in the schools as shown by a mean of 1.75. Majority of the respondents agreed that some of the wheel chairs are old fashioned and cumbersome to push as shown by a mean of 1.93. Majority of the respondents however disagreed that the school has adequate instructional and learning materials as shown by a mean of 4.18 and that the government is timely in providing the resource materials for the implementation of inclusive education as shown by a mean of 4.15. The findings concurs with Ozoji (1995) who stated that most institutions in developing countries do not have the basic units and materials necessary to provide adequate special needs education. Kholi (1993) also reported that institutional facilities are grossly inadequate in all countries in the continent.

4.5 Influence of religious beliefs on the implementation of inclusive education

The study sought to find out whether Religious beliefs influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County. The results are shown in the Table 4.14

Table 4.14

Religious beliefs influence on the implementation of inclusive education

Influence Religious beliefs	Frequency	Percentage
Yes	35	87.5
No	5	12.5
Total	40	100

From the study findings majority of the respondents (87.5%) were of the opinion that religious beliefs influence the implementation of inclusive education in public primary schools. The parents interviewed indicted that religious beliefs influence the implementation of inclusive education in the public primary schools. The parents said that some members of the community belief that disable children are as a result of punishment from God which makes the family feel inferior in the community and as result the parents fear taking their disabled children to school. The pupils indicated that some of the parents prefer having their disabled children stay at homes since the religious beliefs discriminate them from the others. This implies that religious beliefs influence the implementation of inclusive education in public primary schools.

These findings concurs with Fafanunwa and Aisiku, (1975) who found that there are deep rooted cultural and traditional beliefs in African Traditional that disability is as a result of punishment from God, witchcraft, a curse, a bad omen or anger of the ancestral spirits. The beliefs hinder the education of the children

with special education needs thus influencing the implementation of inclusive education.

The study sought to find out the extent to which religious beliefs influence the implementation of inclusive education in the schools in Kibwezi Sub-County.

The findings are presented in the Table 4.15

Table 4.15

Extent to which religious beliefs influence the implementation of inclusive education

Religious Beliefs Influence	Frequency	Percentage
Very great extent	6	15
Great extent	25	62.5
Moderate	5	12.5
Little extent	3	7.5
No extent at all	1	2.5
Total	40	100

From the study findings, majority of the head teachers and teachers (62.5%) indicated religious beliefs influence the implementation of inclusive education in the schools to a great extent and 15% indicated that religious beliefs influence the implementation of inclusive education in the schools to a very great extent. This implies that religious beliefs influence the implementation of inclusive education in the schools to a great extent.

The study further sought to find out the extent to which respondents agreed with the statement relating to the effect of Religious beliefs on the implementation of inclusive education. The results are presented in the Table 4.16

Table 4.16

Effect of religious beliefs on the implementation of inclusive education

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std Deviation
Different religions have different beliefs and teaching concerning disability.	6	28	6	0	0	2.00	0.29
There are traditional beliefs in the community that disability is as a result of punishment from God, witchcraft, a curse, a bad omen or anger of the ancestral spirits	8	20	8	3	1	2.23	0.18
Disabled children face discrimination and stigma based on the misconception about cause of disability.	7	31	1	1	0	1.90	0.33
The feeling of fear causes parents not to take their children with disabilities to schools or into community	3	37	0	0	0	1.93	0.41
The religions takes part to help persons with disabilities	5	32	3	0	0	1.95	0.34

N=40

From the study findings, majority of the respondents agreed that disabled children face discrimination and stigma based on the misconception about cause of disability as shown by a mean of 1.90, the feeling of fear causes parents not to take their children with disabilities to schools or into community as shown by a mean of 1.93, the religions takes part to help persons with disabilities as shown by a mean of 1.95, different religions have different beliefs and teaching concerning disability as shown by a mean of 2.00 and that there are traditional beliefs in the community that disability is as a result of punishment from God, witchcraft, a curse, a bad omen or anger of the ancestral spirits as shown by a mean of 2.23.

The parents interviewed revealed that the community had some traditional beliefs concerning disability some of which were that disability is as a result of punishment from God. The parents noted to encounter some difficulties in enrolling their children with special needs in the mainstream. The challenges included poverty, religious beliefs, and fear of stigma, lack of adaptable environment as well as economical constraints. These findings were in line with Fafanunwa and Aisiku, (1975) that in African Traditional there are deep rooted cultural and traditional beliefs that disability is as a result of punishment from God, witchcraft, a curse, a bad omen or anger of the ancestral spirits which influence the implementation of inclusive education.

4.6 Influence of peer attitude the implementation of inclusive education

The study sought to find out whether peer attitude influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County. The results are presented in the Table 4.17

Table 4.17

Peer Attitude and implementation of inclusive education

Peer attitude	Frequency	Percentage
Yes	36	90
No	4	10
Total	40	100

From the findings, majority of the respondents (90%) were of the opinion that peer attitude influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County. This implies that peer attitude influence the implementation of inclusive education in public primary schools. Similarly Mushoriwa (2001) found that attitudes are the greatest barriers or the greatest assets, to the development of inclusive education.

The study further sought to find out the extent to which peer attitude influence the implementation of inclusive education. The results are presented in the Table 4.18.

Table 4.18

Extent to which peer attitude influence the implementation of inclusive education

Peer Attitude Influence	Frequency	Percentage
Very great extent	8	20
Great extent	24	60
Moderate	6	15
Little extent	2	5
Total	40	100

From the study findings, majority of the respondents as shown by 60% indicated that peer attitude influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County to a great extent while 20% indicated to a very great extent. This implies that peer attitude influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County to a great extent.

The study further requested the head teachers and teachers to indicate whether other pupils are comfortable with learners with special educational needs in regular classroom. The results are presented in the Table 4.19.

Table 4.19

Comfortability with learners with special educational needs

Comfortability With Learners	Frequency	Percentage
Yes	16	40
No	24	60
Total	40	100

From the study findings, majority of the respondents (60%) of the respondents were of the opinion that non-disabled learners are uncomfortable with learners with special educational needs in regular classrooms. This implies that non-disabled learners are uncomfortable with learners with special educational needs in regular classrooms. This concurs with Reezig and Pul (1991) in Netherlands, who found out that pupils who had been included in a regular class wanted to go back to their special schools after suffering isolation and stigmatization in the regular class.

The study sought to find out whether learners with special education needs in the school perform as well as their counterparts. The results are presented in the Table 4.20

Table 4.20

Learners with special education needs in the school performance

Learners performance	Frequency	Percentage
Yes	14	35
No	26	65
Total	40	100

From the study findings, majority of the respondents (65%) of the respondents were of the opinion that learners with special education needs in the school do not perform as well as their counterparts. This implies that learners with special education needs in the school do not perform as well as their counterparts.

The study further sought to find out whether non-disabled learners offer support to learners with special educational needs. The results are presented in the Table 4.21 below.

Table 4.21

Non-disabled learners support to learners with special educational needs

Non-Disabled Learners Support	Frequency	Percentage
Yes	13	32.5
No	27	67.5
Total	40	100

From the study findings, majority of the respondents (67.5%) of the respondents were of the opinion that non-disabled learners don't offer support to learners with special educational needs. This implies that non-disabled learners don't offer support to learners with special educational needs.

The study further sought to find out respondents level of agree with the statements relating to the effect of peer attitude in the implementation of inclusive education in the schools. The results are presented in the Table 4.22 below.

Table 4.22**Effect of peer attitude in the implementation of inclusive education**

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std Deviation
Attitudes are the greatest barriers or the greatest assets, to the development of inclusive education	5	28	6	1	0	2.08	0.29
Prejudices against those with disabilities lead to discrimination, which inhibits the educational process.	5	20	12	2	1	2.35	0.20
Attitudes prevent disabled children from attending school	4	31	3	1	1	2.10	0.32
attitude affect the way they perceive, value, judge, interact and handle children with special needs	3	33	3	1	0	2.05	0.35
Teachers take steps to change the attitude of other pupils towards disability	7	30	2	1	0	1.93	0.31

N=40

From the study findings, majority of the respondents agreed that teachers take steps to change the attitude of other pupils towards disability as shown by a mean of 1.93, attitude affect the way they perceive, value, judge, interact and handle

children with special needs as shown by a mean of 2.05, attitudes are the greatest barriers or the greatest assets, to the development of inclusive education as shown by a mean of 2.08, attitudes prevent disabled children from attending school as shown by a mean of 2.10, prejudices against those with disabilities lead to discrimination, which inhibits the educational process as shown by a mean of 2.35.

From the findings most of the parents and children interviewed were Protestants. The pupils indicated that they faced some problems from their peers outside school which include; being laughed at by their peers, being neglected to participate in plays and that their peers never considered involving them in any of the activities outside the school. The findings concurs with Mushoriwa (2001) who in his study found out that pupils who had been included in a regular class wanted to go back to their special schools after suffering isolation and stigmatization in the regular class.

4.7 Correlation analysis of social-economic factors influencing implementation of inclusive education

Correlation analysis is the statistical tool that can be used to determine the level of association of two variables (Levin & Rubin, 1998). This analysis can be seen as the initial step in statistical modelling to determine the relationship between the dependent and independent variables. On the correlation of the study variables, the researcher conducted a Pearson correlation. The table below shows the findings of the correlation analysis.

Table 4.23**Pearson correlation analysis of social economic factors influencing implementation of inclusive education**

		Correlations				
		Implementation of Inclusive Education	Family Income	Material Resources	Peer Attitude	Religious Beliefs
Implementation of Inclusive Education	Pearson Correlation	1	.815**	.864**	-.759**	-.721**
	Sig. (2- tailed)		0.000	0.001	0.000	0.000
	N	40	40	40	40	40
Family Income	Pearson Correlation	.815**	1	.214	.347	.894**
	Sig. (2- tailed)	0.000		0.353	0.292	0.000
	N	40	40	40	40	40
Material Resources	Pearson Correlation	.864**	.214	1	.684**	.413
	Sig. (2- tailed)	0.001	0.353		0.001	0.235
	N	40	40	40	40	40
Peer Attitude	Pearson Correlation	-.759**	.347	.684**	1	.612**
	Sig. (2- tailed)	0.000	0.292	0.001		0.002
	N	40	40	40	40	40
Religious Beliefs	Pearson Correlation	-.721**	.894**	.413	.612**	1
	Sig. (2- tailed)	0.000	0.000	0.235	0.002	
	N	40	40	40	40	40

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

From the findings on the correlation analysis between Implementation of Inclusive Education and various factors which were family income, material resources, peer attitude and religious beliefs. There was a strong positive

relationship between material resources and Implementation of Inclusive Education as shown by a correlation coefficient of 0.864. This implies that an increase in material resources is associated with an increase in implementation of inclusive education and a decrease in material resources is associated with a decrease in implementation of inclusive education. The study found there was a strong positive relationship between family income and implementation of inclusive education as shown by a correlation coefficient of 0.815. This implies that an increase in family income is associated with an increase in implementation of inclusive education and a decrease in family income is associated with a decrease in implementation of inclusive education.

There was a strong negative relationship between peer attitude and implementation of inclusive education as shown by a correlation coefficient of 0.759. This implies that an increase in peer attitude is associated with a decrease in implementation of inclusive education and a decrease in peer attitude is associated with an increase in implementation of inclusive education. Finally the study found out there was a strong negative relationship between religious beliefs and implementation of inclusive education as shown by a correlation coefficient of 0.721. This implies that an increase in religious belief is associated with a decrease in implementation of inclusive education and a decrease in religious belief is associated with an increase in implementation of inclusive education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations for the study. The study sought to investigate the socio-economic factors influencing implementation of inclusive education in primary schools in Kibwezi Sub-County, Kenya. The study was aimed at establishing the influence of family income on the implementation of inclusive education in public primary schools in Kibwezi Sub-County, determining the influence of peer attitude on the implementation of inclusive education in public primary schools in Kibwezi Sub-County, establishing the influence of material resources within schools on the implementation of inclusive education in public primary schools in Kibwezi Sub-County and to determining the extent to which religious beliefs influence implementation of inclusive education in public primary schools Kibwezi Sub-County.

5.2 Summary of the study

The study revealed that family income influences the implementation of inclusive education in the schools in Kibwezi Sub-County to a great extent. Majority of the parents of the children with special education needs in the schools in Kibwezi Sub-County get their income from farming and the income is mostly between 5,000-10,000 shillings a month. The study further revealed that parent's income

determines the school attendance of the children with disability and that the parents have a special role to play in the implementation of inclusive education.

Family income determines the availability of learning materials while parents with high incomes are in a better position to educate their children with disabilities. From the study family's income is insufficient to support the children with disabilities. This was in accordance to a common wealth guide to the implementation of Article 24 of UN Convention on Rights of Persons with Disabilities that one of the biggest perceived barriers to the introduction of inclusive education is its cost and Parents are significant resource input sources of funding.

The study established that material resource influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County to a great extent. There were no enough teaching and learning materials for use by teachers for the implementation of inclusive education in Kibwezi Sub-County. From the findings majority of the pupils were not provided with relevant materials they require and were neither adequate. The materials available at home included; wheel chairs, reading glasses and large print books as well. However most of the respondents were unable to identify materials specifically meant for children with special needs. This shows that lack of adequate materials was a major social-economic factor determining the implementation of inclusive education in Kibwezi sub-county.

Further the study revealed that lack of relevant materials is one of the major obstacles to the implementation of inclusive education and inadequate materials hinder the implementation of inclusive education in the schools. Some of the wheel chairs are old fashioned and cumbersome to push, the schools has inadequate instructional and learning materials and the government is not timely in providing the resource materials for the implementation of inclusive education.

The study further revealed that religious beliefs influence the implementation of inclusive education in the schools in Kibwezi Sub-County to a great extent. Disabled children face discrimination and stigma based on the misconception about cause of disability, the feeling of fear causes parents not to take their children with disabilities to schools or into community, the religions takes part to help persons with disabilities, different religions have different beliefs and teaching concerning disability and that there are traditional beliefs in the community that disability is as a result of punishment from God, witchcraft, a curse, a bad omen or anger of the ancestral spirits. The study further revealed that the community had some traditional beliefs concerning disability some of which were that disability is as a result of punishment from God. The parents encounter difficulties in enrolling their children with special needs in the mainstream. The challenges include poverty, religious beliefs, and fear of stigma, lack of adaptable environment as well as economical constraints.

From the study peer attitude influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County to a great extent. The non-

disabled learners are uncomfortable with learners with special educational needs in regular classroom. More so the learners with special education needs in the school do not perform as well as their counterparts. The non-disabled learners don't offer support to learners with special educational needs as well.

The study revealed that teachers take steps to change the attitude of other pupils towards disability, attitude affect the way they perceive, value, judge, interact and handle children with special needs, attitudes are the greatest barriers or the greatest assets, to the development of inclusive education, attitudes prevent disabled children from attending school, prejudices against those with disabilities lead to discrimination, which inhibits the educational process.

The study revealed that most of the respondents interviewed were Protestants. The pupils faced some problems from their peers outside school which included; being laughed being neglect to participate in plays, poor facilities to accommodate them as well as bad perception of their state. From the correlation analysis the study revealed that there was a strong positive relationship between material resources and Implementation of Inclusive Education, there was a strong positive relationship between family income and implementation of inclusive education, there was a strong negative relationship between peer attitude and implementation of inclusive education and there was a strong negative relationship between religious beliefs and implementation of inclusive education.

5.3 Conclusions of the study

Based on the findings, family income influences the implementation of inclusive education in the schools. The parents of the children with special education needs in the schools get their income from farming which is inadequate to support their children's education. Material resource influences the implementation of inclusive education in the public primary schools. There were no enough teaching and learning materials for use by teachers for the implementation of inclusive.

Religious beliefs influence the implementation of inclusive education in the schools. The parents encounter difficulties in enrolling their children with special needs in the mainstream including; poverty, religious beliefs, and fear of stigma, lack of adaptable environment as well as economical constraints.

Peer attitude influence the implementation of inclusive education in public primary schools. The non-disabled learners are uncomfortable with learners with special educational needs in regular classroom. More so the learners with special education needs in the school do not perform as well as their counterparts. The non-disabled learners don't offer support to learners with special educational needs as well. The pupils with disabilities were being laughed being neglect to participate in plays, poor facilities to accommodate them as well as bad perception of their state.

In conclusion there was a strong positive relationship between material resources and family income positively influenced the Implementation of Inclusive

Education, while peer attitude and religious beliefs negatively influenced the implementation of inclusive education in the schools.

5.4 Recommendations of the study

- i. The researcher recommends that the schools must take initiative to improve on material resources to be sensitive to learners with SNE. The government, parents, non-governmental organizations and any other person involved in the implementation of inclusive education should provide material resources for accessibility by all kind of learners. The government, parents, non-governmental organizations and any other person should provide different types of supportive devices to assist learners with mobility, hearing, communication, sight, writing and sitting. This will provide the learner with special needs with necessary help to move around and be able to function in the school environment.
- ii. The Ministry of education through its relevant institutions should ensure that teachers are equipped with skills and knowledge that can help them identify different types of special education needs learners in an inclusive class to enable them handle each case of SNE learner without ignoring the challenges of the learners.

More funds should be allocated to schools offering inclusive education and the government should also be timely in releasing the funds for educational purposes to aloe smooth implementation of the inclusive education programme.

5.5 Suggestions for further research

The study has revealed the socio-economic factors influencing implementation of inclusive education in primary schools in Kibwezi Sub-County, Kenya.

- i. The study needs to be replicated in other sub-counties in the country in order to give a general picture of the socio-economic factors influencing the implementation of inclusive education in the whole country.
- ii. Further study should also be carried out in order to investigate the impact of inclusive learning on learners' performance in primary schools.
- iii. To establish whether all the special needs of children are catered for, their talents natured and developed to the higher institutional levels of Education.
- iv. An evaluation of how government funding is affecting the implementation of inclusive learning in public schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi,

Department of educational Administration and planning

P.O.Box 92-0902

Kikuyu.

Dear Head teacher/ Teacher,

.....

Primary School

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a student at the University of Nairobi taking Master’s degree in curriculum studies. Currently, I am carrying out a research project on the influence of socio-economic factors on the implementation of inclusive education in public primary schools in Kibwezi Sub-County, Makueni County as part of requirement for the master’s degree. Provided herewith are questions regarding some of the factors that influence the implementation of inclusive education in public primary schools in the Sub-County. Please answer these questions according to the instructions provided. The information gathered will only be used for academic purposes and the identity of respondents will remain confidential.

Thank you for your co-operation.

Yours faithfully,

Mutua Catherine Ndanu

APPENDIX II: HEAD TEACHERS/TEACHERS QUESTIONNAIRES

This questionnaire seeks to gather information concerning the socio-economic factors influencing implementation of inclusive education in primary schools in Kibwezi Sub-County, Kenya. The information provided will only be used for the purposes of this study only.

Please tick where appropriate;

Section A: Demographic Information

Please (√) where applicable.

1. Gender

Male [] Female []

2. What is your marital status?

Single [] Married []

Divorced [] Widowed []

3. What is your highest level of Academic Qualifications?

Certificate [] Diploma []

Degree [] Post Graduate []

Others, please specify.....

4. What is your Position in the school?

Teacher []

Head teacher []

5. How long have you worked in this school?

Below 5 years [] 5-10 years []

11-15 years [] Over 16 years []

6. What is your age bracket?

Below 25 years [] 25-35 years [] 35-45 years []

45-55 years [] Over 55years []

SECTION B: Family Income

7. Do you think family income influence the implementation of inclusive education in your school?

Yes [] No []

8. To what extent can family income influence the implementation of inclusive education in your school?

Very great extent [] Great extent []

Moderate [] Little extent []

No extent at all []

9. What is the source of income for the majority of the parents of children with special education needs in your school?

Farming [] Business [] Employment []

Others

10. What is the income level of the parents of children with special education needs in your school?

Below 5,000 [] 5,000-10,000 []

11,000-15,000[] 16,000-20,000[]

Above 20,000[]

11. To what extent do you agree with the following statements relating to the effect of family income on the implementation of inclusive education in your school? Scale of 1 to 5. Where 1= Strongly agree, 2=agree, 3=Neutral, 4=Disagree and 5= Strongly Disagree)

Statement	1	2	3	4	5
The family's income is sufficient to support the children with disabilities					
Family income determines the availability of learning materials					
The parents have a special role to play in the implementation of inclusive education					
Parents with high incomes are in a better position to educate their children with disabilities					
Parents income determines the school attendance of the children with disability					

SECTION C: Resource Materials

12. Do you think material resources within the school influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County?

Yes () No ()

13. To what extent do material resources within schools influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County?

Very great extent [] Great extent []
 Moderate [] Little extent [] No extent at all []

14. Are there enough teaching and learning materials for use by teachers for the implementation of inclusive education?

Yes () No ()

15. How adequate are the materials?

Adequate () Fairly adequate () Inadequate ()

16. To what extent do you agree with the following statements relating to the effect of resource materials on the implementation of inclusive education in your school? Scale of 1 to 5. Where 1= Strongly agree, 2=agree, 3=Neutral, 4=Disagree and 5= Strongly Disagree)

Statement	1	2	3	4	5
Inadequate materials hinder the implementation of inclusive education in the school					
Lack of relevant materials is one of the major obstacles to the implementation of inclusive education					
Some of the wheel chairs are old fashioned and cumbersome to push					
The school has adequate instructional and learning materials					

The government is timely in providing the resource materials for the implementation of inclusive education					
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SECTION D: Religious beliefs

17. Do you think Religious beliefs influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County?

Yes () No ()

18. To what extent do Religious beliefs influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County?

Very great extent [] Great extent []

Moderate [] Little extent []

No extent at all []

19. To what extent do you agree with the following statements relating to the effect of Religious beliefs on the implementation of inclusive education in your school? Scale of 1 to 5. Where 1= Strongly agree, 2=agree, 3=Neutral, 4=Disagree and 5= Strongly Disagree)

Statement	1	2	3	4	5
Different religions have different beliefs and teaching concerning disability.					
There are traditional beliefs in the community that disability is as a result of punishment from God, witchcraft, a curse, a bad omen or anger of the ancestral spirits					

Disabled children face discrimination and stigma based on the misconception about cause of disability.					
The feeling of fear causes parents not to take their children with disabilities to schools or into community					
The religions takes part to help persons with disabilities					

SECTION E: Peer attitude

20. Do you think peer attitude influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County?

Yes () No ()

21. To what extent do peer attitude influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County?

Very great extent [] Great extent []

Moderate [] Little extent []

No extent at all []

22. Are the non-disabled learners comfortable with learners with special educational needs in regular classroom?

Yes () No ()

23. Do learners with special education needs in your school perform as well as their counterparts?

Yes () No ()

24. Do the non-disabled learners offer support to learners with special educational needs? Yes () No ()
25. To what extent do you agree with the following statements relating to the effect of peer attitude in the implementation of inclusive education in your school? Scale of 1 to 5. Where 1= Strongly agree, 2=agree, 3=Neutral, 4=Disagree and 5= Strongly Disagree)

Statement	1	2	3	4	5
Attitudes are the greatest barriers or the greatest assets, to the development of inclusive education					
Prejudices against those with disabilities lead to discrimination, which inhibits the educational process.					
Attitudes prevent disabled children from attending school					
Non-disabled children have attitude which affect the way they perceive, value, judge, interact and handle children with special needs					
Teachers take steps to change the attitude of other pupils towards disability					

Thank you for your co-operation.

APPENDIX III: INTERVIEW GUIDE FOR PUPILS

This interview guide is to help to investigate the influence of Socio-Economic Factors on Implementation of Inclusive Education in Public Primary Schools in Kibwezi Sub County, Makueni County.

1. What is your parent's/guardian source of income?
2. Who takes care of your special education needs including your school fees?
3. Do you think your Parents/guardian's income influence your education?
4. Are you provided with the relevant materials you require?
5. How adequate are these materials?
6. Who provides the materials?
7. Do you think material resources influence implementation of inclusive education in your school?
8. Do other children feel comfortable with you?
9. Are the other children outside school offering assistance when needed?
10. What problems do children with disabilities face from their peers outside school?
11. Which is your religion?
12. Which religious activities do you participate in?
13. How does your religion support children with special needs?
14. What challenges do the pupils with disabilities face in relation to peer attitude?

APPENDIX IV: PARENTS' INTERVIEW GUIDE

This interview schedule is to help to investigate the influence of Socio-Economic Factors on Implementation of Inclusive Education in Public Primary Schools in Kibwezi Sub County, Makueni County.

1. Do you think family income influence the implementation of inclusive education in the school?
2. What is your occupation?
3. Which other economic activity do you engage in?
4. Do you think material resources influence the implementation of inclusive education in schools?
5. Which materials are available at home for use by the child with special needs?
6. What is your religion?
7. Do you think religion influence the implementation of inclusive education in the school?
8. Does your religion have some belief about inclusive education or disabilities?
9. Have you encountered any difficulties in enrolling your child with special needs in the mainstream schools? If yes, what is the cause of the difficulties?
10. Do you think peer attitude influence the implementation of inclusive education in public primary schools in Kibwezi Sub-County?
11. Are the non-disabled children comfortable with children with disabilities?

12. Do the non-disabled learners offer support to learners with special educational needs?
13. In your opinion what challenges do the pupils with disabilities face in relation to peer attitude?

APPENDIX V: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/2608/11196

2nd June, 2016

Catherine Ndanu Mutua
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of socio economic factors on the implementation of inclusive education in Kibwezi Sub County, Makueni County,*" I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **23rd May, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

